



NOTICE OF MEETING

Standing Advisory Council on Religious Education

Tuesday 28 February 2017, 5.00 pm

Council Chamber, Fourth Floor, Easthampstead House, Bracknell

To: The Standing Advisory Council on Religious Education

Tracey Williams, Church of England (Chairman)
Councillor Dr Gareth Barnard, Bracknell Forest Council
Councillor Ms Moira Gaw, Bracknell Forest Council
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Councillor Ian Leake, Bracknell Forest Council
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Rev Jackie Case, Free Churches - Methodist
Rev Paul Collins, Church of England
Chris Cooper, Catholic Diocese of Portsmouth
Ruth Jackson, NAHT Headteacher
Kathy Hadfield, Co-opted Member
Manfred Lemke, The Free Churches
Carol Logan, Church of England
Mark Olney, Church of England
Deborah Owen, National Union of Teachers (NUT)
Arfan Rashid, Muslim faith
Rabbi Zvi Solomons, Jewish faith

ALISON SANDERS
Director of Corporate Services

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- 3 Use the stairs not the lifts.
- 4 Do not re-enter the building until told to do so.

If you require further information, please contact: Lizzie Rich
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Published: 16 February 2017



**Standing Advisory Council on Religious Education
Tuesday 28 February 2017, 5.00 pm
Council Chamber, Fourth Floor, Easthampstead House,
Bracknell**

Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

AGENDA

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1. Welcome and Apologies for Absence (reflection to be led by Tracey Williams)	
2. Minutes of the Previous Meeting To approve as a correct record the minutes of the meeting of the Committee held on 7 November 2017.	3 - 8
3. Matters Arising	
4. Collective Workshop - Next Steps	9 - 10
5. Subject Leader Training	
6. Crossing the Bridges Update	
7. NASACRE Big RE Survey	11 - 22
8. Representative for the NASACRE AGM - 16 May 2017	
9. Syllabus	
10. Constitution Overview	
11. Membership Update	
12. Any Other Business	
13. Dates of Future Meetings 15 June 2017, 5pm	

**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
7 NOVEMBER 2016
5.00 - 6.50 PM**



Present:

Councillor Ms Moira Gaw, Bracknell Forest Council
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Councillor Ian Leake, Bracknell Forest Council
Rev Jackie Case, Free Churches - Methodist
Rev Paul Collins, Church of England
Madeline Diver, Associations Representing Teachers (VOICE)
Deborah Owen, National Union of Teachers (NUT)
Kathy Hadfield, Co-opted Member
Manfred Lemke, The Free Churches
Mark Olney, Church of England
Arfan Rashid, Muslim faith

In Attendance:

Anne Andrews, Oxford Diocese Adviser
Chris Salt

Apologies for absence were received from:

Councillor Dr Gareth Barnard, Bracknell Forest Council
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Ruth Jackson, NAHT Headteacher
Carol Logan, Church of England
Rabbi Zvi Solomons, Jewish faith
Tracey Williams, Church of England

1. Welcome and Apologies for Absence

Madeline Diver welcomed members to the meeting and led a short devotion.

2. Election of Chairman

Reverend Tracey Williams had nominated herself for Chairman by email, as she had tendered her apologies. There being no other candidates, it was proposed and seconded that Tracey Williams should be the Chairman of SACRE for the academic year 2016/17.

It was agreed that the Vice-Chairman would chair the meeting in Tracey's absence.

3. Nomination of Vice-Chairman

It was agreed that Madeline Diver be appointed Vice-Chairman of SACRE for the academic year 2016/17.

4. Minutes and Matters Arising

The minutes of the meeting on 21 June 2016 were approved as a correct record.

5. Annual Report

Anne Andrews presented the Annual SACRE Report 2015-16.

The report had been developed in line with the suggestions on the NASACRE website. Anne noted that Exam Results would need to be added to the report before submission to NASACRE and the Department for Education.

Arising from discussion, the following points were noted:

- The measure of success for an increase of 'RE knowledge, awareness of other faiths and the common values we hold' in local schools was difficult to define as there were not many statistics available aside from feedback from schools. It was requested that all feedback and statistics be fed back for consideration by SACRE. **(Action: Anne Andrews)**
- Upcoming subject leader training had 9 attendees signed up, which was an example of well attended training.
- The additional funding referenced under 'Agreed Syllabus' would be provided as part of the pan-Berkshire Hub, rather than from the Local Authority. It was anticipated that due to pressure on schools to become academies, SACRE's responsibility to rewrite the syllabus for local authority schools would be diminished over the coming years. Anne Andrews resolved to clarify the funding with Jan Lever. **(Action: Anne Andrews)**
- Members asked whether a social media account for Crossing the Bridges would be useful, however it was noted that the necessary policing of such an account would provide capacity and resource challenges.
- A central website for Crossing the Bridges would be established to which all Berkshire SACREs could post. Members suggested that pupils could write their own reports of visits for the website.
- Following the survey of collective worship in schools, SACRE had advised the Local Authority of some schools who were non-compliant. SACRE was unaware of any action being taken on this matter.
- SACRE were aware of developments needed with regard to school assessment.

Members were asked to send any further comments or amendments to Anne Andrews before agreeing the document. **(Action: All)**

6. Crossing the Bridges Project

Madeline Diver reported that she and Tracey Williams had attended the Crossing the Bridges conference, and had found it inspiring. Anne Andrews informed members that although Bracknell Forest SACRE had four places funded, only two members attended.

A set of Crossing the Bridges papers were available for use in schools, and the documents had been added to the internal schools portal for Bracknell Forest. The documents would also be made available on the Discovery website at: <http://discoveryschemeofwork.com/crossing-the-bridges/>

Anne Andrews notified SACRE that £3,900 had been awarded to the Crossing the Bridges project by the Westhill Award. This money had gone towards training days for teachers and hosts.

In order to form a central directory of information, schools and places of worship had been asked to complete the forms and return to Catherine Jinkerson who was co-

ordinating the project. Catherine had offered to speak to any faith groups who were interested in the project.

Anne Andrews reported that a group of SACREs in Birmingham had expressed an interest in the Crossing the Bridges project in Berkshire, and that she was going to meet with them to discuss the work.

Members commented on funding pressures of arranging a visit such as coach travel, which may deter schools from arranging visits. Members were asked to report back on any potential funding avenues to solve this problem. **(Action: all)**

7. **Toolkit and Action Plan**

Madeline Diver initiated discussion on item 1d of the Toolkit; 'To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?'

It was noted that SACRE tended to focus on RE subject leaders but members recognised that collective worship was often led by senior leadership. There had not been any training on collective worship in schools, but SACRE had conducted a school survey on collective worship.

It was suggested that SACRE write to all the headteachers and chair of governors in the borough (apart from faith schools which were examined under SIAMS) to request the school's policy on collective worship for assurance. **(Action: Anne Andrews/Lizzie Rich)**

8. **Results of RE examinations in Bracknell Forest**

Chris Salt updated SACRE on the results of GCSE RE examinations which had been released on the day of the meeting. A Level results were due to be released at the end of November 2016.

The average point score for Religious Studies at KS4 in 2016 was 5.7 in Bracknell Forest, with a national average of 5.2. The percentage of A*-C grades in Bracknell Forest was 79% compared with a national average of 70%.

Chris explained that 'overall attainment' measured the success and high grades of pupils, and 'overall achievement' measured the progress of pupils against their projected grades.

For 'overall attainment', the highest performing schools were:

- Edgbarrow (where 47 pupils sat the exam)
- Ranelagh (where 157 pupils sat the exam)
- Garth Hill College (where 25 pupils sat the exam)

For 'overall achievement', the highest performing schools were Edgbarrow and Sandhurst.

Under KS4 progress by demography, SACRE noted that the most progress in RE had been made by 'Other Asian' followed by:

- 'First language not English'
- Pupils entitled to Free School Meals
- Pupils who had received Free School Meals in the last 6 years

- Lower attainers

Girls had made more progress than boys in RE.

The demographic groups making less progress than the national average were Black African and pupils with an Educational Health Care Plan.

Chris noted that pupil progress in Bracknell Forest had broadly improved, which was a success.

SACRE noted that Brackenhale school was not included in the results, and resolved to find out why. **(Action: Anne Andrews)**

9. **Membership update**

SACRE was notified that Ken Blanton had resigned from SACRE.

Anne Andrews advised of numerous vacancies in Group A, with no Sikh, Hindu or Buddhist representatives on SACRE. There was also the need for another representative of Free Churches.

Members were asked to recruit where they knew of any contacts in these faith groups.

Madeline suggested that she could ask at the Faith and Belief Forum. **(Action: Madeline Diver)**

Councillor Dorothy Hayes suggested that she could contact school parents through Governing Bodies, and place articles in the parish magazines to find some representatives. **(Action: Cllr Mrs Hayes)**

10. **Roles and Responsibilities of SACRE Members**

Anne Andrews presented the NASACRE presentation, 'About SACREs' to explain the position of SACREs to new members.

Members asked where any complaints regarding RE provision would go, and it was advised that any complaints should come to SACRE through the Local Authority. There had not been any complaints on record.

SACRE resolved to review its constitution at the next meeting, to reflect the religious make up of the community as evidenced by the finding from residents survey and ONS data. **(Action: Anne Andrews/Lizzie Rich)**

SACRE suggested that the SACRE Annual Report when complete could be distributed to libraries. **(Action: Anne Andrews)**

SACRE suggested that recognition of successful RE results should be publicised and noted in a Town and Country article to raise awareness. **(Action:?)**

SACRE requested that the NASACRE presentation be circulated to the membership. **(Action: Lizzie Rich)**

Members requested that formal communication take place to establish the criteria of SACRE and the government of RE in academies. It was noted that this was of

particular importance prior to the opening of new academies at Binfield Learning Village and Amen Corner North.

11. **Locally Agreed Syllabus and Related Training**

There were no training events to update on.

12. **Any Other Business**

Chris Salt notified SACRE of a letter received from the Farmington's Institute which offered training and qualifications for RE teachers. Anne Andrews notified that she would be advertising this through the subject leader's meeting.

Anne Andrews informed SACRE that she was developing the next SACRE newsletter, and that any input was welcome.

13. **Dates of Future Meetings**

The next meeting was scheduled for 28 February 2017.

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Overview of CW policies submitted to Bracknell Forest SACRE

December 2016

Aim of the Policy scrutiny:

To ascertain the extent to which Bracknell Forest Schools are complying with statutory requirement

To gain an insight into the perceived aims of Collective Worship in local schools

To evaluate the quality of local collective worship policy

Responses

Responses were received from 14 schools out of a possible 25

13 of those returned Collective Worship Policies (Wildmoor Heath, Woodenhill, Harmans Water, Meadowvale, New Scotland Hill, Uplands, Sandy Lane, Ascot Heath Infant, College Town, Owlsmoor, Whitegrove, Wildridings; Easthampstead Park)

1 returned an RE policy (The Pines)

Commentary

All the schools which responded showed awareness of the statutory requirement and indicated that they endeavour to meet the legal requirements of collective worship, but one or two of the policies suggested that there are issues with complying fully with the legislation.

12 of the 13 schools made it clear that they offer worship that is inclusive of other faiths, but at the same time broadly or mainly Christian. One school (SL) however, has indicated that they are offering worship of a non-religious nature. In all other respects the policy of is very fulsome and offers a coherent rationale for what they are doing. Concerning however, is the inclusion of a veiled request for a determination – which is as far as I know the first that SACRE has heard of this. Equally concerning is the fact that SACRE does not seem to have a procedure for considering determinations. The 1988 Education Act suggest that it is up to the SACRE/LA to decide on procedure.

10 of the 13 schools have dedicated Collective Worship Policies, setting out the aims, procedures and details of collective worship.

2 of the schools (EP & CT) have combined RE and Collective Worship Policies, one of which contained very little detail about collective worship.

1 of the schools (WHth) has an SMSC (spiritual, moral, social and cultural) Policy which has appendices on RE, PSHE and CW.

Most of the policies made reference to the aims of CW as set out by the 1994 additional guidance on Religious Education and Collective Worship in schools (circular 1/94). SMSC aims are also recognised by many of the schools and references made to school values and the UN charter on the Rights of the child. One school directly quoted Ofsted guidance on Collective worship. Most of the schools are clearly aiming to provide a daily act of worship; the exception to this may be the secondary school as

the policy has little detail although there is a recognition that the CW should be daily. The details given refer only to weekly assemblies for particular year groups.

Unlike the policies in most curriculum areas, few of the policies were broken into sections and most were descriptive of the procedures for worship, detailing organisation of acts of worship and assemblies. Most referred to the kind of activities that pupils would engage in (singing, reflection, response, participation and prayer). Some referred to visits from outside agencies (churches & local mosques for example). Some even included timetables and information about who would be leading. This is unusual in a policy, which usually focuses on the bigger picture rather than the minutiae.

3 of the policies suggested that collective worship is subject to monitoring and evaluation, looking at the impact of worship on the school community. Most of the others referred only to revision of the policy rather than its implementation.

The dates of writing and revision of some of the policies suggested that the request for a policy was instrumental in the creation of the policies.

Conclusion

The scrutiny reveals that schools are aware of their duty and that for the most part are making an effort to provide pupils with something meaningful. They are aware of the relevant legislation and provide assemblies on a regular basis. It would be interesting to investigate further to see how well the policies are adhered to and what the procedure is in the 13 schools that did not respond.

Suggested Actions

- A further request to schools that have not replied?
- An offer to participate and evaluate acts of worship?
- Writing of a sample policy?
- Create a procedure for determinations?
- Organise some training on CW for schools?

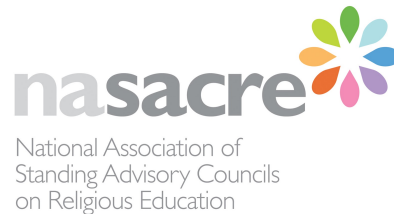
**FOR DISCUSSION PURPOSES ONLY.
ONE MEMBER OF YOUR SACRE SHOULD COMPLETE THE SURVEY ONLINE
USING THE LINK WHICH APPEARS IN THE FOOTER OF EACH PAGE.**

The BIG NASACRE Survey 2017

In order for NASACRE to be able to represent the views of its member SACREs at a national level, including to the REC and other policymakers, it is important that we try to develop as full an understanding of the views of our members as possible. This is the reason for this quite lengthy research survey being conducted by the NASACRE Chair, Paul Smalley who is also a Senior Lecturer in RE at Edge Hill University. Data from this will be anonymised before being discussed with the NASACRE Executive and being used to inform policymakers about the strengths, views and hopes of SACREs across the country. It is also hoped that the results of this research will be published more widely in suitable journals to inform the wider RE community.

We would ask that you discuss these questions at a SACRE meeting before sending in your answers. You will need to click through to the last question to submit your answers, but it is possible to leave questions blank. It may be that you choose not to answer all questions, or you may answer different sections at different times, however the survey will end on 30 April 2017. We want to build up a true picture of what the State of the Nation's SACREs is, so please be honest, whether you do a lot, a little or nothing and answer to that effect.

This project adheres to British Educational Research Association Ethical Guidelines (BERA 2011) and Edge Hill's Code of Practice for the Conduct of Research and will be subject to ethical approval by the Faculty of Education Research Ethics Committee. By completing this survey, you are consenting to your anonymised data being used as detailed above. The data will be stored electronically and secured by a password. Complaints about the conduct of this research should be made through Edge Hill University's complaints policy. The full report from this research will be made available to SACREs when it is complete.



Section 1

1. Name of SACRE

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Section 2: Questions about the Agreed Syllabus

2. In what year was your Agreed Syllabus last reviewed?

3. Is your Agreed Syllabus currently being reviewed?

Mark only one oval.

Yes

No

4. Is your local Agreed Syllabus:

Check all that apply.

- unique?
- shared with another SACRE(s) (please say which under Other)?
- jointly agreed with other SACRE(s) (please say which under Other)?
- adapted from another SACRE (please say which under Other)?
- bought 'off the shelf' from another provider (e.g. RE Today, please say which under Other)?
- Other:

5. In your Agreed Syllabus, what are the statutory requirements for KS4?

Mark only one oval.

- an accredited course required
- an accredited course recommended
- Other:

What does your SACRE believe about the main strengths of a Locally Agreed Syllabus?

6. A strength of a locally agreed syllabus is that it enables pupils to learn about religions where they live.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

7. A strength of a locally agreed syllabus is that the writing process helps understanding of RE locally.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

8. A strength of a locally agreed syllabus is that teachers feel that they own the syllabus and are more committed to it.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

9. What other strengths of a locally agreed syllabus would you agree with?

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What does your SACRE believe about the main weaknesses of a Locally Agreed Syllabus?

10. A weakness of a locally agreed syllabus is that it does not have an agreed national standard attached to it.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

11. A weakness of a locally agreed syllabus is that it is unduly labour intensive

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

12. A weakness of a locally agreed syllabus is that schools don't understand its status as a statutory curriculum document

Mark only one oval.

Strongly agree

Strongly disagree

13. What other weaknesses of a locally agreed syllabus would you agree with?

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14. Would your SACRE favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

Mark only one oval.

Yes *Skip to question 15.*

No *Skip to question 21.*

Maybe/unsure/other

Section 3

To be answered if your SACRE would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

15. **Should a nationally agreed RE syllabus be statutory for academies and free schools?**

Mark only one oval.

Yes

No

16. **Should a nationally agreed RE syllabus be statutory for faith schools?**

Mark only one oval.

Yes

No

17. **Should a nationally agreed RE syllabus be statutory for independent schools?**

Mark only one oval.

Yes

No

18. **Should a nationally agreed RE syllabus be part of the National Curriculum?**

Mark only one oval.

Yes

No

19. **Should a nationally agreed RE syllabus contain a significant local component?**

Mark only one oval.

Yes

No

20. **Other comments about a nationally agreed RE syllabus.**

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Skip to question 25.

Section 4

To be answered if your SACRE would not favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

21. Is the current system of producing a locally agreed syllabus the best way to arrive at a locally agreed syllabus?

Mark only one oval.

- Yes
- No
- Unsure

22. Please give reasons for your answer to 8 vii

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23. Other comments about a nationally agreed RE syllabus.

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Skip to question 25.

Section 5

To be answered if your SACRE has not said if it would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

24. Please explain your thinking about local and national RE curricula in no more than 100 words.

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Section 6

25. Has your SACRE thought about ways that SACREs should be involved in future national developments concerning RE and collective worship?

Mark only one oval.

- Yes
- No

26. If so, please explain your thinking in no more than 100 words.

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Section 7: Questions about the current activities of SACRE

Many SACRES are under enormous pressure to deliver services with shrinking resources at the moment. Given these constraints:

27. Please describe three main areas of work of your SACRE, in order of the amount of time devoted to this work (e.g. teacher training, guidance materials, exemplar Schemes of Work, conferences, etc.)

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30. Does your SACRE (including in partnerships with the LA or others) currently facilitate local RE teacher networks, or other forms of school-to-school support for RE? If so, what? (e.g. organise twinning arrangements between schools or pairing schools with faith communities)

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31. Does your SACRE monitor the compliance and quality of RE provision in the schools in your area?

Mark only one oval.

Yes

No

32. If YES, how does it do this?

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33. Does your SACRE have access to specialist RE adviser(s)?

Mark only one oval.

Yes

No

34. If YES, how much are you able to utilise their services? (e.g. salaried full time RE adviser, or a contracted number of days or hours per year, etc.)

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35. Looking to the future, what are the three most important activities your SACRE would like to focus on?

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Section 8: Questions about collective worship

38. In the last five years, has your SACRE produced guidance materials about delivering collective worship?

Mark only one oval.

- Yes
- No

39. In the last five years, how many determinations (to vary the form of collective worship from being of 'broadly Christian character') has your SACRE made?

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40. Does your SACRE monitor the compliance of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

41. Does your SACRE monitor the quality of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

42. If YES, how does your SACRE monitor the compliance and/or quality of collective worship provision?

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43. Does your SACRE have any ideas about additional ways you could monitor and support the delivery of collective worship?

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Section 9: Questions about wider roles of SACRE

44. Does your SACRE currently have any kind of role beyond school religious education & collective worship? (e.g. in relation to community cohesion or inter-faith, faith/society relations, or in promoting wider understanding of religion and belief)

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45. Would your SACRE like to play a wider role in relation to community cohesion and inter-faith and faith/society relations more generally?

Mark only one oval.

- Yes
- No

Section 10: Questions about meetings and money

46. How often has your SACRE met in the calendar years 2015 and 2016?

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47. How often have all four committees not been represented in those meetings?

48. Where does your SACRE meet?

Check all that apply.

- council offices
- schools
- faith venues
- private / commercial venues
- Other:

49. Does your SACRE believe that the current membership structure for SACREs is fit for purpose?

Mark only one oval.

- Yes
- No
- Don't Know

50. If NO, how would you change it?

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51. How much is your SACRE's budget for the current year (or the last year that the AS was not reviewed)?

Mark only one oval.

- no budget
- less than £1,000
- more than £1,000 but less than £2,000
- more than £2,000 but less than £10,000
- more than £10,000 but less than £50,000
- over £50,000

52. How much was your SACRE's budget during the year the Agreed Syllabus was last reviewed?

Mark only one oval.

- no budget
- less than £1,000
- more than £1,000 but less than £2,000
- more than £2,000 but less than £10,000
- more than £10,000 but less than £50,000
- over £50,000

53. Is advisory time additionally funded?

Mark only one oval.

- Yes
- No

Section 11: Case Studies

Thank you for completing the BIG NASACRE Survey 2017. We hope to be able to share 'headlines' from the research at the AGM/Conference in May and will look to report fully before the end of 2017.

If you have a good story that NASACRE could write up as a case study to show what SACREs can do, please supply a contact name and email below. This may be passed on to a NASACRE Exec member separately from your other answers, in order for them to contact you and hear your good news!!

54. **Name**

.....

55. **Email address**

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