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Words from the Chair of SACRE

- welcoming new members, celebrating successes, thanks, etc.

Summary of SACRE meetings

- Bracknell Forest SACRE has met three times during the year 2022-23, on 8th November 2022, 15th March 2023 and 3rd July 2023. The first two meetings were quorate, but the third meeting of the year became inquorate part way through the meeting, when the one member of Group B in attendance had to leave for another meeting. All meetings have been held online and broadcast on YouTube. Each meeting has asked for verbal feedback from members engaged with schools' work, either as teachers or visitors. This has kept SACRE informed of the challenges that schools are facing, such as timetabling for RE and collective worship. The work of the SACRE hub beginning the groundwork for the syllabus review also featured in every meeting, along with updates on the Real People Real Faith film project. The SACRE forward plan was also discussed at the first two meetings of the year. The third meeting focused on setting up the Agreed Syllabus Conference and featured the NASACRE presentation on Agreed Syllabus Conferences.
- SACRE has asked the LA to convene the ASC (Agreed Syllabus Conference) as the process for review is about to begin. The clerk has produced a report to send to the LA.
- **Executive summary (if your annual report is over 10 A4 pages, this might be helpful as a separate document)**

RE (statutory responsibilities)

The locally agreed syllabus

- The locally agreed syllabus (LAS) is nearing the end of its 5-year cycle, and the local authority had previously agreed that although the process would begin within the required timeframe, the impact of the pandemic meant that it was sensible to aim for a launch somewhere between September 2024 and April 2025.

- Apart from conversations in SACRE meetings with Group C representatives, RE network meetings, led by the RE adviser and attended by the LA officer, are where SACRE finds out most about the use of the syllabus in schools. The meetings are offered free of charge to all schools in the borough and academies attend as well. Most refer to the locally agreed syllabus, though the Pan-Berkshire syllabus is sufficiently flexible to be easily adopted by all schools.
- Feedback from a range of activities with SACRE representatives on the current RE syllabus has shown that the current syllabus is too open and that some of the questions do not translate well to different traditions. Teachers have asked for there to be more detail and direction in the next syllabus. A review activity highlighted that SACRE members including teachers, want a syllabus that achieves a good balance between flexibility and detail, allowing schools to create their own sequential curriculum. The current syllabus has guidance material, but it appears that this is not being used widely. A different approach will be needed in the new syllabus. Within the borough Ofsted have not conducted any Deep Dives in RE, and no VC schools have had SIAMS inspections recently to give external validation of the syllabus. In other areas using the same syllabus, some deep dives have suggested that the syllabus does indeed provide a good basis for RE and is being used by academy schools across the area. A few Ofsted reports have noted that pupils demonstrate respect and tolerance for different people and faiths. Visits to places of worship were noted as having a positive impact.
- Although the ASC has not begun its work yet, there have been preparatory conversations with faith groups discussing the content that they would like to see in an ideal syllabus. This information will be used in the ongoing work. The six Berkshire SACREs will be working together on this syllabus, with a Joint Syllabus Conference co-ordinating and disseminating material for scrutiny by individual ASCs. This is likely to make the process more complex than in single LA syllabus areas.
- SACRE has advised the Local Authority that the ASC needs to be convened so that the work can begin.

Standards and monitoring of RE

- SACRE was able to scrutinise a broad overview of the examination data for 2022. This was not presented to SACRE by schools, but as overall grades. The results show that slightly more pupils take RS GCSE in Bracknell than nationally, but at 21% this still means that 79% of pupils are not taking GCSE. Average point score is in line with National and significantly above for Grade 4+. The numbers taking GCSE appears to be falling. This information is being fed into the syllabus review, where more guidance for Core RS at GCSE needs to be given, as the syllabus recommendation that everyone should follow an accredited course is clearly not being enacted. However, only one Bracknell Forest secondary school continues to be a maintained school. One school enters every pupil for GCSE RS, and the impact of this on data was considered, as the overall scores for that school was lower. The academisation programme appears to be having a major impact on the place of RE at KS4. At KS5 the data is different, with an increase in numbers taking A level RS and an increase in average points scored and in the number of pupils achieving the top grades.
- SACRE also looked at the data from the School Workforce Data, shared by NATRE. This data highlighted that there are some schools that do not appear to be delivering RE at KS4, and some where it was not being recorded in KS3. As this data related to some of the time when schools were operating on reduced timetables because of Covid, the decision was taken not to take action this year. The fact that only one of the schools is a LA maintained school, also has an

impact on the amount of interaction that the LA has with these schools.

- SACRE has not been in a position to give advice to the LA on RE standards, though conversations with the LA officer at RE network meetings have shown that the LA is aware of some of the schools where standards are not as high as they might be. These conversations will be ongoing.
- No schools in Bracknell have applied for or achieved REQM awards, as the cost is an obstacle.
- SACRE advertises local and national training to schools through the termly newsletter. This newsletter also contains information about resources that are available, and information about faith traditions. The new initiative to include a report on the RE network meeting from the previous term, so that teachers unable to attend are able to see what has been discussed has resulted in better attendance this year.
- SACRE has not produced any teacher training material this year, but the Real People Real Faith film project has been widely advertised. This project, available on the NATRE website, contains a wide range of films that will support teachers in the classroom, and notes have been written to accompany each of the films. New films on Baha'i, Buddhism and Humanism have been added this year.
- SACRE has not received any complaints about RE in schools.
- The LA has been advised that SACRE should be informed on any deep Dives that take place in RE, or where RE is mentioned in feedback, as part of the broad and balanced curriculum. There have been only a few mentions of RE in Ofsted feedbacks. What Ofsted said:
 - 'Pupils understand and are respectful of the difference between different faiths and different people'.
 - 'Leaders prioritise developing pupils respect of others. Pupils learn to value other peoples' beliefs, including in RE lessons. They enjoy visiting the local church to enrich this learning.'
 - 'pupils study a range of world religions and learn to respect the views and beliefs of others.'

Collective Worship (CW) (statutory responsibilities)

- As for RE, there has been no feedback on standards in collective worship as this has not been included in Ofsted report feedback. However, several members of the SACRE had been involved in assemblies at local schools and had engaged with pupils in a variety of ways. One of the secondary schools used interfaith week to run a series of interfaith assemblies, involving pupils in the preparation and leading.
- The controversy sparked by a humanist member of West Sussex SACRE was discussed, and the Bracknell Forest Humanist rep (at the time of the conversation a co-opted member), like Humanists UK, distanced himself from these ideas. He said that if collective worship could be invitational, inspirational and inclusive he could see no reason why it should not be of value to schools.
- Members of SACRE were encouraged to attend the NASACRE webinar on collective worship and one member took this opportunity.
- Details of collective worship resources are now routinely included in the SACRE newsletter, and this has included a reminder to schools that collective worship is a statutory daily duty of

schools.

- As part of the local authority Equality and Diversity policy a call has gone out to faith leaders and members to be part of the creation of some films that could be used in collective worship. No updates on the progress of this project have been received.
- The LA has been advised that they should report to SACRE on any schools visited where they observe good Collective Worship, or where they are aware that it is not being adequately provided.

Determinations

- No determinations currently exist in Bracknell Forest, and none have been applied for.
- No Teacher training on collective worship has been provided, but materials and advice for schools are communicated in the SACRE newsletter.
- No complaints have been received about collective worship. SACRE does not have the capacity to monitor collective worship formally, therefore SACRE has not advised the LA on any matters connecting to worship, other than the requirement to feedback. It seems that LA officers visiting schools currently have different priorities and no reports have been received.

Links with other bodies

- Bracknell SACRE continues to be a subscribed member of NASACRE and has also purchased the training package. Members have attended some of the training and the new members have been given the NASACRE handbook and encouraged to attend the 'So you've joined your local SACRE' webinar that runs at least twice a year. Members were also booked for the AGM, and the adviser is a member of the NASACRE executive committee. The NASACRE briefings are distributed to SACRE and many of the items are discussed in SACRE meetings and used to inform the agenda.
- The NASACRE self-evaluation tool has also been used sporadically to help to evaluate the impact of SACREs work, particularly the section on Agreed Syllabuses as SACRE prepared for the review.
- The RE Adviser is a member of AREIAC, and information is shared where it is relevant.
- The RE networks are NATRE linked and NATRE resources are shared. The RE networks are also advertised on the new RE Hubs website. Faith communities have also been invited to participate in the hub training for speakers and places of worship. At least one member has taken up the opportunity to register for the training for next year.
- The RE adviser is also adviser to the local Diocese and so training opportunities are shared. Bracknell SACRE works in partnership with the 5 other Berkshire SACREs on the Real People Real Faith film project and on the revision of the Agreed Syllabus, which is a joint syllabus.
- Many of the members of Groups A and B are also members of the local interfaith committee and members were invited to speak at the event during interfaith week. The session, which focused on prayer across a range of communities was also advertised to schools. A member of SACRE also gave an address to the Inter-faith committee AGM on the purpose of RE. Interfaith committee members are also involved in the creation of the films for collective worship which

the council is undertaking. Members of SACRE were also invited to and attended an Interfaith committee organised trip to the Hindu Mandir in Neasden.

Local SACRE involvement

- No Governor training has been provided, but as the professional adviser is a local governor, the place of RE often gets mentioned when she is present.
- Ramadan advice was issued using the NASACRE guidance as a basis. SACRE was informed about a Bracknell Forest Community Day.

SACRE's own arrangements (statutory responsibilities)

LA support for SACRE

- SACRE pays for a professional adviser for 5 days per financial year. This covers preparation for and attendance at meetings, preparing and running the three RE network meetings, writing and editing the termly SACRE newsletter and writing the annual report. This does not cover adviser time for visiting or supporting schools, other than as additional work, paid for by the schools.
- SACRE is supported by a clerk, though this year has seen meetings clerked by a variety of people as the usual clerk was on maternity leave. The local authority officer attends meetings and RE networks, as well as providing the booking facilities and communication processes.

Membership

- Membership of SACRE has been stable for a year or so, but vacancies in Group C remained high until recently, though as the attendance list (Appendix 1) shows, attendance from teachers has been patchy; maternity leave had an impact. The vacancy for Buddhist representation remains unfilled, but the co-opted Humanist and Baha'i reps have now been appointed to Group A. Following the local elections there has been a complete change in the membership of group D, which is also leading to a change of chair. Only three councillors have been appointed to SACRE, and the clerk has been asked to find out whether this is a constitutional change (although SACRE have not been informed of this) or whether it is an interim measure until the council (almost completely new members) has had time to establish itself. Attendance in Group B has not been good this year. The Muslim representative should receive a letter as three meetings in a row have been missed with no apologies received. The change of chair mid-year has led to a delay in these actions. In fact, only 6 members of SACRE have been able to attend every one of the three meetings this last year.
- The LA has been informally advised, through the LA officer, that the importance of SACRE needs to be emphasised. The LA officer is meeting with the Head of School Standards to discuss the priority given to SACRE. The absence (albeit with apologies) of the LA officer from the last meeting of the year meant that certain items were not able to be addressed adequately. The LA is being advised that where there are planned absences from the LA, alternative representation should be provided.
- Training for SACRE (and ASC) members has been offered through the delivery of the NASACRE presentation on ASCs. Members have also been encouraged to attend NASACRE webinars. Members were also made aware of the Culham St Gabriel's online training courses that would give them background on RE and Worldviews. Conversations demonstrate that a small number of people availed themselves of this opportunity.
- Financial arrangements for SACRE (and where appropriate, ASC)

Appendices

Attendance 2022-23

1. Name	Group	08/11/22	15/03/2023	03/07/2023	
Vicki Gibson	A – Free Church	P	P	Apologies	2/3
Ron Bailey	A – Free Church	P	P	P	3/3
Abi Mclean	A – Free Church	P	Apologies	P	2/3
Robyn Lynch	A - Catholic	Apologies	Apologies	Absent	0/3
Jo Perret	A - Catholic	Absent	P	P	1/3
Ebrahim Walele	A - Muslim	Absent	Absent	Absent	0/3
Dilip Ladwa	A - Hindu	Absent	P	P	2/3
Rajdip Marok-Dhanju	A - Sikh	P	P	P	3/3
<i>Vacancy</i>	A - Buddhist				
Ossie Anderson-Peled	A - Judaism	P	P	P	3/3
Rev Carol Dunk	B – C of E	P	Apologies	Apologies	1/3
Father David Clues	B – C of E	Absent	P	Apologies	1/3
Oluolapu Ogunbawo	B – C of E	P	P	P (partial)	3/3
Jill Hanson	B – C of E	P	P	Absent	2/3
Ruth Jackson	C – Primary HT	P	P	P	3/3
Clare Hawkins (Maternity leave)	C - Secondary	P	Apologies	Apologies	1/3
Anna Kennedy (from 15/03)	C – Primary		P	Apologies	1/2
Tim Griffith (from 15/03)	C – Secondary HT		Apologies	Apologies	1/2
Jo Roclawski (from 15/03)	C – Primary - SEN		Apologies	P	1/2
Madeline Diver	C - Voice	P	P	P	3/3
Gareth Barnard (until 15/03) Ryan Frost (from 03/07)	D	P	P	Apologies	2/3
Isabel Mattick (until 15/03) Tricia Brown (from 03/07)	D	Apologies	Absent	P	1/3
Cllr Bhandari (until 15/03) Naheed Ejaz (from 03/07)	D	P	Absent	P	2/3
Alvin Finch (until 15/03) <i>Vacancy (from 03/07)</i>	D	Absent	P		1/2

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Lizzy Gibson (until 15/03) <i>Vacancy (from 03/07)</i>	D	P	P		2/2
Kathy Hadfield (Baha'i)	Co-Opted (Group A from 03/07)	P	P	P	2/3
Alan Montgomery	Co-opted (Group A from 03/07)	P	P	P	2/3
Tracey Bradshaw	LA officer	P	P	Apologies	2/3
Lizzie Rich/ Harry Rigg/ Ema ...	Clerk	P	P	P	3/3
Anne Andrews	Adviser	P	P	P	3/3

Meeting agendas

8th November 2022 [Full agendas can be accessed here](#)

Item	Description	Page
1.	Welcome and Apologies for Absence Reporting: Councillor Dr Gareth Barnard, Harry Rigg	
2.	Minutes of the Previous Meeting	5 - 8
	To approve as a correct record the minutes of the meeting of the Committee held on Reporting: ALL	
3.	Matters Arising	
	Updates on the draft handbook and the report card. Reporting: ALL	
4.	Membership Update	
	Schools and unions have been approached about nominating teachers to fill the four Group C vacancies. The Executive Member for Children, Young People & Learning will be asked to consider the nominees and appoint the most suitable to fill the vacancies prior to the next meeting.	

	Reporting: ALL	
5.	Feedback from Hub and Syllabus Question Responses from Groups A & B	
	To receive feedback from hub and syllabus question responses from Groups A & B. Reporting: Councillor Dr Gareth Barnard	
6.	NASACRE SEF (Section 1 on the management of SACRE and partnerships)	9 - 38
	To provide feedback on where members believe the Bracknell Forest SACRE sits in terms of Section 1 of the NASACRE SEF. Reporting:	
7.	Workforce Data Survey from NATRE and Suggested Responses	39 - 40
	To consider the workforce data survey from NATRE and suggested responses. Reporting: ALL	
8.	Updates from Schools and Faith Representatives	
	To receive brief verbal updates from school and faith representatives. Reporting: ALL	
9.	Feedback from RE Network	
	To discuss feedback from the RE Network. Reporting: ALL	
10.	Feedback from SACRE Newsletter	
	To discuss feedback from the SACRE newsletter and items for the next edition. Reporting: ALL	
11.	NASACRE 2022/23 Virtual Training Programme	41 - 42
	To note the NASACRE 2022/23 virtual training programme. Reporting: ALL	
12.	Forward Plan	
	To discuss the forward plan and any further progress and plans. Reporting: ALL	

15th March 2023

1. Welcome and Apologies for Absence
2. Minutes of the Previous Meeting
3. Matters Arising
4. Membership Update
5. Bracknell Forest SACRE Annual Report 2021/22 & Forward Plan
6. Religion and Worldviews in the Classroom
7. Ramadan Advice
8. Teacher Survey
9. School Visits
10. Examination Results
11. Artefacts
12. Budget Update
13. Collective Worship
14. Census Data
15. Hub Updates
16. RE Network

17. NASACRE AGM and Conference
18. SACRE Newsletter
19. Any Other Business
20. Dates of Future Meetings

3rd July 2023

Item Description

1. Chair and Membership
2. Election of Chair
3. Minutes of the Previous Meeting
4. Matters Arising
5. Verbal feedback from teachers and visitors to schools
6. NASACRE AGM feedback to include report on the analysis of Annual reports
7. Feedback from any other NASACRE training attended.
8. The Bloom Review: Does government 'do God'?
9. Updates on the hub (Real People, Real Faith films)
10. Presentation on Agreed Syllabus Conference
11. Local Authority to convene Annual Syllabus Conference
12. Discussion of the syllabus document sent in advance comparing the 3 syllabuses with the current one.

Table of GCSE – short and full, A/S & A Level RS results

Details of CPD provided to schools.

All CPD is overseen by the LA and linked to the priorities of the education department. Booking are made through the central Can Do booking, as for all Bracknell school CPD.

Autumn Term: Online session on being a subject leader of RE, covering the purpose of RE and the skills of leadership, including writing an RE policy, supporting other staff and evaluating the effectiveness of the curriculum.

Spring Term: Using the locally agreed syllabus as a basis, this session explored the features of sequential and coherent curriculum. Teachers explored the legal status of RE, the requirements of the locally agreed syllabus and teachers looked at sample curricula that had been submitted anonymously.

Summer term: This meeting took place in person and gave delegates an opportunity to explore some of the SACRE held artefacts that are currently in storage. Teachers shared resources that they found helpful and offered support to one another.

LA Ramadhan Guidance

Ramadhān 1444 – March 2023 General Guidance

- The potential start date for Ramadhān this year is the 22nd or 23rd of March, which means about **four fasts** before the **BST time** starts.
- The potential date for Eid is the 22nd or 23rd of April.
- Most dates **depend on moonsighting**; however, some Muslims **may follow guidance on the fixed dates** to start the month of fasting and the day of Eid.
- Many schools will close for Easter break from 31st March to 17th April (please check your Local Authority dates) - some of the nights of Qadr fall during this time.

Top tips for teachers:

- Being **mindful** that Muslim students would be fasting. Fasting could potentially impact some learning, for example, being **unable to concentrate fully**.
- Also, remember that **sleep patterns** may be affected as some students go to the mosque at night to offer prayers and take part in reciting the Holy Qur'an.

- Arrange for **quiet places** during lunchtime so students can **offer prayers** and if they want to **rest** in a quiet area.
- Students who are younger and have **not reached the age of puberty may fast** to experience and be part of the family's religious observance.
- Fasting is not compulsory for anyone who is ill or due to old age or an expecting/nursing mother. However, there are various rules regarding this. **Please ask for guidance** where needed.
- For **girls** - during their monthly cycle, they are **exempted from fasting**. However, these have to be **repaid** before the following month of Ramadhaan.
- Finally, use the **opportunity to develop Religious Literacy** so that there is an **understanding among peers**.

Top tips for Subject leaders:

- Point to note for any **Easter catchup lessons** - these could be **scheduled with a late start** so that students can lie in before the session.
- Also, where possible, **avoid Fridays** so students can participate in the **Friday prayers at their local mosque**.

Top tips for Headteachers:

- Breaking taboos that Muslims have a huge meal before and after fasting will help.
- Schools could be encouraged to **provide lunch packs to the students who are on FSM** and have **fasted**.
- Remember, for some students on Free School Meals, the school lunch is their main meal; so a takeaway for home will help.
- For some people it's a **reality having only essential foods**. Some **Muslim homes** may be **reluctant to approach food banks**. Although some **mosques have a hardship fund or food bank** there could still be some who **may be hesitant** to do so. Hence supporting students whilst fasting can make it easier for the family too.
- During the **Easter holidays a basket of essential needs** can be sent to the students who are on Free School Meals to support them during the month of Ramadhaan.

Useful website: [Ramadan 2022 | Muslim Council of Britain \(mcb.org.uk\)](https://www.mcb.org.uk)

- This Annual Report should be circulated to the following groups:
 - SACRE members
 - Council members
 - Education Department and schools
 - Libraries
 - NASACRE
 - Department for Education