



WOKINGHAM BOROUGH COUNCIL



A Meeting of the **SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held in TEAMS MEETING on

MONDAY 7 NOVEMBER 2022 AT 6.15 PM

And can be viewed on YouTube here <https://youtu.be/ojnlgPNEvnM>

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

Susan Parsonage
Chief Executive

Published on 28 October 2022

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

Group A

Catherine Jinkerson	Free Church
Beth Rowland	Free Church
Nigel Harman	Free Church
Anju Sharma	Hinduism
Shira Solomons	Judaism
Sukhdev Bansal	Sikhism
Shahid Younis	Islam
Vacancy 2	C of E Representative

Group B

Linda Galpin	Church of England
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Group C

Stephen Vegh	Chairperson / Education Officer
Julie Easton	Primary RE Teacher
Louisa Gurney	Primary Headteacher
Paris Finnegan	Primary RE Teacher
Philippa Chan	Primary Headteacher
Philip Theobald	Primary Headteacher
Samantha Lawless	Primary RE Teacher
Nick Barnett	Soulscapes

Group D

Adrian Mather	Wokingham Borough Council
Jackie Rance	Wokingham Borough Council

Clerk to the SACRE

Catharine Newport

LA Link / RE Advisor

Angela Hill and Emily Waddilove

ITEM NO.	SUBJECT	PAGE NO.
1	WELCOME AND APOLOGIES The Chairman will welcome members, guests and new members. The clerk will extend apologies received. Stephen/Clerk (2mins)	
2	ELECTION OF CHAIR AND VICE CHAIR - CLERK	
3	MINUTES To confirm the minutes of the meeting held on 20 th June 2022.	5 - 14
4	MATTERS ARISING	
5	HOW ARE THINGS IN WOKINGHAM SCHOOLS? - EW	

6	DEVELOPMENT PLAN AND BUDGET UPDATES - EW AND AH	15 - 18
7	DRAFT ANNUAL REPORT ON PREVIOUS ACADEMIC YEAR - EW AND AH	
8	FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES - AH	19 - 20
9	BERKSHIRE SACRES HUB UPDATE - AH	
10	NATIONAL UPDATES RELATING TO EDUCATION AND RE	21 - 28
11	NASACRE UPDATES	
12	WORLD VIEWS - AH	
13	SELF-EVALUATION TOOL DISCUSSION - AH	
14	AOB	
15	DATES OF NEXT MEETINGS	
	Date of next meetings:	
	6.15pm - 20 th February 2023 – in TEAMS	
	6.15pm – 5 th or 12 th June 2023 date to be confirmed – in person	

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Agenda Item 3

SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)

MINUTES OF A MEETING HELD ON 20 JUNE 2022 AT 6.15 PM

Committee Members Present

Group A

Catherine Jinkerson	Free Church
Beth Rowland	Free Church
Anju Sharma	Hinduism
Shira Solomons	Judaism

Group B

Linda Galpin	Church of England
Rev Philip Hobday	Church of England

Group C

Stephen Vegh	Chairperson Education Advisor
Julie Easton	Primary RE Teacher
Philippa Chan	Primary Headteacher
Samantha Lawless	Primary RE Teacher

Group D

Jackie Rance	Wokingham Borough Council
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Clerk to Sacre

Catharine Newport

LA Link / RE Advisor

Angela Hill and Emily Waddilove

1 WELCOME AND APOLOGIES

The Chairman welcomed 2 new members. Nigel Harman, an Elder of Wycliffe Baptist Church representing the Free Church Group A and Cllr Adrian Mather who is replacing David Hare. We are very pleased that they have both chosen to join us.

Apologies were received from Nick Barnett and Shahid Younis.

2 MINUTES

The minutes of the meeting held on 7th March 2022 were proposed by Beth Rowland and seconded by Philippa Chan.

3 MATTERS ARISING

This will be dealt with as we go along.

4 SUMMER TERM 2022 - HOW ARE THINGS FOR WOKINGHAM SCHOOLS? - EW

Things have eased since last term with staff and pupil absences being less of an issue but we know that Covid is on the rise again nationally and some schools have reported a slight increase in absences.

Schools are operating more normally but some practices may have changed permanently since the pandemic. Some schools for example are keeping parent/teacher meetings online as these worked well from both sides. Some schools have kept staggered break-times and start-times and increased ventilation.

Most if not all covid restrictions have been lifted. Schools have gone back to having extra-curricular activities, trips & visits, whole school assemblies etc.

Schools seem busier than ever working hard to support children to recover from the effects of the pandemic in terms of their wellbeing, social skills and academic achievement, with the amount of face to face classroom time missed being now more fully realised. And of course, there has been an effect on the children's families over those pandemic years and now the cost of living crisis and other family pressures: these are all having an impact on children in schools.

There have been various reports recently looking at the impact of the pandemic on children in Schools. Some of the most significant areas of impact are young children's communication and language skills, and children's personal social and emotional development. Some Head Teachers have said that children are noticeably less mature than they would normally be. Children are showing increased levels of anxiety and less confidence and resilience. Of course children have gaps in their knowledge and skills, although there's a lot of progress being made in closing those gaps and, in some cases, children have got back to where schools would have expected them to be.

Schools are providing a lot of extra support at the moment to help children to catch up, and supporting their wellbeing. In some cases they are adapting the curriculum for all children in order to fill the gaps in their learning. There is Government support being provided to schools in the way of extra funding for example to support children via a national tutoring programme, although this isn't always easy to access. The tutoring program has had a lot complaints about the excessive amounts of bureaucracy around it, the lack of tutors being available and the quality of the tutors not necessarily always being good. So, many schools have decided to use their own staff for tutoring which can work out a lot better but of course that is additional work and effort for the school staff.

This summer's statutory assessment is happening which means primary school testing is happening for the first time since the pandemic. 'A' Levels and GCSE's are also happening currently in secondary schools and school staff have been working really hard to prepare children for those tests and exams.

A completely different thing that schools are having to deal with at the moment is new arrivals from other countries. Here in the South East of England, Wokingham and Reading are the two most popular boroughs for Hong Kong families to settle in so, for the last 18 months/2 years we've had a lot of families coming to the Borough from Hong Kong and that is continuing. In addition, more recently we have families from Ukraine coming to the Borough. The latest data tells us that over 100 households in Wokingham have volunteered to host Ukrainian families and so far 40 Ukrainian children have been placed in Wokingham schools but we're expecting a lot more in the coming months.

All of this means that there is quite a lot of pressure on school places in the Borough particularly in some year groups and some Head Teachers are admitting children over their admission number in order to offer those children a school place. Schools are working together to come up with solutions for how can they find school places for all these extra children and of course when schools do admit these children they have got to support their language needs and in many cases their wellbeing needs, especially if they've come from Ukraine.

In terms of LA officers working with schools we're finding in the school improvement team that we are getting quite a lot of teachers sending apologies for network meetings and training because there is so much going on at the moment meaning teachers simply cannot attend even though they want to get to everything. There is an awful lot of tiredness among staff from dealing with the impact of the pandemic.

Schools are now welcoming visitors. As a school improvement team we are now visiting schools in person where we need to but we are still meeting with teachers online where that works well, for example, our training and network meetings. Going forward, what some teachers seem to be saying to us is please carry on doing things online. Other teachers are saying please can we meet face to face. Some are saying we'd like a mixture so it is really hard to know in practice what to do but it will probably be a mixture. Therefore, in conversation with Angela about the SACRE development plan going forward, we are thinking we will offer schools a mixture of online and in person sessions. Our training and network meetings will probably continue to be online with just a few face to face. And maybe, as we have agreed for our SACRE meetings, we will have face to face sessions in the summer months and online for the rest of the year.

5 DEVELOPMENT PLAN AND BUDGET UPDATES - EW AND AH

Budget update [EW] – please refer to page 13 of the agenda pack.

This is just a quick update on the end of the last financial year - the blue font shows the things we've spent money on since our last SACRE meeting in March where we had a discussion about how to spend some additional money that we had left in the budget. We put forward a proposal of offering our secondary schools a programme of training which SACRE members approved. So, on that basis, secondary schools have been offered one training session that took place live on zoom and then three recorded training sessions that they have been able to access whenever they like. Coming up this week, Angela and her colleagues are offering a Q&A session to follow up on the live and recorded sessions. Altogether we spent £1800 on this which, added to Angela's invoice for her consultation time, brought our end of year spending to £9409. Just £191 short of our budget allocation of £9600.

Draft budget plan for this current financial year – please refer to page 15 of the agenda pack.

This year's draft budget plan includes most of the things that are usually included. To avoid being in the same position as last year where we had surplus right near the end of the financial year, Emily has tried to be really forensic by working out exactly what we are going to spend. That has been made easier by the fact that we already know what will be online and what will be face to face and, of course online means we do not have to budget for travel costs and refreshments.

Our budget allocation this year is as usual £6800. We didn't carry forward any from last year like we did previously and our budget plan, as things stand, adds up to a total of

£6670. We have £130 that we haven't budgeted for yet which we could either decide to budget for or we could leave it as contingency funding depending on what people want to do.

Just to note, the syllabus review should have taken place next year but has been deferred to 2023/2024 so we will need to request a slightly higher budget in that year to take account of the additional costs.

The final budget document – page 17 of the agenda pack - documents the small sums that we have spent so far to date this financial year. It does not include Angela's summer term invoice as she invoices us termly.

Stephen asked whether we do anything for Early Years. Angela replied that, last year, we had a network meeting with early years focus and training provided by Fiona Moss. This was well received and is something we are looking at developing in the near future.

Development Plan [AH] – please see page 19 of the agenda pack.

Angela highlighted a few items as follows:

A CORE BUSINESS Action 3 It has been very difficult for members to visit schools as before but that may be possible in the coming months. This would enable members to see what is going on in classrooms and collective assemblies. In addition, we have noted another way for members to engage with schools - by attending online network meetings as observers.

Stephen pointed out the typo in the 'Actions' box, it reads 2019-20 instead of 2022-23

B. To support teachers of RE ... Action 1

We have surveyed teachers and listened to what they have to say in respect of their needs for training and we will continue to be flexible and offer what they need.

Instead of 3 network meetings for Primary, we have included 2 Primary network meetings, 2 Secondary network meetings and 1 Primary & Secondary network meeting. The latter has proved incredibly useful in recent years as it has enabled colleagues to come together on areas like transition and the conceptual understanding project and see them from a different perspective.

In terms of the hub projects.....There is no appetite at the moment for the syllabus to change but we have picked up on the fact that some teachers do not fully understand what the current syllabus is and its place within their teaching practice. There is a meeting planned for the pan-Berkshire hub which will be held online on 14th July 2022. There will be more news on the syllabus review after that meeting.

The 'Real People Real Faith' project is ongoing with more films being made with different faith communities and also with humanists across Berkshire. These have been well received by teachers and can be access via the NATRE website.

Sam Lawless attended one of the subject knowledge training sessions for secondary schools and, speaking as a Primary RE Teacher, found it incredibly useful and would encourage other SACRE members to access the recordings and to attend future training sessions.

Angela found that comment very encouraging and reminded us that all that network meetings are open to both Primary and Secondary teachers as well as SACRE members and we try to ensure that all meetings are advertised to all. Angela and Emily are working on a one page flyer with all of the training and network opportunities for next academic year included so that teachers know what is available and can plan their diaries.

Catherine asked whether 'getting ready for the syllabus review' could be included in the network meetings so that teachers understand that the pan-Berkshire syllabus underpins any other schemes that might be used. Angela agreed that it is important to ensure that all RE teachers fully understand this, and this can be included in network meetings.

Stephen reminded us that with regards to membership we are a couple of members down in Group B and need a Buddhist member to join Group A. As always the best way to recruit is by personal connection/invite so please think if there is anyone you know who could join these categories.

Stephen explained for new members that we have a statutory duty to review the syllabus every 5 years and make appropriate changes based on local needs. This should have been done for 2022 but due to the pandemic we have deferred it to September 2023 with a view to having it ready for September 2024. This will then last for 5 years and will be reviewed again in 2029. Beth further explained that we work together with the 'Hub', which is a group consisting of all Berkshire SACRES, on the syllabus. This enables us to share costs because it takes a lot of hours and is therefore quite costly financially. The Hub meets termly and either Stephen, Beth or Angela attend the meetings. Apart from sharing the costs it also ensures that all the schools in Berkshire are working with the same syllabus. The Hub also feeds back information into NASACRE. Stephen thanked Angela for attending every hub meeting and for championing Wokingham.

ACTION: Beth Rowland and Emily Waddilove to work together on budget for 2022-23 and include a wish list. ONGOING

ACTION Everyone to contact Emily Waddilove with 'wish list' proposal if you have one
ONGOING

ACTION: Emily Waddilove and Angela Hill to proceed with the proposal for the training for secondary school staff and send SACRE members AND Primary School colleagues a link to the training. COMPLETE

6 FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES - AH

Please refer to page 23 of the agenda pack

Teacher networks have been positively received and quite well attended. Not so well attended by secondary schools but there are fewer of them. The Primary subject leader training happened on 21st March 2022. The only negative feedback was from a teacher who felt it would have been much more helpful to have had the training in September rather than struggling to manage until March. We have, therefore, taken that on board, and will run the next Primary subject leader training on 22nd September 2022.

SACRE members are welcome to come along to St Crispins on Wednesday 29th June at 4pm for our first face to face Primary & Secondary RE network meeting. Please let Catharine Newport know if you would like to come.

Emily advised that school staff were asked to respond to a School Improvement team survey. This included questions about support for RE teachers in terms of network meetings and training. Schools had the option of saying the support exceeded expectations, met expectations, or was below expectations. We had twenty-two respondents who had attended some form of RE support. Of those twenty-two, ten said it exceeded their expectations, ten said it met their expectations and two said below expectations. Throughout the survey, there were one or two people who responded with 'below' and unfortunately, they didn't give a comment so we don't know why. It could be that the meetings were at a time that didn't suit them for example or that they would have liked them to be in person when they were online, rather than any issue with the quality of the meeting. So, we have no idea why they those two said below but still it means 90% said we either met or exceeded their expectations which is really positive.

7 SACRE PROJECTS - EW

We have updated the SACRE leaflet which is on our website and explains who we are and what we do. It is updated once a year and, because it includes names of current members, becomes out of date almost immediately! This new leaflet is attached.

Stephen was reminded from the content of the leaflet that the 'Crossing the Bridges' project may have fallen by the wayside since covid and suggested that he, Angela and Beth take it to the Hub and relaunch it.

Catherine mentioned that her experience recently showed, encouragingly, that the 'Crossing the Bridges' project had not been completely forgotten. She was reminded that she had heard a comment several years ago that the cover of the SACRE leaflet did not have a symbol for Christianity, just a building. Stephen agreed that it would be good, in the interests of equity, for Emily to review this.

Shira pointed out that for many schools visiting places of worship is a time consuming and costly activity and that many have said they would welcome the opportunity to do it online instead. It may be worth looking at how many places of worship can accommodate this. Stephen agreed and said this should be mentioned at the Hub as well.

Action: Stephen relaunch 'crossing bridges' at the hub and the issue of whether places of worship are set up for 'online visits'.

Action: Emily to review the pictures on the cover of the SACRE leaflet regarding the missing symbol for Christianity.

8 BERKSHIRE SACRES HUB UPDATE - FEEDBACK FROM HUB MEETINGS INCLUDING SYLLABUS REVIEW PLANS - AH

No further updates from the hub at the moment

Beth just wanted to highlight to new members the 'Real People Real Faith' films which can be found here.

[Real People Real Faith \(natre.org.uk\)](http://natre.org.uk)

These videos can be used by teachers in the classroom for children to find out more about a particular faith.

9 WORLDVIEWS - AH WORLDVIEWS

In 2018 the RE report made lots of recommendations. One of those being to not limit discussion to the big six religions but to broaden it and change the name of religious education to religion and worldviews. That hasn't happened and nothing from that report has become statutory but it's been massively influential to thinking around our RE curriculum.

Definition of Worldviews

'A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviors, experiences, identities and commitments.'

Angela played a video 'Nobody Stands Nowhere' which encapsulates a lot of the thinking around the commission's recommendations on RE.

The video can be found here [Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.](#)

Shifting to world view reflects society which is less religious than it once was and is also more inclusive, encouraging people to realise that everyone believes something. This would mean that RE is more inclusive and perhaps more relevant.

The topic of Religion and Worldviews is messy to say the least and, whilst there has been a great deal of thinking behind it, there is no firm consensus of what it is. But, it encourages us to recognise the messiness of human experience and the complexity of belief and the interchange between different religions and worldviews, ideas and ideologies and encourages us to celebrate the messiness. And this needs to be considered when we look at the new curriculum.

You will see from the diagram in the slides that there are opportunities as well as threats in shifting to the religion and worldview paradigm. One negative aspect is that there is too much subjectivity in relation to what you include or exclude from the topic. Ofsted are keen to see that schools have prepared pupils well for life in a multi-religious multi-secular world where worldviews are complex with people perhaps holding multi views and faiths at the same time.

Draft Handbook on Religion and Worldviews in the Classroom: Developing a worldviews approach - See handouts from page 58 -69 in the Agenda pack.

As part of a three-year Worldviews project , the RE Council of England and Wales (REC) has published a draft Handbook for Religion and Worldviews in the Classroom.

The Draft Handbook sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. It incorporates a revised **National Statement of Entitlement (NSE)**, which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The Handbook then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils' personal worldviews, and what progress looks like in a worldviews approach.

We will aim to look at this in more detail at our next meeting.

Anju asked whether the curriculum would need to be changed in line with this. Angela advised that at the moment, this is just something for us to be aware of, that this is the current thinking and that it will probably be relevant when we look at reviewing the syllabus next year.

Shira commented that she has misgivings about it as, for example, Judaism is not a worldview but a way of life, a culture, an identity, a history, whereas the term 'Worldview' seems focus on individualism. Angela pointed out that, whilst she had only been able to give a taster to the topic this evening, Shira's views highlight the complexity and the need for wider discussion.

ACTION Here is a link to the Draft Handbook. Could everyone please read it and come to the next meeting prepared with views and comments.

10 NATIONAL UPDATES RELATING TO EDUCATION AND RE - AH

Please refer to pages 25 – 30 in the Agenda pack

Just to highlight a couple of items.

The report card on RS is interesting. Just a quick glance shows the picture of RE over the last five years with some good news as well as some concerning trends. You can also see that no money has been spent on RE by the Government whereas other subjects have enjoyed quite a lot of investment. However, RE entries for the GCSE full course are on the up so it seems RE is recovering from lack of inclusion but there is also a lot of work to be done in terms of resourcing specialist teachers for RE as well as allocating a decent amount of time on the curriculum. It does seem, from Ofsted inspection reports, that these issues are being addressed. An RE Today colleague has reviewed some Ofsted reports and it is becoming clear that Ofsted are holding schools to account if there isn't equal time allocated for RE in relation to other humanities subjects. This is really encouraging.

We've already covered the Draft Handbook on Religion and Worldviews but it would be really good if everyone could try and engage with that and come to a SACRE meeting with questions.

NASACRE have online training available and, as we are paid up members, you will receive updates of that training from Catharine. We recommend, if you have the time, that you sign up for some of them as they are very good.

Those of you who are teaching, if you can, just keep promoting and plugging the NATRE Spirited Arts 2022 competition.

ACTION Share entries from Wokingham Schools at next meeting.

The University of Edinburgh training on Buddhism is very valuable and free to access. Really handy if you are teaching about Buddhism in Key stage 3 to Key stage 5. It is written and presented by academics.

11 NASACRE UPDATES AND FEEDBACK FROM NASACRE CONFERENCE / AGM - AH

The NASACRE Annual Conference took place online on Monday 23rd May 2022 and the slides from that conference are included in the agenda pack pages 31- 69.

The main focus of the conference was really about how SACREs can be ambitious, what they can do to make sure that they are working in ways that gets RE in front of pupils in schools, how SACREs can overcome challenges like underfunding or lack of members. There were lots of discussions around Worldviews and all in all it was a most valuable conference. A summary of the meeting is attached.

12 SELF-EVALUATION TOOL DISCUSSION

There was an action from the previous meeting for Stephen, Beth and Angela to get together to discuss this. Due to time and work pressures, this has not happened.

Angela explained to the committee that NASACRE have come up with a self-evaluation tool to help SACREs be introspective and look at what they are doing well, what needs to be improved and identify areas where they may need some support.

The tool is very lengthy and detailed and will require a lot of time and effort either from SACRE members, which is asking a lot of members, or from Angela which will incur a charge. Angela and Emily have had a brief discussion and agreed that there may be some benefit to using some sections of the tool but it will need to be agreed which areas to include and which to leave out. There is no statutory requirement to use any of it so we should only do it if we see it as a benefit to ourselves vs the amount of time and effort to do it.

Catherine Jinkerson suggested that, as everyone on the SACRE committee have volunteered to be on it, it would be good if everyone could review the tool and recommend areas which may be of benefit and feedback so that Stephen, Beth and Angela can see if there is any commonality.

Adrian Mather suggested discussing it with other SACREs as a way of self-checking and measuring ourselves against their activities.

ACTION: Everyone to review the tool and feedback suggestions to Catharine Newport by 3rd October 2022 to enable discussion at the next SACRE meeting.

ACTION: Angela Hill to share and compare our use of the tool with other SACREs at the Hub.

13 AOB

This is Rev Philip Hobday's last meeting and we are very sad to see him go and will miss his calm presence at our meetings. Thank you Philip for your commitment to Wokingham SACRE, we wish you every success in your new role in Wakefield.

14 DATES OF NEXT MEETINGS

Monday 7th November 2022 6.15pm – online in TEAMS; Monday 20th February 2023 6.15pm – online in TEAMS; June 2023 date tbc

Part 2

In 'part 2' of the meeting (confidential matters), Stephen updated members on his thinking regarding previously discussed actions in relation to RS provision in our secondary schools.

Wokingham SACRE action plan April 2022-March 2023

(See budget sheet for costings)

Aim	Actions	Timescales	People Responsible	Summer 2022	Autumn 2022	Spring 2023
A. CORE BUSINESS To be a supportive and proactive SACRE enjoying full and well-informed membership	1. Fill membership vacancies if/when they arise Work proactively with SACRE members, faith communities and other partners to ensure representation on all SACRE committees.	ongoing	SACRE Chair SACRE Clerk SACRE members		Current vacancies: Christian denominations other than Cof E – 1 vacancy; Buddhism; C of E – 2 vacancies	
	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 2022 Autumn 2023 Spring 2023 Termly teacher network meetings and occasional training events	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	Meeting Quorate	Meeting	Meeting
	3. SACRE member attendance at networks and training events/and or visit local schools	Aim for one person to visit a school by the end of the 2019-20 academic year, and one each term thereafter	SACRE Chair SACRE Clerk SACRE members RE teachers and school leaders	Member participation at least 1 event/or at least 1 school visit 1 SACRE member attended the Three Religions Q	Member participation at least 2 events/or at least 2 school visits in total	Member participation at least 3 events/or at least 3 school visits in total

				and A on 23/06/2022		
	4. Produce annual SACRE Report	Autumn Term 2022	SACRE Adviser and clerk	Draft report prepared	Present draft for members' approval during Autumn term Submit report by 30 th December 2022	Present final, submitted report at Spring 2023 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 and AGM online on 23 rd May 2022 – Wokingham represented	NASACRE updates discussed at Autumn meeting. Invitation opened to members to attend the AGM in 2023	Spring 2023 SACRE meeting to finalise who will attend NASACRE AGM in 2023 to represent Wokingham SACRE
B. To support teachers of RE to continually improve RE learning in their school, ensuring that the agreed	1. Provide two termly primary network meetings, two termly secondary network meetings and one cross-phase network	Ongoing, network meetings meeting each term plus feedback at each termly SACRE meeting	SACRE Adviser	Cross-phase network took place at St Crispin's School, Wokingham on 29 th June	Primary network took place on 4 th October 2022. Secondary Network to take place on 22 nd November 2022	Cross-Phase Network planned for 7 th March, St Crispin's School (face-to-face)

Pan-Berkshire syllabus is understood, and teachers are equipped to deliver it effectively	meeting for Wokingham teachers				Extra CPD session for secondary schools on 14 th December All online	
	2. Primary Subject Leader Training - twilight session online (may be joint with Reading or Bracknell)	Autumn term 2022	SACRE Adviser	To be advertised in the summer term and booking to be made available	Training took place on 22 nd September 2022. 10 attendees. Feedback to SACRE	Prepare to advertise September 2023 session.
	4.Support RE teachers and leaders in secondary schools with an annual twilight CPD in addition to network meetings	Ongoing	SACRE advisor, Chair and clerk	Advertise secondary CPD opportunity – teachers asked for input on content	As well as secondary network meeting on 22 nd November 2022, there will also be a twilight CPD for secondaries on 14 th December 2022	Secondary teachers will also have the opportunity to attend the face-to-face cross-phase network on 7 th March 2023 at St Crispin's School.
Pan-Berkshire Hub	Consolidate and develop the Pan-Berkshire SACRE Hub. Syllabus review	Ongoing	SACRE members SACRE advisers and the 6 Chairs from all Berkshire SACREs	The Real People: Real Faith Project is complete but work extended with extra funding to develop films	Work with Hub to aid extensions of the Real People: Real Faith project Liaise with SACRE members and Hub	Begin to establish, in earnest, the Agreed Syllabus Conference.

				<p>and resources on additional faith communities.</p> <p>The Hub continue to seek contributions from faith communities to demonstrate diversity within as well as across religions</p> <p>Syllabus review: it has been agreed that the review will be postponed for a year due to the pandemic and new thinking emerging around RE. Discussion of ways forward will continue this year.</p>	<p>to consider the feasibility of further projects, but prioritising the syllabus review</p> <p>Teacher survey re agreed syllabus has now been considered and next steps relating to the syllabus review being discussed</p>	
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Agenda Item 8

Wokingham SACRE Summer Meeting

Teacher Networks and Training Opportunities

Since the last SACRE meeting on 20th June 2022, the following training opportunities and networks for teachers and leaders of RE in the local authority have taken place. All events that have already taken place have received overwhelmingly positive feedback from teachers. All events took place online, via Microsoft Teams, as twilight sessions, except the cross-phase network. All sessions were provided free of charge to schools.

Summer Term 2022

Training/networking opportunity	Date/Participants	Description
Cross-Phase RE Network Meeting	29 th June 4pm-5.30pm	National and local updates relating to primary RE. Training focus: A Worldviews Paradigm in RE
Face-to-face meeting at St Crispin's School	Number of participants: 9 (7 primary, 2 secondary)	

Autumn Term 2022

Training/networking opportunity	Date/Participants	Description
Primary RE Subject Leader Training	22 nd September 4pm-5.30pm with optional Q and A closing at 6pm Number of participants: 9	CPD for new RE subject leaders, those returning to the role or those wanting a refresher. Exploring the role of the subject leader, using practical activities to develop understanding of RE and your leadership and management skills. Tips on establishing and developing a vision for RE, planning a scheme of work, and effective and manageable monitoring and self-evaluation.
Primary RE Network Meeting	4 th October 4pm-5:30pm Number of participants: 17	RE/Education Updates for Primary Practitioners Training focus: Ways of Knowing in RE

Forthcoming training and network opportunities

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

Autumn 2022

Training/networking opportunity	Date	Description
Secondary Network	22 nd November	RE/Education Updates for Secondary Practitioners Training focus: Engaging Learners with RE
Secondary CPD Twilight (extra)	14 th December	Training focus TBA. Suggestion so far from teachers: Key Stage 4 RE provision (non-examined)

Spring 2023

Training/networking opportunity	Date	Description
Cross-Phase face-to-face RE Network St Crispin's School	7 th March	RE/Education Updates for Practitioners Training focus: Engaging Learners with RE Training focus TBA

Summer 2023

Training/networking opportunity	Date	Description
Primary RE Network	18 th May	RE/Education Updates for Primary Practitioners Training focus TBA
Secondary RE Network	5 th July	RE/Education Updates for Secondary Practitioners Training focus TBA.

National Updates Relating to Education and RE

A level Religious Studies numbers drop for first time in 20 years

After two decades of growth, numbers of students taking an A level in RS dropped by 2.7% in 2021. The National Association of Teachers of RE (NATRE) and the Religious Education Council of England and Wales (REC) have warned this period of growth is now under threat after a five-year funding gap that has impacted current and future young people taking the subject.

www.natre.org.uk/news/latest-news/a-level-religious-studies-results-prompt-call-for-government-support/

This comes as research demonstrates that, in state schools in England, RS A level is one of the most likely subjects to be taken by disadvantaged students (fourth after sociology, psychology and English Lit), and that it is more accessible to students with lower prior attainment than many (11th out of 31). See <https://ffteducationdatalab.org.uk/2022/04/do-disadvantaged-students-choose-different-subjects-from-their-peers-at-key-stage-5/> and www.natre.org.uk/news/latest-news/

How can SACRE respond?

GCSE numbers

- The number of students in England and Wales taking a GCSE course in Religious Studies GCSE has risen to 253,225, an increase of 0.6% from last year.
- The increase was largely driven by a surprise rise in the short course in England, up 16.5% from 15,672 to 18,257.
- In Wales, amid an overall 5% drop in pupils taking GCSEs, the number of entries to RS courses fell by 11%.

The strong entry results in England saw the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE) reiterate their call for a National Plan for the subject. They warn that an ongoing funding crisis and lack of a specialist teacher recruitment strategy now seriously threatens the provision of high-quality learning for the quarter of a million students who take the subject annually.

Joining the call for a National Plan was Lord Karan Bilimoria, CBE, DL, Vice President of the Confederation of British Industry (CBI) and Chancellor of the University of Birmingham who pointed to the number of disadvantaged students going on to take the subject at A level. A study in April (see above) found they were twice as likely to take the subject than their peers, favouring it over history and geography:

"When it comes to levelling up education, the latest data shows that giving more support to religious education students at GCSE is an easy win. If RS is the humanity that disadvantaged young people are most likely to take, then backing this up with a properly funded National Plan is a must. The subject will provide those young people with the crucial skills of analysis, curiosity and intellectual confidence as part of a broad, balanced education and give them a headstart in the global workplace."

www.natre.org.uk/news/latest-news/take-action-on-re-say-leading-politicians-as-more-students-take-the-subject-at-gcse/

How can SACRE respond?

RE report card 2022

The reactions to the above information on examination numbers draw on the report cards mentioned in previous news updates. The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but far too much bad news (34% of academies report no timetabled RE).

The full set can be found here: www.rethinkre.org/re-report-card

How can SACRE respond? Should SACRE alert local MPs to the information here, with particular reference to the lack of Government funding given to the subject in the last 5 years (see graphic on the right)? How else can we use the data?

**£0 SPENT ON RE
PROJECTS BETWEEN
2016-2021**

AT A TIME WHEN: "

ENGLISH:
**£28.5
MILLION**

MUSIC:
**£387
MILLION**

MATHS:
**£154
MILLION**

SCIENCE:
**£56
MILLION**

Online responses to the state of RE:

Kate Penfold Attride, primary Deputy Headteacher, makes the case for RE

- www.theheadteacher.com/attainment-and-assessment/teaching-practice/making-the-case-for-stronger-re-lessons-in-the-primary-curriculum

Imam Sabeh Ahmedi urges a rich RE curriculum:

- <https://schoolsworld.co.uk/poor-or-no-re-is-a-gaping-hole-in-the-curriculum/>

Proposals and Consultation on plans for new GCSEs in Wales!

Qualifications Wales has set out proposals for new GCSEs in Wales, designed with the Wales' new curriculum in mind. People across the UK are invited to participate in the consultation, and can submit comments relating to individual subjects as they choose. The deadline for which is 14th December 2022. The proposed changes will have significant impact on teachers and students not only in Wales, but in England also. For instances, questions are being raised around the equivalence of identically named qualifications that in practice will be very different in terms of content and how they are assessed. There are implications, too, for the future of GCSE RS in Wales.

Headline proposals relating to GCSE RS:

- The qualification will no longer be purely exam-based, but will be 30% coursework and 70% exam
- There will be a new Social Studies GCSE, which may compete with RS in terms of entries
- There will no longer be a short course GCSE RS, but there will be alternative Level 1 and 2 qualifications, e.g. Agored Cymru's 'Exploring Worldviews' and 'Equality and Diversity' courses, which have equivalence to GCSE, whilst being purely coursework-based.

GCSE RS proposals: [GCSE Religious Studies | Have your say - Qualifications Wales](#)

Overview of all the proposals for 26 GCSE subjects: [Have your say - Qualifications Wales](#)

Toolkit: [4e4027a4a0040f9799ac7dd7080b5e51 Toolkit.pdf](#)

Proposals for Humanities GCSE subjects: [Humanities | Have your say - Qualifications Wales](#)

Regional RE Hub leads in place and ready to go!

Under the leadership of Claire Clinton, Lead Director, a fantastic team of Regional Leads will be supporting ten regions of England and Wales. They have been recruited to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional providers of research, CPD, resources, places of worship and so on for the benefit of all RE/Religion and Worldview stakeholders.

The Regional Hub structure aims to increase accessibility for all teachers to local and regional professional development and research, and to enable teachers to teach with greater confidence through their access to the support, knowledge, training and resources available in their region.

Details and the list of Regional Leads:

www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/

Wokingham comes under South East, whose Hub Leader is Justine Ball.

How can we help connect teachers to SACRE training and resources, and other local opportunities?

Culham St Gabriel's 'In conversation' series

Conversations are programmed for the autumn:

- 17 Oct: Christian ethics, animal welfare and the religion and worldview classroom (Prof David Clough and Scarlett Hayward)
- 21 Nov: Understanding understanding! What do we mean by understanding? (Prof Trevor Cooling and Dr Kate Christopher)
- 19 Dec: Conceptualising religion and worldviews for the school (Dr Kevin O'Grady)

Details and booking info here: www.cstg.org.uk/activities/events/in-conversation/

Extensive back catalogue here: www.reonline.org.uk/research/in-conversation/

How can SACRE respond? Perhaps a SACRE member volunteers to watch an 'In conversation' event and to report back on its implications for SACRE and local schools.

Inclusive Judaism: resources from the Jewish Museum of London

Classroom resources, including an extensive image library, open up the diversity of Jewish communities. Developers, Shereen Hunte and Eliana Mendelsohn, say:

The teaching of Inclusive Judaism is important for many reasons and ensures that:

- *The Jewish community is represented authentically.*
- *Students truly understand what it means to be Jewish, in all its diversity.*
- *We are able to connect to each other's experiences with empathy and compassion.*

See: [Inclusive Judaism - The Jewish Museum London](#)

How can SACRE enable schools to access this rich resource?

NATRE's annual Strictly RE conference returns on 28-29th January 2023

Taking place online for the third year, the conference themes explore: **depth, diversity and Abrahamic worldviews**

Before the weekend: 13 weekday seminars

On the weekend: 3 keynotes, 21 workshops, seven virtual staffrooms

Workshops include:

- Thinking out loud- joining the dots to help children think more critically (Primary)
- Introducing Philosophy and Philosophers to the Primary Classroom (Primary)
- Dharmic Lenses on the Climate Crisis (Secondary)
- Creating a core RE Programme for KS4 (Secondary)
- Interfaith conversations - exploring creative projects that deepen pupils' understanding in RE (Crossphase)
- Special RE (Crossphase)
- Championing and advocating for RE with parents (for SLT's)

Pay for the weekend, get access to recordings and downloads for ALL sessions!

Details and booking info:

www.natre.org.uk/courses-events/strictlyRE-2023/

How can SACRE respond? Could a SACRE member attend and report back?

NATRE Spirited Arts 2023 – new themes announced

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

The 6 themes

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

Find out more details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/

2022 results will soon be available on the NATRE website

How can SACRE encourage schools take part in this competition? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

Visits, videos and other resources for the classroom

Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship.

Supported by a generous grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides.

<https://birmingham-faith-visits.theartsociety.org/>

Free webinars for primary and secondary ECTs – a taster for NATRE ECT membership

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

Date – All Mondays 4.00-5.30pm	Topic
10 Oct	Café NATRE – Subject knowledge Islam
14 Nov	Taught session: Focus on Disciplinary RE
12 Dec	Café NATRE: Subject knowledge Buddhism
9 Jan	Taught session: Focus on Non-religious worldviews
13 Feb	Taught session: Focus on Hindu Dharma
13 Mar	Café NATRE – Subject knowledge Judaism
8 May	Taught session: Focus on Worldviews
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link <http://ow.ly/VupG50KG3cP>

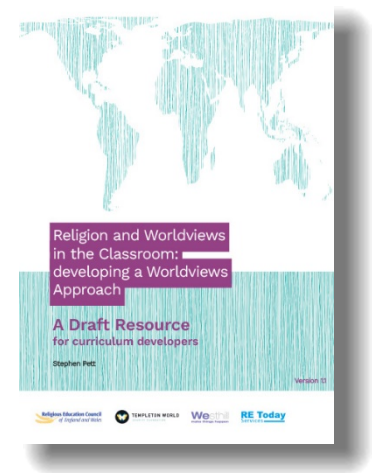
Draft Resource for Religion and Worldviews in the Classroom

As part of a three-year Worldviews project, the RE Council of England and Wales (REC) has published a draft resource for Religion and Worldviews in the Classroom.

The resource sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. It incorporates a revised **National Statement of Entitlement (NSE)**, which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The resource then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils’ personal worldviews, and what progress looks like in a worldviews approach.

Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- Revised National Statement of Entitlement
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models



The resource is primarily written to inform three Framework Development Teams, who are currently working to apply the NSE and the guidance to their own contexts. During this process, the draft resource will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of here: www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

This is a next step towards a worldviews approach in our subject. How might SACRE consider this and its implications for our local syllabus?

NASACRE update Autumn 2022

NASACRE Ambitious SACREs Conference

NASACRE held its **Ambitious SACREs Conference and AGM** on 23rd May 2022, online. The Programme included a keynote address by Dr David Hampshire who produced NASACRE's report on the Analysis of SACRE Annual Reports (see below). The programme also included a talk by Dr Richard Kueh, Ofsted Lead for RE who spoke on the substance of the curriculum: high quality RE and Ofsted's Inspection Frameworks, and Ed Pawson who spoke about the REC and its work to ensure high quality education in religion and worldviews.

NASACRE online training programme

NASACRE is continuing its training and support for SACREs and SACRE members. Here are the sessions coming up in the next 4 months:

- 13 Oct: 7.00-8.30 Applying for and gaining a Westhill/NASACRE award
- 17 Nov: 7-8pm SACREs – a way forward...?
- 19 Jan 2023: 7-8.30 om Being an effective Chair, part 2

Full details of all sessions and costs: <https://nasacre.org.uk/training-and-support/>

Are any of these sessions a priority for SACRE members?

NASACRE Analysis of SACRE Annual Reports (2020-2021)

NASACRE has completed its **Analysis of SACRE Annual Reports 2020-2021** and the full report written by Dr David Hampshire is now available here [ANALYSIS OF SACRE ANNUAL REPORTS 2020-2021 FOR THE NATIONAL ASSOCIATION OF STANDING COUNCILS ON RELIGIOUS EDUCATION \(NASACRE\)](#)

The link to the report was emailed to SACRE members on 07/10/2022. The report provides an overview of what SACREs around the country have achieved, along with the barriers they have faced. There is an executive summary on page 2.

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