



# 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 11 JUNE 2018 AT 6.15 PM**

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

Manjeet Gill  
Interim Chief Executive  
Published on 1 June 2018

## 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	Chairperson Secondary RS Teacher
Celia Thatcher	Primary Headteacher
Michael Freeman	Representative for the ATL section of NEU
Sue Cresswell	Trade Union Representative NAS/UWT

### Group D

David Hare	Wokingham Borough Councillor
Philip Houldsworth	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> The Chairman will welcome members, guests and new members. The clerk will extend apologies received. Stephen/Anne (2mins)	
2	<b>MEMBERSHIP</b>	
3	<b>MINUTES</b> To confirm the minutes of the meeting held on February 26, 2018.	<b>5 - 8</b>
4	<b>MATTERS ARISING</b> Matters arising from the February meeting are as follows: <ul style="list-style-type: none"> <li>- Anne sent a link to Julian Bushell (Secondary Federation Chair) so he could access SACRE agenda and minutes.</li> <li>- Revised syllabus needs signing by Manjeet Gill, WBC Interim Chief Executive.</li> <li>- Stephen and Jan were to draft a letter to NASACRE.</li> <li>- Michael to liaise with Stephen regarding possible joint launch event.</li> </ul>	

<b>5</b>	<b>REVISED SYLLABUS REVIEW</b>	<b>9 - 10</b>
<b>6</b>	<b>SACRE HUB REPORT AND DISCUSSIONS</b>	<b>11 - 16</b>
<b>7</b>	<b>FEEDBACK FROM TEACHER NETWORK</b>	<b>17 - 18</b>
<b>8</b>	<b>DEVELOPMENT PLAN AND BUDGET</b>	<b>19 - 22</b>
<b>9</b>	<b>NASACRE UPDATE AND FEEDBACK FROM AGM/CONFERENCE</b>	<b>23 - 28</b>
<b>10</b>	<b>CC2020 PROJECT AT ALL SAINTS PARISH CHURCH</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 26 FEBRUARY 2018 AT 6.15 PM

#### Committee Members Present

##### Group A

Christine Morgan	Free Church
Shahid Younis	Islam

##### Group B

Lisa Cornwell	Church of England
Rev Philip Hobday	Church of England

##### Group C

Stephen Vegh	Chairperson Secondary RS Teacher
Celia Thatcher	Primary Headteacher
Michael Freeman	Representative for the ATL section of NEU
Sue Cresswell	Trade Union Representative NAS/UWT

##### Group D

Philip Houldsworth	Wokingham Borough Councillor
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, Catherine Jinkerson and Linda Galpin. Shahid Younis advised of his late arrival.

#### 2 MINUTES

Christine Morgan pointed out that her apologies were missing from the November minutes. Philip Hobday proposed that the minutes be approved subject to the Clerk amending them to include Christine's apologies. All agreed.

#### 3 MATTERS ARISING

Matters arising from the November meeting were all listed on the agenda along with progress / outcomes as follows:

##### 3.1 Westhill Trust funding request

Jan investigated this but the criteria for this year were not appropriate for a syllabus launch event. The theme for this year is diversity and young people's projects. Jan said we could

apply for this year or wait and devise a project for next year to develop the Crossing the Bridges project further. Philip Hobday suggested waiting until 2019; the majority of members voted to agree, with Lisa abstaining.

### **3.2 Annual Report**

A copy was included in the pack. All agreed it looks good, is very readable and shows how much the Wokingham SACRE has achieved.

### **4 DRAFT DEVELOPMENT PLAN 2018-19**

Jan referred to the plan in the pack, stating that it was very similar to last year's development plan. Members were happy for the network meetings to continue. The network meeting on October 4<sup>th</sup> will be at Shute End, and she proposed that a Primary Subject Leaders' half-day training day takes place before the network meeting. Anne has booked a room for these events.

Jan asked how we could support secondary heads of RE/RE teachers. The last time a joint training day was held, guest speakers were booked. The next secondary training day will be in February 2019. There could be funds allocated for a similar option at that event.

Stephen asked Anne to send a link for SACRE minutes and information to Julian Bushell for the Secondary Federation to access, as the Federation is unable to provide a secondary representative on the SACRE.

### **5 BUDGET UPDATE**

Jan distributed hard copies of the current budget update, as provided by Emily that afternoon, and talked members through it. She pointed out that we could save £250 if the primary subject leader training is shared with Reading SACRE. That would release funds which could be used to help secondary RE subject leaders. There were no objections, so it was agreed to allocate spending to support secondary RE training, subject to Reading sharing the primary training cost. Michael asked Jan to email Reading SACRE regarding this.

READING SACRE HAS AGREED TO JOINTLY FUND THE PRIMARY SUBJECT LEADERS' TRAINING ON OCTOBER 4<sup>TH</sup>.

### **6 BUDGET PLAN FOR 2018-19**

The proposed budget plan for 2018-19 was included in the pack. Jan explained that there was about £1,500 left in the 2017-18 budget which needed to be allocated. Beth suggested allocating it to the conference in September. Discussion followed on whether we hold a separate syllabus launch and autumn conference. West Berks want their own launch. If we have a summer event it could also combine training. Michael pointed out that the RE Commission report is due out in September so it would very relevant to hold an event then. We need to decide what we want before we decide how to allocate the funds.

### **7 PAN-BERKSHIRE SACRE HUB BUDGET**

The Hub budget was included in the pack. Each Berkshire SACRE has contributed £1,700 to cover the September conference, Hub meetings and work on the Revised Syllabus. (The Crossing the Bridges project has used all the funding from the Westhill Award). The next Hub meeting is on 24<sup>th</sup> April at Shute End.

### **8 RE AGREED SYLLABUS REVIEW SO FAR - DISCUSSION**

Jan referred to the Hub meeting notes and talked members through the Powerpoint summary of the syllabus review so far, elaborating on some elements, e.g. slide 3,

discussions at network meetings showed that some teachers were already teaching about Islam and others wanted to, so Islam is now to be included by the end of Key Stage 2. Teachers are to have more flexibility.

Slide 4: Humanism (or another secular worldview) to be included at Key Stage 3. Discussion arose over the interpretation of 'secular' and what resources are available for Humanism.

Slides 5-7 covered how the questions pages for the 'Learning From' and 'Learning About' groupings had been reorganised. The key questions pages showing suggested content to be taught are now all together in the main body of the syllabus, sequenced as KS1 and then KS2. Only a small amount of content had been changed.

Slide 8 emphasised that ALL students have a statutory entitlement. Stephen suggested strengthening the wording for post-16 ages. (p.40). The statutory entitlement for each child stays the same and schools can follow their own syllabus but they have to follow the same principles as are applied to designing an agreed syllabus.

Slide 9 covers attainment targets. In mapping Discovery RE, Jan was surprised how few other syllabi had been revised in line with the 2013 framework. Learning About/From structures have been retained in many revised syllabi, but it is each SACRE's job to decide on how closely to align their revised syllabus with the 2013 framework or not at all. Jan emphasised that teachers did not want much to be changed.

Slide 10 – the enquiry approach has been retained and the 4-step teaching and learning process has been made more explicit.

Slide 11 indicates that assessment has not yet been revised as decisions are yet to be made. At a SLT meeting last week, Emily Waddilove asked primary senior leaders what they would like assessment to look like. They wanted to keep the 3 descriptors process, working *at*, *towards* and *beyond*. This will be discussed at the next Hub meeting. Regarding concepts, more theological literacy is to be included, listing questions under appropriate concepts.

Some schools don't teach RE, e.g. a Humanist school. Sue informed members that Piggott Secondary School have sixth-form weekly Friday slots of an alternative to RE.

Michael said some ATL people have asked if it is legal to get rid of RE. Some schools have alternative options, e.g. 'ethical days'. Stephen suggested taking views to the September event, once the syllabus is launched and the curriculum is proceeding.

Ofsted must be able to see spiritual, moral, social and cultural development opportunities demonstrated; that is a statutory requirement.

It was suggested that we discuss secondary KS4/5 RE at the November SACRE meeting, and Julian Bushell of the Secondary Federation could be invited to attend, after an initial informal chat with him.

The next SACRE Hub meeting is April 24<sup>th</sup> when the final draft of the Syllabus will be discussed. Jan referred to the red text in the Hub notes, which lists actions, next steps and deadlines. Point 4 – the syllabus will need to be signed by the WBC Chief Executive before it can be presented to WBC and printed, and Point 6 – forewords need to be written

by each SACRE. Members discussed having USBs or providing the syllabus online (more economical); all voted in favour of accessing it online.

Shahid asked if all SACREs are making their views known to NASACRE about the current state of RE provision. Beth reminded everyone that NASACRE is the National Association of SACREs, so they are the voice of SACREs. Jan agreed that in previous years it was felt that NASACRE was not doing enough as the national body, however, it has recently re-thought its role to include a more collaborative/co-ordination role. Beth suggested speaking to the Regional Commission for Academies. Shahid asked if we could write to NASACRE. Stephen offered to work with Jan on drafting a letter.

**Action: Stephen and Jan to draft a letter to NASACRE.**

## **9 AOB**

Michael reported that Reading SACRE (of which he is Vice-Chair) want to hold a big launch event but funding is an issue. They are thinking of hiring Reading University as it is in both boroughs and inviting the Vice-Chancellor (Borough Mayor and Bishop of Reading, too?) Would Wokingham SACRE be interested holding a joint event? Reading SACRE think it should be a flagship event; Stephen would like confirmation that Reading has some funding. Discussion ensued regarding the timing and a 'twilight' event was preferred.

**Action: Michael to liaise with Stephen regarding a possible joint event.**

Michael informed the group that the NUT (National Union of Teachers) and the ATL (Association of Teachers and Lecturers) have amalgamated to form the National Education Union (NEU), which is now the largest union in Europe and is not for teachers only. Michael will be the NEU Berkshire representative for SACREs; he is hoping to attract more interest from teachers' unions.

Sue announced that she is retiring and has resigned from Piggott. She is a NASUWT (National Association of Schoolmasters Union of Women Teachers) representative on the SACRE, so will possibly not be able to continue on the SACRE although she would like to remain a member. Michael believes Sue can continue as a SACRE member if she retains her membership of the NASUWT.

Stephen thanked everyone for attending the meeting, which closed at 8.45pm.

## **10 DATES OF NEXT MEETINGS**

The next SACRE meeting will be on Monday June 11<sup>th</sup>. The autumn meeting is yet to be confirmed but will most likely be Monday November 12<sup>th</sup>, not November 5<sup>th</sup>.

### Pan-Berkshire Agreed Syllabus for RE 2018-23

#### Introduction/launch events 2018

Bracknell Forest	Tuesday 10 <sup>th</sup> July 2-4pm	Council Chamber, Bracknell Forest Council
Reading	TBA	
Royal Borough of Windsor and Maidenhead	Monday 9 <sup>th</sup> July 12.30-4pm	Moor Hall Conference Centre
Slough	Thursday 12 <sup>th</sup> July 1-4.30pm	Eden Girls School
West Berkshire	Tuesday 3 <sup>rd</sup> July 4.15-5.30pm	Thatcham Baptist Church
Wokingham	Monday 9 <sup>th</sup> July 3-5.30pm	Shute End, Wokingham Borough Council

#### Programme for the Wokingham Introduction to the new syllabus event: July 9

- 3pm        Tea on arrival (Registration and name badges)
- 3.10 – 3.30 Welcome and introduction to Wokingham SACRE and its work  
(Wokingham SACRE Chair and Vice Chair)
- 3.30- 4.00 Introduction to the new syllabus (Jan Lever)
- 4.00- 4.45 Table top activity to familiarise with the syllabus
- 4.45- 5.15 Meet and greet: Cross the Bridges: Teachers, SACRE members, Faith and belief communities (Mingle Bingo)
- 5.15-5.25 Reflection, next steps
- 5.25- 5.30 Close (Patricia Davies, Interim Assistant Director- Education, WBC)



### Pan-Berkshire SACRE Hub Meeting

24 April 2018 Shute End, Wokingham

#### Note and actions for SACREs from the meeting

**ACTIONS AND PROMPTS FOR FORTHCOMING SACRE MEETINGS ARE HIGHLIGHTED IN GREEN**

#### Agenda:

1. Future of the Pan-Berkshire SACRE Hub
2. Agreed syllabus review: progress
3. Agreed syllabus launch/intro events

**Present:** Jan Lever, Michael Freeman, Stephen Vegh, Karen Butler, David Taylor, Alison Harris, Zvi Solomon, David Rees, Brian Crisell, Beth Rowlands, Mark Laynesmith, Anne Andrews, Natasha Airey

**Apologies:** Mobsshir Mushtaq; Julie Siddiqi; Hardip Singh Sohal; Madeline Diver

The Hub meeting was followed by an open meeting to discuss the syllabus review.

Comments from both meetings have been incorporated into Draft 6 of the syllabus.

#### 1. Future of the Pan-Berkshire SACRE Hub

##### **ACTION**

**Discuss, and send thoughts/decisions to Jan Lever by Friday 22 June**

JL outlined the question about the continuation of the hub and reiterated the rationale behind the hub when it was set up: to pool resources, offer consistency across the 6LA areas, to work on a joint project... the Crossing the Bridges Project, all of which would establish the Hub before it became the main conduit for revising the agreed syllabus. Now the syllabus is almost completed, the question was posed as to whether the 6 SACREs wish to continue the Hub. Ongoing work could include moving forward with the Crossing the Bridges Project and building the body of online support and guidance materials to accompany the revised syllabus. Questions of ongoing work e.g. the Crossing the Bridges and the syllabus support and guidance material.

To continue the hub will need finance, unless a volunteer takes it on. SACRES need to decide whether they have the funding and if so, how they wish this to be spent.

There was general consensus that the hub is a good idea, but appreciation that there may not be funding sufficient for it to continue at the moment.

SACREs to discuss their position re continuation of the Hub, whether they can commit funding to it in this financial year, and if so, how much.  
 £900 contribution from each SACRE would be less than the £1700 from each contributed this year to cover the syllabus review work, but enough to achieve worthwhile work.  
 If this is manageable, how would SACREs like to spend this money (i.e. the pot of £5400)?

Possibilities:

### Hub management

- Hub management/co-ordination done by a consultant would cost £500 a term, to include preparing for each of the 3 termly meetings, following up with notes and action points, advising between meetings
- Hub management done by a SACRE member on a voluntary basis
- Another management arrangement

**Project work** could be led/managed either by consultants @£500 a day or by a designated project leader who could be a volunteer or maybe a teacher with supply costs covered @ £250 a day paid to their school. A project Lead is a necessity with accountability and project plans monitored by the Hub. Suggested projects:

- Enhance and disseminate Crossing the Bridges Project
- Project work on guidance and online support materials to accompany the new syllabus

## 2. Agreed syllabus review

### ACTION

Discuss Agreed syllabus, Draft 6, and send comments to Jan Lever by 25 May.

As the next round of SACRE meetings (excepting West Berkshire) are scheduled for June, please send Draft 6 to members for comment before those meetings as the deadline for comments to be with Jan Lever is 5pm 25 May.

Notes from the meeting:

JL talked through the summary document explaining the consultation/work so far. See summary chart:

You said	We did
Make it smaller	Succinct statutory syllabus PLUS online guidance
Make the statutory aspects clearer	Each age phase on separate page/s
Keep the enquiry approach	Yes, more in guidance
Keep Believing, Behaving, Belonging	Made more explicit with the key questions
Keep the distinction between AT1 and AT2	Integrated into questions and outcomes. More holistic

<b>2013 non-statutory framework: mixed responses</b>	<b>Syllabus not arranged by the 3 strands of this framework but all 3 are integrated into this syllabus questions and outcomes</b>
<b>Align EYFS to most recent EYFS framework</b>	<b>EYFS added and explained. More in guidance</b>
<b>More flexibility at Primary Phase</b>	<b>Divide between KS1 and 2 removed: Primary Phase, so more flexibility</b>
<b>Add Islam at Primary Phase</b>	<b>Done</b>
<b>Add Humanism at Secondary Phase</b>	<b>Done</b>
<b>Strengthen KS4 requirement</b>	<b>Wording to be agreed 24 April</b>
<b>Help us with assessment</b>	<b>Added clear outcomes</b>
<b>Make the 4-step planning cycle more explicit</b>	<b>More in guidance</b>
<b>Keep the Key Question approach but word the questions as OPEN questions</b>	<b>Most questions are framed as open questions. The couple that are not will not affect enquiry pedagogy as this is established already.</b>
<b>Re-word some of the questions</b>	<b>Done</b>
<b>No need for 'concepts' page</b>	<b>Taken out (Could move to guidance)</b>
<b>Give teachers as much guidance as possible</b>	<b>Guidance and support materials to be updated and uploaded as online documents, then added to</b>

JL explained how the statutory aspects of the syllabus have been brought together into a succinct 12-page document which:

- Incorporates the 3 strands of the 2013 non-statutory national curriculum framework for RE,
- Has new key questions that are mostly framed as open questions and integrate attainment targets 1 and 2, maintain the enquiry approach and address the same content /subject knowledge as the previous syllabus questions, keep 'believing, belonging, behaving'.

This succinct document is designed to make it easy for teachers working in the different Key Stages to see what the expectations are for their particular Key Stage, by providing a 2-page 'pull-out' piece summarising the outcomes, questions etc

The group discussed Draft 5 and useful points were made that have been incorporated into the attached Draft 6.

SV asked a question about the guidance and how soon it could be ready. Some will be ready by the syllabus launch dates and new material would need to be added during the coming year.

SACREs need to work out where the guidance will be hosted e.g. on their LA web pages?

JL asked if each LA wants to design their own syllabus in terms of appearance and logo but it was agreed that JL sources a graphic designer as this will keep consistency in what is, after all, a joint syllabus.

SACREs need to decide how many copies they will print, how it is bound and how they will disseminate it.

ML suggested that SACREs will need to form working groups to maintain, produce and work on the guidance.

DT requested that the requirement for all schools to teach RE is highlighted. (Now done in Draft 6)

SV requested information on withdrawal to make it clear what the expectation is. (Noted to include in guidance)

ML asked a question about the Foreword and the legal situation was clarified.

SV required that the requirement for Y9s who have started GCSE still to receive RS be made much clearer. (Now done in Draft 6)

Lively, informed discussion about the key questions leading to debate about the underpinning purpose of RE and the best approach and pedagogy.

NA raised the question of humanism/non-religious world view/atheist/secularist – group agreed the wording: a non-religious worldview e.g. Humanism (Now done in Draft 6)

#### **Syllabus review actions, next steps and deadlines:**

- 1. SACREs and teacher Focus Group to discuss Draft 6 during May and send any last thoughts to JL by email by 5pm, 25<sup>th</sup> May. No amends/thoughts will be accepted after this date as the syllabus will need to be ratified and printed etc in time for launch events in July;**
- 2. SACRE Hub members to be sent the final copy early June to ratify;**
- 3. Forewords for the revised syllabus. Each SACRE will need to write its own Foreword for the revised syllabus. This will need to be signed off by the Chief Executive Officer/ Director of Education of each Council and be sent to Jan Lever by email by 5pm 15<sup>th</sup> June 2018;**
- 4. SACREs will also need to make their own decisions as to how they will disseminate the revised syllabus to their schools;**
- 5. Please send JL your current LA logo if it has changed since the printing of the current syllabus in 2012.**

### **3. Agreed syllabus launch/intro events**

#### **ACTION**

**Each SACRE to send ALL details of their launch event to JL so she can invite all Directory contributors to attend all the events.**

**JL needs confirmation of:**

**Date, time, venue, name and contact details of the person they should RSVP to**

**Send to JL by 5pm on 25 May so invitation can be sent out in time for the July events.**

Each SACRE is organising its own launch/introductory event:

West Berkshire: 3 July

Wokingham 9 July

RBWM 9 July

Bracknell Forest 10 July

Slough 12 July

Reading tbc

***Deadline dates: 25 May and 22 June***

Thank you for all the comments and thought on the syllabus so far.

Jan Lever (Hub manager on behalf of Berkshire SACREs)

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

**Feedback/comments on Draft 6**

**From: ..... SACRE**

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## Notes from Wokingham Teachers' Network: 16.5.18

- **How are we?**

Most are good. Some concern that Yr 6 are not getting any RE due to SATS and end of year activities. No real way around this. Suggested RE day – active and fun – might be the way forward. Quite a few new leaders. 12 attendees (17 signed up but it was also Yr 2 writing moderation meetings and SATS week so people probably were called away.)

Q: An executive head has asked an RE lead how she enhances the learning of children in the class who already follow the religion being studied e.g. you are teaching Islam to Muslim children (who may know more than the teacher, although this must not be assumed, or that their knowledge is accurate or mainstream). We had a good debate about this. We felt that sometimes it may be appropriate for children from the religion to tell others about their beliefs and practices and answer questions from their peers, which might raise aspects they had not considered before. She said she had said something like this and been told that wasn't a good enough answer. Another teacher said she had taught the Imam's child but the parents felt it was challenging enough that he was learning it from an educational perspective and being taught to question using the RE syllabus, which he would not do naturally from the believer's stance at his age. Any other comments gratefully received!

Maybe some guidance could be added to the online guidance accompanying the syllabus.

- **An update on the syllabus/Syllabus Launch**

Ran through the changes in Draft 6 – fact that it is more succinct, key questions, outcomes etc and deadline dates for feedback.

Quite a few of the teachers/schools do not already teach Islam although it transpired that this is mostly the infants who know that the juniors do. Suggested they all ensured they liaised with their feeder schools (or vice versa) to ensure syllabus coverage.

Like the fact that the actual syllabus is going to be so succinct. Would like to know when the guidance is coming (this was mostly new leaders who are very nervous about the change but we can cover the syllabus again in Subject Leaders' training).

Q: if a teacher cannot come to the launch, how will they receive the syllabus? One knows she cannot attend on that date. I said I was sure she would be able to download it but that SACRE would inform them of that when it was ready.

- **Islam – linking to some of the KS1&2 questions on the new syllabus:** teaching and learning ideas, resources, went through a KS1 possible question and also looked at some of the KS2 possible links and questions as well. Some felt they must improve their subject knowledge. Some questions about resources.

- **UPDATES:**

-Crossing the Bridges: new leaders very interested in this.

-RE Definitions, an online glossary

-Diversity of Religion and Belief Guidance/Docs: alerted to their existence and what covered within the documentation.

-Guidance on Ramadan from West Berks SACRE Muslim Community– talked through the document and particularly the comprehensive way it explains Ramadan from the aspects of different ages and communities: as well as support for teachers' addressing the issue it is also a great teaching resource!

- **AOB: Next time? Assessment?**

Teachers more concerned about resources for new syllabus if they have to change to Islam and haven't taught it before. Overwhelming request to look at resources in general and save assessment for later in the year. All agreed to bring their "3 of the best" resource tips/supplier/websites to the next meeting (Oct 4<sup>th</sup>) and AH will research and bring a list as well.

4 new leaders all want to attend New Subject Leaders' training in October. Have passed their details on to HQ. Powerpoint, documents and all resources will be emailed to all teachers present. Emails taken in line with GDPR regulations.

## Wokingham SACRE action plan April 2018-March 2019

(See budget sheet for costings)

Aim	Actions	Timescales	People Responsible	Summer 2018	Autumn 2018	Spring 2019
<b>A. CORE BUSINESS</b>  To be a supportive and proactive SACRE enjoying full and well-informed membership	1. Fill membership vacancies	End of July 2017	SACRE Chair SACRE Clerk			
	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	Termly SACRE meetings: Summer 2018 Autumn 2018 Spring 2019  Termly teacher network meetings Occasional training events	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	Mtg June 11th	Mtg November 12th	Mtg tba
	3. Produce annual SACRE Report	Autumn Term 2017	SACRE Adviser and clerk		Bring draft to November 2018 meeting	Presented at March mtg and to Councillors on Date tbc
	Update SACRE leaflet	Autumn Term 2017	SACRE Chair and clerk			
	4. Review the action plan at each meeting and update for next year	At each SACRE meeting	SACRE Adviser and SACRE			
	5. ~Subscribe to NASACRE  ~Representation at annual NASACRE	Ongoing	SACRE members SACRE Adviser to organise with other Berkshire RE advisers	Representative to attend NASACRE conference 2018.		

	conference, NASACRE AGM		Jan Lever (JLECT) to organise	JL and/or colleague?		
	6. Autumn SACRE Conference?					
B. To support teachers of RE to continually improve RE learning in their schools and	1. Provide a termly primary RE network meeting for Wokingham teachers, 4-5.30 hosted by schools. SACRE members welcome	Summer term 2018: May 16th 4-5.30pm Venue: Nine Mile Ride  Autumn term 2018: October 4th 2018: Venue: Shute End tbc 4-5.30pm  Spring term 2019: February 7 <sup>th</sup> 2019 Venue:tba 4-5.30pm  (Summer 2019 May date tba)	Led by Jan Lever Education Consultancy	Report to SACRE June 11th		
C. To support the implementation of the revised Berkshire Agreed Syllabus for RE	2. Primary Subject Leader Training x 1 half- day sessions (joint with Reading)	Autumn term 2018 October 4th 1-3.30pm Venue Shute End		To be advertised September 2018		

	Secondary heads of RE Event or support at Federation Day INSET?					
Pan-Berkshire Hub	<p>Consolidate and develop the Pan-Berkshire SACRE Hub. Primary task 2018-19 is to review/revise Pan-Berkshire agreed syllabus.</p> <p>Introduce the new syllabus..event</p> <p>Support the implementation of the new syllabus (network mtgs etc as above)</p> <p>Collate/write new guidance and support material for the online support for syllabus implementation</p>		<p>SACRE members SACRE adviser 6 Chair from all Berkshire SACREs</p> <p>SACRE members, teachers, guests</p> <p>To be agreed by Hub</p>		<p>Launch/conference to be planned by Wokingham SACRE for Sumer term 2018</p> <p>Date: July 9<sup>th</sup> 3-5.30pm Venue: Shute End</p>	

	Develop and disseminate the Crossing the Bridges Project					
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## NASACRE conference – ‘Stronger Together’

24th May 2018

Merchant Taylors Guild, London

### Opening remarks for NASACRE’s Silver Jubilee: Right Honourable Charles Clarke, Patron

- The Government needs to give funding to SACREs
- NASACRE is to be congratulated for its 25 years
- SACREs need to be strengthened so they can ‘go out there and do something’
- The Government now recognises ‘faith’ in education
- SACREs becoming more involved in building relationships between faith communities and schools

### Keynote: Dr Vanessa Ogden

‘SACREs, Schools and Society: Building Bridges Across the Fault-lines’, followed by questions

Dr Ogden is an RE Commissioner and Head Teacher and CEO of the Mulberry Schools Trust in Tower Hamlets (<http://www.mulberry.towerhamlets.sch.uk/mulberry-schools-trust> )

She is a Head Teacher, but started out as an RE teacher.  
She has a commitment to social justice.

Dr Ogden made 3 points:

1. Character of social change
2. The role of RE in schools
3. What is our responsibility to children and schools?

1. Character of social change.

Children live in a world of technological change, the advance has been beyond the imagination of the generation that came before (us)

The web has changed schools too, now we can link people quickly, space and time is compressed, we can have immediate contact with parts of the world hitherto unreachable. It has intensified the human experience. More can be achieved but it can distance people further if they have no or limited access to this technology.

Information technology has given us a 'free pass' to a range of views, a window into the lives of others. It can be enriching and empowering but also challenging and can lead to targeting those who we might consider as 'others' e.g. economic migrants etc. This has fuelled the fires of race divisions and religious differences especially when the media encourages stereotyping and prejudice. Take the example of 'punish a Muslim day' which was circulated by some areas in April 2018. It is redolent of Hitler in the early days of his rise to power; it is very troubling.

RE is so important to combat this.

In 1943 when the need for legislation was considered, it was in the backdrop of war and the discovery of the holocaust. It created a moment to think and set things right. Now with these events

being out of living memory for most it is essential that RE is again at the forefront of tackling social and religious injustice. RE has a pivotal role as it benefits society rather than causes division. It gets to the heart of what it means to be human. It opens debate and gives a safe environment for the discussion of the controversial and sensitive.

## 2. There are 3 ways that RE can help

a. The development of literacy and of views. RE must be rigorous in discipline, help develop language and critical thinking skills. Needs to examine the quest for truth claims. Help provide a raft of technical language, develop the ability to recognise when propaganda is masquerading as truth: discernment.

b. RE is rich in personal development. Helps students develop awareness of their own skills, skills like sensitivity, enquiry, thoughtfulness, developing confidence in their beliefs and the ability to articulate them. Combines subject based knowledge with personal development.

In Dr Ogden's experience (in her school and local area) the islamophobia has been awful including parents being physically assaulted. The school had a visit from Michele Obama which raised the profile and highlighted some of the work they were doing. RE was a major contributor to bridging these fault - lines.

c. Actively building bridges. Engaging in interfaith dialogue. Deep questions are raised and a proper examination of answers is undertaken. Never has there been a more important time to do this.

## 3. Responsibilities to children and schools

Some SACREs have challenged poor practice, some have enabled interfaith relationships. REC figures show that the provision of KS 1-3 RE is troubling. RE has no currency in the current system. We should consider a national entitlement.

Urge SACREs to

- Help schools deliver on community cohesion and social harmony
- Help with interfaith dialogue and engagement

To build a cohesive society we must invest in RE

SACREs and schools should stand shoulder to shoulder with RE teachers.

RE is unique and improves communication. No other subject can make the same contribution. We have a duty. Remember what happens if we do not fulfil this duty.... History will repeat itself. WW2 etc.

**Table discussions** about our own SACREs... 55 mins.... We worked with members of other SACREs on how we collaborated with others. Feedback sheets were given in

**NASACRE voting** (vice chair) ... On vice chairman position... Brief hustings. Vote over lunch.

## **Keynote: David Hampshire – Inter Faith Network Youth Project - second keynote**

Inter faith network across the UK.

Outlining the work with Youth forums, connecting across the generations.  
Youth interfaith engagement. 16-25 yr olds, target groups.

1. The 'Connect guide', needed redoing, with the addition of new contacts and new case studies.... downloadable and popular. How do you go about young people engagement? Need to involve social media as these are the platforms they all use.
  2. There were 5 regional consultation events, in Birmingham, Cardiff, Glasgow, Leeds and London.
  3. How do you reach the 'hard to reach'? How do you get folk to interact with faith communities if they don't have access to faith communities?
  4. Students said that they didn't get their skills in communicating with others in the curriculum, it was from the community and 'what goes on in the playground'. In other words, the curriculum doesn't help them learn how to effectively communicate.
- On the 4th July there will be the next big meeting, the new 'connect guide' will be released.  
NASACRE will be informed and given access to it.

What about young people who don't identify with a belief? The 'nones'... Actually, these students were often the most interested in interfaith dialogue so it's not that they don't have religious or spiritual ideas, they just don't identify with a religion.

SACREs must consider the local demographic. Few teachers live in the catchment area so may not actually know too much about the (religious) background of their students.  
Who is engaging with the faith communities? Is SACRE? If so how? Do people know?

Do SACREs have a youth section? Some areas do have a youth SACRE, e.g. Newham.

### **SACRE presentations: Bradford, Hampshire and Newham SACREs**

3 SACREs which were awarded grants last year were given the chance to showcase what they had done

These were

Bradford - Ros Garside

Newham - Claire Clinton

Hants - Elizabeth Jenkinson

Bradford

This project was about Collective worship. Bradford is very diverse and had many schools with determinations.

They had main aims including

1. To support schools in developing a collective worship policy
2. To develop pupils' capacity to think critically and empathetically.

Phase 1 of the funded project

included a day seminar with 7 very different schools working with LA faith tutors. Then presenting back to their own schools.

Phase 2

To help with determinations. Some schools were more concerned with the application process than with how appropriate having a determination was.

A pilot school (which was coming out of a determination period) was chosen to work on Collective Worship, focussing on

- engaging the senior leaders,
- distinguishing between moral and spiritual education,

- moving towards inclusive worship,
- making a whole school approach.

This involved a youth forum. Students from years 3-6 were involved and feedback was very positive from the students who found the collective worship to be 'calm relaxing, fresh, involving a happy atmosphere and also allowing learning from the relevance of stories.'

The SACRE has reviewed its policy on Collective Worship and is now more able to support schools with collective worship. It aims to encourage more good practice and hopefully this will lead to less applications for determinations.

## 2. Newham - Claire Clinton.

The money was used for a student SACRE and for developing resources.

Creating and filming classroom resources for Collective Worship on anti-bullying, particularly religious bullying.

Claire showed some clips including

'Bullying and belief'

The clips have been made available

Check out <http://rematters.co.uk/student%20re%20matters%20project%20work.html>

[Claire.clinton@rematters.co.uk](mailto:Claire.clinton@rematters.co.uk)

A clip for assembly was developed called 'what goes around', this featured a group of students each being unpleasant to each other until it went full circle.

Children learned to

- Communicate better
- Create poetry (after a real poet was brought in to run a session)
- Create lesson plans
- Work with others from a wide variety of different schools. These collaborations would have been unlikely otherwise.

## 3. Hants - Elizabeth Jenkinson.

Hampshire has 500 primary and 70 secondary schools.

Hampshire has spent some time seeking student voice

Findings included

1. Experiences in primary school were very different, ranging from the non-existent RE. to excellent RE and everything in between. A project was installed to work with primary to secondary transition phase children.

2. Annual conference... Involving different faiths - students wanted experience of many faiths

3. Debates - not formal debates but the opportunity to be heard.

Sometimes young people attend SACRE. Those who go to conferences in years 7&8 are then encouraged to become student representatives on SACRE.

## **2018-2019 Westhill Awards: Michael Metcalf**

West hill awards feedback Westhill awards 2018

£20,000 to allocate

5 SACREs put bids in. Each bid for £4000

The five who have been awarded grants (although the amounts were not specified) are

- Bedford borough
- Cheshire East
- Chester and Cheshire west
- Cumbria

- Newham/Waltham forest

The focus of each bid was also not revealed. It is expected that some feedback will be given at next year's conference.

**Question Time:**

Panel included

- Charles Clarke
- Vanessa Ogden
- Rudi Elliott Lockhart (chair of the REC - RE Council)
- Paul Smalley (Chair of NASACRE)
- Jane Brooke (Canon chancellor – Chester cathedral)

**Q1. Is there a future for locally determined agreed syllabi?**

CC- We should move to a nationally determined syllabus/curriculum. However, it is still vital to take into account the local area so there needs to be a local component to it. Local faith communities must be engaged with by SACREs.

If we continue as we are there will be patchy areas and an uncertain future for SACREs.

CC believes in a strong local community cohesion component in syllabi... This could/should/would be better resourced.

JBr - A national syllabus with local determinism is best and should be based on academic rigour and focussed on RE.

RL - local syllabi still have a future but there are issues of academisation, funding and examples of some poor SACREs. To have a national syllabus is a big challenge but could end up being achieved by stealth with many syllabi being based on the 'RE Today' model.

The CoRE final report is due on 12th September 2018 and will have a recommendation on the national entitlement.

VO - It is critical to have a national curriculum as it will hold Head Teachers accountable for their RE; for the provision and quality of it. It would force Head Teachers to do what is statutory in the same way it did for SEN.

It is important to have a local involvement in determinism.

**Q2. What action can be taken if an authority is not fulfilling its duties, is cutting budget, removing clerking services etc.**

All said it might be difficult however you should let NASACRE know if there is a failure to provide the statutory duties as well as notify the LA complaints procedure and inform the DfE.

There is no reason for SACRE budgets to be cut.

**Q3. What can SACREs and NASACRE do to encourage people to be RE teachers?**

The REC has the 'beyond the ordinary' campaign

The government needs to step up...

Figures show a fall in applications to teach secondary RE by 27% on last year... However, history has fallen 27% too so it's not that people don't want to teach RE ...they don't want to teach!

**Resources and contacts**

'inter faith matters', groups on Facebook, Twitter,

Graham Bickle, vicar on Westminster SACRE... [vicar@sswsj.org](mailto:vicar@sswsj.org) is part of it.

Interfaith groups go into schools together as a roadshow rather than individually, shows engagement within different faith groups. Could be a model to try in other areas.

David Rees for pan-Berkshire SACRE Hub May 2018

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