



**WOKINGHAM
BOROUGH COUNCIL**



A Meeting of the **SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held in David Hicks 1 - Civic Offices, Shute End, Wokingham RG40 1BN on **MONDAY 12 JUNE 2023 AT 6.15 PM**

A handwritten signature in black ink, appearing to read 'Susan Parsonage'.

Susan Parsonage
Chief Executive
Published on 2 June 2023

Note: Non-Committee Members and members of the public are welcome to attend the meeting. If you wish to participate virtually via Microsoft Teams please contact Democratic Services. The meeting can also be watched live using the following link:

https://youtube.com/live/LGj_qPyuSqY?feature=share

Please note that other people may film, record, tweet or blog from this meeting. The use of these images or recordings is not under the Council's control.

MEMBERSHIP OF THE SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)

Group A

Catherine Jinkerson	Free Church
Beth Rowland	Vice-Chair Free Church
Nigel Harman	Free Church
Anju Sharma	Hinduism
Shira Solomons	Judaism
Sukhdev Bansal	Sikhism
Shahid Younis	Islam
Clare Walsha	Humanist (co-opted)

Group B

Linda Galpin	Church of England
John Sutton	Church of England

Group C

Stephen Vegh	Chairperson Education Advisor
Julie Easton	Primary RE Teacher
Paris Finnegan	Primary RE Teacher
Philip Theobald	Primary Headteacher
Samantha Lawless	Primary RE Teacher
Nick Barnett	Soulscape

Group D

Jackie Rance	Wokingham Borough Council
Jordan Montgomery	Wokingham Borough Council

Clerk to the SACRE

Luciane Bowker

LA Link / RE Advisor

Angela Hill and Emily Waddilove

ITEM NO.	SUBJECT	PAGE NO.
1	WELCOME AND APOLOGIES The Chairman will welcome members, guests and new members. The clerk will extend apologies received.	
2	MINUTES To confirm the minutes of the meeting held on 20 February 2023.	5 - 12
3	MATTERS ARISING	
3a	Secondary School Survey	13 - 16
3b	Census Data - further information	17 - 22
3c	SACRE Self-evaluation Tool	23 - 44
4	HOW ARE THINGS FOR WOKINGHAM SCHOOLS?	

5	DEVELOPMENT PLAN AND BUDGET	45 - 50
6	FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES	51 - 52
7	NATIONAL UPDATES INCLUDING NASACRE UPDATES (AND CONFERENCE/ AGM FEEDBACK)	53 - 58
8	BERKSHIRE SACRE HUB UPDATE - INCLUDING SYLLABUS REVIEW	59 - 62
9	DATES OF NEXT MEETINGS 6 November 2023 – online via Teams at 6.15pm 19 February 2024 – online via Teams at 6.15pm	
10	AOB	
11	AGREED SYLLABUS CONFERENCE	
11a	Elect a chair	
11b	Discussion of sample syllabus models	
11c	Conclusions - points to take forward	

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Agenda Item 2

SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)

MINUTES OF A MEETING HELD ON 20 FEBRUARY 2023 AT 6.20 PM

Committee Members Present

Group A

Beth Rowland	Free Church
Nigel Harman	Free Church
Shira Solomons	Judaism
Shahid Younis	Islam

Group B

Linda Galpin	Church of England
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Group C

Julie Easton	Primary RE Teacher
Nick Barnett	Soulscape
Philip Theobald	Primary School Headteacher (present in the last five minutes of the meeting)

Group D

Jackie Rance	Wokingham Borough Council
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Clerk to Sacre

Luciane Bowker

LA Link / RE Advisor

Angela Hill, Emily Waddilove

1 ELECTION OF CHAIR

Stephen Vegh was elected Chair of SACRE until the next election in November 2023.

As the meeting was not quorate at the start, this decision was ratified later on when the meeting was quorate.

2 ELECTION OF VICE-CHAIR

Beth Rowland was elected Vice-Chair of SACRE until the next election in November 2023.

As the meeting was not quorate at the start, this decision was ratified later on when the meeting was quorate.

Beth Rowland chaired the meeting in Stephen Vegh's absence.

3 WELCOME AND APOLOGIES

Apologies were submitted from Catherine Jinkerson, Samantha Lawless, Anju Sharma and Stephen Vegh.

SACRE was informed that Linda Galpin and Philip Theobald were going to join the meeting later.

4 MINUTES OF THE PREVIOUS MEETING

The minutes of the SACRE meeting held on 7 November 2022 were confirmed as a correct record and would be signed by the Chair at a later date.

5 HOW ARE THINGS IN WOKINGHAM SCHOOLS?

Emily Waddilove, Local Authority Link explained that much of the information given at the last meeting was still valid. Schools were continuing with their excellent work programme to support children to catch up following the pandemic. It was noted that some existing issues had been exacerbated by the pandemic, for example school attendance, and increased special educational needs, which was both national as well as a local issue.

The following national and local challenges were highlighted:

- Difficulties in relation to the recruitment of teachers and support staff;
- The fact that children from disadvantaged backgrounds had been disproportionately negatively impacted by the pandemic and needed to catch up;
- The cost of living crisis and inflation affecting families, higher energy and food costs for schools;
- The support needed for the continuous arrival of Hong Kong and Ukrainian families;
- The planned teacher strike actions.

Beth Rowland commented that it was unhelpful that some unions had advised their members not to inform schools of their intention to strike. This made planning very difficult for schools.

RESOLVED That the update be noted.

6 RELIGIOUS STUDIES EXAM ENTRIES/OUTCOMES

Emily Waddilove shared a slide containing the Religious Studies exam entries and outcomes.

The government had advised that it was not useful to compare the results of last year's exams with the results of 2021 or 2020, as teacher assessments were used in those years rather than exams. The advice was to compare 2022 results to the 2019 results. However, the marking of exams in 2022 had been more lenient than before the pandemic, and students had been given some information about which topics were going to be in the exam.

The results showed that Wokingham had performed well and above the national average. However, there had been a significant reduction in the percentage of students that had been entered for GCSE (although there was still a higher percentage of students entered in Wokingham than was entered nationally). The government required schools to teach Religious Studies at Key Stage 4 but there was no requirement to enter students for the GCSE. Wokingham syllabus strongly encouraged schools to enter as many students as possible for the GCSE.

Emily Waddilove explained that she had been unable to find the results for A-Levels, but three Wokingham secondary schools had entered a total of 32 students for RS A-Level.

During the discussion of the item the following comments were made:

- A concern was expressed that schools may be choosing not to put poor performing students forward for exams in order to protect their statistics;
- Members wondered if there was an issue of insufficiency of RE specialist teachers at schools;
- Members asked for more information on the data set, such as the demographics;
- Angela Hill, RE Advisor pointed out that Ofsted outcomes were not based on external examinations, so she did not believe this was a motivator for schools. She stated that there was no legal obligation to enter students for the exams and some students simply did not want to take the exams – some schools may be entering only students who choose to take RS GCSE;
- Members commented that there could be an issue in relation to the fact that RE was taught only one hour a week, and this may not be sufficient time to cover the contents of the GCSE course. It would also be interesting to find out what syllabus the children that were not doing the GCSE were following.

It was agreed that Angela Hill and Emily Waddilove would produce some survey questions to send to secondary schools to find out more about their RE provision at KS4. Emily Waddilove suggested that sending a survey after Easter would probably be the best time to facilitate schools' response. She would liaise with Angela Hill to draft the wording of the questions, circulate the draft questions to SACRE by the end of March, and send the survey to schools after Easter.

RESOLVED That:

- 1) The Religious Studies exam entries and outcomes results be noted;
- 2) Schools would receive a survey aiming to learn more about schools' RE provision at Key Stage 4, and how schools could be supported; and
- 3) The results of the survey would be reported back to SACRE at the next meeting.

7 DEVELOPMENT PLAN AND BUDGET

Angela Hill referred to some aspects of the current development plan. It was highlighted that there was a requirement and expectation for SACRE members to attend development opportunities such as training and network sessions with NASACRE, as well as Wokingham teacher network meeting and training events, and visits to schools if possible.

Angela Hill explained that a development plan for the new financial year would be drafted, based on the assumption that members would like the current programme of support for schools to continue. SACRE members were invited to suggest any other form of support for schools they would like to see included in the plan. Emily Waddilove explained that there was a well established work programme of support for schools (both secondary and primary), including training and network opportunities. She informed that any unspent budget in the new financial year was likely to be used on developing the new syllabus.

Beth Rowland explained that SACRE members were welcome (provided they gave notice in advance) to visit schools to gain understanding about what schools were covering in RE. She encouraged members to take part in training and networking sessions.

Members were interested to know how schools received the training sessions and networking opportunities. Emily Waddilove stated that the feedback was very positive.

Sometimes attendance could be an issue, in particular for secondary schools, however this had improved with the introduction of online training.

Angela Hill confirmed that the feedback was very positive, she informed that topics were agreed democratically and teachers appreciated the help they received.

Julie Easton stated that in her experience the training sessions were very good, they provided an opportunity to ask questions and share experiences. They also kept teachers up to date with the curriculum and gave them confidence.

In relation to the budget document in the agenda pack, Emily Waddilove explained that any writing in blue represented spending that had occurred since the last meeting. This year it was unlikely that there would be any unspent budget.

A budget meeting with Beth Rowland was scheduled for 28 March 2023.

It was noted that holding virtual SACRE meetings was saving money that could be spent on schools, and it was also easier for some people to attend. This year only one face to face SACRE meeting was planned.

RESOLVED That:

- 1) The Development Plan and Budget Report be noted; and
- 2) A draft Development Plan for the 2023/24 financial year would be presented at the next meeting.

8 ANNUAL REPORT UPDATE

Emily Waddilove stated that the 2021/22 Annual Report had been circulated in December 2022, there was a requirement to submit this report to NASACRE in December. The production of this report had to follow a set procedure.

The annual report included information about Ofsted inspections of Wokingham schools during the 2021/22 academic year. Emily Waddilove drew attention to quotes from some Ofsted reports. Not all Ofsted reports mentioned RE, but when RE was mentioned, the feedback was mostly positive. There were two schools that Ofsted had commented that could improve their RE offer.

This report would be shared with schools once it had been formatted in an attractive design, with pictures. When sharing the report, Emily Waddilove would highlight the positive feedback from Ofsted and make contact with the two schools that Ofsted had pointed out could improve their RE offer, to ensure they were aware of the support available.

Emily Waddilove suggested including an Ofsted update as a standing item in the Autumn term going forward. Members agreed that this was a good idea.

Clare Walsh asked for clarification on a comment made by Ofsted about a need for better planning. Emily Waddilove stated that Ofsted was focused on the curriculum, she believed that this referred to a lack of coherence and sequencing of the curriculum. It was possible that this referred to ad-hoc teaching and inconsistency. Unfortunately, Ofsted comments were not very detailed.

Angela Hill added that nationally, there was a growing expectation that RE should be preparing students for a multi religious and secular world.

RESOLVED That:

- 1) Ofsted updates would be included as a standing item in the Autumn term meeting; and
- 2) The Annual Report be noted.

9 FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES

Angela Hill informed that since the last SACRE meeting, there had been a secondary network meeting on 2 November 2022. That meeting had focused on the syllabus review and exploring trickier topics in Christianity.

A training session for secondary school teachers had been scheduled for December 2022, but only two teachers had been able to attend, so a decision was made to re-schedule that meeting. However, due to the upcoming strikes this had to be postponed again, it was now scheduled for 30 March 2023.

RESOLVED That the update on training opportunities be noted.

10 BERKSHIRE SACRES HUB UPDATE

Angela Hill informed that Berkshire SACREs Hub was in the process of organising meetings with different faith groups to start working on the new syllabus. Anne Andrews from the Oxford Diocese was coordinating this work, and some members had already contacted her. Members were reminded that if they wished to be involved in this work, they could contact Emily Waddilove, Luciane Bowker, SACRE Clerk or Anne Andrews directly.

Clare Walsha expressed an interest in joining the discussions to represent Humanists. There was general support for Clare Walsha to join the meetings.

Angela Hill stated that the Real People Real Faith Project was going strong. This project consisted of a series of short videos with people from different faiths answering questions. This resource was being well utilised by schools. 18 more videos were being produced, including some videos on Humanism.

RESOLVED That the Berkshire SACREs Hub update be noted.

11 DEVELOPMENT PLAN FOR 2023/24

Angela Hill informed that a document containing the Development Plan for 2023/24 would be circulated via email. She informed that the training programme would continue.

Angela Hill then moved on to national updates, starting with NASACRE updates. She drew attention to the NASACRE training event planned for 26 June 2023, this was going to be an online event hosted by an executive member of NASACRE, it would be particularly useful for new SACRE members.

Members who wished to attend training or other events were asked to contact Luciane Bowker, Angela Hill or Emily Waddilove.

There were two spaces for SACRE members to attend the NASACRE face to face conference on 22 May 2023 in London, members who wished to attend were asked to contact officers.

As part of the celebrations of 30 years of NASACRE, they were asking for nominations of people or groups who had undertaken outstanding work during this period.

Angela Hill then made the following points relating to national updates:

- A grant of £600 had been received from a charity towards teaching Christianity in schools;
- There was a spiritual arts and creativity global competition which was free to enter and had been running for many years. Entry was now open and there were six themes;
- Free webinars were running for primary and secondary Early Carers Teachers;
- The original hubs were still running;
- Science and religion think thank project was included in the plan;
- Links and information on the projects would be circulated to SACRE

RESOLVED That the report be noted.

12 RELIGION AND BELIEF IN WOKINGHAM: CENSUS 2021 DATA

Emily Waddilove shared a slide containing statistic data information about region and belief in Wokingham from the 2021 national census, comparing it with national data statistics.

Of note was the fact that 37% of the population, nationally and in Wokingham had responded that they had no religion. Officers were of the opinion that this meant that those people did not affiliate themselves with any established religion, but this did not necessarily mean they did not believe in a god.

There had been a steady decrease, over the last 20 years in the number of people that declared themselves as Christians.

When people were asked about any other religion, the responses had included paganism and shamanism. The non-religious responses included agnostic, atheist and humanist.

It was important to consider these responses when reviewing the syllabus and SACRE membership.

During the discussion of the item the following comments were made:

- Beth Rowland asked for information going back 50-60 years in order to analyse trends. Emily Waddilove agreed to investigate to find out if this information was available;
- Julie Easton suggested a book which contained historical information and trends – Religion in Britain A Persistent Paradox by Grace Davie published by Wiley Backwell;
- Clare Walsh pointed out that the percentage of people with no religion was much higher in the younger generation;
- Shahid Younis asked if there was a breakdown of demographics (age, gender). Angela Hill informed that this was available for the national picture, and pointed to the

Office for National Statistics (ONS) website for further information – an interactive map could be found there.

RESOLVED That the report be noted.

13 NATIONAL UPDATES RELATING TO EDUCATION AND RE, INCLUDING NASACRE UPDATES

This item was covered during discussions of previous items.

14 DATE OF NEXT MEETINGS

The dates of the next meetings were confirmed as follows:

12 June 2023 – in person at 6.15pm in David Hicks 1, Shute End, Wokingham

6 November 2023 – online via Teams at 6.15pm

19 February 2023 – online via Teams at 6.15pm

15 ANY OTHER BUSINESS

The appointments of Chair and Vice-Chair were ratified and confirmed.

SACRE members were asked to consider accepting Clare Walsha as a co-opted member of SACRE, representing Humanists.

Clare Walsha explained that Humanists believed in:

- the natural world, science and evidence, and not in supernatural beliefs and god;
- that it was possible to find happiness and fulfilment in life, and that there was no afterlife; and
- It was important to be respectful of others and the nature.

Clare Walsha informed that the symbol for Humanism was a 'Happy Human' and this could be found in their website. She added that she was a member of Humanists UK and Reading Humanists. She had recently been trained as a school speaker on Humanism and was hoping to be able to present about the Humanist's beliefs at schools.

Members voted unanimously to accept the appointment of Clare Walsha to SACRE.

SACRE Self-evaluation Tool produced by NASACRE

Emily Waddilove advised that a meeting had been scheduled for 21 March 2023 at 3pm via Teams, to discuss how Wokingham's SACRE wanted to use the SACRE self-evaluation tool produced by NASACRE. SACRE members were invited to attend and were asked to contact Emily Waddilove to indicate that they wished to attend.

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Survey for Heads of RE in Wokingham secondary schools – with responses

Dear Head of RE,

The Wokingham SACRE is currently planning for the 5 yearly review of the Berkshire Locally Agreed Syllabus for RE, and is also considering its action plan for the coming financial year.

In order to support us to produce a syllabus that meets the needs of Wokingham secondary schools, and to plan appropriate support for schools in the coming year, it would be extremely helpful if you could answer the **9 questions** (8 of which are multiple choice questions) in the survey at the link below. If every school completes the survey, the information will provide the SACRE with a picture of RE provision across the borough, and enable us to plan our support for schools most effectively.

(NB In the survey we use the term RE (Religious Education) to refer to non-examined aspects of the curriculum, and RS (Religious Studies) to refer to the GCSE and A Level. We appreciate that RE/RS may be given a different name at your school.)

Responses received from 6 out of 10 secondary schools

Q1 What are the main strengths of RE provision at all key stages at your school?

(Please tick all that apply)

- We have a strong department of a sufficient number of specialist teachers x 3 schools
- Adequate time is available for teaching RE, in line with other Humanities subjects x 1 school
- Pupil engagement in the subject is strong x 3 schools
- Other strengths(s) (Please explain in the comments box)

Comments:

- Our subject is growing from strength to strength and we are looking to expand to sixth form. 3 full time members of staff

Q2 What are the main challenges in relation to RE provision at all key stages at your school?

(Please tick all that apply)

- We lack sufficient specialist teachers x 3 schools
- There is not adequate time available for teaching RE x 4 schools
- Pupil engagement in the subject is not as strong as we would like x 1 school
- Other challenges(s) (Please explain in the comments box)

Comments:

- Where we are expanding we need another full time member of the department
We are not in line with other humanities subject
- We are changing to a two year KS3 and students will then not be timetabled for RE at KS4. They may choose to do it at a GCSE if they wish. What the plans are for RE delivery at KS4 is unclear. There was talk about delivering it in PSHE/ Tutor time - or

on a drop down day, but this means the presence of RE in the school will be down considerably and reflects a negative view towards the subject. There is only one subject specialist delivering the subject, which is rather lonely and polarising. At GCSE there will be no Year 10 students.

Students are timetabled one 100 minute lesson a fortnight.

The following 3 questions refer only to Key Stage 4 RE/RS

Q3 At KS4, is RS GCSE full course or short course available to students at your school?

- Yes – all students are entered for full course x 1 school
- Yes – all students are entered for short course
- Yes – all students are able to opt for full course x 5 schools
- Yes – all students are able to opt for short course x 1 school
- No – students are not entered for full or short course but an alternative accredited course is available to our students
- No – no accredited course is available to our students
- Other (Please explain in the comments box) x 1 school

Comments:

- All students follow the GCSE full course in the beginning. They then make a choice to sit the short course in year 10 or then complete the full course in year 11
- Year 11 - most students are entered for full course GCSE
Year 10 - It is only as an option
Year 9 - will be only an option
In Years 9 and 10 arrangements still have not been made formally. Discussions have been around RE being delivered in Tutor time and a possible RE drop down day.

Q4 If not all your students are entered for an examination, how is RE taught at your school at KS4?

- Students receive discrete RE/ RS lessons once a fortnight or more often x 2 schools
- Students receive discrete RE/ RS lessons less frequently than once a fortnight x 1 school
- RE teaching is combined with other subjects x 1 school
- RE is taught through tutor time/ Collective Worship x 1 school
- RE is taught in another way (Please explain in the comments box) x 2 school schools
- RE is not taught at KS4 x 1 school

Comments:

- We currently deliver it through fortnightly core RS lessons but this has been removed from Sept 2023 and school are looking at drop down days instead
- Taught alongside PSHE which has increasing emphasis and focus.

Q5 Are KS4 RE/ RS lessons at your school taught by specialist teachers?

- Yes, all KS4 RE/RS lessons are taught by specialists x 2 schools
- Most KS4 RE/RS lessons are taught by specialists and a few are taught by non-specialists x 3 schools

- Some KS4 RE/RS lessons are taught by specialists and some are taught by non-specialists x 1 school
- No KS4 RE/RS lessons are taught by specialists

Comments:

The following 2 questions refer only to Key Stage 5 RE/RS

Q6 Is RE/ RS taught to all students at KS5?

- Students receive discrete RE/ RS lessons once a fortnight or more often
- Students receive discrete RE/ RS lessons less frequently than once a fortnight x 1 school
- RE teaching is combined with other subjects
- RE is taught through tutor time/ Collective Worship x 2 schools
- RE is taught in another way (Please explain in the comments box) x 1 school
- RE is not taught at KS5 x 2 schools

Comments:

- Students have the option to opt for A level religious studies
- Some RE is taught during personal development/tutor time but not as much as it should be.
- We do not have a sixth form but it will be an option subject. Unaware of plans for CORE RE

Q7 Is RS A level available to students at KS5?

- Yes x 5 schools
- No x 1 school

Q8 Are you aware of the support provided by the Wokingham SACRE to teachers of RE?

- Yes x 6 schools
- No

(Support includes regular secondary and cross phase network meetings, and CPD sessions for secondary teachers, led by a national RE advisor. Materials from recent meetings can be found here: <https://wsh.wokingham.gov.uk/learning-and-teaching/religious-education/meetings-resources/>)

Q9 How would you like the SACRE to support RE and/or Collective Worship at your school?

(E.g. Training topics? Guidance required?)

Comments:

- Ideas about how to embed RE at KS5
Help with guest speakers that can support us for free
CPD on topics to explore at KS3 and assessment at KS3

- More direct contact with schools/ Head Teachers and Subject Leaders, making it clear about the expectations regarding the delivery of RE.
If schools are going towards drop down days, a list of suitable outside speakers from the variety of religions/ denominations/ non-religious groups, with contact details etc would also be very useful.
Any information about non- GCSE courses available that schools also deliver would be useful to know for possible alternatives to GCSE course available.

Select a constituency - use  to search

Region / nation

Wokingham

South East

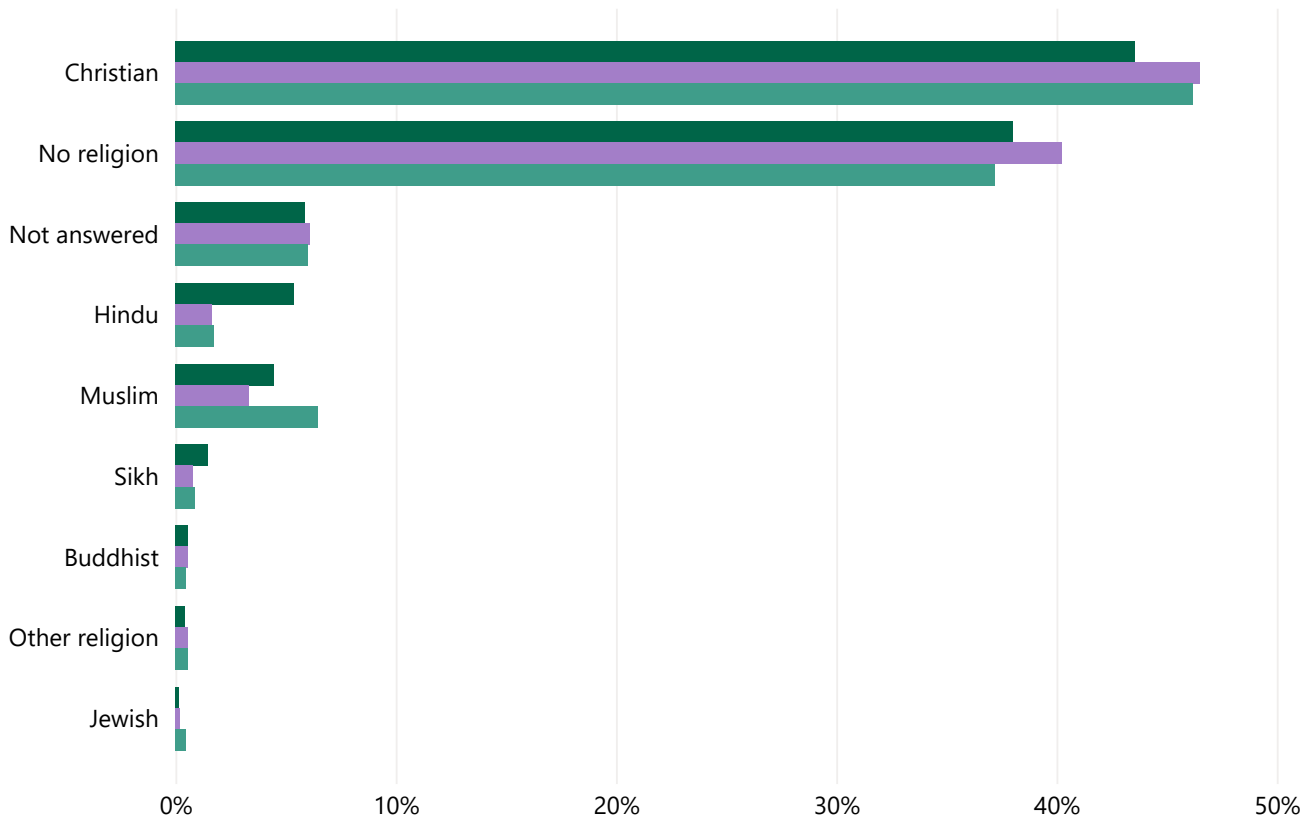
Constituency

Neighbourhoods

2011 comparison

Population by religion (% of total)

● Constituency ● Region/Nation ● England and Wales



Percentage of the population by religion

Religion	Constituency (number)	Constituency (%)	Region / nation (%)	England & Wales (%)
Christian	52,289	43.6%	46.5%	46.2%
No religion	45,652	38.0%	40.2%	37.2%
Not answered	7,063	5.9%	6.1%	6.0%
Hindu	6,473	5.4%	1.7%	1.7%
Muslim	5,349	4.5%	3.3%	6.5%
Sikh	1,784	1.5%	0.8%	0.9%
Buddhist	662	0.6%	0.6%	0.5%
Other religion	545	0.5%	0.6%	0.6%
Jewish	215	0.2%	0.2%	0.5%
Total	120,032	100.0%	100.0%	100.0%

Note:

The number of those identifying with the relevant faith in the constituency are not precise because they've been adjusted by small amounts to protect privacy.

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Select a constituency - use  to search

Region / nation

Wokingham

South East

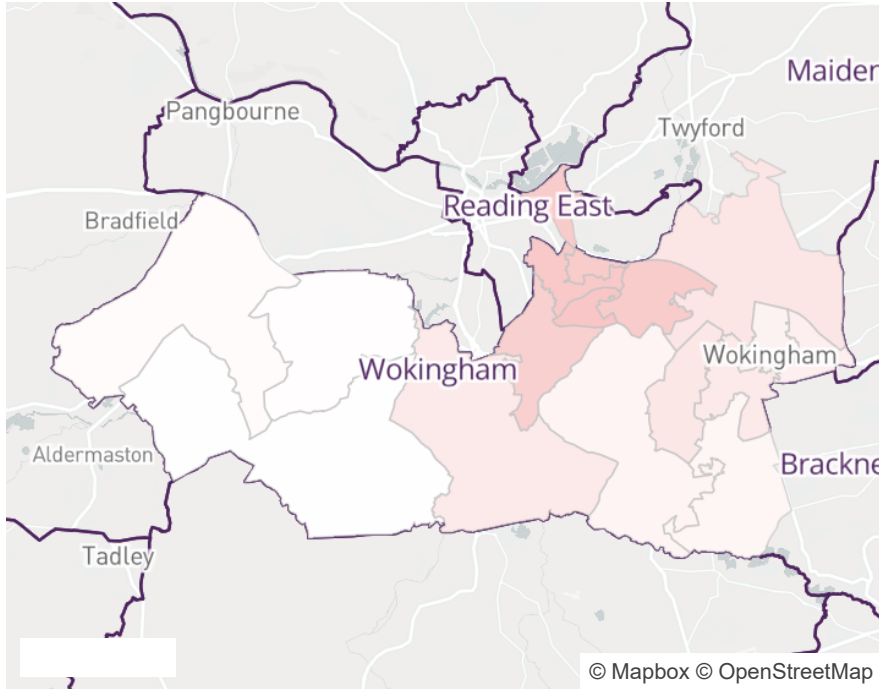
Constituency

Neighbourhoods

2011 comparison

Which neighbourhoods have the highest proportions of the different religions?

Neighbourhood map: religious group as proportion of population



Select religion:

Hindu

Key

- 0% of population

- 50% of population

- 100% of population

 Constituency names and boundaries

Tips

Click and drag to move around the map. Scroll or pinch to zoom.

Hover to see neighbourhood names and the proportion of the population for the selected religion.

These neighbourhoods are geographical areas called MSOAs, defined by the Office for National Statistics.

Note: some neighbourhoods may overlap only partially with the selected constituency.

Proportion of neighbourhood with the selected religion

Neighbourhood	% of the population
Lower Earley South	10.1%
Lower Earley North	9.6%
Winnersh	9.1%
Earley	9.0%
Shinfield	8.3%
Wokingham North & Hurst	4.5%
Barkham & Woose Hill	4.2%
Wokingham West & South	3.9%
Spencers Wood & Swallowfield	3.9%
Wokingham East	2.8%
Wokingham Town	2.3%
Arborfield & Garrison	1.9%
Finchampstead	1.8%
Theale & Beenham	0.6%
Burghfield Common	0.4%
Mortimer & Aldermaston Wharf	0.2%

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Select a constituency - use 🔍 to search

Region / nation

Wokingham

South East

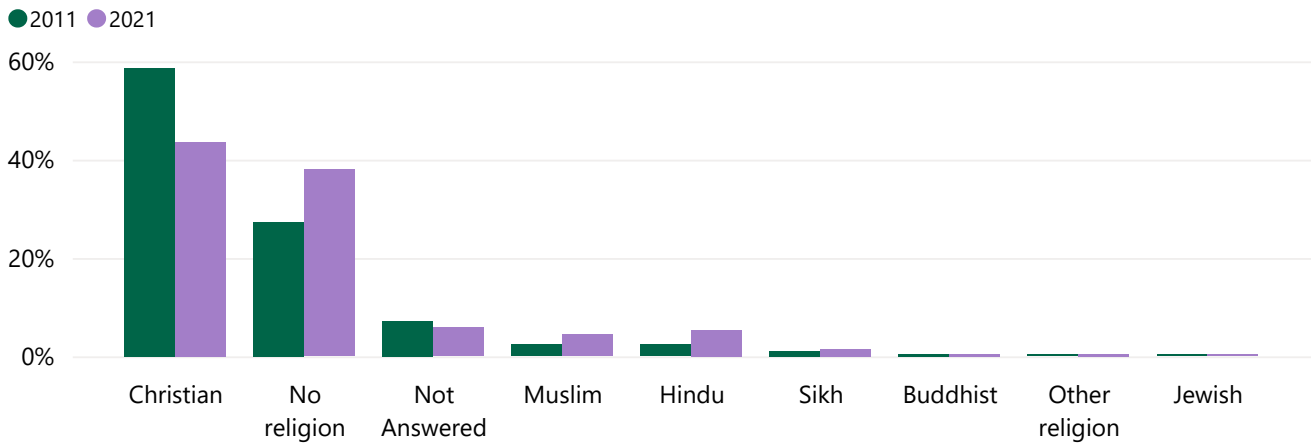
Constituency

Neighbourhoods

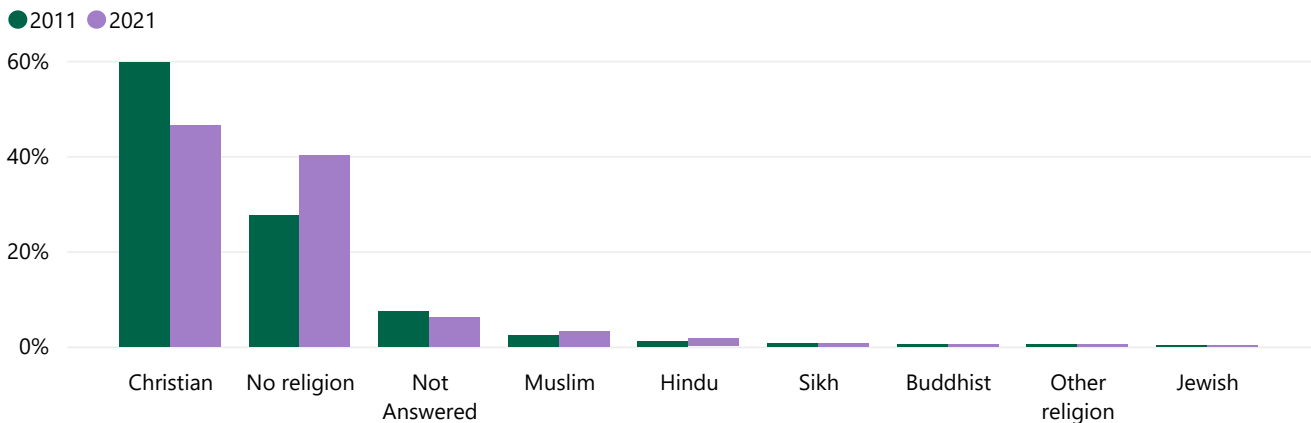
2011 comparison

The charts below show how the proportion of the population belonging to different religions changed between the 2011 and 2021 censuses in Wokingham, in the South East and in England and Wales.

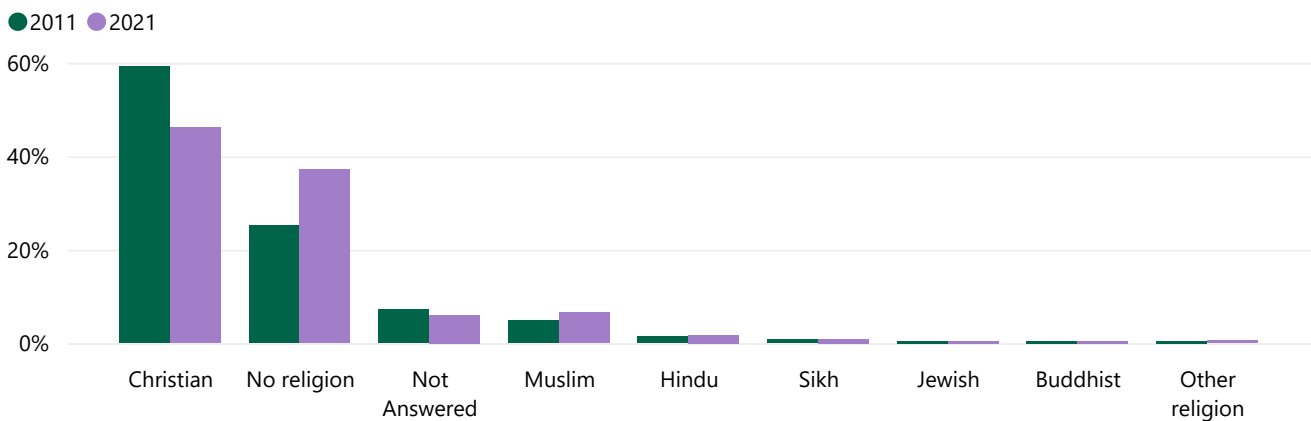
Wokingham



South East



England & Wales



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SACRE SELF-ASSESSMENT TOOL

Notes of discussions
Spring 2023

SECTION 1: MANAGEMENT OF THE SACRE AND PARTNERSHIP WITH THE LA AND OTHER KEY STAKEHOLDERS

1A – FUNDING: PROFESSIONAL AND FINANCIAL SUPPORT

How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?

25

Advanced

A SACRE with advanced practice would:

be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan.

The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.

1B – SACRE MEETINGS

How purposeful, inclusive, representative and effective are SACRE meetings?

<p>Developing A SACRE with developing practice would:</p>	<p>hold meetings regularly with:</p> <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers <p>Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.</p>
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<p>Established A SACRE with established practice would:</p>	<p>have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.</p>
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Possible areas for development:

- Opportunities for teachers and representatives of faith and worldview communities to share their work.

Suggestion:

- o SACRE members could be encouraged to present for 5-10 minutes at meetings.

1C — MEMBERSHIP AND TRAINING

To what extent is the membership of SACRE able to fulfil SACRE's purpose?

Developing
A SACRE
with
developing
practice
would:

have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.

Possible areas for development:

- A programme of induction for SACRE members.

Suggestions:

- Allocate new members a buddy/ mentor?
- Chair or vice-chair to arrange a meeting to talk with new members before they attend their first SACRE meeting
- For new faith representative members, ask a member of group C if the new member could visit their school to observe an RE lesson and Collective Worship
- Robust systems in place for succession planning for members and SACRE roles.
 - Establish set procedures for recruiting new members.
 - For some faith groups it will work well for existing members to help with recruiting new members e.g. Free Churches who don't have a central organisation to contact. For other faith groups, it would be good to have a list of organisations who can be contacted to nominate new members.

1D – IMPROVEMENT/DEVELOPMENT PLANNING

How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?

Advanced

A SACRE with advanced practice would:

have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.

1E - INFORMATION AND ADVICE

How well informed is SACRE in order to be able to advise the LA appropriately?

29

Advanced

A SACRE with advanced practice would:

receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.

Suggestions for developing the SACRE's engagement with/ knowledge of CW in schools:

- o The SACRE could produce guidance for schools on CW
- o The SACRE could request that members of Group C (especially headteachers/ deputies) present to members on CW at their school
- o Linda Galpin may be able to give an overview of CW in Wokingham schools based on her work with schools?

1F - PARTNERSHIPS WITH KEY STAKEHOLDERS

What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?

Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.

Possible areas for development:

- Hear from pupils/students about RE and CW. It was noted that this is not easy to do in practice, however. Arrangements for students to attend a SACRE meeting would involve quite a bit of work on the part of a teacher.
 - Links with other bodies, such as local interfaith groups. It was noted that it takes time to establish links and we may lack capacity to do this.
- Action: EW to find out whether Wokingham still has an interfaith group.

SECTION 2. STANDARDS AND QUALITY OF PROVISION OF RELIGIOUS EDUCATION

2A - RE PROVISION ACROSS THE LA

How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?

32

Established
A SACRE with established practice would:

have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.

Discussion notes:

Easier to gain information about provision in primary schools due to greater engagement with networks and training.

The Wokingham conceptual understanding document is a model of excellent practice and could be considered 'advanced' practice.

Possible areas for development:

- Share examples of different models for fulfilling pupil entitlement within our schools so that schools have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.

2B - STANDARDS OF ACHIEVEMENT AND PUBLIC EXAMINATION ENTRIES

How does SACRE use information about standards and examinations to target support and training for schools?

Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.

Discussion notes:

Very difficult for SACRE to monitor standards other than through published exam results. There are no national level descriptors for assessment in schools. Fewer visits to schools by SACRE members have taken place since the start of the pandemic. Our survey for secondary schools is an attempt to gather further information.

2C - QUALITY OF LEARNING AND TEACHING.

How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?

Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.

Discussion notes:

We have more contact with primary schools. We regularly ask teachers about their training needs, and meet their requests. Additional capacity would be required in order to do more gathering of information from schools about their needs.

2D QUALITY OF INTERACTION AND COMMUNICATION WITH LEADERSHIP AND MANAGEMENT OF RE IN SCHOOLS

To what extent does SACRE have and pass on information that supports high quality RE in schools?

35

Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.
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Discussion notes:
We have very good communication with our schools, via items in Education News and emails to RE leaders. We receive and respond to emails from schools with queries relating to RE provision.

2E - RELATIONS WITH ACADEMIES AND OTHER NON-LA MAINTAINED SCHOOLS

To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?

36

Advanced

A SACRE with advanced practice would:

have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.

SECTIONS 3 AND 4

Section 3: The effectiveness of the locally agreed syllabus

Action: Angela to suggest to the hub that this section is considered when planning for the syllabus review.

Action: If each SACRE is to hold its own launch event, our SACRE could consider Key Area: 3c – Launching and implementing the Agreed Syllabus

Section 4. Collective Worship

– covered in our discussion of Key Area 1e



SECTION 5: CONTRIBUTION OF SACRE TO PROMOTING COHESION ACROSS THE COMMUNITY

5A – SACRE’S MEMBERSHIP

How representative is SACRE’s membership of the local community?

Established A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.
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Discussion notes:
We have some vacancies for members.
We have recently welcomed a Humanist onto our SACRE.
We could strengthen our membership systems (recruitment and induction) as noted under area 1c.

5B SACRE'S UNDERSTANDING OF THE LOCAL AREA

How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?

Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.

Discussion notes:

We found it hard to assess ourselves in this area, and are not sure whether this area falls within SACREs' remit.

Census data on religion and belief in the borough has recently been shared with members. The 'Real People, Real Faith' project is an excellent example of engaging with and learning from local faith communities. Regular presentations from SACRE members (as noted under area 1 b) would help us to develop in this area.

5C – SACRE’S ENGAGEMENT WITH THE COMMUNITY COHESION AGENDA

How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?

<p>Requires improvement/struggling A SACRE in this position would:</p>	<p>have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE’s contribution to cohesion.</p>
<p>Developing A SACRE with developing practice would:</p>	<p>have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE’s contribution to cohesion.</p>
<p>Established A SACRE with established practice would:</p>	<p>have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.</p>
<p>Advanced A SACRE with advanced practice would:</p>	<p>understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.</p>

Discussion notes:
We are not sure that this area has been well thought through by NASACRE when developing this tool. We feel this is not something that SACREs can comment on or engage with meaningfully. The interconnection between RE and community cohesion is a complex area.

5D – SACRE’S ROLE WITHIN WIDER LA INITIATIVES ON COMMUNITY COHESION

How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?

Requires improvement/struggling A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.
Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.

Discussion notes:
There is not legally any requirement for SACREs to be involved in this area. SACREs lack capacity, resources and expertise to engage in this area of work. The regular item on our meeting agendas - ‘What’s happening in Wokingham schools?’ – provides SACRE members with information about the local context in which the SACRE is working, and includes information about the ways in which schools are being affected by local and national issues, such as new arrivals to the borough.

THOUGHTS ABOUT OUR SACRE'S USE OF THE TOOL

The chair, vice-chair, RE advisor, LA link officer and any interested SACRE members could review our SACRE against the tool at regular intervals, focusing on the sections we feel are most useful, and feed back to members.

A summary of our self-assessment against the tool could perhaps be included in our annual reports.

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Wokingham SACRE action plan April 2023-March 2024

(See budget plan for costings)

Aim	Actions	Timescales	People Responsible	Summer 2023	Autumn 2024	Spring 2024
<p>A. CORE BUSINESS</p> <p>To be a supportive and proactive SACRE enjoying full and well-informed membership</p>	<p>1. Fill membership vacancies if/when they arise</p> <p>Work proactively with SACRE members, faith communities and other partners to ensure representation on all SACRE committees.</p>	<p>ongoing</p>	<p>SACRE Chair SACRE Clerk SACRE members</p>			
	<p>2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher termly network meetings and training events e.g. annual SACRE conference</p>	<p>Termly SACRE meetings: Summer 2023 Autumn 2023 Spring 2024</p> <p>Termly teacher network meetings and occasional training events</p>	<p>SACRE Chair/SACRE Adviser SACRE members SACRE Clerk</p>	<p>in person</p>	<p>online</p>	<p>online</p>
	<p>3. SACRE member attendance at networks and training events/and or visit local schools</p>	<p>Aim for one member to visit a school or attend a SACRE CPD/event each term</p>	<p>SACRE Chair SACRE Clerk SACRE members RE teachers and school leaders</p>	<p>Member participation at least 1 event/or at least 1 school visit</p>	<p>Member participation at least 2 events/or at least 2 school visits in total</p>	<p>Member participation at least 3 events/or at least 3 school visits in total</p>

	4. Produce annual SACRE Report for previous academic year	Autumn Term 2023	SACRE Adviser and clerk	Draft report prepared	Present draft for members' approval during Autumn term Submit report by 30 th December 2023	Present final, submitted report at Spring 2024 meeting and share with other stakeholders
	5. Review the action plan at each meeting and update for next year	At each SACRE meeting	SACRE Adviser and SACRE	Meeting	Meeting	Meeting
	6. Subscribe to NASACRE Representation at annual NASACRE conference, NASACRE AGM	Ongoing	1 SACRE member and SACRE Adviser to attend annual AGM. SACRE adviser to provide updates on NASACRE business at meetings and, where appropriate, through the SACRE clerk via email	This year's conference and AGM was face to face in London on 22 nd May 2023 – Wokingham represented by adviser but no member. Report from event given at summer 2023 meeting.	NASACRE updates discussed at Autumn meeting. Invitation opened to members to attend the AGM in 2024	Spring 2024 SACRE meeting to finalise who will attend NASACRE AGM in 2024 to represent Wokingham SACRE
B. To support teachers of RE to continually improve RE learning in their school, ensuring that the agreed Pan-Berkshire	1. Provide two termly primary network meetings, two termly secondary network meetings and one cross-phase network meeting for	Ongoing - network meetings each term plus feedback at each termly SACRE meeting	SACRE Adviser	Primary and secondary online network events	Primary and secondary online network events	Cross-Phase Network in the Summer term – probably at St Crispin's

syllabus is understood, and teachers are equipped to deliver it effectively	Wokingham teachers					
	2. Primary Subject Leader Training - twilight session online (may be joint with Reading or Bracknell)	Early autumn term 2023	SACRE Adviser	To be advertised in the summer term and booking to be made available	Training to take place in September 2023 Feedback to SACRE in November	Prepare to advertise September 2024 session.
Pan-Berkshire Hub	Consolidate and develop the Pan-Berkshire SACRE Hub. Syllabus review	Ongoing	Discuss convening ASC and decide who will take part	ASCs to decide on syllabus content The Real People: Real Faith Project is complete but work extended with extra funding to develop films and resources on additional faith communities.	ASCs write/develop/finalise syllabus if in-house option chosen Work with Hub to aid extensions of the Real People: Real Faith project Liaise with SACRE members and Hub to consider the feasibility of further projects, but prioritising the syllabus review Teacher survey re agreed syllabus has now been considered and next steps relating to the	Syllabus complete and roll out

					syllabus review being discussed	
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SACRE budget plan April 2023 - March 2024

CORE COSTS	
Professional fees	
- NASACRE subscription	110
- Attendance at NASACRE conference (RE advisor)	120
IT support for webcasting 2 x SACRE meetings	100
Refreshments for in person meeting	75
Annual report design	120
LA link/RE advisor – 4.6 days:	2,530
- 3 x SACRE meetings (preparation and attendance) – 2 days	
- Annual report writing – 1 day	
- Attendance at NASACRE conference/ AGM – 1 day	
- Emails, admin etc – 0.6 day	
Travel expenses (RE advisor) x 1 SACRE meeting + NASACRE conference	260
Sub-total budget core costs	£3,315
PROJECT COSTS	
Consultancy – 3 days:	
- 5 x network meetings (2 primary; 2 secondary; 1 cross phase (1 meeting in person; others online)	1,375
- Twilight primary subject leader training (online)	275
- Travel costs (1 network meeting)	110
- Refreshments for 1 in person network meeting	20
Updating of SACRE leaflet – design costs	110
Sub-total budget Wokingham project costs	£1,890
BERKSHIRE SACRES HUB	
- Termly Hub meetings (Hub managers’ prep and attendance)	Wokingham contribution:
- Hub manager travel costs	900
- Hub activities: Syllabus review	
Consultancy:	
-RE advisor attendance at hub meetings (+ prep) – 1 day	550
-RE Advisor time to support hub activities – 1.5 days	825
Sub-total budget Hub activities costs	£2,275
<u>Total budget plan</u>	<u>£7,480</u>

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ITEM 5

Wokingham SACRE Summer Meeting

Teacher Networks and Training Opportunities

Since the last SACRE meeting on 20th February 2023, the following training opportunities and networks for teachers and leaders of RE in the local authority have taken place. All events that have already taken place have received overwhelmingly positive feedback from teachers. All events took place online, via Microsoft Teams, as twilight sessions, except the cross-phase network in the spring term. All sessions were provided free of charge to schools.

All sessions are online, from 4pm-5:30pm, unless otherwise stated.

Spring 2023

Training/networking opportunity	Date	Description
Cross-Phase face-to-face RE Network St Crispin's School	7 th March	RE/Education Updates for Practitioners Training focus: Engaging Learners with RE Training focus TBA Attended by 11 teachers and 1 SACRE rep
Secondary RE CPD	30 th March (rescheduled)	1 teacher 1 SACRE member

Summer 2023

Training/networking opportunity	Date	Description
Primary RE Network	25 th May	RE/Education Updates for Primary Practitioners Main focus – syllabus samples discussion

Forthcoming

Training/networking opportunity	Date	Description
Secondary RE Network	5 th July	RE/Education Updates for Secondary Practitioners Training focus TBA, most likely informed by SACRE's secondary survey.

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ITEM 6 National SACRE Updates Summer 2023

Report on NASACRE Conference and AGM

Celebrating 30 Years: SACREs for the Future

NASACRE's annual conference, its 30-year celebration and AGM took place at Fishmongers' Hall, London, on Monday 22nd May 2023. It was attended by over 60 SACREs across England, as well as two representative from WASACRE in Wales. It was the first face-to-face conference and AGM since the pandemic.

Report to SACRE

Keynote Address 1 – Dr Kathryn Wright

An education in religion and worldviews – the next 30 years?

- Reflected on how SACREs strengthen voices, e.g. teacher voice.
- SACREs supporting innovation, through agreed syllabuses. E.g. Birmingham, Norfolk, some of which have had national and international influence and recognition
- Representing community - SACREs working with NASACRE and CSTG – e.g. 'in conversation with'
- SACREs help to celebrate education in religion and worldviews – helping children and young people to navigate life in a multi-religious and multi-secular world.

Challenges and opportunities ahead for SACREs

- Strengthening partnerships
 - Multi Academy Trusts – **is there a MAT link on your SACRE?**
 - Does Government do God? Review by Colin Bloom – controversial but does recommend a strong education in religion and worldviews.
- Supporting understanding
 - A religion and worldviews approach, including critical hermeneutics, positionality and disciplinary approaches
 - Providing and signposting professional development
- Representing the religion and worldviews community
 - Recruitment of RE teachers is a critical issue – likely that we will only be able to recruit half the teachers required – SACREs can use lobbying power
 - Supporting calls for a National Plan
 - Importance of freedom of religious belief (FoRB).

Keynote Address 2 – NASACRE Patron, Rt. Hon. Charles Clarke

The role of SACREs in the emerging educational landscape

Author, with Professor Linda Woodhead, of *A New Settlement: Religion and Belief in Schools.*'

- *Political disarray and polarization since the Brexit campaign and vote in 2016*
- *As a result, attention was focused on Brexit and its implications, and discussing change in areas like education became difficult.*
- *School improvement plan is fractured and differentiated – not a coherent school improvement process*

Where do we stand now?

- *Hopefully moving towards greater stability and less polarization – both Sunak and Starmer are centrists*

Can we influence educational debates in a way that is powerful and constructive?

SACREs have particular strengths:

- *SACREs have the advantage of a moral high ground – they aim to promote community cohesion, give voice to people of diverse faiths and beliefs;*
- *SACREs are a direct force for community cohesion, being diverse people together in a positive and constructive way;*
- *SACREs are locally based – they bring local people together to affect change in positive ways, building on unique characteristics of their own communities;*
- *SACREs deal with children, young people and with education;*

SACREs have weaknesses:

- *Limited money and resources – local governments often keep SACREs on a very 'tight string'*

BUT, who else can do the work that they do so well?

We need to minimize weaknesses and maximise our strengths.

The forthcoming general election will involve people making choices about the values they wish to see, in society and, more specifically in education.

Ofsted appoint new Acting Subject Lead for RE



Hazel Henson HMI was appointed as acting subject lead for RE in March 2023. She has a background in primary education.

Children's Commissioner shares her view on RE with former pupil

Shammi Rahman, recently interviewed The Children's Commissioner, Dame Rachel de Souza. Dame Rachel is a previous RE teacher and headteacher and Shammi, is a former secondary teacher and now a Race Equality Adviser. Dame Rachel was her RE teacher!

Dame Rachel says, 'a former RE teacher myself, I believe RE teachers have a crucial opportunity to teach children about the wider world and principals of fairness and equality. It was great to talk about how different faiths can teach us different things, for example treating others as we would like to be treated ourselves; having compassion for others; and celebrating the beauty of life in our environment.'

Listen to their conversation here: [Conversation with Shammi Rahman: The importance of Religious Education | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk/conversation-with-shammi-rahman-the-importance-of-religious-education/)



CURRENT RE COMPETITIONS AND AWARDS

Wire Award



The Wire Award – Widening Inclusivity in Religious Education is open to **all primary, secondary and special** schools. It aims to encourage pupils to learn about **diversity** in our local area. To achieve it, schools are asked for evidence of **just three things**:

1. A teacher attends some RE CPD this academic year.
2. Either – arrange a visit to a place of worship. Or invite in a visitor to speak to a class/school from a worldview that is **NOT** Christian. The visitor can be a 'virtual visitor'
3. Enter an RE competition (for example – Spirited Arts – see later!) or invite parents to an exhibition of your learning about RE in the school!!

NATRE Spirited Arts 2023 – a reminder

Will the LA's schools join hundreds of from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of. Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The deadline for this is Monday 31st July 2023

1. "We have more in common than that which divides us."
2. Green faith, green future? ['God's good earth?']
3. Where is God today?
4. Faith in action, values in action.
5. Sacred space and holy buildings
6. All God's creatures?

More details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/

Training, networking, and other support

The RE Podcast: FREE CPD for teachers, and RE professionals



The RE Podcast is an amazing resource for Teachers and Students. Hosted by the fabulous Louisa Jane Smith – who is a current Secondary teacher for RE. Each week she produces a podcast on a range of brilliant RE topics with fantastic guests. All the previous episodes are on the website.

<https://www.therepodcast.co.uk/> - or listen through your Mobile Podcast App!

FREE CPD for Early Career Teachers

Early Career Teachers have access to a range of free support through a series of online sessions. 'Café' sessions give you a chance to talk with experienced teachers and experts from different worldview backgrounds. The taught sessions offer expert input with a focus on practical classroom strategies.

Date – All Mondays 4.00-5.30pm	Topic
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link www.natre.org.uk/membership/early-careers-teacher/ect-free-monthly-webinar/

NATRE: new membership packages!

NATRE is the largest membership organisation which promotes, defends and supports RE teachers and RE teaching. It does this through producing high-quality resources and CPD, lobbying government, being involved in conversations with the DfE and Ofsted, LAs and SACREs, telling teachers' stories and experiences and being a voice for all teachers.



Membership packages for students, ECTs, teachers, schools, RE professionals and RE enthusiasts!

Details: www.natre.org.uk/membership

Culham St Gabriel's launch FREE new self-study course

Digging Deeper: Subject Knowledge, this short, self-study course builds on the introduction level course and is available for FREE. Find out more here: [Culham St Gabriel's Trust Moodle \(cstg.org.uk\)](http://Culham St Gabriel's Trust Moodle (cstg.org.uk))

Understanding Humanism launches new animation and free resources

Understanding Humanism has launched a **NEW animation** 'One Life, live it well' voiced by author and presenter, Alice Roberts. Accompanied by classroom activities, this simple but beautiful animation illustrates how humanists try to approach life: [One Life, Live It Well: watch our new animation narrated by Alice Roberts » Understanding Humanism](#)

They also have available new FREE resources for children in early years, and the stories of four amazing humanist women who changed the world.

AREIAC Conference – Leading and Inspiring Religion and Worldviews Education

AREIAC Conference - Leading and Inspiring Religion and Worldviews Education

Bookings now open for the AREIAC 2023 conference. Everyone is welcome - RE / RVE school leads, advisers, consultants, trainers or SACRE / SAC members.

- **Date:** 2nd & 3rd July 2023
- **Location:** Woodland Grange Hotel and Conference Centre, Leamington Spa
- **Speakers:** Paula Webber, Justine Ball, Claire Ramalli, Linda Rudge and Tania ap Sion

To find out more and to book: [Conference | areiac](#)

RE Hubs – Website now live!

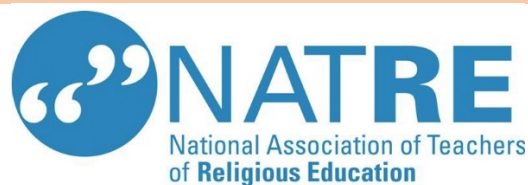


RE Hubs website is now live at www.re-hubs.uk. RE Hubs aim to connect those who can provide resources with those who need them and create a neutral platform being RE professionals together.

Many organizations serve RE/RVE/R&W education in the UK, from places of worship and school speakers to CPD partnerships and resource providers. However, until now, there hasn't been a single place to equip, enable, and signpost everyone within the community.

Wokingham's Hub is South East, led by Justine Ball.

NATRE Secondary Survey



The NATRE survey of secondary RE teachers is now underway and open until Monday 31st July. Everyone who completes the survey will receive a £5 coupon for the RE Teaching Resources online shop as well as being entered into a prize draw to win a NATRE School Enhanced membership worth £270. The survey is here: [NATRE Survey - Secondary 2023 \(surveymonky.co.uk\)](https://surveymonky.co.uk)



nasacre
National Association of
Standing Advisory Councils
on Religious Education

- supporting
- strengthening
- promoting

1



nasacre

Agreed Syllabus Conference

Agreed Syllabus Conference
May 2015
www.nasacre.org.uk



nasacre • supporting
• strengthening
• promoting

2

What is an Agreed Syllabus Conference?

An agreed syllabus conference (ASC) is a statutory body brought together in order to produce an agreed syllabus for RE. It is a separate legal body from a SACRE.

Statutory Requirements

Every LA is required to establish and support an occasional body called an agreed syllabus conference which must:

- produce and recommend to the LA an agreed syllabus for RE;
- meet in public;
- unanimously recommend a syllabus for adoption by the LA;
- include on any sub-committee at least one member of each of its constituent committees.

Agreed Syllabus Conference
May 2015
www.nasacre.org.uk

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An Agreed Syllabus Conference:

- has the same group structure as the SACRE but these are called committees;
- is made up of representatives from the same interest groups as the SACRE, who may or may not be the same people;
- has no provision for co-opted members;
- may be chaired by an appointee of the local authority or may be permitted to choose its own Chair
- must specify what will be taught through the agreed syllabus;
- may not specify the amount of curriculum time that must be allocated to RE, but may provide an estimate of how much time their syllabus would require to help schools to plan their timetable.

The LA's responsibility to convene the ASC implies a duty to provide funds and support for its work.

Agreed Syllabus Conference
May 2015
www.nasacre.org.uk

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• promoting

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Agreed Syllabus Conference

Questions which should concern an ASC include:

- How is the agreed syllabus best delivered to each age group?
- What mixture should there be of formal content, thematic work, group work, personal discovery, visits to specified buildings or events, and visitors?
- What is the relationship of RE to spiritual, moral, social and cultural development and other whole-school priorities?
- What is the impact on RE of new curricular developments?
- How will local faith and belief be reflected in the locally agreed syllabus?
- What should pupils learn at each key stage?
- What should be statutory within the agreed syllabus, and what should be non-statutory guidance, to be placed in appendices?

Agreed Syllabus Conference
May 2015
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• strengthening
• promoting

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