



**WOKINGHAM
BOROUGH COUNCIL**



A Meeting of the **SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held in Teams - remote meeting on **MONDAY 15 JUNE 2020 AT 6.15 PM**

Note: The Council has made arrangements under the Coronavirus Act 2020 to hold this meeting virtually via Microsoft Teams. The meeting can be watched live using the following link: https://youtu.be/Rk_XuBcF23Y

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

Susan Parsonage
Chief Executive
Published on 5 June 2020

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

Group A

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

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
Michael Freeman	NEU Representative
Julie Easton	Primary RE Teacher
Louisa Gurney	Primary Headteachers

Group D

David Hare	Wokingham Borough Councillor
Graham Howe	Wokingham Borough Councillor

Clerk to the SACRE

Anne Coffey

LA Link / RE Advisor

Angela Hill

ITEM NO.	SUBJECT	PAGE NO.
1	WELCOME AND APOLOGIES The Chairman will welcome members, guests and new members. The clerk will extend apologies received. Stephen/Anne (2mins)	
2	MINUTES To confirm the minutes of the meeting held on November 11 th , 2019.	5 - 8
3	MATTERS ARISING	
3a	Anne to liase with Emily regarding SACRE members visiting schools to observe an RE lesson.	
3b	Catherine to review Crossing the Bridges regarding monitoring schools/places of worship	
3c	Members to let Catherine know of venues for 'Real People Real Faith' project	
3d	Shahid to investigate the status of RE teaching in the secondary school where he is a governor	
3e	Angela/Anne to raise with Emily the idea of approaching secondary schools	

or Secondary Federation re collective worship

3f Anne to send out NASACRE login details and membership list

3g Members to produce ideas of how the SACRE can show its support for action to tackle climate change

4	DEVELOPMENT PLAN AND BUDGET 2020/21	9 - 14
5	FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES	15 - 16
6	NATIONAL UPDATES RELATING TO EDUCATION AND RE	17 - 24
7	SACRE UPDATES - NATIONAL AND LOCAL	25 - 30
8	DATES OF NEXT MEETINGS Autumn meeting to be confirmed, Monday November 9 th .	
9	AOB	

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Agenda Item 2

SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)

MINUTES OF A MEETING HELD ON 11 NOVEMBER 2019 AT 6.15 PM

Committee Members Present

Group A

Christine Morgan	Free Church
Catherine Jinkerson	Free Church
Beth Rowland	Free Church
Shira Solomons	Judaism

Group B

Lisa Cornwell	Church of England
Linda Galpin	Church of England

Group C

Michael Freeman	NEU Representative
Julie Easton	Primary RE Teacher
Louisa Gurney	Primary Headteachers

Group D

David Hare	Wokingham Borough Councillor
Graham Howe	Wokingham Borough Councillor

Clerk to Sacre

Anne Coffey

LA Link / RE Advisor

Angela Hill

1 WELCOME AND APOLOGIES

The Vice-Chair welcomed members, new members Louisa Gurney and Philippa Chan and guests Diane Thompson-Bowen and Philip Theobald. Apologies were received from Stephen Vegh (Chair), Philip Hobday and Anju Sharma. **Please note:** Shahid Younis was present at this meeting but his name does not show in Group A above.

2 ELECTION OF CHAIR AND VICE CHAIR

Lisa nominated Stephen for Chair and Beth for Vice-Chair; Michael seconded the nominations. No other nominations had been received and Stephen and Beth were willing to stand again so they were re-elected, unanimously agreed by the membership.

3 MINUTES

The minutes of the last meeting were approved.

NB Shahid's name was omitted from the minutes of the June meeting and the agenda for this meeting due to technical issues. I can't now add his name to the system for

retrospective meeting dates but please note that he was present at the June meeting and this one.

4 MATTERS ARISING

Matters arising from the June 3rd meeting had all been actioned.

5 DEVELOPMENT/ACTION PLAN AND BUDGET

Angela reported on the development/action plan (in the agenda) and budget (copies handed out). Budget sheets will be transferred to spreadsheets in future. The RE Subject Leader training on 15th October had not been as well attended as expected (it had been publicised from September 12th), affecting the projected budget calculations. Reading and Bracknell had been invited to send delegates but did not respond. Members suggested it might be more useful to advertise sooner.

Angela's company had not yet sent their invoice in, so Emily had over-projected in anticipation.

Angela explained that under Core Business, Item 3 in the Actions column referred to an idea tried before, i.e. encouraging SACRE members who are not directly involved with schools to visit a school or schools to observe an RE lesson and feed back to the SACRE. Emily and Anne will facilitate if interested members contact them. Offers were made by Christine (for a Wokingham Primary school); David (Maiden Erlegh), Shahid (a secondary school in Woodley) and Linda (primary school). **Action: Anne to liaise with Emily regarding setting this up.**

Under Aim B, action 3 is to develop annual support for secondary RE teachers/heads of RE. Angela suggested running a day or half-day CPD course, focussing on KS3 and the RE syllabus; she believes that secondary schools prefer CPD opportunities which help with GCSE grades. Shira pointed out that there is a gap in teaching about Islam and that schools should be asked what they want. Beth added that RE fits in the new Ofsted framework differently now. It might be useful to send a survey to schools and/or include in Education News (the weekly e-bulletin to schools). Louisa commented that transition is very topical and a tick-box survey could be useful with regard to RE. It is good to get primary and secondary schools working together.

6 DRAFT ANNUAL REPORT

The annual report is in draft form and lacks exam results and images at the moment. Catherine referred to the images from school visits to places of worship but pointed out that there is a gap in Crossing the Bridges where the SACRE puts schools in touch with places of worship but then is not involved in further communications between the two parties. The process was created a few years ago and needs to be reviewed and updated to enable SACRE to be aware of its effectiveness. **Action: Catherine to review and advise SACRE.**

7 FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES

Angela provided reports on the network meetings, training session and Pan Berkshire Hub activity. RE teachers find the network meetings very helpful to support each other and are enthusiastic. Angela's format is to begin with general introductions for new people, discuss what is going well for teachers and provide a training focus. At her first network meeting teachers looked at a philosophical dialogue and discussed training. At the meeting on 15th

October assessment training was discussed. The next meeting will cover dealing with Ofsted and implications around the new framework.

The RE Subject Leader training was discussed earlier.

Pan-Berkshire Hub – Beth informed members that a professional camera operator had been hired to film the interviews set up at Maidenhead Synagogue for the ‘*Real People, Real Faith*’ project. Anne Andrews (Oxford Diocese, an RE Adviser on the Hub) was happy with the event. It is hoped that the next venue might be the new Wokingham Mosque. The next Hub meeting is on November 27th. Venues still need to be found in the Reading and West Berks areas for further filming. The project is being funded by a Westhill award. Catherine asked that she be informed of any venues interested in being involved as she could encourage them to be in the Crossing the Bridges Directory if they are not already. She reported that some teachers had contacted places of worship in the directory and sometimes had no response, (many contacts are volunteers), so she is writing letters to places of worship as well as emailing them. Hopefully, this will have more effect. **Action: members to let Catherine know of any venues interested in being involved with the ‘Real People. Real Faith’ project.**

Shahid suggested asking faith members of the SACRE for contact names for their faith communities, in order to approach the right person. However, as the directory covers the whole of Berkshire, it may be even more useful to ask Hub members for contacts. **Action: Beth to raise at the Hub meeting.**

8 NATIONAL UPDATES RELATING TO EDUCATION AND RE

Angela provided a comprehensive report on national RE updates. One of the main items is the new Ofsted framework which was introduced at the beginning of term. There is a strong drive towards good RE teaching in schools and even where there is no ‘deep dive’ by Ofsted into the subject, schools are being challenged on any lack of pupil understanding with regard to religion and culture. School leaders, including governing bodies, will be held to account during an inspection where lack of training for teachers has a negative impact on pupils.

Angela has discussed this with Emily and it was agreed to circulate information to head-teachers. She has considered finding the data for Wokingham; primary teachers are enthusiastic but secondary schools are possibly more detached. Perhaps a secondary CPD session or meeting could get teachers to complete a survey in their schools. Lisa thought management may be unsupportive; Shahid is a secondary school governor and could look into the state of RE in the school. Shira pointed out that in some schools the pupils learn about RE in a round-about way in cultural studies lessons as opposed to RE lessons. All agreed that we want to support our schools. **Action: Shahid to investigate the status of RE teaching in the secondary school of which he is a governor.**

Michael raised the subject of assemblies/collective acts of worship in schools and that it is one of the SACRE’s statutory duties to monitor them. He stated that the issue must be addressed as it is the law and asked if we should do some observation. Apparently, Ofsted inspectors do not want to tackle the issue. Michael asked that we think about this and address the issue. At the 2012 NASACRE Conference, everyone thought it should be scrapped but the government have not done anything. The majority of Wokingham secondary schools are now academies and although they are not obliged to follow the local syllabus, Angela pointed out that it is part of their funding agreement to have assemblies. In Catherine’s ongoing Crossing the Bridges work, she has added a useful question which asks the place of worship if they are linked to a local school and if so whether they have input to assemblies. Louisa suggested asking secondary schools how

they practise collective worship – a good link would be to contact the Secondary Federation. **Action: Anne or Angela to raise with Emily about approaching secondary schools or the Secondary Federation regarding collective worship.**

9 NASACRE UPDATES

No NASACRE updates to report. Anne sends out SACRE briefings from NASACRE on a regular basis and will send out new login details for the NASACRE website shortly.

Action: Anne to send out NASACRE login details.

10 SACRE PROJECTS

Beth asked for ideas on possible projects for the SACRE if we can find sufficient funding to cover costs. Crossing the Bridges is ongoing and can be developed further.

Michael asked about another conference but the Hub discussed this and ruled it out for this year.

Shahid suggested a video of what the SACRE does, which could be done by members and uploaded to social media. Beth suggested that it would be better to focus on a project for children.

7.30 Christine left.

Louisa asked if we could provide RE resources for teachers. Easthampstead Park used to lend out resources but it is not known if this is still the case. Catherine pointed out that schools following the same syllabus would all need to borrow resources at the same time, which could be a problem. Philip talked about peer reviews and schools working together on enquiry questions; leaders dig deep into the question and develop CPD, which has had a positive impact on teachers. Philippa thought it could be trialled.

11 AOB

Michael: Michael reported that the Anglican Church is very keen on combating climate change and he asked members to think about climate change and whether there is some action the SACRE could take to show our care for the environment. **Action: Members to consider how the SACRE could show its support for tackling climate change.**

Beth: dates for the next SACRE meeting need to be changed as Angela is unable to manage the original dates. March 2nd will change to March 16th and June 8th will change to June 15th. This was acceptable to all although David has a party meeting on one of the dates.

Shira: wanted to know which vacancies we still have on the SACRE membership. **Action: Anne to send a membership list out.**

Wokingham SACRE action plan April 2020-March 2021

(See budget sheet for costings)

Aim	Actions	Timescales	People Responsible	Summer 2020	Autumn 2020	Spring 2021
<p>A. CORE BUSINESS</p> <p>To be a supportive and proactive SACRE enjoying full and well-informed membership</p>	<p>1. Fill membership vacancies if/when they arise</p> <p>Work proactively with SACRE members, faith communities and other partners to ensure representation on all SACRE committees.</p>	<p>ongoing</p>	<p>SACRE Chair SACRE Clerk SACRE members</p>			
	<p>2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher termly network meetings and training events e.g. annual SACRE conference</p>	<p>Termly SACRE meetings: Summer 2020 Autumn 2020 Spring 2021</p> <p>Termly teacher network meetings and occasional training events</p>	<p>SACRE Chair/SACRE Adviser SACRE members SACRE Clerk</p>	<p>Meeting</p>	<p>Meeting</p>	<p>Meeting</p>
	<p>3. Encourage SACRE members who are not involved directly in schools to visit a school or schools and, where possible, to observe RE in</p>	<p>Aim for one person to visit a school by the end of the 2019-20 academic year, and one each term thereafter</p>	<p>SACRE Chair SACRE Clerk SACRE members RE teachers and school leaders</p>	<p>1 visit</p>	<p>2 visits in total</p>	<p>3 visits in total</p>

	action and feed back to SACRE					
	4. Produce annual SACRE Report	Summer Term 2020	SACRE Adviser and clerk		Present draft for members' approval to Autumn 2020 meeting Submit report by end of December 2020	Present final, submitted report at Spring meeting and to Councillors on Date tbc
	5. Review the action plan at each meeting and update for next year	At each SACRE meeting	SACRE Adviser and SACRE	Meeting	Meeting	Meeting
	6. Subscribe to NASACRE Representation at annual NASACRE conference, NASACRE AGM	Ongoing	1 SACRE member and SACRE Adviser to attend annual AGM. SACRE adviser to provide updates on NASACRE business at meetings and, where appropriate, through the SACRE clerk via email	This year's conference has been cancelled due to the coronavirus pandemic		
B. To support teachers of RE to continually improve RE learning in their school, ensuring	1. Provide a termly primary RE network meeting for Wokingham teachers, 4-5.30 hosted by schools.	Ongoing, a primary network meeting each term plus feedback at each termly SACRE meeting	SACRE Adviser	Network meeting on a Tuesday near the beginning of each term	Network meeting on a Tuesday near the beginning of each term	Network meeting on a Tuesday near the beginning of each term

that the agreed Pan-Berkshire syllabus is understood, and teachers are equipped to deliver it effectively	Feedback to SACRE SACRE members are welcome to attend these meetings					
	2. Primary Subject Leader Training x 1 half-day sessions (joint with Reading or Bracknell)	Autumn term 2020 October date tba 1-3.30pm Venue: tba	SACRE Adviser	To be advertised in the summer term and booking to be made available	Deliver	Feedback to SACRE
	3. Provide annual CPD session for secondary RE teachers/heads of RE Provide at least one twilight secondary CPD. Based on teacher feedback on 2019-20 survey, this will be based around enhancing GCSE RS performance.	Delivery of 2019-20 offer to be arranged for Autumn 2020 due to Covid-19 SACRE to consider a further date in Spring or Summer Term as 2020-2021 provision	SACRE Adviser	To be advertised in the Summer term and booking to be made available	Deliver	Feedback to SACRE

	4.Support RE programme on secondary federation INSET day through providing funding	By end of Spring Term	SACRE advisor, chair and clerk		Liaise with the teacher planning the RE programme regarding use of the funding	SACRE member(s) attend event and feedback to SACRE
Pan-Berkshire Hub	Consolidate and develop the Pan-Berkshire SACRE Hub.	Ongoing	SACRE members SACRE advisers and the 6 Chairs from all Berkshire SACREs	Project completion has been delayed due to the pandemic and event to showcase the Westhill Real People: Real Faith Project is postponed.	Work with Hub to aid completion of delayed work on Westhill Project	Revised date of completion will be in this term, with showcase event to take place next term.

SACRE budget plan April 2020- March 2021 - DRAFT

CORE COSTS	
Professional fees	
- NASACRE subscription	105
Refreshments for 2 SACRE meetings (<i>June meeting = virtual</i>)	60
IT support for webcasting June SACRE meeting	???
Annual report design/ printing	150
LA link/RE advisor – 4 days: - 3 x SACRE meetings (preparation and attendance) - Annual report writing	2,000
Travel expenses (RE advisor) x 2 SACRE meetings	150
Sub-total budget core costs	£2,465 (+ webcasting costs)
PROJECT COSTS	
Consultancy:	
- 3 x primary network meetings	750
- Half day primary subject leader training – 1 day advisor time (<i>shared with another LA?</i>)	500 (<i>possibly 250</i>)
- Twilight secondary training	250
- Attendance at termly hub meetings	750
- Travel costs (2 x network meetings; SL training; 2 x hub meetings)	400
Contribution to RE programme on secondary federation INSET day	250
Updating of SACRE leaflet – design and printing	100
Refreshments for subject leader training (<i>shared with another LA?</i>)	20
Sub-total budget Wokingham project costs	£3,020
BERKSHIRE SACRES HUB ACTIVITIES	
- Termly Hub meetings (Hub managers’ prep and attendance) - Hub manager travel costs - Hub activities: Completion of Westhill ‘Real People: Real Faith’ Project	Wokingham contribution: 900
Sub-total budget Hub activities costs	£900
Total budget plan	£6,385 (+ webcasting costs)
Budget allocation	£6,800

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Wokingham Primary Network Update Summer 2020

Primary Network Meetings

Term	Date	Venue	#	CPD focus
Autumn	15/10/19	All Saints Voluntary Aided Primary School, Wokingham	15	Assessment in Primary RE
Spring	04/02/20	All Saints Voluntary Aided Primary School, Wokingham	6	Primary RE and Preparing for Ofsted: 3 I's and the 'Deep Dive'
Summer	23/06/20	All Saints Voluntary Aided Primary School, Wokingham		Further exploration of RE and Inspection CANCELLED – Update pack/resources to assist with home learning and socially distanced RE in the classroom sent with opportunity for online catch up meeting on 6 th July (4pm-5pm)

Following the altered arrangements for the Summer network, we are corresponding with Paige Jordan, RE Co-ordinator at All Saints Primary School about setting up a meeting in the autumn term, discussing dates in November. Depending on the situation with the pandemic, this meeting may need to take place online.

The first meeting of the academic year was very well-attended, whilst attendance at the February meeting was disappointing. The teachers present reported that there had been 'a virus going around' and they all knew several colleagues who were unwell. At both meetings this year, teachers were pleased with content and commented upon how useful the sessions are to their practice. Those present at the February meeting were very appreciative of the resources provided to help them plan their curriculum and be Ofsted-ready and said they are going to spread the word to colleagues about the value of the network meetings.

Attendees all said that they would be prepared to welcome visitors from SACRE. They were also keen at the prospect of being involved with the Pan-Berkshire Hub's *Real People, Real Faith* project, filming in local places of worship. They advised they would check diaries, spread the word to colleagues and will get touch directly with Anne Andrews, who is co-ordinating the project. Anne's details were provided to the teachers and Anne is going to let us know if any of the Wokingham teachers are involved the films currently being planned.

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RE: Statutory requirements, compliance and OFSTED

A guide by Fiona Moss, CEO of NATRE

Statutory requirements and curriculum information

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Further information concerning RE in academies and free schools is given below.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;
- academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';
- for foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless, parents request RE in accordance with the trust deed of the school; and
- in voluntary aided schools RE must be taught in accordance with the trust deed.

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
- any person aged nineteen or above for whom further education is being provided at school; and
- any person over compulsory school age who is receiving part-time education.

More detailed information on Academies and free school can be found here

www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools

More detailed information on maintained schools can be found here

www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010

How do we know whether schools in Wokingham are following the law or their funding agreements? How can we find out?

OFSTED and RE

The new Education Inspection Framework has been used in schools for one term. There have been a large number reports that have mentioned RE. In November, NATRE produced a round up of those published so far.

www.natre.org.uk/news/latest-news/101-re-mentions-in-ofsted-primary-and-secondary-reports/

In November NATRE also had conversations with OFSTED over the number of deep dives in RE and we note the number of these deep dives have increased. In simple terms, a deep dive is something that happens within an inspection and is a review of the subject, how it is planned and taught in the school and evidence of the impact that it is having on pupil learning.

Evidence is also being collected by OFSTED for a thematic review in RE.

It is interesting to consider the themes that are emerging from these reports;

1. Pupils need to learn subjects in sufficient depth so that they remember what they have learnt
2. Rushing content, including in secondaries where there is a two-year key stage 3, sometimes leads to gaps in pupils' knowledge and understanding and makes it harder for pupils to comprehend the more advanced GCSE content
3. Where RS is an option at key stage 4, those who do not choose GCSE RS must have enough opportunity to study RE
4. All pupils need to follow a broad curriculum which is similar in breadth and ambition to the basic/national curriculum
5. Where time for RE and PSHE is contracted into shared provision, this limits pupils' understanding of both areas
6. Planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before
7. Visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding
8. Learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain
9. Where the curriculum is well planned, the interaction between subject content and skills, such as across the Humanities is made explicit which strengthens learning
10. Well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more
11. Effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively
12. RE makes a valuable contribution to pupil's personal development and to their understanding of the wider world

Examples of recent statements relating to RE in OFSTED reports

Primary

Good: The organisation of the curriculum allows pupils to build on what they have learnt before. Pupils are able to make links across the subjects. For example, pupils talk with confidence about history and how this links to the learning in religious education and geography

Good: Teachers make lessons interesting. Pupils enjoy learning about other cultures, for example when handling Sikh artefacts. They debate arguments, for example ‘for and against’ having rules, with enthusiasm. Pupils find out about different cultures when listening to visiting speakers such as a rabbi.

RE Deep dive

Good: Pupils learn well because, linked to the school’s agreed policy, teachers plan interesting and creative topics. They develop positive attitudes to learning. Following a visit to the church, for example, Year 2 pupils considered why it is a special place for Christians. They were articulate when asking questions and giving their views. They explained why the artefacts they saw are special to some people, including other pupils in their class, but not to others.

RE Deep dive

Outstanding: Leaders have thought carefully about what pupils should learn in each subject during their time at school. They have sequenced knowledge and skills well so that pupils build on what they already know. This is important because it helps pupils to have a secure understanding of their learning. The school provides an excellent quality of education for its pupils.

The development of pupils’ personal, social and emotional intelligence is a great strength. Pupils have a range of worthwhile, well-taught activities and experience

RE Deep Dive

Inadequate: Leaders’ ambition for pupils is not high enough, so pupils do not learn enough. Pupils study the full range of subjects, but teachers do not consider deeply what pupils need to learn and when. This means pupils do not gain as much knowledge as they should. This includes learning about, and appreciating, different religions and other cultures.

The planned personal, social, health and economic education (PSHE) does not support pupils to be confident, determined and independent in their learning. Neither does the planned curriculum provide pupils with a rich knowledge of religion and other cultures.

Pupils are not well prepared for life in modern Britain. Leaders should ensure that the curriculum gives pupils sufficient understanding and appreciation of religion and different cultures.

RE Deep dive

Good: In most other subjects, including science, history, geography, art and physical education, the curriculum is well planned and organised. However, religious education (RE) is not planned with such precision. Information provided for teachers is short of detail. This, combined with limited training in this subject, leads to uncertainty about important knowledge. As a result, pupils do not learn the knowledge they should. Planning in most subjects, including reading, mathematics and science, is thorough. However, in RE, it lacks important detail. Teachers do not have the knowledge or the training to teach this subject well. Consequently, pupils' knowledge in RE is not as strong as it is in other areas of the curriculum. Leaders should ensure that the RE programme of study is reviewed and revised to give greater detail about the knowledge to be taught and learned. They should also ensure that teachers are provided with the training needed for them to teach RE knowledgeably and with confidence.

RE Deep dive

Secondary

Requires improvement: Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited.

Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum. However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils' understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.

Requires improvement: Parents and carers are overwhelmingly positive about the school. They value the balance the curriculum provides between religious and secular studies.

Pupils learn about different world religions. This helps them to understand the similarities and differences between faiths. It also helps pupils to become understanding and tolerant of others.

Good: Most leaders ensure that subjects are planned in a logical sequence. For example, in Year 7 religious studies, pupils learn about how communities develop, through a well-sequenced series of learning activities. However, in some subjects, such as geography and design technology, learning is not yet sequenced as well.

Good: In many subjects, teachers know what content to teach and when to teach it. This is helping pupils to build on their previous knowledge and to know and remember more. For example, in English, religious education, music and science, content is demanding and teachers make sure that they give pupils the chance to recall prior learning. In these subjects, pupils said that teachers explain work clearly and help them to fill gaps in their knowledge.

Requires improvement: Pupils start too many GCSE courses at the beginning of Year 9. Often, they study their GCSE courses over three years rather than the recommended two. Where this occurs, pupils do not have Year 9 as a preparation year for GCSE. As a result, pupils have gaps in their knowledge and understanding. This makes it harder for pupils to comprehend the more advanced GCSE content. It also limits the connections pupils make to prior learning. Leaders have also stopped the practice of pupils unnecessarily sitting GCSE exams a year early in religious education (RE) and citizenship.

Requires improvement: In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum. In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils' enjoyment of this subject so that more pupils choose this as an option.

Leaders and governors need to ensure that pupils follow a broad curriculum which is similar in breadth and ambition to the national curriculum. They should further improve the curriculum by increasing the depth of learning for pupils in different subjects in key stage 3. Leaders should also increase the opportunities for key stage 4 pupils to study RE in greater depth.

What are OFSTED reports saying about Wokingham Schools?

Overview by Angela Hill:

Wokingham School Inspections Autumn Term 2019

1 Special

High Close School, Residential Special School (ages 7-18) October 2019

No mention of Religious Education or collective worship

1 Primary

Gorse Ride Infants' School, GOOD, November 2019

No mention of RE or collective worship

Wokingham School Inspections Spring Term to 27th February 2020

3 Primaries

Winnersh Primary (4-11) GOOD January 2020

No RE deep dive, but inspecto mentions meeting with subject leaders for art and religious education, looking at planning for these subjects. There was no further mention of RE or collective worship in this report.

Windmill Primary School (ages 4-11) GOOD January 2020

No mention of RE or collective worship

Westende Junior School (ages 7-11) GOOD February 2020

No mention of RE or collective worship

What can we do with information as we get it?

Appendix 1: Reflections on the Inspection framework and RE by NATRE

Here are some sections of the handbook which we found interesting:

1. Paragraph 14 “in a risk assessment, we analyse: school workforce census data”

Regular readers of NATRE articles will know that this data set has been very useful in our lobbying of government. It contains each secondary school’s report on the number of hours of teaching provided in each school year for each subject. NATRE will be encouraging Ofsted to flag any school reporting minimal or no hours of Religious Education using its algorithm so that this can be followed up during an inspection.

2. Paragraph 22

In addition, exempt schools may be inspected between risk assessments if:

- We have received a qualifying complaint that, taken alongside other available evidence, suggests that we should inspect the school
- concerns are identified about the curriculum (including if the statutory requirement to publish information to parents is not met)

SACREs, parents and others are beginning to use the formal complaints process when schools fail to provide the appropriate level of provision for RE. We will be seeking clarification from Ofsted about how complaints, especially those that reach the Secretary of State, can be made available to Ofsted inspectors.

3. Paragraph 44

OFSTED will:

- report on any failure to comply with statutory requirements when they form part of the inspection framework and evaluation schedule, including those relating to the workforce

It is not clear if or how this might identify schools failing to meet statutory requirements in relation to RE.

4. Paragraph 166

“Before making a final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, ...

Attention to spiritual, moral, social and cultural development in the current framework for inspection has often led to mention of good practice in relation to RE in inspection reports. The new framework specifically mentions religious education in this section which should clarify expectations. (paragraph 216 and 219)

5. Paragraph 172

“All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationship and sex education. Academies are expected to offer all pupils a broad curriculum⁶⁸ that should be similar in breadth and ambition.”

Footnote 68 “... academies must include English, mathematics, science and religious education in their curriculum.”

In our opinion, this paragraph has the potential to have the greatest impact on the issue of accountability in RE. It is perhaps unsurprising to see a clear statement of the law in relation to the curriculum in this context. However, in relation to standards, the expectation is that even given academy freedoms, (see 173 below), the curriculum should be similar in breadth and ambition as the curriculum offered in maintained schools.

NATRE intends to seek clarification of the meaning of this paragraph. The implication is that just as the national curriculum is to be used as a benchmark for ‘breadth and ambition’ for the core and foundation subjects, so the curriculum for RE must be as broad and ambitious as that required of LA maintained schools.

6. Paragraph 173

“We will judge schools taking radically different approaches to the curriculum fairly. We recognise the importance of schools’ autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school’s curriculum favourably.”

Some teachers have expressed concern about this paragraph because they believe it might provide a means of explaining away the lack of a rigorous and comprehensive RE curriculum. Time will tell if this concern is justified. It is difficult to see however, how a curriculum could be said to have ‘appropriate coverage and content’ if a subject which

is so unequivocally listed as a requirement for inclusion were missing or covered in a tokenistic manner. We also note that the recent letter to NASACRE from the DFE clearly states that RE must be taught in all year groups. This is further emphasised in paragraph 177 below

7. Paragraph 177

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breath and ambition

Sources of evidence specific to curriculum intent

Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

8. Paragraph 180 -181

Implementation

180. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

181. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching

Inspection reports based on the current Ofsted Framework frequently mention the detrimental impact of teachers' poor subject knowledge on the quality of RE. This is more frequently mentioned in reports on primary schools. The text in this paragraph of the new handbook is much clearer about expectations on schools.

9. Paragraph 216 and 219

216. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values

219. Provision for the cultural development of pupils includes developing their:

- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

We are pleased that Ofsted has supported our recommendations that the descriptors of spiritual and cultural development should include a recognition that knowledge and understanding underpins tolerance and respect.

10. Paragraph 222

Sources of evidence specific to personal development

Inspectors will use a range of evidence to evaluate personal development, including:

- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development

Access the following documents below: School inspection handbook
Inspecting the curriculum The education inspection framework

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National and Local RE Updates for SACREs Summer 2020

National Updates

New HMI Leading on RE

Dr Richard Kueh has recently been appointed as the new Ofsted Subject Lead for Religious Education. Richard is well-known to the RE world through his work on curriculum.

Commission on RE (CoRE) Recommendation 8

RE Adviser, Claire Clinton has been asked by the RE Council for England and Wales to head up a pilot project to investigate Recommendation 8 of the CoRE report in partnership with NASACRE. Claire will be working with Dr Lorraine Foreman-Peck, Honorary Research Fellow at Oxford University. The following SACREs so far have expressed an interest to be part of the project: Hampshire; Barking and Dagenham; West Somerset; Richmond; Manchester; Halton and Warrington jointly; Bath and NE Somerset.

The scope of the project over the next 2 years:

1. Research all SACRE funding in terms of support and finance. This will build upon the work that was done in 2017-18 by NASACRE, and will provide statistics we can use to compare nationally what is going on for SACREs.
2. Action Research with eight SACREs from across the country who have expressed an interest in trialling work as a LANRW as action research

The findings from this work will then be shared publicly. SACREs interested in taking part should contact with Claire at claire.clinton@rematters.co.uk

Should Wokingham SACRE express an interest in being involved in the pilot?

Reminder of CoRE RECOMMENDATION 8

This recommendation regards amendments to the legislation around SACREs to change them to become Local Advisory Networks for Religion and Worldviews (LANRWs). CoRE recommends that LANRWs:

- must facilitate the implementation of the National Entitlement to the study of Religion and Worldviews in all schools within the local authority boundaries by providing information about sources of support available, and must connect schools with local faith and belief communities and other groups that support the study of Religion and Worldviews in schools
- must submit an annual report to the DfE and to their local authority
- should be made up of members from teachers of Religion and Worldviews from all phases including Higher Education, school leaders and governors, ITE and/or CPD providers, school providers including the Local Authority (LA) and Multi Academy Trust (MAT), dioceses, religion, belief and other groups that support RE in schools or wish to do so (this might include local museums and galleries as well as religion and belief groups).

National Events and CPD

National Leadership pilot for RE leaders

A new steering group for a new pilot leadership programme which builds on the AREIAC REvitalise programme which ran last year. It aims to mentor potential national leaders of RE over a programme of one to three years. This year the pilot programme has four teachers who have started Stage 1 which uses the Culham St Gabriel's **Teach:RE** course as its basis. There are nine teachers on Stage 2, further developing their leadership and understanding of curriculum, pedagogy, policy and research. As part of the programme some participants will be attending

SACRE meetings as observers. More information can be found here:

<https://www.cstg.org.uk/programmes/pilot-leadership-programme/> or email claire.clinton@rematters.co.uk

Open University course on religious literacy

Why Religion Matters: Religious Literacy, Culture and Diversity

<https://www.futurelearn.com/courses/why-religion-matters/> is a 4-week (12 hours) course presents some of the latest university-level thinking on religious literacy as skills and principles in a free, accessible and interactive course. It will be easy for RE Teachers to apply these principles in their presentation of curriculum and topical discussions. The next start date for this course is 2nd November 2020.

#REchatUK

Teachers and other RE professionals are invited to participate in NATRE's #REChatUK twitter discussion which takes place on Mondays, between 8 and 9pm. Everyone is welcome!

Research

RE teachers' engagement with research

Culham St Gabriel's (CStG) and the Graduate School of Education, University of Exeter are collaborating on a research study exploring RE teachers' engagement with research. Culham St Gabriel's Research for RE strategy and wider discourses surround CPD, have emphasised the valuable role that research can play in teachers' professional development and practice. However, deeper understanding is needed about the range of ways RE teachers engage with research, access it, mediate it, interpret it, and use it to inform practice within school contexts. In order to gain a deeper understanding of how and why RE teachers engage with educational research, and how that engagement with research informs their practice, we would like to talk to teachers.

Teachers of RE in primary, middle or secondary schools in England or Wales who would like to get involved in this project, please contact Samantha Brown (research assistant) at the University of Exeter at s.brown6@exeter.ac.uk. Participation would involve a virtual interview, lasting approximately one hour.

Home Learning

Home learning resource packs

NATRE have over 1500 resources available online. Member simply click the link and login.

To help you during this difficult time, RE Today is working hard to support NATRE by producing resources that ALL teachers can use and share with pupils and parents in order to support with home learning. We will be adding FREE resources to this page on an ongoing basis so please keep checking the site. Resources can be accessed here: <https://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/>

A list of useful resources for RE home learning from a range of providers can be found here:

<https://www.natre.org.uk/uploads/Additional%20Documents/RE%20home%20learning%20resources%20v2.pdf>

UK Council for Subject Associations launches directory to support educators

Subject associations are experiencing a surge in demand for practical resources to support home learning in the wake of the coronavirus pandemic. In response, the UK Council for Subject Associations (CfSA) has created a new online directory of organisations to guide parents and education professionals in need of specialist resources and support across all subjects. Many resources have been tailored for use by parents as standalone materials while retaining links to wider learning programmes. Some of these were made available via BBC Bitesize and other BBC channels on 20th April.

Access the new Subject Association Directory here: <https://www.subjectassociations.org.uk/the-cfsa-directory/>

BBC Bitesize Daily

NATRE has received schedule information from the BBC via RE Today Adviser Lat Blaylock who has been commissioned to support them with the creation of RE lessons for Bitesize. The first Secondary RE lesson went out on the morning of 23rd April and is now available on iPlayer, via the following links:

11-12: <https://www.bbc.co.uk/iplayer/episode/p089rj1x/bitesize-1112-year-olds-week-1-4-maths-english-and-religious-studies>

12-13: <https://www.bbc.co.uk/iplayer/episode/p089sg9j/bitesize-1213-year-olds-week-1-4-maths-english-and-religious-studies>

13-14: <https://www.bbc.co.uk/iplayer/episode/p089rfyz/bitesize-1314-year-olds-week-1-4-maths-english-and-religious-studies>

Further transmissions are **currently** scheduled as follows:

Primary RE – Thursday 30th April

Primary RE – Thursday 7th May

Secondary RE – Thursday 7th May

Secondary RE – Thursday 11th June

Primary RE – Wednesday 1st July

Secondary RE – Thursday 2nd July

These are of course subject to change. The BBC hope to keep us informed of any changes.

Classroom resources update

New RE films from BBC Bitesize

RE Today has been working with the BBC for many months on a new RE project for 11-14s. This new, free BBC Bitesize RE content for Key Stage 3 is very timely as it is designed for pupils to use themselves, rather than needing a teacher to tell them what to do.

There are 22 new short films with accompanying information and activities which are now live and ready for your pupils. Access the BBC Bitesize films and resources here:

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

From the Inter Faith Network

The IFN has produced a resource for primary schools, aimed at teachers in upper Key Stage 2, which explores inter faith activity in the UK – with a focus on England. The resource has a teacher introduction and four units that can be used to explore inter faith activity, looking at issues such as dialogue, social action and sport. Each unit has a series of hyperlinks that link teachers and pupils to actual projects across England with a series of possible tasks to assist learning. It can be found at:

<https://www.interfaith.org.uk/resources/learning-about-inter-faith-activity-a-primary-resource>.

The IFN has been collating and publishing the ways that faith communities and inter faith bodies are responding to the Corona virus/Covid-19 crisis. The link can be found at:

<https://www.interfaith.org.uk/news/faith-communities-and-coronavirus>. This is being updated on a weekly basis as more responses come in.

How GCSE, AS and A Level will be awarded this year

After consultation with NATRE and other subject associations, Ofqual have published details of how GCSE, AS and A levels will be awarded this summer. You can find the details and the relevant documents here:

<https://www.gov.uk/government/news/how-gcses-as-a-levels-will-be-awarded-in-summer-2020>

As decisions are being taken, NATRE will continue to work with Ofqual to ensure that the voice of teachers of RE is represented. Ben Wood, Chair of NATRE, said: "In these unprecedented times, we know that everyone is concerned to ensure that pupils gain the results they deserve this summer. In our discussions with Ofqual we have raised issues specific to awarding of grades in Religious Studies, and we are pleased that Ofqual have listened and acted upon these. We will continue to liaise with Ofqual as this process continues in the coming weeks to help ensure that this process is fair both to teachers and to pupils."

#REChatUK Video Resources

NATRE held its weekly Twitter chat, #REChatUK, on Monday 27th April 2020. The topic of discussion was 'Using video clips to aid remote learning'. All the links shared were captured and have been collated as a free resource for teachers and parents to provide further support during this uncertain time. The list can be accessed by following this link:

<https://www.natre.org.uk/uploads/List%20of%20video%20clips%20of%20aid%20independent%20learning%20FINAL.pdf>

News on RE Trainee Teachers

New entrants into teaching RE

40% of new PGCE students have become Religious Education teachers after graduating in other humanities subjects such as History, Philosophy, or Sociology. This increase boosts the number of new RE teacher trainees to its highest level in almost a decade.

New data obtained by the National Association of Teachers of RE (NATRE) via a Freedom of Information request to the Department for Education reveal that 196 Initial Teacher Training (ITT) students preparing to become RE teachers have taken a Subject Knowledge Enhancement (SKE) course, having graduated in another subject.

The overall number of new ITT RE teachers increased significantly - by 30 per cent – to 488 in the 2019/20 recruitment cycle, compared with 376 in 2018/19. The number of new RE teacher trainees is at its highest for nine years; 860 students were recruited in 2010/11, exceeding the Government's target by 131 per cent. This surge in numbers follows a decision by the Department for Education to cover the cost of SKE courses for RE and to provide students with a bursary of £200 a week for the eight-week programme.

Commenting on the increase, NATRE Research Officer Deborah Weston said: "Around one hundred Theology and Religious Studies graduates choose to train to become Religious Education teachers every year. With a Government target for new RE student teachers ranging from 525 to 650 over the past four years, this means we need to recruit at least 80 per cent of trainees from other subject specialisms.

"This additional Government funding for SKE courses has opened up an exciting career in RE teaching to people from a broader range of backgrounds. Trainees mainly come from other Humanities, such as Philosophy, History or Sociology, but we have also seen new recruits from subjects including Law, Criminology, or Politics."

A campaign to attract graduates and career changers to teach RE launched in 2015. It has highlighted the inspiring and challenging nature of the role, as well as the availability of financial support while training. Within 12 months of the campaign's launch, RE teacher trainee applications were up 35% year-on-year. Teacher training courses are open to graduates from a range of academic disciplines and from all sorts of diverse backgrounds. Successful candidates can benefit from a bursary of up to £9,000 a year while they study.

SKE courses are available from schools, universities or other providers. The Teach RE Religion and Worldviews course, for example, requires 200 hours of distance learning over eight weeks.

Anyone looking for more information about training to be a RE teacher should visit

www.teachre.co.uk/beyondtheordinary.

Further information on differences between regions of the country in the demand for teachers in general and how RE compares with other subjects in the number of secondary vacancies in England as a whole by following this link:

<https://www.natre.org.uk/uploads/Teacher%20vacancies%20and%20regional%20variations%202020%20final%5B1%5D.pdf>

This story has also been covered by TES, available here <https://www.tes.com/news/re-popularity-boost-30-rise-trainee-teachers>

Developments in Wales

Following the Welsh Minister for Education's announcement last January of her intentions to re-name RE Religion, Values and Ethics (RVE) as well as to remove the parental right of withdrawal from the subject, Welsh Government is now consulting on proposal to make legislative changes for religion, values and ethics in the Curriculum for Wales Framework. The relevant document and response forms can be found here: <https://gov.wales/legislative-proposals-religion-values-and-ethics>.

The proposals involve making significant changes to the scope of RVE, arrangements for SACREs and Agreed Syllabus Conferences (ASCs) as well as to the expectations placed upon different types of schools.

Local Updates

Primary Network

Due to the current COvid-19 situation, the primary teacher's network have been provided with a pack of resources and updates in lieu of a face-to-face meeting. Primary teachers are also being invited to attend an informal online meeting scheduled for Monday 6th July, to catch up with one another, share ideas around the resources in the pack and for a general discussion of all things RE in their 'new normal'.

Secondary CPD

The secondary training around improving GCSE performance has been postponed and it is hoped that this can be re-scheduled in the autumn term, depending on how the situation around the pandemic develops. This will be reviewed at the start of the academic year. If face-to-face training is unlikely to be possible, other arrangements will be considered.

Pan Berkshire Hub

The Hub met online on 27th April. The Real Faith: Real People Westhill Project continues with some delays. The launch event planned for 2nd July has been postponed. At present, there is not a date for the re-scheduled event, but it may well take place around the same time in 2021.

Inspiring RE conference, Milton Keynes

This NATRE CPD arranged by the Central South RE Ambassador, Sarah Payne was scheduled to take place in March in Milton Keynes but had to be postponed. A tentative rescheduled date of 14th October has been arranged. The event is for primary and secondary teachers/heads of RE and costs £50 per delegate.

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