

Public Document Pack

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Tuesday, 6th June, 2017

at 6.00 pm

www.rbwm.gov.uk



Royal Borough
of Windsor &
Maidenhead

MAY ROOM - TOWN HALL

Item	Subject	Page No.
1.	Welcome	
2.	Apologies For Absence	
3.	Declarations of Interest To receive any declarations of interest.	3 - 4
4.	Minutes of Meeting on March 13th To agree the Minutes of the meeting held on March 13 th .	5 - 10
5.	Membership Update	
6.	Syllabus Review To review the current RE syllabus and convene an Agreed Syllabus Conference.	11 - 14
7.	Collective Worship To discuss the Collective Worship aspect of the Self Assessment Toolkit.	15 - 28
8.	Feedback from NASACRE Conference and AGM To receive a verbal report from Anne Andrews and Barbara Meaney.	
9.	Update on Crossing the Bridges project To receive a verbal update.	
10.	Feedback from SACRE Hub To receive a verbal update from Anne Andrews and Barbara Meaney.	29 - 32
11.	Feedback from SACRE training event To receive a verbal update from Karen Butler, Barbara Meaney and Ceri Neil.	
12.	Pan Berkshire Conference To note the details of the next Pan Berkshire Conference, to be held at the Winnersh Triangle Holiday Inn on September 28 th .	
13.	Newlands School Visit To receive a verbal report from Karen Butler on her recent visit to Newlands School.	
14.	Any Other Business	
15.	Dates Of Future Meetings November 28 th 2017 March 27 th 2018	

Members of the Press and Public are welcome to attend this meeting.

Andy Carswell Democratic Services

Issued: Date Not Specified

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MEMBERS' GUIDE TO DECLARING INTERESTS IN MEETINGS

Disclosure at Meetings

If a Member has not disclosed an interest in their Register of Interests, they **must make** the declaration of interest at the beginning of the meeting, or as soon as they are aware that they have a DPI or Prejudicial Interest. If a Member has already disclosed the interest in their Register of Interests they are still required to disclose this in the meeting if it relates to the matter being discussed.

A member with a DPI or Prejudicial Interest **may make representations at the start of the item but must not take part in discussion or vote at a meeting.** The term 'discussion' means a discussion by the members of meeting. In order to avoid any accusations of taking part in the discussion or vote, Members should move to the public area or leave the room once they have made any representations. If the interest declared has not been entered on to a Members' Register of Interests, they must notify the Monitoring Officer in writing within the next 28 days following the meeting.

Disclosable Pecuniary Interests (DPIs) (relating to the Member or their partner) include:

- Any employment, office, trade, profession or vocation carried on for profit or gain.
- Any payment or provision of any other financial benefit made in respect of any expenses occurred in carrying out member duties or election expenses.
- Any contract under which goods and services are to be provided/works to be executed which has not been fully discharged.
- Any beneficial interest in land within the area of the relevant authority.
- Any licence to occupy land in the area of the relevant authority for a month or longer.
- Any tenancy where the landlord is the relevant authority, and the tenant is a body in which the relevant person has a beneficial interest.
- Any beneficial interest in securities of a body where:
 - a) that body has a piece of business or land in the area of the relevant authority, and
 - b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body **or** (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.

Any Member who is unsure if their interest falls within any of the above legal definitions should seek advice from the Monitoring Officer in advance of the meeting.

A Member with a DPI should state in the meeting: ***'I declare a Disclosable Pecuniary Interest in item x because xxx. As soon as we come to that item, I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'***

Or, if making representations on the item: 'I declare a Disclosable Pecuniary Interest in item x because xxx. As soon as we come to that item, I will make representations, then I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'

Prejudicial Interests

Any interest which a reasonable, fair minded and informed member of the public would reasonably believe is so significant that it harms or impairs the Member's ability to judge the public interest in the item, i.e. a Member's decision making is influenced by their interest so that they are not able to impartially consider relevant issues.

A Member with a Prejudicial interest should state in the meeting: ***'I declare a Prejudicial Interest in item x because xxx. As soon as we come to that item, I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'***

Or, if making representations in the item: 'I declare a Prejudicial Interest in item x because xxx. As soon as we come to that item, I will make representations, then I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'

Personal interests

Any other connection or association which a member of the public may reasonably think may influence a Member when making a decision on council matters.

Members with a Personal Interest should state at the meeting: ***'I wish to declare a Personal Interest in item x because xxx'. As this is a Personal Interest only, I will take part in the discussion and vote on the matter.***

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Agenda Item 4

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

13 March 2017

PRESENT: Michael Gammage (Chairman), Karen Butler (Vice-Chairman), Councillors Natasha Airey and Richard Kellaway, Anne Andrews, Hilary Harris, Ila Gangotra, Joan Hicks, Barbara Meaney, Deborah Firth, Louise Ceska and Ravinder Singh Zandu.

Officers in attendance: Andy Carswell and Clive Haines

ACTION

1 Welcome

The Chairman welcomed everyone to the meeting.

2 Apologies For Absence

Apologies were received from Liz Jenkins, Anthea West and Ceri Neil.

3 Declarations of Interest

There were no declarations of interest.

4 Minutes Of Meeting on November 8

The minutes of the meeting held on November 8th 2016 were agreed as an accurate record.

Members discussed the actions arising from the previous meeting.

Action	Responsibility	Progress
Sub group to be set up to investigate fundraising	Andy Carswell/Clive Haines/Cllr Airey	Completed
Area Dean to be contacted regarding replacement for Felicity Gunn	Anne Andrews	Area Dean contacted/discussions taken place with Joan Hicks
Annual Report to be submitted	Anne Andrews	To be submitted following discussion relating to GCSE results
NASACRE to be informed of members' approval of the Constitutional changes	Anne Andrews	Completed
NASACRE to be informed of member feedback regarding the Building Respectful Schools and Societies letter	Anne Andrews	Completed
Members to receive meeting brochure and booking form for Oxford Diocesan	Andy Carswell	Completed

Board of Education's training course		
Refreshments to be provided at future meetings	Andy Carswell	Completed

Anne Andrews informed members that no feedback had been received from NASACRE relating to concerns raised about the wording of the Building Respectful Schools and Societies letter.

Clive Haines informed members that all expenses had been accounted for in the Budget and that it was likely that there would be around £600 to be rolled over into next year's Budget. Payments relating to the Crossing the Bridges project and support provided by Anne Andrews had been accounted for. Anne Andrews said that the amount spent on Crossing the Bridges this year would be spent on the Syllabus Review next year.

Clive Haines said that although the Budget for next year had been agreed, and that the sums would be similar to this year's, Officers had not yet seen a full breakdown of figures for the Budget.

5 Membership Update

Anne Andrews informed members that Gary Homewood was still on long term sick leave and was unable to attend meetings. She had asked about a replacement member being available to represent the Methodists at meetings. A replacement had been agreed in principle; however they had been unable to attend the meeting.

Anne Andrews informed members that the Area Dean had been contacted in relation to providing a replacement for Felicity Gunn, but no suggestions had been forthcoming. However she had also spoken to Joan Hicks in relation to this, and two possible replacements had been identified. Anne Andrews informed members that both replacements may join SACRE as Joan Hicks had indicated that she may wish to step down from the group.

Action: Anne Andrews and Joan Hicks to make arrangements for the two identified replacement members.

6 Fundraising Update

Cllr Airey informed members that a sub group was set up with a view to raising money that would be used to pay for school visits to places of worship. A number of businesses were identified during the sub group discussions and contacted to ask if they were willing to make a donation. Cllr Airey informed members that a limited number of responses were received from the businesses that were contacted, and that nobody had said they were willing to donate to the fund. Due to the amount of Officer time spent on the project without success, it was agreed not to proceed any further. However Cllr Airey stated her belief that many businesses would now be aware of SACRE and the Crossing the Bridges project as a result.

Karen Butler asked if any of SACRE's budget could be used towards providing funding for school visits. Cllr Airey said that this would not be an appropriate use of the budget and that it would be more appropriate for schools to apply for a grant instead.

Barbara Meaney asked if other companies and businesses could be contacted to ask if they had any available transport that could be provided. Clive Haines said that this would lead to issues regarding arrangements for insurance.

Clive Haines left the meeting at 6.39pm.

7 NASACRE Big Survey

Anne Andrews informed members that her preference was for the answers to the Big Survey questions to be agreed after a group discussion, rather than for it to be done electronically. A group discussion followed to consider the best responses to the questions being asked.

Cllr Kellaway left the meeting at 7pm. Cllr Airey left the meeting at 7.15pm.

During the discussions on the Section 3 items, members agreed that they were in favour of a nationally agreed RE syllabus. Members felt that a national framework would be useful as a training tool for teachers, although it was felt that there needed to be flexibility to allow input at a local level. It was agreed that it should be suggested that a national syllabus should be applied to the EBacc examination.

In relation to Section 7, members agreed that the three main areas of work covered by the RBWM SACRE were sourcing funding, teacher training, and Crossing the Bridges/collaborating with other SACREs. It was agreed that the SACRE does monitor the compliance and quality of RE provision through teacher training and responding to Ofsted and SIAMS reports. Members agreed that looking to the future there should be a continuing focus on Crossing the Bridges and provision of teacher training, and attempting to increase the number of school visits to places of worship.

Members were asked if they wanted to investigate the possibility of holding meetings at schools around the Royal Borough. It was felt that although the idea was good in theory, it could lead to additional costs from hiring venues and having the appropriate school staff available. Members felt it would be more productive if SACRE members could give a talk at a school and provide feedback at the next meeting.

Action: Anne Andrews to respond to NASACRE with members' answers to the Big Survey questions.

Action: Karen Butler and Louise Ceska to arrange a school visit and report back to members at the next meeting.

8 Syllabus Review

Anne Andrews informed members that the process of discussing the syllabus review would begin at the next SACRE Hub meeting on April 25th. She informed members that she had spoken to RE Subject Leaders at a recent meeting and would raise their comments at the Hub meeting.

9 Pan Berkshire SACRE Hub

Members were informed that a training session would be held on April 25th at Wokingham Borough Council. Karen Butler said that the information provided by Jan Lever at Hub meetings was comprehensive and informative. Karen Butler expressed disappointment that six people had had to drop out of the last training session at late notice, with four of those representing the Royal Borough and two of those being from the same school.

Members were also informed that the next Annual Conference had been arranged for September 28th.

Action: The clerk to circulate details of the training session to gauge interest, and to send the attendance list to the administrator.

10 SACRE Member training

Member training had been discussed during the item on the NASACRE Big Survey. It was agreed that no further discussion was necessary on this item.

11 Self Evaluation Toolkit

The Chairman noted that discussions relating to four sections of the Toolkit had taken place during the item on responding to the NASACRE Big Survey. The only section that remained outstanding related to Collective Worship. It was agreed to defer the item until the next meeting for further discussion.

Action: For an item on discussions relating to Collective Worship to be included on the next meeting agenda.

12 Annual Report 2015-6

Members felt there was no more to add on this topic as discussions on the Annual Report had already taken place during the meeting.

13 Any Other Business

There were no other items of business raised by members.

14 Dates Of Future Meetings

The clerk informed members that the dates for the next three meetings would be June 6th 2017, November 28th 2017 and March 27th 2018. All meetings would take place at 6pm in the Council Chamber.

15 LOCAL GOVERNMENT ACT 1972 - EXCLUSION OF THE PUBLIC

The resolution was not needed.

16 Results of GCSE RE exams in the Royal Borough

Members were reminded that data relating to GCSE results from the last three years had been requested at the previous meeting.

Cllr Kellaway expressed his disappointment that some schools were not offering RE as a GCSE subject. Louise Ceska said that although there was a requirement for RE to be studied, there was no requirement for it to be taught as a GCSE exam subject.

Anne Andrews said that she had sent a letter to schools in Bracknell Forest, in her role as RE advisor within the Borough, to ask what provision there was for RE teaching in schools that did not offer the subject at GCSE. She explained that the schools had responded positively to the letter. It was noted by members that Desborough College did not have anybody take RE at GCSE in 2016, and that the numbers at the Boys' and Girls' Schools in Windsor were very low, and that these schools could be sent a letter.

Members were asked whether the exam results should be included in the Annual Report to be sent to NASACRE. After some discussion it was decided not to include the full breakdown of results, but to provide a detailed commentary. It was noted, for example, that the number of A*-C passes in the Royal Borough had risen over the last three years.

Action: Anne Andrews to write to Desborough College, Windsor Boys' and Windsor Girls' Schools to ask about their provision for RE teaching.

Action: The exam results to be removed from the Annual Report and replaced with a commentary prior to being submitted to NASACRE.

The meeting, which began at 6.00 pm, ended at 7.44 pm

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Pan-Berkshire Religious Education agreed syllabus review 2017-18

Consultation

The 6 SACREs (Standing Advisory Councils on Religious Education) across Berkshire are fulfilling their legal duty to review the agreed syllabus for RE this year.

Thank you for participating. We value your input.

Please return your feedback by email to Jan Lever jan@janlevergroup.com

or through the electronic survey tool

by 21st July 2017 latest

Name (optional)

School/ organisation or SACRE

Postal address

Email

Role in school /organisation

Secondary or Primary

1. Aspects of the current agreed syllabus I would like to remain the same are:

2. Aspects of the agreed syllabus I would like to see revised are:

(please give your reasons for requesting this change and your suggestions as to how you would like it to be)

3. You are welcome to offer any other thoughts and comments you would like to be considered as part of the agreed syllabus review

4. I would like to volunteer to be part of the teacher consultation group.

Please add your initials here.....

Leave blank if you do not want to be part of the teacher consultation group.

(This will mean we contact you by email once a term from June 2017 to April 2018 for your comments on the revisions to the syllabus as we go along. No meetings are required)

5. I would like to participate in the faith/belief group representative consultation day.

This will be held at Wokingham Borough Council, Shute End, RG40 1BN
Wednesday 4th October 10am-3pm (you do not have to be present for the entire day)

People representing faith and belief groups on the 6 Berkshire SACREs are invited to attend to review together the syllabus content relevant to their religion/belief system.

Please initial here if you plan on attending.....

Leave blank if you cannot attend.

Thank you for your participation

Jan Lever

Pan-Berkshire SACRE Hub manager (on behalf of the 6 SACREs) and agreed syllabus review manager.

jan@janlevergroup.com 01202 377193

01202 377193



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Collective Worship Guidance and Sample Policy 2017

There has been no significant change in the law about collective worship since the Education Reform Act of 1988 or the Education Act of 1996.

Collective worship: The facts of life

Church Schools, Free Schools and Academies:

It is important at the outset to make it clear that the following explanation of the legal requirements does not apply to voluntary aided and controlled church schools. They have to provide daily worship like all other schools but they do not come under the remit of the SACRE for collective worship advice. They should seek guidance from their diocese.

Obligations in relation to collective worship for academies should be set out in their funding agreements.

Community schools:

These are the schools for which the SACRE has responsibility and the current legislative framework was originally set out in the **1988 Education Reform Act and reiterated in the 1996 Education Act**. Summarised the main points are as follows:

There must be a **daily** act of worship for **every** pupil. This can be at any time of the day in any normal school grouping. It is the responsibility of the Head Teacher, after consultation with the governing body to ensure this happens. Except in special circumstances, and after consultation with governors, the act of worship should take place on school premises. **Collective worship** is distinct from **assembly** which can be a gathering for a wide variety of reasons.

The **majority** of worship must be **wholly** or **mainly** of a **broadly Christian character**, meaning it should **reflect the broad traditions of Christian belief**. It can contain non-Christian elements or on occasions contain no Christian elements, provided that throughout each term, the majority of the worship complies with the broad traditions of Christian belief.

Worship must be **appropriate** to the ages, aptitudes and family backgrounds of the pupils. Worship must **not** be denominational.

The basic requirement is that there should be an act of collective worship for all registered pupils every school day. (Section 385.1 EA 1996). There are only two exceptions to this: parents have the right to withdraw their child(ren) from all or parts of collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not.

None of this legislation applies to special schools.

Exceptions

In some schools, for religious reasons, collective worship that *'reflects the broad traditions of Christian belief'* is deemed to be inappropriate for its pupils. In such cases it is possible for a school to apply for a *determination*. The procedure does not lift the duty to provide daily collective worship; it allows for the requirement that collective worship should be *'wholly or mainly of a broadly Christian character'* to be lifted. Applications for determinations are made to the relevant body by the head teacher after consultation with parents and the school's governing body. Traditionally it has been a function of the SACRE to receive and 'determine' whether such requests are valid, either granting or refusing them and this still applies in the case of community schools without a religious character. The body now responsible for performing this function for Free Schools and Academies is the Education Funding Agency (EFA). All determinations last for five years.

Good practice in Collective Worship

Aims and Purpose

Collective worship should be beneficial to the whole school community. It should therefore aim to bring the school community together, in an attitude of reverence and reflection.

Creating effective and meaningful collective worship involves paying attention to:

- the importance of atmosphere
- the respect of pupil and teacher integrity
- the promotion of spiritual (not synonymous with religious), moral, social and cultural development. This may include
 - a recognition of the uniqueness of each individual
 - helping pupils to develop the capacity to transcend the limitations of the physical world
 - helping to lift the horizons of pupils beyond the materialistic
 - being creative
 - considering ultimate questions about the meaning of life in general and pupils' own lives in particular
 - developing positive attitudes and hope.
- a range of experiences

The expectation is that school worship will be inclusive, participative, challenging and educational, drawing on a wide range of religious traditions without compromising the religious or non-religious backgrounds of pupils (and staff), whilst giving those for whom it is appropriate the opportunity to worship God.

This is possible because the legislation allows for a considerable degree of flexibility. The word *collective* implies something significantly different from *corporate* which was the word used to describe worship in schools prior to 1988. *Corporate* is generally understood to mean worship which is the voluntary response of a corporate body of believers. *Collective* worship is unique and different. It gives us the opportunity to do just that - to collect together, to meet together. **It is a collection of differences** – different faiths, different cultures, different ages and different backgrounds. It is a focal point of the day in any school community where all ages can/might meet one another, share together and establish a shared sense of identity.

The invitation to choose to provide worship which is either wholly or mainly of a broadly Christian character opens up opportunities for variety and breadth which enables the inclusion of secular material and teachings and stories from other religious traditions. Reflecting the broad traditions of Christian belief suggests an approach which is not exclusive, something which reflects plurality and focuses not on doctrine or traditions of worship but on belief that is broadly Christian.

Planning for worship

Creating an appropriate atmosphere in the space to be used for worship is important. This might be in the classroom with a single class or a larger space with more children representing a wider diversity. Sometimes when the whole school is assembled, staff use this as an opportunity for things other than worship – which of course means this is not 'whole school' worship. Whether in classroom or school hall the transition between other aspects of the day and the act of worship needs to be facilitated. Creative ways need to be found. Symbols and artefacts can work really well to bridge and mark the transition. Candles, music, pictures and many other things can be used to signify the beginning of worship. To light a candle for a specific person or purpose significant to the school community/key stage/year group/class on that day marks a moment of togetherness, readiness to be together in a different way, to worship. For older children known prayer or prose patterns that are communally said together can achieve the same.

Suggestions for Worship

- **Prayer** is as simple and honest, as liturgical and responsive as you want it to be. The range of resources is enormous but it's worth remembering that possibly the best resource is the children themselves when they freely write/offer their prayers in their own words.
- **Singing/music:** there are amazing resources available. Kevin Mayhew (www.kevinmayhew.org.uk) is one of the top publishers of resources of music books and CDs. New songs written every year that are appropriate for collective worship. It is important never to get trapped into relying on the old ones from yester-year or deciding that all the old songs are part of the past and not relevant to the present day in school worship. *Out of the ark* (www.outoftheark.co.uk) music and *Redhead Music* (www.redheadmusic.co.uk) are both popular resources with schools – go to their websites for songs for Easter or Harvest or everyday assemblies and music for all occasions. They also publish other songwriters for both KS1 and KS2, offering rich material to facilitate excellent musical worship. Although musicians in the school are of great value in supporting worship, there are obvious benefits to using CDs: they can be used in any room or corner in which you may find yourself whether it be the computer area, classroom carpet corner or the hall with the whole school and, of course they can be available simultaneously for different groups gathered in different parts of the school for worship. Using actions and repetitive action routines, often choreographed by pupils themselves, allows everyone, even those who cannot read the words or speak English, to join in and have fun.
- **Story telling:** Schools are good at selecting stories from a wide range of sources, including religious texts, to use in collective worship. It is important to remember that stories specifically from religious traditions are used within faith communities not just to teach moral messages but to communicate something of beliefs about God. When used in inclusive collective worship, their origin should be made clear and that they are sharing the perspective of a particular religious group. That doesn't devalue their use because children and adults who do not share the particular religious faith can still find something of value in a good story. The Bible, for example, can be a rich resource for collective worship. There are so many different children's or youth versions of the Bible appropriate for use in collective worship for all different ages. The Street Bible by Rob Lacey is an example which brings the Bible alive with prose that conveys the meaning with an approach that will resonate with children who want to be surprised by the Bible making such sense and impact rather than old language and irrelevance to life. The Bible offers stories of adventure, journey, poetry or songs of lament, creation, friendship, parables and miracles, fights and famines.
- **Art:** art, religious paintings and pictures offer a rich resource for collective worship, particularly with the ease of access we enjoy through the internet. There is an example of a school which used the painting of *I stand at the door and knock* to great effect to get children to ponder what it was they would allow into their lives and what it was they would keep out and to which the door would be kept shut. This was a secondary school act of collective worship and it resonated with so many of them as they later discussed what it was that they needed to allow in and keep out.
- **Visitors** provide information on causes and organisations, personal testimony and interview opportunities. They can be an enriching source of ideas. It is wise to brief them carefully and share the school's understanding of collective worship. Some visitors might lead an act of worship; others will contribute to worship which is being led by someone else.
- **Stillness/Silence:** there are few, if any, moments in which complete stillness can descend on a school community without a test or exam being in progress. In collective worship silence and stillness create powerful moments for thinking and listening. 'Drop thy still dews of quietness till all our strivings cease' is a truth to be experienced by the whole school community as they face the usual busy, urgent, rolling programme of learning and achieving. The gift of silence is a gift that can be learnt and practised in any school and collective worship. It is best learnt when it is not the predictable pattern of every assembly but skillfully used with symbols such as light or water or candle flames and a guided intention of how to use the time of stillness.

- **Celebrations/Remembrances:** Collective worship provides opportunities to celebrate the key festivals that are part of the cyclical yearly pattern of worship. Harvest, Christmas, Easter, Pentecost, Eid, Divali, Vaisakhi or Passover – celebrations are all important, and so much of living faith is about celebration and fun. Collective worship must represent the fun as well as the stillness and reflection.
- **Ritual but not habitual:** the best collective worship is where there are repetitive symbols, songs or signs that single out the time of collective worship as a special recognisable time for the school community but it should never become so repetitive that it becomes predictable and boring. There is a necessary tension between predictability and creativity, between safeness and adventure during the times that the school sets aside for collective worship each day.
- **Other activities** can legitimately be called worship. Amongst these are:
 - reflection on the meaning of life
 - pondering ultimate questions
 - developing a sense of transcendence
 - responding to a challenge
 - learning from the experience of others

What follows is a sample collective worship policy. It includes a wide range of ideas that schools might want to include in such a document. It needs to be personalised and not all the elements included here will be found in all such policy statements.

An Example of a Collective Worship Policy in a LA Maintained School

Schools may use this example as a basis for their policy, if they wish. School policies have to be ratified by the governors every time they are amended. Some details which need to be amended more often than a policy is reviewed are better placed in an appendix which does not need to be governor approved every time it changes. References are made to an appendix throughout this example policy.

The collective worship policy at _____ School pays due regard to statutory requirements, and has taken account of the guidance offered by the local authority through its SACRE. Collective worship is a valued and valuable part of school life and is taken seriously, because it shapes our approach to others and to what we do in school.

Aims of collective worship

Collective worship in _____ School aims to provide the opportunity for pupils and staff to:

- experience a variety of styles of worship
- celebrate together e.g. festivals, school values, individual achievements
- build a sense of community/foster corporate identity;
- develop a reflective approach to living which sometimes encourages understanding of and invitation to prayer;
- look beyond the physical, material and measurable
- worship God or reflect on human values;
- consider spiritual and moral issues and to explore their own beliefs;
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship
- feel safe and affirmed in doing any of the above

Statutory requirements

By law, Collective Worship must

- take place for every child not withdrawn by their parents (post 16 students can withdraw themselves) every day
- be wholly or mainly of a broadly Christian character.
- take account of the ages, aptitudes and family backgrounds of the pupils
- take place on the school premises, except on occasions, with agreement of governors

Therefore, at _____ School our collective worship reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination. Not every act of collective worship must comply with this; just the majority so we can include material from other religions and non-religious world views.

Collective Worship and the Curriculum

Collective worship time is distinct from curriculum time given to any subject including religious education. However, in _____ School, we aim to enable collective worship and aspects of children's classroom learning to be mutually supportive.

Collective worship provides opportunities for pupils' spiritual, moral, social and cultural development in line with school policy. To achieve this it addresses a wide variety of themes and topics, uses diverse stimuli and resources and provides pupils with opportunities to 'respond' at their own level.

The Management of Collective Worship

The Headteacher is responsible for the provision of collective worship, supported by and after consultation with the governing body. The following arrangements exist to co-ordinate, monitor and evaluate collective worship:

1. HT/DHT/delegated teacher draws up a rota for leading collective worship and themes for each week.
2. HT/DHT/delegated teacher observes at least 6 acts of collective worship (from a range of formats) per term to ensure that they comply with school policy and the law.
3. Teacher, pupil and, where appropriate, parental views are collected annually to evaluate the quality and impact of collective worship and to identify ways in which it might be improved.

(Schools may wish to include a 'job description' for the collective worship co-ordinator/team in an appendix to their collective worship policy. Ideally this should not be the same person as the RE subject leader)

The Organisation of Collective Worship

Collective worship takes place in a variety of groupings in the school hall, or one of the multi-purpose rooms, or the classroom.

Acts of worship usually last for approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

(A description of the variety of groupings may also be included here or in an appendix)

Leadership

Every member of the school staff, pupils and occasional visitors will be involved in leading acts of worship at some point in the school year. *(The appendix might include details such as a weekly leadership pattern)*

Planning Acts of Collective Worship

The content of all acts of collective worship is considered carefully to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils, as well as the balance between Christianity and other faiths.

Termly planning sheets *(could be included in the appendix)* list themes, special occasions and events, but there is flexibility to allow the inclusion of current and topical issues. Weekly planning and recording sheets *(could be included in the appendix)*, enable the monitoring and evaluation of acts of worship.

Visitors are welcomed to lead collective worship from time to time and are given guidance on our worship policy. Leaders from faiths within the area help us to increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

The Act of Collective Worship

We use a variety of styles, active and interactive methods and a range of resources in our acts of collective worship. Leaders make decisions about these elements according to what is most appropriate to the content, the ages, aptitudes and the backgrounds of the pupils.

Where prayer is included in our acts of worship it is introduced with a form of words that invites but does not coerce pupils to participate. Our prayers are addressed to 'God' rather than Jesus as this is inclusive of the beliefs of our non-Christian religious pupils. We hope that pupils who prefer not to pray will use these moments to reflect on the important messages shared in our worship.

Collective worship should not be confused with assembly. We often take the opportunity of pupils gathered together to share announcements and notices. Using a variety of strategies e.g. music, silence etc. we indicate clearly to all present when worship begins and ends.

Withdrawal

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive or indoctrinatory.

Parents have a right to withdraw their children from all or any acts of worship and staff (and students in the sixth form) are also free to withdraw from involvement in this aspect of school life. We request that those who wish to exercise this right inform the Head Teacher in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about collective worship, always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff; parents may provide suitable activities for children so withdrawn.

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Applying for a Determination for Collective Worship in Windsor and Maidenhead

The Legal Framework

The Education Reform Act (1988) and the Education Act (1996) state that schools must provide a daily act of collective worship of a wholly or mainly broadly Christian character. This stipulates that though the majority of acts of worship in any one term must be of a Christian character, there is scope for the inclusion of acts of worship which focus wholly or partly on other religious or non-religious world-views. Parents have the option to withdraw pupils from the whole or parts of collective worship. (*See CWGuidance2017 for more information on collective worship*).

A school may request a determination if the requirement for worship to be wholly or mainly of a broadly Christian character is not appropriate for the demographic of the school. Determinations may be granted for a whole school, or a specific group within the school, but a daily act of collective worship will still be a daily requirement. While the nature of the worship may reflect another faith, it may not be denominationally specific. The school must be clear about the alternative provision that will be available. Determinations, when granted, will be valid for 5 years and must then be reviewed or renewed. A Head Teacher can request a review at any time, as long as the determination has at least 4 months still to run.

The process

There are two parts in the process of applying for a determination; the school and the SACRE both have roles to play.

School Process

The school must complete the Application Form (Appendix A). To complete the form, the Head Teacher must have sought the opinion of governors, parents and staff about the need for a determination and gain approval from the Full Governing Body. The number of current withdrawals from collective worship and the heritage and background of the pupils will need to be considered. The school needs to be clear about the reasons for seeking a determination and the alternative provision that will be made. The Head teacher or Chair of Governors may need to attend a full SACRE meeting to discuss the application. The completed form must be returned to the clerk to SACRE who will pass on the request.

SACRE process

On receipt of a request for a determination, SACRE has a duty to examine the request carefully. This may include some or all of the following:

- A visit to observe an act of worship in the school applying for a determination
- Discussion with the school Head Teacher/Chair of Governing Body, usually at a full SACRE meeting
- Examination and consideration of the background to the application
- A group of at least 5 representative members of SACRE, (all 4 groups) must meet to consider the application.
- Write to the school formally indicating their decision with reasons
- Treat all requests fairly
- Ensure that no SACRE member with a link to the school is involved in the decision
- Maintain confidentiality

9	Please give details of the arrangements it is proposed to put in place in the event that the requested determination is granted. (<i>Your answer to this question must allow SACRE members to see that all pupils in the school are being provided for on each school day.</i>)		
10	Please attach records of acts of reflection for the current term and plans for the next half-term (<i>these can be brief</i>). SACRE members would also like to see examples of detailed plans for one or more acts of reflection that have been delivered or will be delivered this term.		
11	How many pupils in the school are currently withdrawn from:		
	a) all acts of reflection		
	b) some acts of reflection – <i>please give details</i>		
12	How many teachers in the school currently exercise their right not to lead or actively participate in:		
	a) all acts of reflection		
	b) some acts of reflection – <i>please give details</i>		
	How many teachers in the school currently exercise their right not to be present at:		
	a) all acts of reflection		
	b) some acts of reflection – <i>please give details</i>		
13	Is there anything else you wish to bring to SACRE's attention in relation to your application?		
Headteacher's signature		Date	

Please return the completed form to Royal Borough of Windsor and Maidenhead SACRE c/o Andy Carswell, Clerk to SACRE Panel, Town Hall, St Ives Road, Maidenhead, SL6 1RF

Application for Renewal or Review of a Determination for Collective Worship in Windsor and Maidenhead (Appendix B)

1	School name URN				
2	School status	Primary	Secondary	Community	Foundation
3	Headteacher's name				
4	Is this application for Renewal <input type="checkbox"/> Review <input type="checkbox"/>				
5	Expiry date of existing determination				
6	Is the current determination: Whole school <input type="checkbox"/> Part of school <input type="checkbox"/>				
7	If the request is for a renewal is the intention to: Extend determination to whole school <input type="checkbox"/> Repeal the determination <input type="checkbox"/>				
8	Is the request supported by: A) Parents Yes <input type="checkbox"/> No <input type="checkbox"/> B) Staff Yes <input type="checkbox"/> No <input type="checkbox"/> C) Pupils Yes <input type="checkbox"/> No <input type="checkbox"/> D) Governors Yes <input type="checkbox"/> No <input type="checkbox"/> Please give details (e.g. attach survey results or minutes of meetings)				
9	Has there been a significant change in the religious affiliation of pupils since the determination was granted? Yes <input type="checkbox"/> No <input type="checkbox"/>				

10	If you answered yes to Q9, detail any changes below	Number or percentage				
	African (or other) traditional					
	Bahá'í					
	Buddhist					
	Christian					
	Hindu					
	Humanist (include atheist, agnostic pupils here)					
	Jain					
	Jewish					
	Muslim					
	Pagan					
	Sikh					
	Zoroastrian (or Parsee)					
	Other (Please specify)					
None						
10	Please give details of the current arrangements in place for collective worship, in accordance with the details of the determination. <i>(Include plans, schedules, rotas etc. that will show how the current policy is working)</i>					
11	How many pupils in the school are currently withdrawn from:					
	a) all acts of reflection					
	b) some acts of reflection – <i>please give details</i>					
12	How many teachers in the school currently exercise their right not to lead or actively participate in:					
	a) all acts of reflection					
	b) some acts of reflection – <i>please give details</i>					
	How many teachers in the school currently exercise their right not to be present at:					
	a) all acts of reflection					
	b) some acts of reflection – <i>please give details</i>					
13	Is there anything else you wish to bring to SACRE's attention in relation to your application? <i>(E.g. OFSTED comments)</i>					
<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Headteacher's signature</td> <td style="width: 40%;"></td> <td style="width: 20%;">Date</td> <td style="width: 20%;"></td> </tr> </table>			Headteacher's signature		Date	
Headteacher's signature		Date				

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Pan-Berkshire SACRE Hub

25th April 2017

Wokingham Borough Council, Shute End

Meeting Notes and follow up actions for the 6 SACREs

ACTIONS AND DISCUSSION POINTS FOR SACRES ARE HIGHLIGHTED IN YELLOW

SACRE ADVISERS WILL DISCUSS WITH CHAIRS AND SUPPORT

Agenda

1. Welcome and introductions

Unfortunately, whilst apologies were sent, only 2 of the 6 SACREs (Reading and RBWM) were represented.

The Hub has been established to facilitate joint working and communication across the whole of Berkshire, and this can only be effective if all 6 SACREs are represented at EVERY meeting. This will be even more important through this coming academic year as we review the agreed syllabus. The Hub is the means by which each SACRE has a voice in the process.

A lot of work goes into preparing for the Hub meetings to enable decisions to be taken forward.

The next meeting is Tuesday 12th September 2017 at Wokingham Borough Council Offices, Shute End, Wokingham RG40 1BN (Parking in The Paddocks Car Park)

PLEASE ENSURE SEVERAL SACRE MEMBERS HAVE THIS IN THEIR DIARIES NOW TO GIVE BACK-UP TO THE CHAIRS SO WE ARE ASSURED OF FULL REPRESENTATION!

The Hub won't work otherwise.

2. Apologies

Thank you for apologies received.

3. Notes from previous meeting and actions taken

- SACRE member training

(Induction/refresher session 1, 25 April)

At the January meeting members requested induction training for new SACRE members, and the opportunity for such training to be offered to all SACRE members, as many may wish to have a refresher training session.

This was acted on straight away and the first session was held immediately after the Hub meeting on 25th April at Shute End.

15 people attended from across the SACREs. Anne Andrews led an excellent session introducing the roles and responsibilities of the SACRE and SACRE members.

Session 2 is planned for immediately after the Hub meeting on 12th September, at Shute End, 5.45-7pm

A reminder will be sent nearer the time but please keep the date.

- Crossing the Bridges forms format made more user-friendly
This was done straight after the meeting and facilitated more places of worship sending in their forms to be included in the Directory.
- Second evening conference requested
Organised for September 28th 2017, (Holiday Inn, Winnersh, 6.30-9pm)
Celebration of Crossing the Bridges Project and Agreed Syllabus review
Invitations will be sent later but please keep the date

4. Crossing the Bridges Project update

- Directory
There are still some entries for the Directory straggling in and we now have over 40 places of worship included, 20+ of which have participated in the 'Hosts' training'
(List attached)
The Directory will be made web-friendly and some graphic design added, ready for dissemination to all schools across Berkshire by the end of the Summer Term, as per the project plan.
PLEASE CONSIDER HOW YOUR SACRE WILL DISSEMINATE AND LET JL KNOW
A big thank you to Catherine Jinkerson, Wokingham SACRE, for her hard work in collating the Directory.
- On location day (8th March) (Report)
The attached report gives details of the day, enjoyed by 30 teachers. Powerpoint presentations on each of the 4 places of worship have been made and are to be disseminated to schools before the end of the Summer term, and also made available through SACRE websites.
- Teaching resources produced
- Westhill Award website (www.westhillendowment.org)
'Projects that spark'/ multi-faith projects
The reports relating to our work on Crossing the Bridges have been posted on the website above and Westhill kept informed of progress. Tristram Jenkins, our Westhill mentor accompanied the teachers on March 8th and was very impressed. His follow-up email is attached.
- Further funding £200
Thanks to Westhill/NASACRE for a further £200 funding to enable us to run a second trip to the same places of worship, offered (ONLY) to the 15 teachers on the waiting list for the March 8th trip.
In order to run this second trip for £200 Jo Fageant has offered to lead the day for no fee, and Jan Lever has offered to do all the organisation and administration for no fee.
This second trip will take place on Tuesday 11th July 2017

- Dissemination (web pages and networks)
Dissemination of the Crossing the Bridges Directory, teaching resources etc will be ongoing through network meetings and SACRE communication channels/websites etc

5. Agreed syllabus review

- Funding
All 6 SACREs have agreed to each contribute £1700 in the financial year April 2018-March 2018 to fund the syllabus review. Wokingham Borough Council will invoice each SACRE and administer the budget.
(the same amount as contributed last year for the Crossing the Bridges Project)
- Process and time-frame (handout attached)
Please consider this at the Summer round of SACRE meetings so everyone is up to speed with the process and keeps the date reserved as relevant
- Initial consultations
Questionnaires: schools/SACREs
The simple online questionnaire is due to be sent to schools immediately after the May half-term with feedback to Jan Lever by 21st July, and collation of this to be sent to SACREs by end of August.
SACRES TO CONSIDER THE QUESTIONNAIRE AT SUMMER TERM MEETING AND OFFER INITIAL ANSWERS TO QUESTIONS TO JL BY 21ST JULY BY EMAIL

6. Easthampstead Park Resource Centre

Initial enquiries as to possibility of all SACRE areas being allowed access to the RE resource centre at Easthampstead Park have been positive and when the resources have been computerised onto a database, further conversations can be had to take this forward.

7. AOB

8. **Date of next meeting: Tuesday 12th September 2017** (with induction/refresher Session 2 following), Shute End, Wokingham
5.45-7pm

Please save the date and RSVP when reminder sent nearer the time

9. Dates for future SACRE Hub meetings:

January 2018: Tuesday 16th 2018 VENUE TBA (probably Shute End)

April 2018: Tuesday 24th 2018 VENUE TBA)probably Shute End)

PLEASE NOTE

It may be necessary for SACREs to hold an extra ASC meeting in May 2018 in order to agree/ratify the revised agreed syllabus in time for a July 2018 launch.

Please consider this and reserve a date at your SACRE meetings.

Jan Lever (Hub manager on behalf of Berkshire SACREs)
01202 377193 jan@janlevergroup.com