



NOTICE OF MEETING

Standing Advisory Council on Religious Education

Tuesday 10 November 2009, 5.00 pm

Council Chamber, Fourth Floor, Easthampstead House, Bracknell

To: Standing Advisory Council on Religious Education

ALISON SANDERS
Director of Corporate Services

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**Standing Advisory Council on Religious Education
Tuesday 10 November 2009, 5.00 pm
Council Chamber, Fourth Floor, Easthampstead House,
Bracknell**

AGENDA

Page No

1. **Welcome and Introductions (prayer to be led by The Rev Michael Bentley)**
2. **Apologies for absence**
3. **Election of Chairman (Clerk in the chair)**
To elect a chairman for this academic year
4. **Election of Deputy Chairman**
To elect a deputy chairman
5. **Minutes of the Previous Meeting**
To approve as a correct record the minutes of the meeting held on 8 July 2009. 1 - 4
6. **Matters Arising**
To address any urgent items arising from the minutes which are not already on the Agenda
7. **SACRE membership**
8. **Recruitment and Training**
9. **Resources Centre and Artefacts report/update**
 - (a) Bracknell Forest SACRE
 - (b) Ranelagh School
 - (c) Resources available on the Web
10. **The Practicalities of SACRE's responsibilities for RE and CW in schools**
11. **Bracknell Forest Schools' RE examination results - review**
12. **Bracknell Forest SACRE's Development Plan 2009-2012** 5 - 12
13. **Bracknell Forest SACRE's Draft Annual Report 2008/2009** 13 - 24
14. **National Interfaith Week: 15 to 21 November 2009**

15. **Any Other Business**

(a) Draft Code of Conduct for RE teachers – information item

16. **Dates of Future Meetings**

Wednesday 10 March 2010

Wednesday 7 July 2010

Wednesday 10 November 2010

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**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
08 JULY 2009
5.00 - 7.15 PM**



Present:

Free Churches:

Rev Michael Bentley
Mrs Paula Ridgway
Irene Robinson

Other Religions:

Joel Roszykiewicz, Buddhist faith
Mrs Kusum Trikha, Hindu faith

Co-opted Members:

Dr Katharine Hadfield

The Church of England:

Gordon Anderson (Chairman)
Maureen Beadsley
David Fawcett
Julie Mintern

Associations Representing Teachers:

Mrs Samantha Hunt, ATL

Bracknell Forest Council:

Councillor Marc Brunel-Walker
Councillor Cliff Thompson

In Attendance:

Jo Fageant, SACRE Associate Advisor
Dan Archer, Principal Advisor, Social Care and Learning
Amanda Roden, Democratic Services Assistant

Apologies for absence were received from:

Councillors Blatchford and Mrs Hayes, Anne Gibbons, Felicity Allen, Colin Hickson, Martin Surrell and Zvi Solomons

102. Welcome and Apologies for Absence (Prayer to be led by Paula Ridgway)

The Chairman welcomed everyone to the meeting and in particular pupils and staff from the 'RE/Philosophy, Ethics, Belief' class at Garth Hill College who were in attendance to receive the Bracknell Forest SACRE R.E. Prize and certificates. The Chairman thanked Paula Ridgway, Samantha Hunt and the pupils and commended their work on promoting community cohesion. In addition, the Chairman welcomed back Dan Archer, Principal Advisor in Social Care and Learning at Bracknell Forest Council.

103. **Minutes of the meeting held on 10 March 2009**

It was **RESOLVED** that the minutes of the SACRE meeting held on 10 March 2009 be approved as a correct record and signed by the Chairman.

104. **Matters Arising**

Minute 93: Artefacts Update and Review

It was reported that the artefact loan scheme was working well and there was an opportunity to look at SACRE artefacts displayed in the cabinets at the Education Centre. Sikhism and Hinduism artefacts continued to be most frequently loaned out. Schools needed to collect artefacts but artefacts could be reserved before collection.

105. **SACRE Membership**

The Chairman presented Joel Roszykiewicz with a certificate for participation in SACRE training held on 20 April 2009.

The Chairman reported that Louise Birley, Roman Catholic Church, had submitted her resignation from SACRE and had been thanked for her contribution as Vice-Chair of SACRE. Also, Gill Ledsham, Quaker, had submitted her resignation and there were now five vacancies to be filled.

The SHA would be reminded that a nomination was needed from them and would be appointed by Bracknell Forest Council. Dan Archer would speak to Martin Surrell regarding new members for SACRE.

106. **Bracknell Forest SACRE Prize Competition - Debrief**

It was reported that there was an award of £100, instead of £250, for the Bracknell Forest SACRE Prize Competition as there was only one entry. The project work for future competitions could be set for during the summer term after SATs for Year 5 pupils and could act as a good transition project.

It was felt that the competition could be held every two years to provide a long lead in for planning, marketing and possible links with organisations such as Unicef. The competition could raise awareness of what could be achieved through R.E. Sam Hunt would inform the Chairman of the date for the next R.E. co-ordinators' meeting to be held in the autumn term of 2009.

The Chairman thanked Paula Ridgway, Sam Hunt, Kusum Trikha and everyone who had helped with the competition.

107. **NASACRE AGM - 4 June 2009 in Birmingham**

Julie Mintern reported that the NASACRE AGM was very useful and information booklets on SACRE were available for attendees. Training materials were available on the NASACRE website www.nasacre.org.uk and there was a wide range of views and opinions raised at the AGM.

Geoff Teece, University of Birmingham, gave a keynote address on 'Why we need good RE' which could also be found on the NASACRE website and could possibly be

used as a discussion topic in schools. The possible formation of a Youth SACRE was raised at the AGM. Julie Mintern would forward her report of the AGM onto the Chairman to circulate to SACRE members.

108. Berkshire SACREs' Conference - 25 June 2009

Joel Roszykiewicz reported that Berkshire SACREs' conference was informative on identifying issues surrounding gifted and talented children in the context of R.E. and children with special needs. Teachers would find the conference very useful and could take ideas back to their R.E. departments.

Dan Archer reported that the Pan-Berkshire CPD Group were planning a series of subject specific conferences and that one could be for RE. Jo Fageant pointed out that she was also planning a Pan-Berkshire RE Conference and expressed her concern that two such conferences would draw on the same audience. It was agreed that the Pan-Berkshire Group would support Jo Fageant in promoting just one RE Conference.

109. QCA/DCSF Curriculum Consultation

Jo Fageant reported that the QCA/DCSF Curriculum Consultation would continue until 5pm on 24 July 2009. There were four parts to the consultation including non-statutory guidance on R.E. and primary curriculum.

The new non-statutory guidance would replace the R.E. and SACRE elements of Circular 194 but not the elements relating to collective worship. The consultation included an independent review of primary curriculum but not the National Curriculum as a whole. It was noted that there was more emphasis on historical and geographical elements in the consultation than R.E.

A corporate response to the consultation from Bracknell Forest Council would be useful but individual responses from SACRE members via the online questionnaire were considered to be possibly more practical given the time constraints. Jo Fageant had been gathering views on the consultation and would give Mark Chater's e-mail address at QCA to the Chairman to circulate to SACRE members if they would like to e-mail Mr Chater directly.

The Chairman thanked Jo Fageant for her work on reviewing the consultation.

110. SACRE Development Plan 2009-2012

Martin Surrell and Joel Roszykiewicz met with the Chairman to draft a SACRE Development Plan for 2009-2012 which was partly based on the original format. The Chairman welcomed comments from SACRE members on the five objectives identified as part of the plan. The main points arising from the discussion were:

- Objective 1: information passed from SACRE to the Local Education Authority and then distributed to schools could show how SACRE provided high quality advice and guidance. Objective 1: Action 4: 'Establish Working Groups to develop ideas and make recommendations' could be moved to Objective 3.

- Objective 2: the effectiveness of the present syllabus could also be monitored and reviewed within this objective. Objective 2 could be linked with 'quality of teaching' in Objective 4.
- Objective 3: Action 1: 'Consider reports and initiatives from QCA and other relevant bodies. Make recommendations to the LA' to be moved to Objective 1.
- Objective 4: Action 3: 'Monitor the use of RE artefacts' to be moved to Objective 3. Objective 4 could provide an opportunity to engage through RE co-ordinator meetings regarding monitoring standards and the syllabus.

Dan Archer would look into the issue of the professional associations' membership of SACRE. The Chairman would write to the Director of Social Care and Learning at Bracknell Forest Council and Councillor Alan Kendall, Executive Member for Community Cohesion, to find out how R.E. was being delivered in schools.

111. **SEEFF Board Election - for information**

The election results of the South East England Faith Forum (SEEFF) for 2009 were noted.

112. **Any Other Business**

- The third SACRE conference in London took place on 3 July 2009. Communication was a possible idea for a future SACRE conference where representatives from six local authorities and teacher representatives could discuss how SACRE was organised in different areas. It was felt that there should be a post conference meeting to cascade information on to SACRE members.
- Dan Archer reported that of the schools which had SIAS inspections recently Ranelagh was reported to be 'outstanding' and Crowthorne was reported to be 'good'.
- Jo Fageant reported that SIAS inspection reports of the Diocese could be found on their website.
- Jo Fageant would produce an RE update newsletter at the beginning of every school term. Items should be forwarded to Jo at the end of the previous school holidays for inclusion in the newsletter the following term.

113. **Dates of Future Meetings**

Tuesday 10 November 2009
 Wednesday 10 March 2010
 Wednesday 7 July 2010

CHAIRMAN

FINAL DRAFT

Bracknell Forest
Standing Advisory Council
on Religious Education (SACRE)

Three Year Development Plan
2009 - 2012

SACRE Development Plan Objectives: 2009 – 2012

To be revised Spring 2012

Objective 1:

To ensure the continued development of an effective and proactive SACRE, offering high quality advice and guidance on religious education and collective worship to schools through Bracknell Forest Council based on:

- a) a clear understanding of the statutory requirements for religious education and collective worship;
- b) an understanding of the needs of Bracknell Forest schools with regard to religious education and collective worship;
- c) a clear understanding of current advice from QCA, DCSF, OFSTED and other relevant organizations.

Objective 2:

To ensure the commencement of a review of the Locally Agreed Syllabus for Religious Education through an Agreed Syllabus Conference by mid 2011 and, after appropriate consultation, to recommend its publication and implementation

Objective 3:

To provide advice, guidance and the maintenance of resources to assist schools to improve the quality of the provision for:

- a) the teaching and learning of RE in all phases;
- b) pupils' spiritual, moral, social and cultural development;
- c) pupils' preparation for adult life and the promotion of community cohesion.

Objective 4:

To develop an assessment system from available sources in order to monitor and report on the quality of teaching and learning, including the use of resources, in Religious Education in Bracknell Forest schools and, where necessary, to make recommendations to the LAs.

Objective 5:

To monitor, evaluate and review the work of SACRE and the implementation of the SACRE development plan.

Objective 1:
To ensure the continued development of an effective and proactive SACRE, offering high quality advice and guidance on religious education and collective worship to schools through Bracknell Forest Council

Action	Responsibility	Timescale	Resources	Success Criteria
Programme of SACRE meetings	Chairman, Clerk and Adviser	Termly	Clerk and Advisers Appropriate meeting facilities	All meetings held and minutes created
Prepare 3-year Development Plan	Chairman and Working Group	Summer 2012	Adviser and Clerk Appropriate meeting facilities	Plan approved by SACRE
Consider reports and initiatives from QCA and other relevant bodies. Make recommendations to the LA	Chairman, Members, Advisers	Termly	Clerk and Advisers Appropriate meeting facilities	Comments recorded in Minutes Correspondence with LA
Provide Training opportunities	All	Life of Plan	Allocation of Budget funds	Attendance at AGMs and conferences Written reports to SACRE

Objective 2:
 To ensure the commencement of a review of the Locally Agreed Syllabus for Religious Education through an Agreed Syllabus Conference by mid 2011 and, after appropriate consultation, to recommend its publication and implementation.

Action	Responsibility	Timescale	Resources	Success Criteria
Review of Locally Agreed Syllabus	Chairman, Advisers, Members	Commence mid-2011	Convene meetings of an Agreed Syllabus Conference. Clerk and Advisers Appropriate meeting facilities	Amendment and acceptance after full consultation with all relevant organizations. Plan approved by SACRE and recommended to the LA. Approval by the LA

Objective 3:

To provide advice, guidance and the maintenance of resources to assist schools to improve the quality of the provision for:

- a) the teaching and learning of RE in all phases;
- b) pupils' spiritual, moral, social and cultural development;
- c) pupils' preparation for adult life, including education for citizenship and PSHE.

Action	Responsibility	Timescale	Resources	Success Criteria
Establish Working Groups to develop ideas and make recommendations	SACRE	Life of Plan	SACRE Members and Advisers as required	Reports and recommendations approved by SACRE
To maintain and expand the collection of RE Artefacts and resources	SACRE	Life of Plan	SACRE Members, Advisers and assistants at Teachers' Centre	Inventory record and annual reports of loan activity
Monitor the use of RE artefacts and resources	Adviser and assistant at Teachers' Centre	Annually	Budget provision to maintain and add to collections. Clerical assistance to manage loan system	Regular borrowings
Develop further the concept of the BF SACRE prize for RE in schools	SACRE	Life of Plan	SACRE Members and Advisers	Response from schools and quality of entries
To develop further understanding of major faiths and contribute to Community Cohesion	All	Life of Plan	Faith representatives, Advisers and external sources	

Objective 4:
 To develop an assessment system from available sources in order to monitor and report on the quality of teaching and learning, including the use of resources, in Religious Education in Bracknell Forest schools and, where necessary, to make recommendations to the LA.

Action	Responsibility	Timescale	Resources	Success Criteria
Consider reports from school advisers	All	Termly as available	Clerk and Advisers Appropriate meeting facilities	Points and conclusions recorded in SACRE minutes
Consider reports and feedback from RE Coordinators' meetings	All	At least annually	Clerk and Advisers	Points and conclusions recorded in SACRE minutes
Review and analyse examination entries and results	All	Annually	Advisers for preparation Clerk for distribution	Observations recorded in Minutes
Seek reaction and feedback to specific advice and guidance provided for schools through the LA	All	As appropriate	Clerk and Advisers	Satisfactory reports received and conclusions recorded in SACRE minutes

Objective 5:
To monitor, evaluate and review the work of SACRE and the implementation of the SACRE development plan.

Action	Responsibility	Timescale	Resources	Success Criteria
Prepare Annual SACRE Report	Chairman and Advisers	For approval at the Autumn Term meeting	Advisers and Clerk	Approval by SACRE and submission to BFC and QCA by specified deadline
Assess the effectiveness of Bracknell Forest SACRE	All	At least once every three years	Self assessment guidance from Ofsted, QCA, NASACRE and others	Satisfactory outcomes

Total Costs over 4 years = approximately £13,000 (£3,250 average per year).
 Includes estimated cost of Agreed Syllabus Review £4,500 to be spread over two years' budgets.

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Draft Annual Report

**BRACKNELL FOREST SACRE
ANNUAL REPORT
2008/2009**

**Bracknell Forest
Standing Advisory Council
for
Religious Education
(SACRE)**

CHAIRMAN'S FOREWORD AND EXECUTIVE SUMMARY

This is the twelfth Annual Report of Bracknell Forest SACRE. In the academic year covered by this report there has been a modest number of changes to membership: we have said farewell to Louise Birley and Gill Ledsham, as well as Cllrs Brunel-Walker and Leake, the latter two replaced by Cllrs Scott Burrows and Trevor Kensall. In addition Rabbi Zvi Solomons replaced Marcia Perkins as the Jewish faith representative and we welcomed Joel Roszykiewicz as our first Buddhist faith representative.

A feature of this year was the first-ever Bracknell Forest SACRE's prize for RE in schools, which was awarded to Garth Hill College for their excellent work focussing on how RE can promote community cohesion. We hope to continue this concept of RE prizes for schools in years to come. We continue to be proud of our RE Resources Centre and pleased to see steady use of the artefacts loan scheme. During the year we learned of similar artefacts available for borrowing from a secondary school in the borough, aimed at the wider community; a welcome development.

The examination results reviewed for the year continue to suggest there is strength and depth in the quality of RE in most Bracknell Forest schools and this view is fully supported by two SIAS inspection reports, which found one school to be good and another outstanding. In recent years SACRE has felt seriously challenged to comply with its statutory duties of monitoring the quality of RE teaching and Collective Worship in all Bracknell Forest schools, so work has begun in seeking ways in which the Local Authority school advisers might assist. We were disappointed to note that the important QCA/DCSF Curriculum consultation gave very little time in which to respond, a factor that seems prevalent with many government consultations and not helpful to bodies that meet just three times each year.

The annual Berkshire SACREs' Conference, so ably organized by Jo Fageant, again was a great success, the theme this year being on identifying issues surrounding gifted and talented children in the context of RE and also children with special needs. BF SACRE continued its membership of NASACRE and was represented at its AGM. We were pleased to have the continued financial support of Bracknell Forest Council, which agreed to maintain a budget of £3,300 on an "if needed" basis. Hopefully this will remain in place, as such sums might be needed if we are to achieve the aims of our Development Plan for 2009-2012, which is currently in the process of being finalized.

Bracknell Forest SACRE continues to benefit from an excellent attendance at its meetings, with enthusiasm and good interest exuded by all. I have been most grateful for the very positive support given by Paula Ridgway, who took on the role of Deputy Chairman at the beginning of this year, and for the tremendous work done by members of working groups, in particular Sam Hunt, Kusum Trikha and Paula Ridgway. We continue to enjoy excellent support and advice from our LA advisers Martin Surrell and Jo Fageant.

Gordon Anderson
Chairman

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Appendix A Bracknell Forest SACRE – Constitution (to be inserted)

Appendix B Bracknell Forest SACRE – Membership

Appendix C Bracknell Forest SACRE Development Plan

Appendix D Bracknell Forest SACRE – Trends in GCSE Results (*to be inserted*)

Appendix E Joint SACREs Conference Report

1. Introduction

- 1.1 The Bracknell Forest SACRE has continued to meet regularly each term of the academic year 2008/2009: 6th November 2007, 10th March 2008 and 8th July 2008. All meetings, held at Easthampstead House and Easthampstead Park Education Centre, have been well attended with representation from the four constituent groups and co-opted members (See Appendix B).
- 1.2 Members of the SACRE have continued to be appreciative of Gordon Anderson's willingness to be re-elected as Chairman of the SACRE and the continuity of vision and purpose this brings to its work. They expressed their gratitude to Louise Birley for her work and commitment in the role of Vice-Chair when she stood down in the autumn. She was succeeded by Paula Ridgway.
- 1.3 The SACRE was successful in finding a Buddhist representative to join at the start of the academic year. He had attended a recruitment training course run by the National Association of SACREs (NASACRE), was welcomed and played an active part in the life of the SACRE during this his first year of membership. Other new members were: Rabbi Zvi Solomons, Coucillors Burrows and Kensall. Other members left during the year and were thanked for their service: Louise Birley, Gill Ledshamm and Marcia Perkin.
- 1.4 Bracknell Forest SACRE Development Plan has driven the work of the SACRE and was updated in July in order to provide focus for future initiatives. See Appendix C for more details.
- 1.5 Members also continued to review their work against the self-evaluation proforma provided by Ofsted, considering three sections at their November meeting. They judged with confidence that they were in an 'advanced' category for their work on reviewing, developing, implementing and monitoring the locally agreed syllabus for religious education. However, support for collective worship and the contribution to social and racial harmony were assessed as reflecting the 'established' category.
- 1.6 The SACRE received reports, articles and papers about RE in order to remain well informed about issues of local and national significance in the subject. In particular, members gave careful consideration to consultation documents made available from the Qualifications and Curriculum Authority (QCA, later QCDA – Qualifications and Curriculum Development Agency) ie the draft of a revised primary curriculum and the draft of new non-statutory guidance on RE. They noted the implications for local action should these documents be published in significantly unchanged form.

2 Religious Education in Bracknell Forest

2.1 Locally Agreed Syllabus

- 2.1.1 The current locally agreed syllabus for religious education was published and launched in July 2006. It is available on the Bracknell Forest website. Following a RE subject inspection of a primary school, the inspector raised a question about the ease with which teachers without subject specific specialist knowledge or training in the interpretation of the syllabus could make effective use of the Bracknell Forest document. Recognising this could be a difficulty for some, the Associate Consultant to the SACRE prepared a brief paper on how to plan RE using the local syllabus. Members of the SACRE, especially the teachers, expressed their appreciation of this guidance and were confident colleagues in schools would find it very helpful. (*Would*

it be a good idea to include the paper as an appendix to this report in order to highlight it once again?)

2.2 Standards in RE

2.2.1 Key Stages 1-3

The SACRE continued to find it difficult to develop a strategy which would enable it to monitor the provision of and standards in RE in Key Stages 1-3. Members were optimistic that closer working with schools advisers might provide them with relevant information.

2.2.2 GCSE

An analysis of examination data will be prepared for inclusion here when it is available. Information about examination trends and entries can be found in appendix C. *(This needs to be inserted)*

2.3 Methods of Teaching, the choice of teaching materials, teacher training

2.3.1 Termly meetings continue to be provided for RE subject leaders. The format has been one of a presentation then discussion and follow up. *(Details needed from Sam)*

2.3.2 The SACRE has published a brief paper, written by the Associate Consultant to the SACRE, on a recommended planning methodology to provide guidance on the effective use of the locally agreed syllabus for religious education.

2.3.3 The SACRE has continued to monitor and support the development of the resources and artefacts collection that is kept at the Bracknell Forest Education Centre and loaned out to schools. The collection was expanded again this year and the catalogue updated and redistributed. An eye-catching supplement about it was included in 'Curriculum News' the regular local authority newsletter to schools. RE subject managers have been reminded about the collection at termly meetings. In addition, at a session provided for teachers new to Bracknell Forest, some members of the SACRE were on hand to introduce them to the RE loan resource collection. Records show that the Hindu and Sikh collections continue to be those for which there is greatest demand. Following a period of change last year, the loan system is once again running smoothly.

2.3.4 In association with the Anglican Diocese of Oxford, Bracknell Forest's education department highlights for schools the value of the resources published termly by RE Today and offers a discount subscription rate. An index of the contents of these resources, set out religion by religion and updated termly, is available from Jo Fageant.

2.3.5 During the year teachers had an opportunity to attend an extremely stimulating course led by Lat Blaylock of RE Today Services, organised by the Diocese of Oxford, entitled, *Exploring Christianity in the Primary School*.

2.3.6 The SACRE established a small working party to draw up a submission for a NASACRE/Westhill Young Inter-Faith Projects award. It was not possible to finalise this in time for the 2009/10 awards but work will continue with an eye to 2010/11 should the awards continue to be granted.

2.3.7 The SACRE has supported the re-introduction of a termly newsletter for schools on RE.

2.4 Complaints concerning RE

2.4.1 No complaints concerning RE have been referred to SACRE during 2007/2008.

2.5 Other matters

2.5.1 The SACRE was pleased to have organised a RE focused competition for students in Year 9. They were invited to respond to the question, *How might religious education promote harmony in our community?* A prize of £100 and certificates were awarded in July to students from Garth Hill School. Following the successful introduction of a competition, members of the SACRE were keen to establish this as a regular feature of their support for RE. It was decided that the next one would invite entries from Year 6 pupils and that the competition would be a regular two yearly initiative.

3 Collective Worship

3.1 Monitoring Collective Worship

3.1.1 No information on the provision and quality of collective worship was passed from local authority advisers to the SACRE for discussion during the academic year 2008/2009.

3.2 Determinations

3.2.1 Bracknell Forest SACRE has received no applications for determinations during 2008/2009.

3.3 Complaints concerning collective worship

3.3.1 Bracknell Forest has received no complaints concerning collective worship during 2008/2009.

4 Links with other Bodies.

4.1 National

4.1.1 Bracknell Forest SACRE has continued its membership of the National Association of SACREs (NASACRE). One member was able to attend the AGM and provided a very comprehensive report of the meeting for colleagues. The SACRE's Associate Consultant continues to serve on the executive of NASACRE.

4.2 Local

4.2.1 Several members of the SACRE attended a conference entitled, 'Identifying and Supporting Able, Gifted and Talented pupils in RE' established for all the SACREs of the unitary authorities formerly part of Berkshire. Dilwyn Hunt, RE Adviser in Dudley, provided a lively and stimulating presentation. Delegates responded positively to the evening reporting back to those who were not able to attend that it had been very relevant to classroom practice and had raised awareness of the needs of gifted, able and talented pupils of all ages. They also found it valuable to meet with members of neighbouring SACREs. A full conference report can be found in Appendix E.

4.2.2 Members were invited to attend a Shabbat service at the synagogue in Reading in March.

5 SACRE arrangements

5.1 Professional and administrative support

5.1.1 Bracknell Forest SACRE continues to be served by a Borough Council Committee Administrator. Curriculum support is provided by Martin Surrell, a local authority adviser and Jo Fageant an associate consultant. One meeting was also attended by Dan Archer, the Principal Adviser, Social Care and Learning.

5.2 Finance

5.2.1 The SACRE budget for the year of this report was £3,300. *(Is this the exact figure?)*

5.2.2 The primary areas of expenditure for the year have been the continued expansion and maintenance of the resource and artefact collection, the work of the associate consultant and members' attendance at courses.

APPENDIX A

BRACKNELL FOREST STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

CONSTITUTION

APPENDIX B

BRACKNELL FOREST STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Membership and attendance record for the year 2008/2009

Group A	Christian denominations and other religions	(Attendance record)
	The Free Churches (3)	
a)	Revd Michael Bentley	(2/3)
b)	Mrs Paula Ridgway	(2/3)
c)	Mrs. Irene Robertson	(2/3)
	The Roman Catholic Church (2)	
a)	Ms Louise Birley	(1/2)
b)	Mrs Anne Gibbons	(2/3)
	Other religions	
a)	Rabbi Zvi Solomons	The Jewish Faith (0/3)
b)	Mrs Kusum Trikha	The Hindu Faith (2/3)
c)	Mr Joel Roszykiewicz	The Buddhist Faith (2/2)
Group B	The Church of England	
a)	Mr Gordon Anderson	(3/3)
b)	Mrs Maureen Beadsley	(3/3)
c)	Mr David Fawcett	(2/3)
d)	Mrs Julie Minter	(3/3)
Group C	Associations representing teachers (6)	
a)	Mrs Samantha Hunt -	ATL Representative (3/3)
b)	Mrs Kathleen Nugent -	NAHT Representative (0/3)
c)	Mr Colin Hickson -	NUT Representative (1/3)
d)	Mrs Felicity Allen -	NAS/UWT Representative (1/3)
e)	PAT -	Nomination not yet received.
f)	ASCL Representative -	Nomination not yet received.
Group D	The Authority	
a)	Councillor Andy Blatchford	(1/3)
b)	Councillor Mr Brunel-Walker	(1/3)
c)	Councillor Mrs Dorothy Hayes	(2/3)
d)	Councillor Leake	(1/3)
e)	Councillor Cliff Thompson	(2/3)
2 Co-opted members –	Ms Gill Ledsham	(1/1)
	Dr Kathy Hadfield	(2/3)

Meetings were also attended by Priya Patel (1), Katharine Simpson (1) and Amanda Roden (1) (Bracknell Forest Council Democratic Services), Dan Archer (1) (Principal Adviser, Social Care and Learning) Martin Surrell (2) (Local Authority Adviser), Jo Fageant (3) (Associate Consultant to the SACRE) and Phra Nicholas Thanissaro (1) (Buddhist visitor).

APPENDIX C

The updated development plan

APPENDIX D

RE GCSE data

NB. This data includes GCSE results for both Religious Studies and Religious Education GCSEs

Data need to be inserted

Appendix E

Report of the 2009 Joint SACREs Conference 'Identifying and Supporting Able, Gifted and Talented pupils in RE'

Pam Proctor, Chair of the Windsor and Maidenhead SACRE, opened the meeting and introduced the speaker, Dilwyn Hunt.

Dilwyn started by explaining that there is an ambiguity in the use of the terms 'gifted and talented'. Delegates enjoyed his stories about ambiguity: one from Gervase Finn about a headteacher who enjoyed answering the school telephone saying, 'This is the head of John the Baptist' that being the name of the primary school; the other about a nun in her habit saying to a man on a train, 'I think you are the father of one of my children.' He made it clear that he believes all young people are gifted and talented. However, the terms 'gifted and talented' are used as technical terms with specific meanings:

- Gifted learners are those who have ability (or the potential) to excel academically in one or more subjects;
- Talented learners are those who have the ability (or potential) to excel in practical skills such as sport, leadership, artistic performance, or applied skill.
- G&T is a relative term and refers to the most able learners in each school regardless of the ability profile of the school. Dilwyn suggested that every school should work on the assumption that there are young people who are gifted in RE in every year group.
- The National Association for Able Children in Education (NACE) has traditionally used the term 'very able' to identify the young people it works with. These children are defined as the top 2% nationally.

Children who are high achievers only in RE are unusual because there is a strong correlation between language and RE. However, it is important for teachers to recognise that some could have poor English and/or handwriting skills. There is no automatic correlation between being gifted in RE and being highly motivated. Young people could have a spiky profile because work set is not challenging and they choose to spark up the lesson by being rebellious. Some might bring social and behaviour problems into class with them. Some refuse to engage because they realise that if they are identified as being good at RE they may be given extra work.

How to identify these young people.

Single numerical data (eg IQ, SATs results, CAT scores) will not sort it out completely. However it is worth asking questions about children who have good test scores but are not doing well in RE.

Teachers can nominate. Nomination will be based on things like pupils' questions, aside comments, levels of engagement, open responses, written work, responses to questions etc.

Teachers will need to be aware that some tasks do not invite G&T pupils to perform as well as they are able. Previous school nomination doesn't always get through to RE teachers. Transition for KS2-KS3 can fail these pupils. Dilwyn gave the example of year 6 pupils who had debated skilfully in a council chamber but were not even asked/allowed to speak for the first few weeks of RE in their secondary schools. Parental nomination can confuse piety with gift/talent.

Dilwyn stressed that being gifted in RE is not the same as being religiously gifted or religiously devout. He described several children and asked delegates to identify whether they were 'gifted in RE', 'religiously gifted', 'a devout child', or 'something else'. He said it was important to acknowledge that some gifted students could be hostile to religion.

Dilwyn then dealt with the tricky question of whether we can split the atom of RE ie might students be significantly better at either 'learning about religion' or 'learning from religion'? He went on to suggest that teachers do not always ask questions or set tasks that extend pupils' thinking and understanding. They often accept cliché answers eg in answer to the question, 'why do Muslims perform Salat?' they accept, 'because it makes them feel closer to God'. This is not a wrong answer but teachers need to push for more. To extend pupils they might be asked to compare with another religion ie horizontal comparison as extension work. They might be asked to compare places where people pray, language used, positions of prayer etc. Sometimes teachers settle for the correct use of technical language as better achievement. Sometimes teachers drift from main topic eg ask an application question such as, 'Muslims pray 5 times a day, what do you do regularly that improves your life.?' They invite empathetic responses eg writing about a child's bar mitzvah saying the child is excited nervous etc without requiring something which reveals a deeper understanding.

So what instead?

Teachers need to recognise that there is a background story to religious ritual and understanding this is what shows 'giftedness'. Dilwyn spoke about developing broader and deeper understandings eg of Muslim prayer:

- a psychological understanding recognises that prayer in Islam helps bring about humility and personal modesty;
- a social understanding recognises that through the same actions and words Muslims feel spiritually linked with Muslims everywhere;
- a moral understanding recognises as well as humility prayer brings about a gentleness of manner;
- a theological understanding recognises that prayer is seen as a gift from God which brings about regular inner cleansing;
- a philosophical understanding recognises that in Islam one's final destiny is in the hands of God.

He suggested it is this that teachers need to be pushing their most able pupils towards.

In relation to 'learning from religion', fairly formulaic arguments are often accepted. Pupils are not always asked to consider the nuances in issues, the shades of grey etc. Teachers need to help children develop reasoning skills by modelling reasoning.

Teachers don't always make best use of seeing colleagues at work in order to learn from one another. A friendly sharing of ideas could make lessons better.

Dilwyn provided information about helpful websites:

- Institutional Quality Standards for G&T Education (IQS):
http://ygt.dcsf.gov.uk/FileLinks/930_qs.doc
- Classroom Quality Stands in G&T Education (CQS):
http://ygt.dcsf.gov.uk/FileLinks/332_MainLink.doc
- 'Higher Standards, Better Schools for All' (DCSF) Chapter 4:
<http://publications.dcsf.gov.uk/eOderingDownload/Cm%206677.pdf.pdf>
- '2020 Vision: Report of the Teaching and Learning in 2020 Review Group' (DCSF):
<http://publications.teachernet.gov.uk/eOderingDownload/6856-DfED-Teaching%20and%20Learning.pdf>

He suggested a variety of strategies for appropriately personalising the learning of G&T pupils:

- extra small group tuition
- one to one tuition
- setting or grouping of gifted children
- using trained support staff
- placing young people with an older year group
- listening to the voice of the child – learning conversations
- using ICT resources to identify who might need support
- extra support and tuition beyond the school day
- involvement in out of school activities
- networking with neighbouring schools on joint projects
- pupils having their own personal online space
- pupils (and their parents) being able to access their work online
- engaging parents
- providing individual feedback to pupils (assessment for learning)
- providing diagnostic targeted support

Dilwyn then explained, with examples, strategies which push for the development of thinking skills. These activities often allow children to respond at a superficial level but enable others to fly with much more profound exploration.

These activities include

- identifying the odd one out of a selection of pictures, words etc
- asking 'what would be missed' questions eg If a Christian never prayed, what would they miss?
- asking 'what if' questions eg What if Jesus had never been crucified? What if the Jews had never celebrated the Sabbath?
- community of enquiry activities eg asking what question a particular picture raises in pupils' minds
- comparison of images eg two contrasting paintings of Jesus' crucifixion
- formal debate
- sorting and ordering answers to questions
- working through dilemmas eg should Harjeet, a Sikh youngster, join the Khalsa?
- hopping over superficial recall questions and going for explanations, analysis and evaluation
- modelling the marshalling of an argument

Delegates divided into pre-arranged groups for discussion and then returned for the close of the conference.

Dilwyn finished the evening by challenging us to think about how we could develop the idea of visitors in to schools to share specific areas of specialism - really specialist polished lessons with whole classes or small group – maybe just 20 minutes long. He asked us to think about trying to develop teams of people who could prepare such specialist such areas - small aspects of religion. He challenged members of the SACREs to think about what they could do or how could they support others to do this kind of work.

(Readers interested in the provision for gifted, able and talented pupils in RE may find Dilwyn's article at the following address helpful:

<http://www.teachingexpertise.com/articles/religious-education-raising-the-bar-for-gifted-and-talented-2780>)

Pam Proctor closed the conference thanking Dilwyn for a very stimulating evening.

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