



**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 13 NOVEMBER 2017 AT 6.15 PM**

A handwritten signature in black ink, appearing to read 'Manjeet Gill'.

Manjeet Gill  
Interim Chief Executive  
Published on 3 November 2017

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

### Group A

|                     |             |
|---------------------|-------------|
| Christine Morgan    | Free Church |
| Catherine Jinkerson | Free Church |
| Anju Sharma         | Hinduism    |
| Shahid Younis       | Islam       |
| Shira Solomons      | Judaism     |
| Sukhdev Bansal      | Sikhism     |

### Group B

|                   |                   |
|-------------------|-------------------|
| Lisa Cornwell     | Church of England |
| Linda Galpin      | Church of England |
| Rev Philip Hobday | Church of England |

### Group C

|                 |                                    |
|-----------------|------------------------------------|
| Stephen Vegh    | Chairman Secondary RS Teacher      |
| Celia Thatcher  | Primary Headteacher                |
| Michael Freeman | Trade Union Representative ATL     |
| Sue Cresswell   | Trade Union Representative NAS/UWT |

### Group D

|                    |                              |
|--------------------|------------------------------|
| Philip Houldsworth | Wokingham Borough Councillor |
| Beth Rowland       | Wokingham Borough Councillor |

### Clerk to the SACRE

Anne Coffey

### RE Adviser and LA Representative

Jan Lever

| ITEM NO. | SUBJECT  | PAGE NO. |
|----------|--|----------|
| 1        | <b>WELCOME AND APOLOGIES</b><br>The Chairman will welcome members, guests and new members. The clerk will extend apologies received.   |          |
| 2        | <b>ELECTION OF CHAIR AND VICE-CHAIR</b><br>Clerk to report any email nominations for Chair and Vice-Chair and ask those present for any nominations. Members to vote for Chair and Vice-Chair. |          |
| 3        | <b>MINUTES</b><br>To confirm the minutes of the meeting held on Monday 12 <sup>th</sup> June 2017.   | 5 - 10   |
| 4        | <b>MATTERS ARISING</b><br>Have any secondary RE teachers been invited to primary RE network meetings?<br>Have any schools received a copy of What is Humanism?                                 |          |
| 5        | <b>PAN-BERKS SACRE CONFERENCE/CROSSING THE BRIDGES</b>   | 11 - 18  |

|           |   |                |
|-----------|---|----------------|
| <b>6</b>  | <b>RE SYLLABUS REVIEW</b>                                     | <b>19 - 40</b> |
| <b>7</b>  | <b>COMMISSION FOR RELIGIOUS EDUCATION ONLINE CONSULTATION</b> |                |
| <b>8</b>  | <b>DRAFT DEVELOPMENT PLAN/BUDGET FOR NEXT YEAR</b>            |                |
| <b>9</b>  | <b>DRAFT ANNUAL REPORT</b>                                    |                |
| <b>10</b> | <b>ACTIONS NEEDED BY EACH SACRE</b>                           | <b>41 - 46</b> |
| <b>11</b> | <b>AOB</b>  |                |

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# Agenda Item 3

## SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)

### MINUTES OF A MEETING HELD ON 12 JUNE 2017 AT 6.15 PM

#### Committee Members Present

##### Group A

|                     |                       |
|---------------------|-----------------------|
| Christine Morgan    | Free Church           |
| Catherine Jinkerson | Free Church           |
| Bonaventure Ndong   | Roman Catholic Church |
| Shira Solomons      | Judaism               |

##### Group B

|                   |                   |
|-------------------|-------------------|
| Lisa Cornwell     | Church of England |
| Linda Galpin      | Church of England |
| Rev Philip Hobday | Church of England |

##### Group C

|                 |                                |
|-----------------|--------------------------------|
| Stephen Vegh    | Chairman Secondary RS Teacher  |
| Celia Thatcher  | Primary Headteacher            |
| Michael Freeman | Trade Union Representative ATL |

##### Group D

|              |                              |
|--------------|------------------------------|
| Beth Rowland | Wokingham Borough Councillor |
|--------------|------------------------------|

##### Clerk to Sacre

Anne Coffey

##### RE Advisor and LA Representative

Jan Lever

#### 1 WELCOME AND APOLOGIES

The Chairman welcomed members. Apologies were received from Anju Sharma, Philip Houldsworth, Sukhdev Bansal, Shahid Younis, Sue Cresswell and Emma Reynolds.

#### 2 MINUTES

The minutes of the last meeting were approved. Beth proposed we approve them, Christine seconded the proposal; all agreed.

#### 3 MATTERS ARISING

Matters arising from the February meeting would all be covered in the agenda.

**3.1 Anne to send reminders for SACRE Induction session. (Sent).**

**3.2 SACRE Members with contacts willing to be part of the Directory to contact Catherine**

### 3.3 Secondary RS Teachers to be invited to primary network meetings.

### 3.4 Jan to investigate Easthampstead Park regarding resources. (Done, as per previous minutes).

## 4 SACRE HUB UPDATE

- Jan requested that several members keep free the date of the September 12<sup>th</sup> Hub meeting in case the Chair or Vice-Chair are unable to attend; other members can attend in their place as the Hub needs full representation!
- The next induction is a follow-up to the first one and will take place on September 12<sup>th</sup>, 5.45pm – 7pm at WBC.
- Easthampstead Park are positive about begin able to offer RE resources but currently the resources are being logged on a database, so there is no further progress to report at present.

### 4.1 Annual Conference 28th Sep. 2017

The second SACRE Annual Conference will take place on September 28<sup>th</sup>, 2017 at The Holiday Inn, Winnersh, 6.30pm to 9pm. Please try to attend. Last year the feedback was positive but people would have liked more time with the panel of various faith representatives. There will be £140 funding to cover 4 places for SACRE members but teachers will need to pay the delegate fee. We need to sell the extra places to cover costs. Discussion followed as to how we could reduce the delegate fee for teachers as schools have had dramatic cuts to their budgets. The SACRE might be able to offer support.

#### **Action: Jan to investigate.**

*Discussions have led to agreement to allocate further funding from the SACRE budget to enable 20 places to be available for the Wokingham SACRE and teachers, so these will be advertised and offered on a first come-first served basis, with any delegate places above the 20 places offered having to be paid for by the delegates. Therefore SACRE members are urged to book their places as soon as possible as per the flier.*

### 4.2 Crossing the Bridges project

- Crossing the Bridges Update: there are now nine Powerpoint presentations of the trips to places of worship and Jan has smartened them up with CtB headings. These resources will be disseminated to schools this term.
- All CtB reports have been sent to Westhill as they provided funding. A Westhill representative, Tristram Jenkins, came on the last trip and wrote a glowing email encouraging the SACRE to apply for further funding. £200 has been received and this will enable the fifteen teachers on the waiting list to be accommodated for another trip to places of worship.
- There are more than forty places of worship in the Directory and over half the faith hosts have done the host training. The Directory is with the graphic designer now. Both Jan and Catherine have today received two more applications from hosts, but it is easy to add more as the Directory builds. When it is ready, a link will be distributed to schools in time for the new academic year

## 5 NETWORK MEETINGS UPDATE

Network meetings have been really positive again. Teachers have commented that they would like most of the syllabus to remain the same. Some teachers have asked if Islam

could be included in the syllabus at primary level. It is not currently required in the primary curriculum but it is possible that it is being taught in some schools. Teachers are happy with Crossing the Bridges and four teachers have volunteered to join a focus group for the syllabus review. Jan can send a draft to them for comment.

Stephen gave a lesson session at the last network meeting and was warmly received. He said how heart-warming it was to meet teachers who were so keen to learn more and do their best for the children. RE may not be their background but they are very passionate. Catherine said that it had been very helpful to get feedback from an adult perspective rather than just students', and a good opportunity for teachers to discuss their thoughts about it.

Jan gave next year's network meeting dates and encouraged SACRE members to attend. Stephen asked Jan to liaise with Anne on all relevant dates and Anne to distribute to members. **Action: Jan to liaise with Anne regarding SACRE event dates.**

## **6 NASACRE AGM/CONFERENCE FEEDBACK**

Jan attended the NASACRE AGM and Conference. She reported that there is a Commission on Religious Education which is reviewing the nature and purpose of RE and how it sits in the national curriculum. Many questions are now being asked and speakers at the conference explored the issues. The Commission has been established by the Religious Education Council of England and Wales and an interim report is expected in mid-2017. The commissioners would like to visit SACREs and Jan asked if members would like to invite a commissioner to a SACRE meeting and the SACRE Conference. All present agreed. **Action: Stephen to write to the Commission.**

## **7 SYLLABUS REVIEW**

Every five years the RE Syllabus needs to be reviewed. This term the Pan Berkshire SACREs are ahead of where we need to be. All six SACREs follow the same process and time frame. The survey asking for feedback on the syllabus has begun; a questionnaire has been sent out. There will be a consultation day on October 4<sup>th</sup> to which teachers, religious representatives and SACRE members are invited to offer their views and suggestions regarding if and how the syllabus needs updating. Shira pointed out that no Jewish people will attend on October 4<sup>th</sup> as it is the eve of Sukkot. Michael commented that there is a calendar on the SACRE page of the schools' hub which lists many important religious festivals and holy days, and Shira could advise Anne of important Jewish dates. October 5<sup>th</sup> is listed on the calendar as the beginning of Sukkot and Jan had avoided that date but had not realised that the day before would be affected, too. **Action: Jan to investigate an alternative date to invite Jewish representatives to a consultation event.**

Agreed Syllabus Conference:

At the next SACRE meeting, members will need to set up an Agreed Syllabus Conference, which is a separate legal entity, although often comprises the same members as the SACRE. Michael asked about completing the questionnaire; Jan advised that all people should complete the form from their own representative perspective. Michael also asked if contributions would come from all six SACREs, which Jan confirmed. Stephen asked all members to complete the form individually.

Assessment Levels:

Stephen mentioned that the Government has removed levels, so each school can decide how they assess children on all subjects. Stephen asked members to consider if British

Values should sit within the RE syllabus. Many schools use Discovery RE, which translates the syllabus into practical work. Jan has rewritten the assessment process in Discovery RE so that each half-term enquiry has 3 age-related descriptors/criteria helping teachers know how each child's learning is progressing ...are they working 'at' the age-related expectation, 'towards' the age-related expectation or 'beyond' the age-related expectation? In addition to this, each of the descriptors has 3 colour-coded strands, the green referring to children's personal resonance with the underpinning concept, the blue relating to their knowledge and understanding, and the red referring to their ability to apply the knowledge to the big question in that enquiry. These descriptors are followed by exemplification. This new system helps teachers assess children's progress and next steps. Philip suggested that it could be adapted for the syllabus. Celia mentioned that the Diocese is doing something similar. There was a generally negative feeling about the lack of levels.

#### Syllabus Questionnaire:

Jan asked members to complete the syllabus questionnaire/form in good time as she does not want to have to chase people. Stephen announced that he will be on a school trip to Mongolia for four weeks from July 14<sup>th</sup>, so please send comments in by July 10<sup>th</sup>. All response dates for the syllabus review are listed in the paper accompanying agenda item 7. (Pan-Berkshire RE Agreed Syllabus Review). **Action: all to complete questionnaire in good time.**

#### Faith/belief Group Consultation Day, October 4<sup>th</sup>:

Last year, all faith representatives got together and recommended or suggested lots of websites, stories, etc. which could be useful in teaching RE. The consultation day this year will offer morning, afternoon or evening sessions between 10am and 7.30pm. Jan will send a flyer out and people can sign up for a session. **Action: Jan to send out a flyer for October 4<sup>th</sup>.**

It might be necessary to hold an extra SACRE meeting in May. Beth advised that it take place before the May election day. This time next year, the revisions will be completed. The new syllabus launch is a good event to get people together. 2017-2018 will be a transition year for the syllabus to be embedded, with all schools expected to be using it confidently from September 2018.

Shira queried if the syllabus could be more flexible to allow Islam to be taught at KS2. Stephen suggested any ideas should be fed back via the consultation form.

## 8 NATIONAL UPDATES

Supported by the Church of England Education Office and produced in conjunction with RE Today, **Understanding Christianity** is a new resource to enable schools to learn about the core beliefs of Christianity. It includes lesson ideas and activities, and it is initially expected that church schools will attend the training but all can apply when it is rolled out across the country – probably in the next academic year.

## 9 DEVELOPMENT PLAN

Jan took us through the action plan for the year April 2017 – March 2018 and provided us with printouts of the updated budget plans.

She aims to hold the autumn RE Subject Leaders' training early in the term as there will be new RE teachers starting.

The SACRE was well within the budget of £6,800 for the current year, but Emily had flagged that we might need more for the syllabus review.

Stephen suggested increasing the amount allocated for the autumn conference, as we could then offer more places to teachers. Everyone agreed that it would be a good idea to support teachers in this way.

**Action: Jan to amend the flyer.**

## **10 DATES OF NEXT MEETINGS**

The next SACRE meeting will be held at WBC on Monday November 13<sup>th</sup> and the following meeting on Monday February 26<sup>th</sup>.

## **11 AOB**

Michael spoke about the Directory listing places of worship and asked if there was also a directory of speakers willing to visit schools, as has been discussed previously. Jan said that although the focus has been on places of worship, some contacts were also happy to visit schools and talk about their faith. There is a separate list. The Directory will be online with any costs for speakers noted.

Reading teachers are apparently saying they can no longer afford to go on visits.

Catherine mentioned that Slough Gurdwara can provide a representative to visit schools if there is difficulty visiting the Gurdwara. Shira will email Jan about a contact she knows who would be willing to visit schools.

Anne informed members that there will another Newly Qualified Teacher event in September and she is willing to represent the SACRE there and ensure that SACRE literature is included in the delegate packs. Celia commented that the Future Thinking Partnership is also running a similar NQT event. Anne asked her to email information.

**Action: Celia to email Anne about Future Thinking Partnership.**

Stephen announced that Father Bon is leaving the SACRE and thanked him for his contribution. Father Bon told members that he has been in the UK for six years but has now to return to his diocese in Cameroon. Stephen also thanked Jan and Anne for their continuing work to support the SACRE.

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## PAPER 4

Pan-Berkshire SACRE Hub annual conference 2017

List of Attendees for each SACRE area as follows –

### **Slough**

Sue Elbrow  
Christine Isles  
Julie Siddiqi

### **Royal Borough of Windsor and Maidenhead**

Hilary Harris  
Nicole Bourner  
Michael Gammage  
Ceri Neil  
Isabella Cooke  
Barbara Meaney  
Ila Gangotra  
Helen Cobb  
Rosemaryb Saunders  
Aileen Thompson  
Rev Rosie Webb

### **Reading**

Alrea Rashid  
Zvi Solomon  
Michael Freeman  
Mark Laynesmith  
Mia Stanbrook

### **Wokingham**

Emmanuel Nambo  
Ruth Burton  
Sian Jones  
Kirsty Birch  
Linda Galpin  
Christine Morgan  
Hannah Hillier  
Sukhdev Bansal  
Anne Coffey  
Beth Rowland  
Rev Philip Hobday  
Anju Sharma  
Emily Waddilove  
Katherine Jinkerson – apologies  
Samantha Lawless  
Marie McVeigh

### **West Berkshire**

Rev Mary Harwood

Keith Harvey – apologies  
Clare Nolan – apologies  
Robin Sharples – apologies

**Bracknell Forest**

Ruth Jackson  
Tracey Williams  
Madeline Diver  
Robyn Lynch

**Others**

Margaret Gilham – RE Inspired  
Tristram Jenkins – The Westhill Trust

# Feedback from Pan Berkshire SACRE Conference

28<sup>th</sup> September 2017

33 feedback sheets received from attendees (43 attendees)

## Positives – what went well

- Great mix of people and good discussion/good food/good location
- Well organised / excellent organisation / good structure
- Good review of work done over the year
- Good to meet and chat to teachers other SACRE members
- Good to share ideas and thoughts
- Good pace, different speakers, good chance for discussion
- Clear summaries on power points
- Refresher on resources / update on syllabus
- Cross faith dialogue
- Loved the song at the beginning quite emotional – how can we build on this?
- Useful to talk to teachers
- Very informative and well organised
- Good review of syllabus review and where we are now
- An inspiring evening – thank you

## Things that might be improved for 2018 conference

- Timings – could the conference start a bit earlier as after a long day its quite hard when tired
- Not enough time for Big Question
- Could we have something on collective worship
- Less table talk unless it will be used to inform future policy!
- Making it clear how to access your resources (website) etc.
- Shorter summary/reflection at the end
- Ideas about how to lead discussions in school
- More input from audience/more tie to discuss Big Question panel perhaps?
- Market the conference more effectively so that more people come
- Longer session so that we can cover more
- The Big Question could be a conference on its own
- Make more relevant to teachers of RE and helping them teach various aspects rather than informing SACRE/ syllabus review
- Would like panel questioning
- Hearing/ seeing practical ways that bits of the syllabus have been brought to life
- Sharing good practice
- Have table reps
- Name badges please

- Less time on presentations at start
- More info on statutory requirements and what is going on nationally
- Input from Ofsted
- Input from politicians local MP's

### Crossing the Bridges Project comments

- Loved Crossing the Bridges info - organising synagogue trip for her school
- Clearer access to resources needed, websites/documents
- Push for more links with people coming into schools
- Can we have some stats from the project
- Directory is very helpful
- A great initiative which has inspired us to create a "faith in our community" trail for our children
- Fantastic idea – would like to get guests into school as trips have been refused in school time?!
- Good to review directory
- Brilliant! A real need for access to forms/paperwork on line
- Amazing resource
- Need to ensure we embed this so it does not become a one off project
- Amazing ideas the work produced is fantastic
- Needs great publicity in schools and faith spaces
- Feel there are gaps by some faith groups – Aliea Rashid would like to be involved
- Excellent – need to build a really good pool of volunteers in each area who are well trained
- How do schools find out about it

### Suggestions for syllabus review

- More Islam coverage in KS2 isolating for Muslim children if followed to requirement especially as featured regularly in the media
- Like Big Questions
- Clearer assessment strategies to support teachers
- Assessment should try and reflect new GCSE curriculum – emphasis on knowledge/key vocabulary and presenting persuasive arguments
- Will Discovery RE be updated in line with the new syllabus and how quickly?
- Good timetabling, project management
- Would like to see concepts like "more in common" across the teaching
- Not sure if 4<sup>th</sup> October sessions worked
- Needs to be dynamic
- Make guidance simpler
- Need to challenge pupils on agnostic beliefs such as consumerism, utilitarianism
- On line version of syllabus would be great with formed lesson plans/resources
- Examples of detailed lesson plans for each age group
- Link all the religions

- Needs to be as explicit and understandable as possible

### Any other comments to assist us in the future

- Sufficient training if there are changes to syllabus review
- How do we get more SACRE members involved?
- Make email comms more effective, can it be more succinct, easier to consume, less of an effort!
- Could everyone introduce themselves so we all know who everyone is
- Try and get some faith leaders from the muslim community
- Share an email contact list
- Let's hear more from teachers. RE co-ordinators

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# Crossing the Bridges Project

The pan-Berkshire SACRE Hub project bringing together schools and places of worship to enhance RE learning.



**Final Report: October 2017**

## We have crossed many bridges!

Thanks to the grants awarded to the 6 SACREs (Standing Advisory Councils on Religious Education) comprising the pan-Berkshire SACRE Hub from Culham St Gabriel's and Westhill/NASACRE, we are very proud to have achieved all the goals the project set out 2 years ago.

In response to teachers across Berkshire asking for support in organising meaningful visits to places of worship and in knowing who to invite into RE lessons to give pupils insight into faith and belief positions, the project was established.

The 6 SACREs worked together to maximise the use of the places of worship in each of their areas, some very diverse with a wealth of different religions represented, some less-so. Working together made the pool of resources deeper, bridges across LA boundaries being crossed as well as between teachers and hosts at places of worship.

### Over the 2 years we have achieved:

- Common booking forms for visits and visitors
- Common evaluation forms
- A fantastically versatile teaching/learning interactive booklet for using an enquiry approach during visits
- 5 sample booklets for teachers
- An online Directory of over 40 places of worship willing to welcome school visits
- Training sessions for hosts at places of worship
- 4 'on location' training trips for teachers
- 12 powerpoint presentations using photos taken on the trips, one for each place of worship visited, and now available to all schools across Berkshire
- 2 conferences for SACREs and teachers



### The 2017 annual SACRE Conference

Held in the evening on 28th September, 2017, this event brought together nearly 50 people (SACRE representatives, teachers, hosts from places of worship, advisers).

They celebrated the achievements of the Crossing the Bridges Project, shared a buffet supper, and considered some of the issues facing RE in the current climate and in the light of national developments and reviews.



This was also the opportunity to discuss the pan-Berkshire agreed syllabus and suggest developments as we move forward with its review.

Input from the SACRE Advisers and insights offered by officers from 3 of the 6 SACREs, as well as from our mentor from Westhill/NASACRE enhanced the evening.

The 6 Berkshire SACREs are committed to working together for the benefit of children and young people's RE learning, leading by example, crossing the bridges into each other's religions, belief systems and communities... for the greater good.



### Next steps...

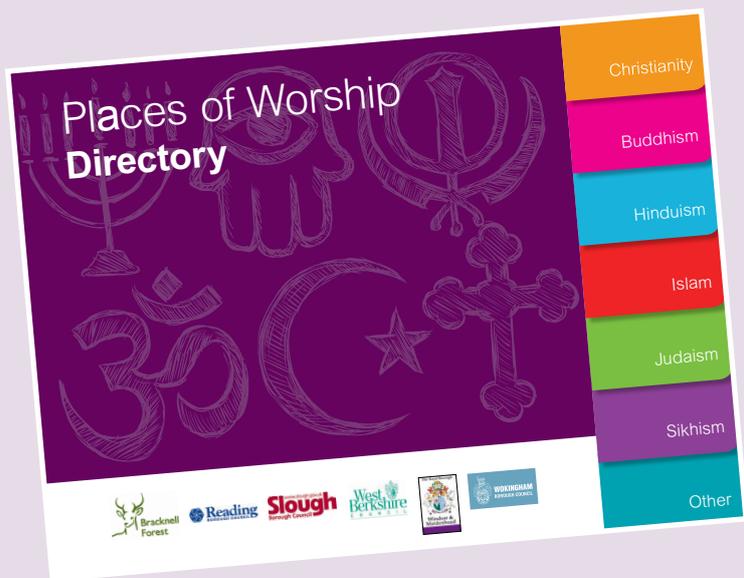
1. The most important next step is to ensure all schools across Berkshire are aware of the Crossing the Bridges resources and the opportunities presented for visits and visitors.
2. The online Directory can keep growing and needs to be updated regularly

Again, the pan-Berkshire SACREs would like to thank all those involved in making this project possible and the success it is so far.

**Jan Lever**

SACRE Hub manager on behalf of the 6 Berkshire SACREs

October 2017



## PAPER 1

### The Agreed Syllabus for Religious Education

#### Pan-Berkshire SACRE-led Consultation

Summer term 2017

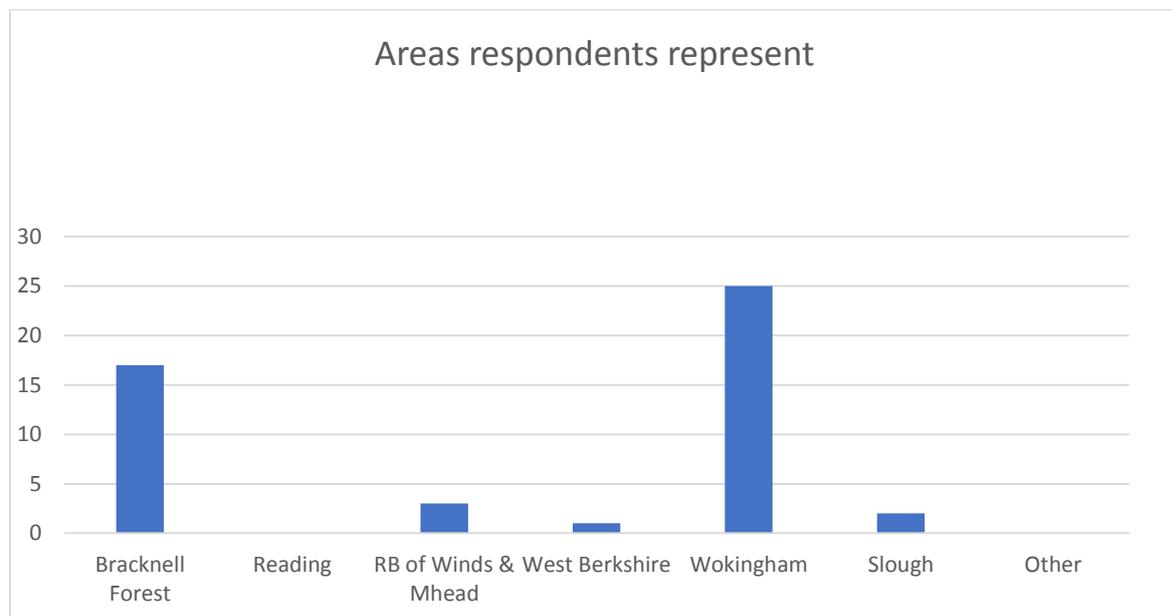
#### 1.0 Background

The pan-Berkshire consultation was open for approximately 2 months. Respondents were able to complete the consultation document on-line or on a paper-based copy. The majority completed the on-line survey with only 3 paper-based surveys submitted. There was an increase in submissions on 10<sup>th</sup> July following the reminder email.

**Number of responses – 49**

#### Where from:

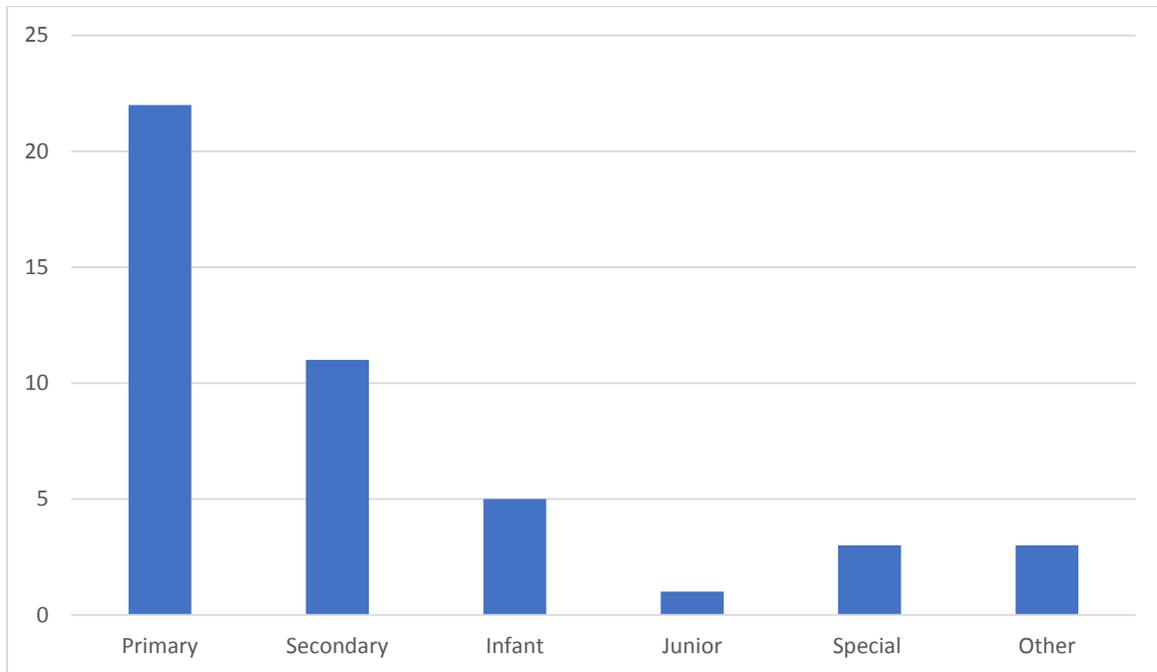
**Chart 1**



#### Role within organisation

Respondents came from a wider range of roles with largest number being class teachers (10) followed by Head of Department (5) and Head teachers (4). In total 33 respondents are school based, with the remainder in a range of other roles. See appendix 1 for the full range of roles.

**Chart 2 – Type of school**



## **2.0 On-going consultation**

17 respondents said they would like to be part of the teacher consultation group, and received on-going updates, however, 2 of these people have not been included in the table in Appendix 4 as they did not provide their name or email address.

(The email addresses have been removed from the table for confidentiality reasons for distribution of this report)

9 people responded saying they would participate in the consultation day, one person did not give their name or email address so have not been added to the table.

The individuals who have indicated their interest in being involved in both activities are in [blue type](#).

## **3.0 Responses to syllabus**

3.1 In response to the question:

***Which aspects of the current agreed syllabus would you like to remain the same?***

11 of the 29 who responded stated that they would like all or most of the current syllabus to remain the same. The other respondents gave some specifics on the areas they would like to stay the same. See responses in Appendix 2

Blue type indicates responses from people who requested the syllabus stay largely unchanged.

3.2 In response to the question:

*Which aspects of the agreed syllabus would you like to see revised? (Please give reasons for this change and your suggestions as to how you would like it to be)*

9 of the 28 respondents were happy with the current syllabus. Two were unsure due to lack of experience (see red type). The remaining respondents gave specific comments.

See Appendix 3 for responses

## Appendices

### Appendix 1

Head teacher – 4

Assistant head – 1

Class teacher – 10

Head of department – 3

Head of department (RE) – 5

Children's ministry coordinator – 1

Representative of teacher's associations – 1

Representing Sikh faith – 1

RE leader – 2

RE coordinator – 1

Head of RS and chair of Wokingham SACRE – 1

KS2 leader and year 6 teacher – 1

On the SACRE group and delivers RE lessons – 2

RE and PSHE coordinator – 1

Tutor – 1

EYFS and RE leader – 1

Voice rep for SACRE – 1

Clerk to SACRE – 1

### Appendix 2

#### ***Which aspects of the current agreed syllabus would you like to remain the same?***

1. The breadth of questions which open up discussions linked to the 3 strands - belonging, believing, behaving
2. All of them
3. We like split into 'Belonging, believing and behaving' and hooking learning on a question. One of my favourites is 'Does the world belong to God?' Great answers and thinking even from Infants. Very thought provoking. The exemplar expectations were useful too.
4. The syllabus provides a good range of coverage which is delivered easily and links the similarities between each faith.

5. I feel the that current syllabus offers very clear guidance on how teachers should structure schemes of learning around the two strands. Overall, I find it very useful in its current state.
6. All
7. The majority of the syllabus could stay the same
8. Most of it
9. The religions that are covered and the questions.
10. I teach Year 3 and find all the current topics accessible and relevant.
11. Like the learning 'about' and learning 'from'. Would like the enquire, explore, reflect, evaluate model
12. Most of it
13. The approach using 'Believing' 'Behaving' 'Belonging' when exploring faith
14. I'm quite happy with most of it. I like the three themes: Behaving, Believing and Belonging.
15. Interfaith Dialogue KS3 Judaism KS3 optional unit Christianity KS3 Islam KS3
16. Learning from other religions
17. The focus on learning about and learning from religion. Focus on believing / behaving / belonging, in some form.
18. Teaching ideas /examples for key questions key questions
19. The enquiry-based nature of the syllabus
20. From previous experience in other school I like the three elements of Believing, Belonging, Behaving
21. The overarching enquiry questions that are answered deeply by the end of the unit, the enquiry that links to concrete objects and experience, the investigation, the evaluation and most importantly, the expression where the children can express their own views and present them openly. This structure works effectively in our school. The coverage of the different main religions works well. The main holidays/celebrations that are covered are effective and comparison can be easily noticed between religions.
22. We follow an adapted version of this for our SEN pupils. We embed some of the key points covered across our curriculum where appropriate and will deliver RE as cross curricular days rather than weekly lessons.

23. Key questions to explore across the Key Stage. Coverage of different religions.
24. Religions split across year groups. More spiritual thinking as they progress in year groups
25. All
26. Starting with exploration question
27. I'm really happy with the current agreed syllabus. It works well for the children in our school.
28. I think the syllabus works really well - it gives a strong starting point for good RE teaching
29. Primarily Christian Teaching with choice of other religions for in depth study. The broad spectrum of faith study.

### Appendix 3

*Which aspects of the agreed syllabus would you like to see revised? (Please give reasons for this change and your suggestions as to how you would like it to be)*

1. A broader spread of faiths being taught through both Key Stages. If this is introduced earlier then children would be able to begin to see multi-faith links in Upper Key Stage 2. Key Stage 2 Behaving: page 31 - some confusion with the examples given 'Kashrut' or 'Ramadan' linked to questions relating specifically to Christianity. This can cause concern & confusion to teachers not fully immersed in background knowledge, feeling they are missing something! Keeping examples linked to the faith in question avoids any worry about incorrect teaching. I also think the word 'Relational' should be included and introduced to the syllabus as a concept to consider. This could be added alongside questions relating to 'Behaving' & living out parents beliefs/traditions as a way of introducing faith as a personal choice & not an imposition of older generations or contemporaries. There are many faith stories where individuals encounter God in various ways and this would be a helpful link to understand 'Relational' alongside the 3 B's
2. None
3. Glossary style sheet describing top 20 key terms for each faith. Teacher can pick up and use easily.
4. None particularly, it works well as it is

5. Rightly so, the syllabus is clearly linked to religious belief but perhaps explore in more depth philosophy and ethics and how the two can intertwine and overlap. I feel like students are very interested in ethical debate and it would be useful to see a sample SOW on how we could make philosophy and ethics a main aspect in units.
6. No change
7. I have no strong opinion about this
8. Islam. I feel it's important in today's world.
9. Maybe exploring more religions - looking at the main festivals.
10. None
11. Review the amount of Old Testament links in the Christianity element of the syllabus. There seems to be quite a lot on the life of Jesus - so much of the OT links into Jesus' life which makes the Bible such an amazing book. Also lots to learn from some of the OT characters that relate to issues students face today.
12. Assessment ideas along with examples: meeting/exceeding/emerging
13. I would like to see more variety of religions in KS3 and perhaps more guidance for KS4.
14. Revise Christianity and Islam in light of the new GCSE specifications.
15. It needs to become a much smaller and more easy to use document - it is large compared to the National Curriculum for other subjects. All content should be in one place - not with large appendices which also need to be referred to. This is because it makes it difficult and time consuming to use. Something compact and specific, all on one / sequential pages would be better. Maybe under each religion, a list of areas of learning (beliefs, places of worship, festivals etc), key concepts to get across under each section, and key enquiry questions, maybe with clearly stated 'optional' bits with it.
16. Give examples of planning for Key Stages. How to go about breaking a religion down into topics/chunks.
17. I think it is very hard to follow and takes a lot of planning. A scheme of work would be helpful
18. Some further guidance about which religions to teach in which year group and how non-faith schools vs faith schools could structure their RE curriculum
19. Unsure
20. I think that as they progress into upper KS2, in Christianity units in particular there needs to be more usage of deeper questions/investigation about Christian events, that link to trips particularly so that clear progression of conceptual ideas and expression is evident in tasks when compared to other year groups. Perhaps parts of the Bible or other religious texts could be used as a reference point. Furthermore, could there be more explicit units about how religions sit together in society peacefully and learn from each other?
21. I haven't taught RE here so find it hard to comment on this.
22. Perhaps breaking down the questions further into phases, or LKS2 and UKS2 to support other teachers plan.
23. More clear cut - each year takes on more specific aspects of each religion
24. For us, it works well as it is.

25. More focus on other faiths from Christianity
26. I'm really happy with the current agreed syllabus. It works well for the children in our school.
27. I think it would be better if the syllabus was less flexible - so that all religions were taught rather than the option to choose
28. Personally I would like to see relatively few changes and a longer period of syllabus stability so that a common understanding can develop.

#### Appendix 4

Table 2

|    | <b>Name</b>         | <b>Where from</b>                 | <b>Email</b> |
|----|---------------------|-----------------------------------|--------------|
| 1  | Catherine Jinkerson | Wokingham Baptist Church          |              |
| 2  | Nicole Lovejoy      | Sandhurst School                  |              |
| 3  | Sukhdev Bansal      | SACRE Wokingham                   |              |
| 4  | Anika Jhani         | Whitegrove                        |              |
| 5  | Jass Taggar         | Wildridings Primary               |              |
| 6  | Linda Galpin        | Wokingham Sacre                   |              |
| 7  | B S Cresswell       | Piggott School<br>Wokingham SACRE |              |
| 8  | C Jones             | Crowthorne                        |              |
| 9  | Clodagh Bieniek     | Wooden Hill Primary School        |              |
| 10 | Hannah Hillier      | Rivermead Primary School          |              |
| 11 | David Maycock       | Addington SEN School              |              |
| 12 | Laura Haworth       | Radstock Primary School           |              |
| 13 | Beth Johnstone      | Westende Junior School            |              |
| 14 | Sally Keenlyside    | All Saints CE Primary             |              |
| 15 | Madeline Diver      | Bracknell Forest SACRE            |              |

## Appendix 5

*Would you like to participate in the faith/belief group representative consultation day? This will be held at Wokingham Borough Council, Shute End, RG40 1BN Wednesday 4th October 10am - 3pm (you do not have to be present the entire day) People representing faith and belief groups on the 6 Berkshire SACREs are invited to attend to review together the syllabus content relevant to their religion/belief system*

Table 3

|   | <b>Name</b>         | <b>Where from</b>        | <b>Email</b> |
|---|---------------------|--------------------------|--------------|
| 1 | Jo Watt             | West Berkshire SACRE     |              |
| 2 | Madeline Diver      | Bracknell Forest SACRE   |              |
| 3 | Sally Keenlyside    | All Saints CE Primary    |              |
| 4 | Linda Galpin        | Wokingham SACRE          |              |
| 5 | Anika Jhani         | Whitegrove               |              |
| 6 | Sukhdev Bansal      | SACRE Wokingham          |              |
| 7 | Nicole Lovejoy      | Sandhurst School         |              |
| 8 | Catherine Jinkerson | Wokingham Baptist Church |              |

Jan Lever

Pan-Berkshire Hub Manager

On behalf of the 6 Berkshire SACREs August 2017

jan@janlevergroup.com

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## **PAPER 2 POINTS TO CONSIDER**

Pan-Berkshire Agreed Syllabus for RE review 2017

THE SACRE ADVISERS WILL BE ABLE TO BRING COPIES OF THE RELEVANT DOCUMENTS TO THE MEETINGS TO SHARE WITH SACRE MEMBERS.

THE FOLLOWING POINTS ARE AN OUTLINE TO ENSURE ALL SACREs CONSIDER THE MAIN POINTS RAISED IN THE SUMMER CONSULTATION AND AGAINST THE BACKDROP OF NATIONAL DEVELOPMENTS AND DRIVERS.

### Overview

To consider:

1. National context and non-statutory framework for RE, 2016  
(Points to consider) Paper 2
2. Responses from consultation...what to keep, what to consider changing  
  
(Summary of Summer consultation attached) Paper 1

POINTS 3-9 BELOW ARE COVERED IN POINTS TO CONSIDER PAPER 2 below

3. Which religions are mandatory at which Key Stage?  
  
Currently  
KS1 Christianity and Judaism  
KS2 Christianity, Hinduism and Sikhism  
KS3 Christianity, Buddhism and Islam
4. Retain AT1 and 2? Learning About and From religion
5. Assessment...levels? In a landscape beyond levels
6. Early Years...updated Early Years framework 2014 and 2017
7. Retain the Key Questions as they are?
8. Print revised syllabus or online?
9. Appendices?

Points to consider...details

<https://www.oxford.anglican.org/wp-content/uploads/2015/04/Berkshire-RE-Syllabus.pdf>

This is the link to the current pan-Berkshire agreed syllabus for RE for your reference.

1. National context and non-statutory framework for RE, 2016

The RE Council of England and Wales has just published the Interim Report from the Commission on RE taking place this year.

Most of the points raised are for further consultation but the key points need to form the backdrop for the syllabus review.

The drive nationally over the last year or so has been towards ensuring religious literacy and holistic understanding of the whole narrative of the religions studied. This involves pupils gaining sound understanding of the concepts and beliefs underpinning them.

The current syllabus already makes this clear in the Believing/Behaving/Belonging 3Bs approach embedded throughout.

Teachers want to keep the 3 Bs according to the Summer consultation.

Understanding Christianity project designed its teaching materials to emphasise the beliefs, concepts, theology core to Christianity.

The other drive is the enquiry approach since this was recommended in the last Ofsted report on RE,

<https://www.gov.uk/government/.../religious-education-realising-the-potential>

We also need to be mindful of the programmes schools are currently using and not interrupt good practice by making unnecessary changes to the syllabus e.g. the Oxford Diocese scheme of work or Discovery RE scheme of work

2. Responses from consultation...what to keep, what to consider changing

(Summary of Summer consultation attached) Paper 1

The key points raised are detailed below but the original paper is attached for reference.

The main messages are:

**DON'T MAKE TOO MANY CHANGES. IT IS WORKING AS IT IS. WE LIKE IT. WE ARE TOO BUSY TO COPE WITH MUCH CHANGE. WE CAN'T AFFORD NEW RESOURCES.**

**WE LIKE THE 3 Bs. KEEP THE ENQUIRY APPROACH. WE LIKE THE BIG QUESTIONS.**

**WE WOULD LIKE MORE GUIDANCE ON ASSESSING LEARNING IN RE.**

POINTS 3-9 BELOW ARE COVERED IN POINTS TO CONSIDER PAPER 2 below

1. Which religions are mandatory at which Key Stage?

Currently

KS1 Christianity and Judaism

KS2 Christianity, Hinduism and Sikhism

KS3 Christianity, Buddhism and Islam

The above pattern shows which religions are the mandatory 'required' religions to be taught at each Key Stage in the current agreed syllabus. Of course schools can cover more than these but the thinking here is that if each religion is mandatory at one Key Stage they will all be encountered at least once during Key Stages 1-3, before GCSE Religious Studies is undertaken.

Christianity needs to be included at every KS to fulfil statutory requirements.

The questions for SACREs to consider are...

Is this pattern still OK?

Should any of these religions be 'required' earlier or later or even be 'required' in more than one Key Stage?

Is there a better way?

Do we need to include Humanism as a 'required' belief system?

Suggestion:

Key Stages 1 and 2

Could we lift the barrier between KS1 and 2 and say the 'required' religions needing to be encountered by the end of Key Stage 2 are:

Christianity in every year group plus

Buddhism, Hinduism, Islam, Judaism and Sikhism

Schools could decide when they deliver which religion alongside Christianity.

If the syllabus maintains its recommended enquiry approach through the big questions this would be perfectly possible and is probably more in line with the reality of what is happening in Berkshire schools already.

Key Stage 3

Christianity in every year group plus:

At least 2 other religions/belief systems in depth from

Buddhism, Hinduism, Islam, Judaism, Sikhism and Humanism

This would leave the choice of religions in KS3 up to the school giving flexibility in terms of preparation for GCSE courses and according to the demographic of the school.

Or any other suggested patterns you think would work.

Page 17 in Bournemouth agreed syllabus (link below) shows another option.

<https://www.bournemouth.gov.uk/childreneducation/Schools/SACREdocuments/SACREdocs/Bournemouth-and-Poole-Agreed-Syllabus.pdf>

Another suggestion would be to include KS4 in with KS3 so we have a Primary school set of required religions...to be encountered before the end of KS2 (or maybe a number of religions to be encountered by the end of KS2 selecting from...as well as Christianity) and a Secondary school set of 'required religions' to be encountered during KS 3 and 4, or more realistically this might be setting down a number of religions to be encountered by the end of KS4 as well as Christianity.

## 2. Retain AT1 and 2? Learning About and From religion

The National Curriculum framework for RE (2013, non-statutory) moves away from 2 attainment targets and suggests 3 strands of expectations:

- A. Know about and understand a range of religions and worldviews
  - B. Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews
  - C. Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews
- (NCFRE pages 11-12)

Some syllabi are reflecting this,

An example

The Poole and Bournemouth agreed syllabus published in 2016 adopts the 3 strand approach  
(see link above)

Some are keeping the 2 attainment targets.

Some have taken away the labels of AT1 and AT2 but kept the content and put it under different headings!

The most important factor is to keep the syllabus as easy to understand and translate into practice in the classroom as possible.

## 3. Assessment...levels? In a landscape beyond levels

Teachers are looking for more guidance on how to assess RE in a landscape in which schools are devising their own methods of assessment, since the government has removed the national 'levels'.

The format of the syllabus will determine what the guidance on assessment looks like. If we retain the 2 attainment targets the assessment process will need to reflect this. If we move towards the 3 strands of the national non-statutory framework, the assessment expectation would reflect this.

The Oxford Diocese has devised its own assessment process to serve the Oxfordshire agreed syllabus.

Discovery RE has its own colour-coded assessment process helping teachers tease out the different aspects of RE learning:

Green: personal resonance

Blue: Knowledge and understanding

Red: Critical thinking and evaluative skills

This will depend on previous decisions on nature of the syllabus.

4. Early Years...updated Early Years framework 2014 and 2017  
This would be a straightforward process of updating the language aligned to the most recent EYFS framework.
  
5. Retain the Key Questions as they are?  
We need to be mindful that teachers have planned their schemes of work based on a selection of the current questions so too much change would cause a lot of extra work. Some of the questions could be tidied up in terms of wording and maybe new ones added.
  
6. Print revised syllabus or online?  
Teachers seem to be happy with online resources and obviously this would be the cheapest option. Maybe giving those who attend the launch events (if we run any) a usb stick with the syllabus on it?
  
7. Appendices?  
The suggestion is that the appendices are removed from the actual syllabus document and become available online under a new title e.g. Additional/Support materials  
This may make the statutory body of the syllabus itself more straightforward for people and would certainly make it appear slimmer and more manageable.  
This will depend on what is decided about the syllabus itself, which religions are 'required' when etc as if teachers have a choice of which religions they do at each KS all the options need to be included in the statutory body of the document, making it clear what the choices might be.

JL 4/10/17

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## PAPER 3

### Pan-Berkshire Religious Education Agreed Syllabus Review 2017-18 Action time-line

#### SACRE consideration for Autumn term meetings 2017

**SEE THE RED TEXT HIGHLIGHTED IN YELLOW FOR AUTUMN TERM SACRE MEETING POINTS TO CONSIDER:**

- **Syllabus review points**
- **Revised syllabus launch event/s**

#### Time-frame for the review

##### 1. Summer Term 2017

Each SACRE to form an Agreed Syllabus Conference (ASC) to lead the syllabus review. The ASC usually comprises the whole SACRE, it becoming the ASC when the syllabus review matters are discussed and decisions needed. ASCs to be set up Summer Term 2017 at beginning of the review.

**SACRE Advisers will advise Chairs etc**

Consultation process with SACREs and schools using questionnaires and Meetings

Online survey to be sent to all schools. (Paper copy of survey attached)

Set up a teacher consultation group representative/s from each LA to harvest feedback and send electronically to JL

**Teacher rep's on SACREs are welcome to join this group**

(SACRE reps to liaise with the relevant teacher reps as appropriate)

SACREs to give initial feedback on questionnaire questions to JL by 21<sup>st</sup> July

**Feedback to JL by 21 July 2017**

JL to summarise feedback and send to SACREs (through Chairs, vice chairs and clerks) and teacher consultation group...

**By end of August 2017**

**ALL ACTIONS IN 1. ABOVE COMPLETED AND THE SUMMARY OF THIS SUMMER CONSULTATION IS ATTACHED**

##### 2. Autumn term 2017

**Discuss revisions at SACRE Hub** 12<sup>th</sup> September

Conference 28<sup>th</sup> September, Holiday Inn, Winnersh, 6.30-9pm

Network meetings

**Faith and belief group consultation days** Tues 3 Oct (Jewish rep's) and Wednesday 4<sup>th</sup> October 2017

JL to work on revisions and send to SACRE Hub chairs and vice chairs for consideration by **27 October 2017**

**SACRE meetings Autumn 2017**

Consider draft revisions sent by JL as result of consultations and members' input

See attached paper, 'Points to consider'

**Feed back to JL by email by 8th December 2017 latest please**

3. Spring term 2018

JL and Anne Andrews to meet 5/1/18

Early January, JL to send draft revised syllabus to SACRE Hub chairs, vice chairs for consideration at Hub meeting

Tuesday 16<sup>th</sup> January 2018

Venue:

4.15-6pm

JL amends as result

Consultation with SACREs and teacher consultation group during second half of Spring term 2018

SACRE meetings to consider revisions

**Feed back to JL by 29<sup>th</sup> March 2018 latest**

4. Summer term 2018

Mid-April JL to send revised syllabus, final draft, to SACRE Hub chairs, vice chairs for consideration at Hub meeting

Tuesday 24 April 2018

Venue:

4.15-6pm

Consultation with SACREs and teacher consultation group during May 2018

SACRE meetings to consider revisions

**COULD SACRE MEETINGS BE HELD IN MAY TO ENABLE SYLLABUS TO BE RATIFIED IN TIME FOR JULY LAUNCH?**

**Feed back to JL by 25 May 2018 latest**

**Early June**

Revised syllabus checked by SACRE Hub and teacher consultation group and final copy produced

Each SACRE produces its own Foreword endorsed by or written by e.g. Director of Education/Children's Services etc

**To be with JL by June 15<sup>th</sup> 2018**

Each SACRE organises its own LA process for ratification by appropriate Council Committee

### **July 2018**

Pan-Berkshire revised syllabus launch event (with training)

Date: Suggest w/c 9 July ???

Venue:

Time:

**PLEASE DISCUSS THIS AT SACRE MEETINGS AUTUMN TERM 2017 AND FEED BACK IDEAS ETC TO JL BY DECEMBER 8<sup>th</sup> 2017**

By end of Summer term 2018

All schools have received notification of revised syllabus, how to download it, training events in each LA, expectations regarding implementation guidance etc

September 2018

Schools obliged to delivering RE according to the locally agreed syllabus are starting to implement it, supported by network meetings etc

September 2019

Full implementation expected by schools obliged to follow syllabus

JL April 2017

jan@janlevergroup.com

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## The Current Context for RE – October 2017

An overview of the key reports

1. In 2013 OFSTED produced a report on the state of RE, called Realising the Potential. This report gave evidence of the poor state of RE teaching across all types of schools, focusing particularly on the poor teaching of Christianity. Assessment came in for particular criticism; the collection of spurious data was the main issue.  
<https://www.gov.uk/government/publications/religious-education-realising-the-potential>
2. On the back of that report, a Church of England report, called Making a Difference found evidence of a similar situation across Church of England schools, identifying poor teaching, lack of CPD and insufficient rigour.  
<https://tinyurl.com/yaq7qntm>
3. In early 2015, the Religious Education Council published the findings of the review of RE, which set out the basis for the guidance document later the same year. This moved away from the two attainment targets to a three-strand approach: Enquiry into the nature or religion and belief; knowledge and understanding of Christianity and knowledge and understanding of a range of other religions and world views. This recommended that in addition to Christianity, it should be a minimum of one additional faith per Key stage. The guidance document, that accompanied it, seemed to suggest one additional faith/belief per phase. The thinking seemed to be that depth was to be preferred over breadth. It was also at this point that the enquiry method was made prominent in the thinking of RE. It also began to set out a system of progression, that recognised that it needed to be built into the curriculum. The guidance document set out some end of phase outcomes for each of the three strands. At the time that assessment was moving away from levels, this was the first step towards an alternative.  
<http://reonlineorg.wpengine.com/wp-content/uploads/2015/03/Religious-Education-in-the-New-Curriculum-2015.pdf>
4. These documents were followed later in 2015 by the Living with Difference report into religious literacy across the nation. This report identified the lack of religious knowledge in the media and business, as well as in education. It recommended that the profile of religion needed to be raised across the nation and taken seriously.  
<https://corablivingwithdifference.files.wordpress.com/2015/12/living-with-difference-community-diversity-and-the-common-good.pdf>
5. At a similar time, the RE for Real report was published; this called for a greater teaching of religion as it is lived and experienced by people today. Evidence from pupils called for the opportunity to encounter real faith; they wanted more RE and better RE that equipped them better for life in modern Britain.  
<https://www.gold.ac.uk/media/documents-by-section/departments/research-centres-and-units/research-units/faiths-and-civil-society/REforREal-web-b.pdf>

6. September 2017 saw the publication by NATRE of the State of the Nation report into RE provision in secondary schools. This report concluded that RE is not being given its statutory provision in about 26% of schools; academies are the most likely to be failing in their duty in terms of time allocation, curriculum and trained staff, but maintained schools and schools with a religious character were also not always fulfilling their statutory duty. The report calls on OFSTED to look at the provision of RE and comment on curricula that do not include RE, as not meeting the requirement for a broad and balance curriculum. Additional training and support for non-specialist teachers has also been called for.  
<https://www.natre.org.uk/uploads/Free%20Resources/SOTN%202017%20Report%20web%20version%20FINAL.pdf>
  
7. The most recent publication has been the interim report from the Commission on RE, which catalogues the current failings of RE and make some broad and courageous recommendations, which if implemented would signal a change in the provision of RE. They are calling for a national statement of entitlement, which would apply to ALL schools. This statement talks about the nature and content of RE, using the word “worldviews” as the default. It is also calling for an expanded role for SACRES and much greater training in RE for student teachers. Like the NATRE report it calls on OFSTED to comment on whether RE is offered in accordance with statutory requirements. As this is the interim report the findings are still open for discussion.  
Find the full report here: <http://www.commissiononre.org.uk/religious-education-for-all-commission-interim-report/>  
And the consultation survey here: <https://www.surveymonkey.co.uk/r/CoREConsult1>.

**Our current syllabus review needs to be set against the background of these reports, so any time you can spend looking at these reports will help us to produce a syllabus fit for the next 5 years.**

## PAPER 7

### Pan-Berkshire SACRE Hub

#### Notes and recommendations following the Hub meeting held 12<sup>th</sup> September 2017

In order that all 6 SACREs are aware of the actions agreed, progress made, and the discussions needed at the separate SACRE meetings this term, as a result of the Hub meeting, please consider the following at the Autumn Term round of SACRE meetings and feed back to Jan Lever as below.

#### Actions and progress

##### 1. Induction and Training

In January 2017, the Hub members raised the need for induction training for new members as they join SACREs and also for refresher training for any current SACRE members who may like to attend.

The first session took place in the Council Chamber at Wokingham Borough Council, Shute End, Wokingham RG40 1 BN

5.45-7pm Tuesday 25<sup>th</sup> April

And the second session took place, also at Shute End, on 12<sup>th</sup> September 2017

Led by Anne Andrews (RE Adviser Oxford Diocese and advisor to Bracknell Forest and RBWM SACREs)

All SACRE members were invited.

Across both sessions nearly 30 people attended.

#### ACTION:

1. WOULD SACRES LIKE THESE SESSIONS TO CONTINUE?

WOULD YOU LIKE A SESSION AFTER HUB MEETING ON TUESDAY 16 JANUARY 2018, 5.45-7.30PM?

THIS COULD FOCUS ON THE SYLLABUS REVIEW AND BE MORE OF A WORKSHOP.

Could each SACRE please send response to [jan@janlevergroup.com](mailto:jan@janlevergroup.com) by December 8<sup>th</sup> 2017

##### 2. Annual pan-Berkshire SACREs conference

The Hub annual conference was held on September 28<sup>th</sup> 2017 at the Holiday Inn, Winnersh Triangle.

The first part of the evening reviewed and celebrated the achievements of the Crossing the Bridges Project, including the launch of the Directory of places of worship and speakers.

Tristram Jenkins from the Westhill/NASACRE Award Panel attended and thanked the SACREs for achieving such a worthwhile project.

After a delicious supper, the conference received the summary of the agreed syllabus review so far and considered the main issues raised.

(see below)

43 people attended including SACRE members, teachers and faith community representatives.

The list of attendees is attached. Numbers below:

RBWM 13

Slough 4

Bracknell 4

Reading 4

Wokingham 15

West Berks 3

Plus x4 advisers

Each SACRE pre-paid for x4 conference delegates. Wokingham provided funding for x20 places. RBWM provided funding for

Also attached is the collated feedback informing a future conference programme and offering suggestions on the agreed syllabus review.

#### **ACTIONS:**

#### **2. CONSIDER FUTURE CONFERENCE YES/NO...CONTENT ETC**

**CONSIDER SYLLABUS FEEDBACK AND SEND TO JAN LEVER UNDER ACTIONS 6 and 7 BELOW**

#### **3. Crossing the Bridges Project progress**

The project funding has now run out and all the project aims have been achieved except the dissemination of the Directory.

Thank you to all SACRE members for their help with this. We now have teaching materials and processes in place that should enable more learning to happen from more visits and visitors.

We do need to keep reminding our schools that this work is there for them to make use of.

- **The Directory**

Thanks to SACRE input and the work committed to this by Catherine Jinkerson (Wokingham SACRE), we have 45+ places of worship included in the Directory and are ready to launch this to schools.

**ACTIONS:**

- 3. PLEASE ENSURE THE DIRECTORY IS UPLOADED TO YOUR RELEVANT WEBSITES AND THE LINK SENT TO ALL YOUR SCHOOLS THIS TERM**

The link below takes you to the directory

<https://discoveryschemeofwork.com/crossing-the-bridges/>

- 4. PLEASE KEEP ENCOURAGING PLACES OF WORSHIP TO PARTICIPATE IN THE PROJECT. THE ONLINE DIRECTORY WILL BE UPDATED AT THE BEGINNING OF EVERY TERM SO CONTINUE TO SEND THE INFORMATION SHEETS FOR EACH PLACE OF WORSHIP OR SPEAKERS TO ME**

[ian@janlevergroup.com](mailto:ian@janlevergroup.com)

The information pages etc can also be found on my website (link above) and on the Oxford Diocese website

<https://www.oxford.anglican.org/>

- 5. PLEASE REMIND TEACHERS THAT THE PROJECT MATERIALS ARE THERE FOR THEM TO FREELY DOWNLOAD.**

The powerpoint presentations resulting from the 'on location' day trips to places of worship are also complete and should by now be on each SACREs relevant website. If this has not yet happened, please download from either the Discovery RE website of the Oxford Diocese website and upload to your SACRE's relevant website, reminding teachers these are freely available to them to use in their classrooms.

- **Crossing the Bridges Project 'on location' days**

The response to the March 2017 trip was fantastic. We took 33 people to:

Maidenhead Synagogue Slough Baptist Church Slough Gurdwara Stoke Poges Mosque

There was a waiting list for this trip so we repeated it in July 2017 and everyone was accommodated thanks to an additional £200 funding from Westhill/NASACRE, Jo Fageant giving her time for free to lead the day and Jan Lever's office doing the planning and admin at no charge.

The project reports, including the most recent (attached) are on the Westhill website.

[www.westhillendowment.org](http://www.westhillendowment.org)

**and look under 'Projects that spark', then look under 'Multi-faith projects'**  
and you will find our pan-Berkshire work.

- **Agreed syllabus review process**

The process began in the Summer Term 2017.

Schools and SACREs responded to a questionnaire to give their feedback. The report was sent to SACREs in August and is attached here.

**ACTION:**

6. THIS IS THE MOST IMPORTANT ASPECT OF THE AUTUMN TERM SACRE MEETINGS. PLEASE SEE PAPER ATTACHED OUTLINING THE ASPECTS OF THE SYLLABUS REVIEW NEEDING CONSIDERATION AND FEED BACK TO JAN LEVER BY DECEMBER 8<sup>TH</sup> 2017

7. REVISED SYLLABUS LAUNCH EVENTS. PLEASE LET YOUR ADVISER AND JAN LEVER KNOW YOUR THOUGHTS BY DECEMBER 8<sup>TH</sup>

.....  
I hope this summary shares with all 6 SACREs the work being initiated and progressed through the pan-Berkshire SACRE Hub.

I look forward to the next Hub meeting and to continuing to take this work forward with you.

**Jan Lever**

**Pan-Berkshire Hub manager on behalf of the 6 SACREs**

**Email:** [jan@janlevergroup.com](mailto:jan@janlevergroup.com)

**Director:** Jan Lever Education Consultancy & Training Ltd

**Director:** Jigsaw PSHE Ltd / Discovery RE Ltd

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**Office:** Northtown Farm, Milton Damerel, Holsworthy, Devon EX22 7DN, United Kingdom

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**Jigsaw PSHE:** [www.jigsawpshe.com](http://www.jigsawpshe.com)

**Discovery RE:** [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)





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