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Notice of Meeting

Standing Advisory Council on Religious Education

Monday 4 December 2023 5.00 pm

Virtual Meeting - Online access & on [RBWM YouTube](#)

www.rbwm.gov.uk



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By attending this meeting, participants are consenting to the audio & visual recording being permitted and acknowledge that this shall remain accessible in the public domain permanently.

Please contact Laurence Ellis, 01628 796319 / laurence.ellis@rbwm.gov.uk, with any special requests that you may have when attending this meeting.

Published: 24 November 2023



Agenda Item 4

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

11 September 2023

Present: Karen Butler (Chair), Barbara Meaney (Vice-Chair), Dai Prendiville, Thomas Kingsley-Jones, Vanessa Alfred, Suzanne Hull, Vicci Davidson, Karen Waller, Laura Dexter, Michael Gammage, and Councillor Richard Coe.

Present (virtually): Ravinder Singh Zandu, Saghir Ahmed, Anthony Lewis, and Councillors Jack Douglas and Kashmir Singh

Officers in attendance: Clive Haines, Anne Andrews and Laurence Ellis

ACTION

SACRE MEETING

1 Election of Chair and Vice-Chair for the New Academic Year

As it was the new academic year, an election of the Chair and Vice-Chair of SACRE was required.

Barbara Meaney proposed Karen Butler as Chair of SACRE for the 2023/24 academic year. This was seconded by Michael Gammage.

RESOLVED UNANIMOUSLY: That Karen Butler was elected Chair of SACRE for the 2023/24 academic year.

Karen Butler proposed Barbara Meaney as Vice-Chair for SACRE for the 2023/24 academic year. This was seconded by Thomas Kingsley-Jones.

RESOLVED UNANIMOUSLY: That Barbara Meaney was elected Vice-Chair of SACRE for the 2023/24 academic year.

2 Welcome

The Chair welcomed everyone to the meeting and attendees introduced themselves.

3 Introduction to RE & Collective Worship at Furze Platt Infant School

(At 5:03pm, Saghir Ahmed entered the meeting virtually and Vicci Davidson entered the meeting in-person)

Laura Dexter gave a presentation on religious education and collective worship at Furze Platt Infant School (FPIS), whereby the school sought to promote experience, excitement and engagement in its religious education. The vision of the school's federation (FPIS and Furze Platt Junior) was for children to explore the skills and the knowledge that they had been taught and promote a 'hands-on' learning approach. This was underpinned by the values of Passion, Well-being and Respect.

To achieve this vision, the curriculum encouraged children to explore their curiosities as well create a sense of community.

At FPIS, the curriculum sought to ensure that there were no limits or barriers to

children's achievements whereby children of all abilities could access the same curriculum as well as an understanding, from the teacher's perspective, that children learn in different ways. FPIS's Early Years and Key Stage One curricula were formulated to be exciting, engaging and challenging as well ensuring that they were both intertwined. They also took into account children's natural desires (what they want to do) and interests (what they want to know). While the timetables were rigid to an extent, they nevertheless allowed children the time and space they need to learn. The learning environment promoted continuous provision to enable children to explore and consolidate their learning.

FPIS sought to ensure children were achieving its curriculum threads for each of its subjects by the end of their time at FPIS. For example, the history curriculum thread involved sharing family history and photos (Early Years), visiting Windsor Castle (Year 1), and learning about Nicholas Winton (Year 2).

FPIS had worked with Julie Fisher, an independent Early Years Adviser, to formulate an effective method of teaching.

FPIS provided continuous provision through the Early Excellence model to stimulate a learning environment that built children's curiosity, provided learning opportunities and balanced child-led and adult-led learning.

As part of its Key Stage One curriculum, FPIS utilised 'Sticky Knowledge' whereby children have their learning embedded into their brains throughout their learning at FPIS, similar to something being written on a sticky note.

Regarding religious education, FPIS used the Discovery RE scheme. Children in reception were taught a range of religions and beliefs based on the time of year to ensure it was as meaningful and accessible as possible. In addition, they had hands-on experiences in class alongside a visit to a local Church. Meanwhile, Year 1 were taught Christianity and Judaism, and received a visit from a local Rabbi which included a Shabbat meal. Year 2 were taught Christianity and Islam as well as visited Maidenhead Mosque.

At FPIS, collective worship took place daily and was carefully planned and sequenced for the whole academic year. There was also an opportunity for children to reflect on the key message which has been shared.

Councillor Coe asked if other faiths were covered in Furze Platt Junior School (while the Infant School covered Christianity, Islam and Judaism). Laura Dexter confirmed this, whereby from Year 3 onwards, children were taught other religions. Despite this, Early Years pupils were still being exposed to other religions outside the three Abrahamic religions.

Ravinder Singh Zandu offered assistance relating to Sikhism to SACRE members, such as a school visit to a Sikh gurdwara. Laura Dexter accepted the offer.

Anne Andrews, SACRE Adviser, asked what links were being made between the Discovery RE scheme and the Agreed Syllabus. Laura Dexter replied that links were made whereby the school would always go back to the questions from the locally Agreed Syllabus when mapping out the Discovery Scheme.

Michael Gammage asked what Sticky Knowledge was. Laura Dexter replied that is a teaching method to ensure knowledge was embedded into children's brains during their learning journey.

4 Apologies For Absence

Apologies were received from Ila Gangotra, Clare Roberts, Chris Sayers and David Saunders.

5 Minutes of Meeting on 13th June 2023

RESOLVED UNANIMOUSLY: That the minutes of the meeting held on 13th June 2023 were approved as a true and correct record.

6 Matters Arising

The Chair went through the actions from the last meeting:

- SACRE Constitution amendment was added to the meeting's agenda.
- The Chair was certain that Thomas Kingsley-Jones would be open to doing another tour around Churchmead to any SACRE members who had missed the pre-meeting tour in March 2023.
- The Membership Update was added to the meeting's agenda.
- The Chair extended her gratitude to the two headteachers, Karen Waller (from Eton Wick CE First School) and Suzanne Hull (from Oakfield First), for filling the two vacant Teacher Representative (Group C) positions.
- The Chair asked Laura Dexter about the scrapbook as mentioned at the previous meeting in June 2023 at Cheapside Primary School. Laura Dexter confirmed that she had the scrapbook and that evidence for this had been gathered. The Chair requested for this to be shared with SACRE.

ACTION: Laura Dexter to share the RE scrapbook evidence with SACRE members.

Laura
Dexter

- Dai Prendiville had written an article for the SACRE newsletter on the 'Solutions not Sides' session, which covered the Israel-Palestine conflict.
- Laura Dexter had yet to write an article for the SACRE newsletter on the school trips to Maidenhead Mosque and Synagogue.

ACTION: Laura Dexter to create an article about the trips to Maidenhead Mosque and Synagogue to include in a future newsletter.

Laura
Dexter

- Laurence Ellis, Democratic Services Officer, had provided a list of training sessions in which SACRE members had attended. This was to be discussed further under 'Item 11 – NASACRE training opportunities/events'. The Chair informed the meeting that a NASACRE (National Association of Standing Advisory Councils on RE) induction training session for new SACRE members was taking place on 21st September 2023. Anne Andrew added that the session was online and free.
- The Chair informed the meeting that she had visited Lowbrook School and spoken to the RE Lead who had talked about the recent 'deep dive' into RE. The experience was summarised in the SACRE newsletter.
- The Chair had invited the Headteacher of Lowbrook Academy to join SACRE, but he had declined. The Academy Representative role has now been filled by Suzanne Hull.
- Not all SACRE members had completed the syllabus comparison exercise, but it was understood that the teachers would have been busy.
- Representatives for the Agreed Syllabus Conference were to be discussed during the Agreed Syllabus Conference.

- The post of Representative for Judaism on SACRE had been filled by Vanessa Alfred.

7 Membership Update

(Councillor K. Singh entered the meeting virtually at 17:42)

Three new SACRE members had been appointed: Vanessa Alfred (Group A – Judaism), Karen Waller (Headteacher), and Suzanne Hull (Academy Representative).

The Chair informed that she had discussions with and then visited Matthew Scott, Minister at Dedworth Green Baptist Church, on whether he could become a SACRE member. He was unable to attend the meeting. The Chair also informed that she had contacted Maidenhead Quakers on to enquire about the possibility of finding someone to join SACRE, but discussions went nowhere.

The Chair stated that she would continue to search for potential candidates to fill the vacant SACRE positions.

ACTION: The Chair to continue searching for potential candidates to fill the vacant SACRE positions. Karen Butler

8 Amendments to the SACRE Constitution

Laurence Ellis explained the proposed amendments to SACRE’s Constitution (Terms of Reference). The first amendment was to create the position of Non-Religious Worldviews as a full member in Group A. Once this was approved, Laurence Ellis would arrange for Cabinet to formally appoint Dr Anthony Lewis into this position (in contrast to being a co-opted member). The second amendment was to make the Constitution specifically state how SACRE members were to be appointed: SACRE would nominate the members and Cabinet would then approve the appointment. This was in contrast to the Constitution vaguely stating that the “local authority” shall make the appointments.

While happy with the amendments, Vicci Davidson suggested that the Constitution should be further amended to replace ‘Chairman’ and ‘Vice-Chairman’ with ‘Chair’ and ‘Vice-Chair’.

Councillor Coe asked who approved the amendments. Laurence Ellis replied that the amendments were reviewed and approved by the Head of Legal and Governance, and that SACRE needed to approve the changes.

To get the current changes in place, Anne Andrews suggested the current proposed changes be approved while another separate amendment could take place to remove ‘Chairman’ and ‘Vice-Chairman’. Laurence Ellis agreed.

UNANIMOUSLY AGREED: To approve the proposed amendments to SACRE Constitution.

ACTIONS:

- **RBWM Cabinet to formally appoint Anthony Lewis into the new Non-Religious Worldview position in Group A.**
- **Amend the SACRE Constitution to replace ‘Chairman’ and ‘Vice-Chairman’ with ‘Chair’ and ‘Vice-Chair’.**

Laurence
Ellis
Laurence
Ellis

9 SACRE Development Plan Progress Report

The Chair briefly explained to the new SACRE members that the SACRE Development Plan was built on the NASACRE self-assessment tool which identified the various strengths and weaknesses of SACRE and how these might be improved. She then went through the draft Development Plan, particularly the areas which were coloured red.

Key Area 1a – Funding: Professional and financial support:

The Chair informed the meeting that the proposal for additional funding from the Local Authority had not been forwarded yet and proved to be challenging. This was because SACRE did not have a specific set of actions which cost more money than the funding which was allocated. There was also an RE self-assessment tool which permeating across the schools in the Borough, and it was becoming a useful opportunity for teaching staff reflect on their practices and share their experiences with other RE teachers. From this, the Chair hoped that SACRE would have a development action plan from which it could propose additional funding from the Local Authority.

Key Area 1b – SACRE meetings:

While understanding that Laurence Ellis would have other work priorities which would inhibit him from circulating the meeting minutes sooner, the Chair requested that the minutes be published/circulated within two weeks from the meeting.

Councillor Coe informed that there had been suggestions of having summary minutes whereby the list of action points and decisions would be circulated shortly after the meeting and before the full minutes were published.

ACTION: The clerk to circulate the action points shortly after the meeting.

**Laurence
Ellis**

Key Area 1g – Relations with the Academies sector:

No secondary BASH representative was recruited.

Key Area 1b 6 – Ensure that schools' major priorities for improvement form the basis for some SACRE agenda items:

Once the self-assessment tool permeates, SACRE would begin to understand what was going on across the Borough's schools, namely their strengths and areas to improve upon.

The implementation of a comprehensive approach to evaluate collective worship across RBWM schools had been slow.

The Chair informed that she would review the SACRE Development Plan alongside Anne Andrews and the Vice-Chair and welcomed any feedback from SACRE members on the Plan and its priorities.

ACTION: SACRE members to email the Chair on any feedback which they may have on the SACRE Development Plan.

ALL

The Chair requested for Laurence Ellis to circulate the new NASACRE login details.

ACTION: Clerk to circulate the new NASACRE login details.

**Laurence
Ellis**

10 Feedback from teachers/school visits: RE and Collective Worship

Each teacher at the SACRE meeting gave an update from their respective schools.

For Eton Wick CE First School, Karen Waller informed the meeting that collective worship had been strong and had also been adapted. They included two regular school assemblies, local walks, and assemblies which espouse the school's values. There were also award ceremonies for children to which parents were invited.

For Desborough College, Dai Prendiville explained that the school was using a tool called Lyfta, a platform which shows short videos of compelling stories from individuals from around the world. For example, a person collecting and using beach litter to create sculptures. The presentation of the story was followed by students being allowed to reflect on what they heard.

For Wessex Primary School, Vanessa Alfred informed SACRE that the school was using a tool called Kapow for RE lessons. RE lessons were taught for two days during every half-term so that students were fully immersed into the subject rather than being taught 1-hour RE lessons per week.

For Churchmead CE School, Thomas Kingsley-Jones informed the meeting that he began to teach A-Level RE for the first time in a couple of years and has a class of 5 students. The formulation of the curriculum had been positive. In addition, Year 7 students were experiencing an introductory RE unit, and had made a positive start to their RE educational journey.

Barbara Meaney had moved to a secondary school in Buckinghamshire. She informed that 32 new staff members had started and there were 150 new Year 7 students. The school was also due to have an inspection.

For Oakfield First School, Suzanne Hull informed SACRE that collective worship at the school was going well. The Covid pandemic had caused a reconsideration on how to approach collective worship, changing it from a very structured approach to a more flexible one where topics which were relevant at the time were discussed. She added that the school struggled to invite external guests. She hoped that being a SACRE member meant that there were potential opportunities. The Chair highlighted Ravinder Singh Zandu's offer of assistance for Sikhism as an example.

Karen Waller asked if SACRE members' emails were available. Laurence Ellis commented that it was up to SACRE members on whether they consent to their emails being available to all members. The Chair suggested that SACRE members should be asked if they consent for their email addresses to be available to other members.

ACTION: Laurence Ellis to confirm whether SACRE members consent for their email addresses to be made available to other members.

**Laurence
Ellis**

11 NASACRE training opportunities/events

SACRE noted the training list.

Laurence Ellis highlighted that Laura Dexter had attended some other NASACRE training sessions which were not noted down on the training list in the agenda due to being notified of this after its publication. The other NASACRE training sessions which Laura Dexter had attended were:

- 'What's happening to Collective Worship beyond determinations? (14th

- March 2023, 7:00-8:00pm);
- 'So, you've joined your local SACRE...' (26th June 2023, 7:00-8:30pm).

12 RE Network Meetings for the year ahead

Anne Andrews informed SACRE that the RE Network meetings for 2023-24 were in the termly RE Newsletter and that SACRE members were allowed to attend:

- Thursday 19th October 2023 (4-5.30pm on Teams)
- Wednesday 7th February 2024 (4-5.30pm on Teams)
- Tuesday 11th June 2024 (4-5.30pm on Teams or in person)

Anne Andrews requested that SACRE members who were headteachers to inform their RE teachers of the meetings to ensure they were aware of them and that they attend them if possible.

Anne Andrews then stated that Altwood CE School were running some secondary RE Network meetings. When it was revealed that SACRE members had not received this information, Anne Andrews stated that she would circulate the dates. The first meeting was being held at Altwood School on 27th September 2023.

ACTION: Anne Andrews to circulate the dates of secondary RE Network meetings.

**Anne
Andrews**

Anne Andrews also informed SACRE that Diocesan church schools had two-termly RE network meetings. She then highlighted that there was a new website called [RE Hubs](#) (shown in the newsletter) which held information on RE meetings across the UK. She added that the website provided free training for individuals who conducted school visits or were connected to places of worship.

(Vicci Davidson left the meeting at 18:19)

13 Termly RE Newsletter to schools

Anne Andrews informed SACRE that the RE Newsletter was nearly ready, with Clive Haines, Deputy Director for Education (AfC), confirming that it would be published on Friday 15th September. Clive Haines also requested that remaining information be provided to him by Friday 15th September 2023.

ACTION: Anne Andrews to finalise the newsletter by Friday 15th September 2023.

The Chair went through the newsletter.

14 Draft Annual Report

Anne Andrews informed SACRE that the deadline for the draft Annual Report was 31st December annually, and it would likely not include GCSE and A-Level data as they were not received around this time. She requested that SACRE members send her any feedback relating to the draft Annual Report. From there, SACRE could approve it at the next SACRE meeting in December 2023.

ACTION: SACRE members to read the draft Annual Report and send any comments/feedback to Anne Andrews in preparation for a final approval at the December 2023 meeting.

**Anne
Andrews**

15 Budget update

For the budget of April 2023 to April 2024, Clive Haines informed that £2,110 had been allocated for supplies and services, and £4,150 had been allocated for specialist consultancy fees. From this, the total budget was £6,260 more than last year. In addition, the total cost for subscription fees would be around £700 for the year.

Anne Andrews stated that she had invoiced £2,200 from the Diocese. Clive Haines responded that this had not come through and that the figure was £2,400 for the year. Anne Andrews stated that she would chase up the Diocese regarding the invoice.

ACTION: Anne Andrews to chase up the Diocese to get the invoice forwarded

**Anne
Andrews**

(Suzanne Hull left the meeting at 18:25)

16 Ofsted/SIAMS reports

The Chair introduced and commended the SIAMS report from Queen Anne Royal Free Church of England First School.

Councillor Coe asked if Councillor A. Tisi, as Cabinet Member for Education, would receive a copy of this; to which Clive Haines replied that she would not. Anne Andrews added that SIAMS reports were published on school websites. She added that she would try to inform the local authority at every SACRE meeting on any SIAMS or Ofsted inspections taking place. She also informed the meeting that Diocese and the schools would receive a notification of an inspection, but not the local authority.

17 Any Other Business

Anne Andrew raised an issue from NATRE (National Association of Teachers of Religious Education), NASACRE and REC (Religious Education Council) who were asking SACREs to write to their Members of Parliament (MPs) to ask them to raise questions at party conferences on teacher training and provisions for RE. If SACRE agreed with the suggestion, she would liaise with the Chair and Vice-Chair to write a letter to the MPs of Windsor and Maidenhead: Theresa May (Maidenhead) and Adam Afriyie (Windsor).

When asked by the Chair, Anne Andrews elaborated that the intention was for MPs to raise the issue at their party conferences that RE required more funding. The details of this would be in the SACRE newsletters.

Councillor Coe highlighted that writing letters only to the MPs of Windsor and Maidenhead meant the request would only go to one political party, and thus suggested to also write to Council Leaders and Councillors. Anne Andrews agreed with the suggestion, adding that Councillors could also be verbally encouraged to raise the issue of RE funding at their party conferences.

The Chair wanted the briefing to take place first before any action took place. Anne Andrews stated that the briefing would take place in the following week.

ACTION: SACRE members to consider, following the distribution of information, whether to contact MPs and councillors to ask them to have conversations with RE organisations at Party Conferences.

ALL

18 Dates of Future Meetings

Dai Prendiville offered to have Desborough College host the SACRE meeting in March 2024.

SACRE attendees noted future meeting dates:

- Monday 4th December 2023 At 5:00pm – Virtual Via Zoom
- Monday 4th March 2024 At 5:00pm – Desborough College

AGREED SYLLABUS CONFERENCE

19 Welcome

The Chair declared that the SACRE meeting had ended and that the Agreed Syllabus Conference had begun.

20 Apologies For Absence

(Anthony Lewis and Saghir Ahmed left the meeting at 6:33pm)

As with the SACRE meeting, apologies were received from Ila Gangotra, Clare Roberts, Chris Sayers and David Saunders.

By the time that the Agreed Syllabus Conference had commenced, apologies were also received from Suzanne Hull, Vicci Davidson, Dr Anthony Lewis and Saghir Ahmed.

21 Membership

As attendees at the Agreed Syllabus Conference were the same as those attending the SACRE meeting, the Chair presumed that the nominated school and religious bodies on SACRE were satisfied with having the same representatives for both meetings.

22 Pan-Berkshire Hub/JASC - Developments

The Chair thanked the SACRE members who responded to the draft syllabus.

Anne Andrews introduced the draft syllabus, which provided a proposed framework of the religious education syllabus. The draft produced a mixture of subject/religious specific and generic questions.

Feedback received from teachers conveyed the view that specific questions were more helpful because words and ideas were not always used or understood in the same way. Therefore, having questions relevant to the particular tradition would hopefully steer people away from some stereotypes. From this, Anne Andrews sought to formulate questions which covered similar themes and topics across religions.

In the draft, Anne Andrews proposed to alternate between Abrahamic (Christianity, Judaism and Islam) and Dharmic religions (Hinduism, Buddhism, Sikhism and Jainism) so that pupils would encounter Christianity in every year group, Judaism in one year group, Islam in another year group, and the

Hinduism and Sikhism (two Abrahamic and two Dharmic religions) by the end of lower Key Stage 2. In upper Key Stage 2, schools would be allowed to choose to revisit one of the Abrahamic and Dharmic religions.

Feedback from teachers conveyed the view that there needed to be some agreed content, information and guidance, to which Anne Andrews stated that there would be discussions on what content would be covered under each of the questions in the draft. There was an option of not having questions and instead have suggested content.

Anne Andrews proposed to specify content for Key Stage 4 and Key Stage 5 core religious studies. By creating something workable, it would hopefully attract academies and VA (voluntary aided) schools to use the syllabus. It was revealed that schools generally were delivering GCSE religious studies (RS) but were not providing any RS for pupils who did not study it further at A-Level.

Councillor Coe asked what the legal requirement was. Anne Andrews answered that every pupil in every key stage should learn RS. When Councillor Coe followed by asking how much should be learned per week, Anne Andrews responded that SACRE could not determine how long RS should be taught in a week, but it could provide a curriculum and syllabus with a recommendation that sufficient time was devoted so that the requirements were fulfilled.

Councillor Coe asked if there was a possibility for a website which had resources for schools to access. Anne Andrews stated that this could be part of the request for extra money for religious education.

Anne Andrews stated that politicians should have conversations with NATRE and REC so that the latter could explain the consequences of the lack of money in religious education. For example, the result in cutting the bursary included that 26% of GCSE classes were taught by non-specialist RS teachers, which then had a large knock-on effect of undermining religious literacy. Therefore, Anne Andrews conveyed, it was important to highlight this to politicians.

23 Next steps

For the next steps, Anne Andrews then asked SACRE members from Group A to review the questions relating to their faith in the draft syllabus. She requested for this to be forwarded by 14th October in preparation for the HUB meeting on 16th October.

The Chair offered to forward this request to Group A members who had left.

ACTION: Group A members to forward any feedback to the questions relating to their respective faiths in the draft new syllabus by 14th October.

Group A

Anne Andrews stated that Michael Gammage could suggest some content for the Baha'i faith and possibly some questions.

Clive Haines asked what the deadline for the draft syllabus was. Anne Andrews replied that the legal requirement was to begin the process within five years and SACRE's final deadline was April 2025. The review had started within the required deadline.

24 Any Other Business

There was no additional business.

25 Dates Of Future Meetings

SACRE attendees noted the future meeting dates:

- Monday 4th December 2023 At 5:00pm – Virtual Via Zoom
- Monday 4th March 2024 At 5:00pm – Desborough College

The meeting, which began at 5.01 pm, ended at 6.50 pm

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RBWM SACRE Membership – December 2023

Group A - Christian denominations and other religions

The Free Churches – 3	Revd Vicci Davidson (Methodist)
	Margaret Smith (Quakers)
	Vacancy
The Roman Catholic Church - 1	Barbara Meaney
Hinduism - 1	Ila Gangotra
Islam - 1	Saghir Ahmed
Judaism - 1	Vanessa Alfred
Sikhism - 1	Ravinder Singh Zandu
Buddhism – 1	Chris Sayers
Bahá'í - 1	Michael Gammage
Humanism – 1	Dr Anthony Lewis

Group B – The Church of England

The Church of England – 3	Vacancy
	Karen Butler
	Fr David Saunders

Group C – Teacher Representatives

Key Stage 1 - 1	Laura Dexter
Key Stage 2 - 1	Clare Roberts
Key Stage 3 - 1	Thomas Kingsley-Jones
Key Stage 4 - 1	Dai Prendiville
Headteacher - 1	Karen Waller
Academy Representative - 1	Suzanne Hull

Group D – Local Authority Representatives

Councillors - 3	Cllr Richard Coe
	Cllr Jack Douglas
	Cllr Kashmir Singh

The members of SACRE (other than co-opted members) shall be nominated by SACRE and approved by Cabinet so that they shall represent the following groups.

The SACRE Constitution was approved by SACRE in July 2019 and by the RBWM Council in October 2019.

The SACRE Constitution was last amended on 11th September 2023.

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Some extracts from Ofsted inspection reports

Royal Borough of Windsor & Maidenhead September - December 2023

As there are no overt references to RE teaching and learning and few to assemblies/collective worship, these extracts relate mostly to pupils' social, moral and cultural development

1. Riverside Primary and Nursery School, Maidenhead

Inspected July 11th & 12th 2023 Outcome: **Good**

What is it like to attend this school?

'Pupils meet leaders' high expectations and work enthusiastically in class. They socialise well together at playtimes. Warm, trusting relationships exist throughout the school. Bullying is rare.

The school's curriculum and wider opportunities help to prepare pupils for life in modern Britain. Pupils learn about democracy by voting for the school council team, the head boy and girl and for the winners of the school talent show. Pupils really value difference. They make sure that everyone treats each other with tolerance, kindness and respect.'

What does the school do well and what does it need to do better?

'Pupils behave well across the school. In lessons, they are keen to learn and participate well. Staff ensure that the school is an inclusive environment where all pupils can learn without interruption.

Pupils have learned how to develop strong relationships with each other.'

2. St Luke's C of E Primary, Maidenhead

Inspected July 11th & 12th 2023 Outcome: **Outstanding**

What is it like to attend this school?

'Pupils are rightly very proud of their school. They embody the ambition to 'live life in all its fullness', taking every opportunity to learn more. Classrooms are purposeful and alive with excited learning. Pupils are ambitious for themselves and those around them.

The school is a calm and joyful place where everyone is respected. Differences are celebrated here, and pupils have a deep understanding of tolerance. They learn and play together with maturity and consideration of others. This means bullying is incredibly rare.'

What does the school do well and what does it need to do better?

‘Pupils are highly attentive in lessons. They have a thirst for learning and a mature understanding of how to learn together. The relationships between staff and pupils are warm and respectful.

Pupils learn about different backgrounds and faiths through local faith walks, school panels attended by local faith leaders, and presentations from pupils themselves. At the earliest opportunity, children share their backgrounds with each other. This school is rich in diversity and pupils benefit from this greatly. Their well-developed understanding of other people means they are curious, respectful and highly ambitious.

All pupils are well prepared for life beyond school. Leaders make sure pupils understand how to express their views, including pupils with special educational needs and/or disabilities (SEND). Pupils learn how to communicate very well and to debate theories such as the Big Bang respectfully. Local trips on the train and visits to the local residential home give pupils confidence and a strong sense of responsibility. At this school, pupils gain a powerful understanding of themselves and the world around them.’

3. Altwood CE School, Windsor

Inspected September 19th & 20th 2023 Outcome: **Good**

What is it like to attend this school?

‘... pupils are considerate, polite and courteous. In class, and around the school, pupils work diligently and behave well.

Sixth-form students are very proud of their position of responsibility in the school and the impact they have. They remember how they felt as new pupils and want to carry on this tradition of support.

Pupils value having friends across the school community and in different year groups. Younger pupils appreciate the mentoring guidance provided as well as the time they spend with sixth-formers, who run some of the school’s varied extra-curricular activities.’

What does the school do well and what does it need to do better?

‘Pupils’ excellent behaviour in lessons enables teachers to provide specific support when needed. Around the school, pupils are calm. They enjoy socialising in ‘The Hub’ canteen area where year groups mix at breaktime and lunchtime. Pupils recognise and value the supportive relationships that exist throughout the school community.

Pupils listen politely and enjoy debating topics, even when they disagree with their classmates.

SACRE DEVELOPMENT PLAN 2023 – 2025 DRAFT 1

RBWM – SACRE Development Plan 2023 – 25

PRIORITY AREAS FOR ACTION 2023 - 2024

PART 1 - From SACRE Self-assessment Tool (SAT)

Priority	Actions	Success Criteria	Who	Timescale	Cost	Progress
SAT: Key Area 1a – Funding: Professional and financial support	1 - Add costings to SACRE Development Plan	All actions on SACRE DP are fully costed	KB/AA/ BM	Spring 2024	Time – KB/BM Adviser time	
	2 - Increase SACRE budget in line with strategic development needs	Additional funding is secured and used to promote training related to CW <i>(See Priority A2 - below)</i>	KB/AA/ BM	Summer 2025	Time – KB/BM Adviser time	
SAT: Key Area 1b – SACRE meetings	1 – Sustain a short turnaround time for the publication of SACRE minutes.	SACRE minutes published within two weeks of the meetings	MB/KB /AA/ BM	Ongoing	Time of Clerk Minimal time: KB/AA	
SAT: Key Area 1c – Membership and training	1 – Provide opportunities for the induction of new SACRE members, as appropriate.	New SACRE members signposted to online induction opportunities via NASACRE. Where numbers suggest - pre or post-SACRE meeting briefings.	AA	June 2024	Cost of NASACRE membership £155 + training fees	
SAT: Key Area 1e – Information and advice (See Priority A below)	1 - Strengthen the role of SACRE as ‘critical friend’ to the LA through enabling it to: <ul style="list-style-type: none"> review ‘detailed and well-analysed information’ about 	Where this information is available, SACRE members are aware of strengths, weaknesses and areas for development in RE teaching and CW across the Borough	CH/Data team	Validated data from LA - Summer 2024 Reports from school advisers	Time – CH	

SACRE DEVELOPMENT PLAN 2023 – 2025 DRAFT 1

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	<p>the quality and provision of RE & CW</p> <ul style="list-style-type: none"> receive prompt and comprehensive feedback following school inspections 	<p>SACRE members are briefed after all school inspections that mention RE & CW. Summary of key points from Ofsted reports presented at meetings.</p>	CH/KB	<p>attending feedback shared with SACRE after school inspections</p>	<p>Time to collate summary notes – CH/KB</p>	
<p>SAT: Key Area 1f – Partnerships with key stakeholders</p>	<p>1 – Continue to hear the views of students about their experience of RE (See 1b1 above & A1 below)</p>	<p>Direct input is received from students at the start of SACRE meetings.</p> <p>SACRE members are aware of students’ views as summarised in RBWM self-assessment returns.</p>	<p>AA/KB/ Host teachers</p> <p>CH/LA staff (EN?)</p>	<p>Termly</p> <p>Annually – Summer 2024/5</p>	<p>20 mins at start of SACRE meetings</p> <p>CH/LA clerical staff summarise audit returns</p>	
	<p>2 - Implement ways of involving reps of ‘key support networks’ and ITT providers into the work of SACRE</p>	<p>SACRE members are aware of a range of networks and providers and how their work is relevant to SACRE. Primary ITT students to attend RE Network meetings SACRE input to ITT training</p>	<p>AA/KB/ BM/CH /EN</p>	<p>Termly input to SACRE meetings</p>	<p>CH/KB time to liaise with key stakeholders</p>	

PART 2 - Additional Priority Areas:

Priority	Actions	Success criteria	Who	Timescale	Cost	Progress
<p>A - Arising from SACRE Self-</p>	<p>1 - Establish a universal approach to the auditing of</p>	<p>Training provided to enable all schools to understand</p>	<p><i>Appropriate teachers</i></p>	<p>Spring/Summer 2024</p>	<p>Additional Adviser time</p>	

SACRE DEVELOPMENT PLAN 2023 – 2025 DRAFT 1

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<p>assessment tool (SAT): Key Area 1b 6 - Ensure that schools' major priorities for improvement form the basis for some SACRE agenda items.</p>	<p>provision for RE in RBWM schools through the use of REQM criteria – with some adaptations - and student questionnaires</p>	<p>RBWM approach and how to audit RE.</p> <p>25% schools implement system effectively.</p> <p>Outcomes of audit are shared with the LA annually for synthesis.</p> <p>Action is taken via the SACRE DP to address schools' major priorities</p>	<p>RE Leads/CH</p> <p>KB/AA/BM</p>	<p>Summer 2024</p> <p>Summer 2024</p> <p>Autumn 2024</p>	<p><i>Teacher release time</i> <i>Costs of support/moderation visits to schools for RBWM teachers</i> CH/LA time to undertake annual analysis KB/AA/BM time for revision of SACRE DP for academic year to come</p>	
	<p>2 – Create a simple approach to auditing Collective Worship (CW) in all schools.</p>	<p>A simple approach to auditing CW devised and shared with all schools.</p> <p>Follow up training provided including via Network meetings.</p> <p>25% schools implement system effectively.</p> <p>Outcomes of audit are shared with the LA annually for synthesis.</p> <p>Action is taken via the SACRE DP to address schools' major priorities</p>	<p><i>NASACRE / AA – Others</i></p> <p><i>NASACRE / AA – Others</i></p> <p><i>AA/others to moderate</i></p> <p>RE Leads/CH</p> <p>KB/AA/BM</p>	<p>Spring 2024</p> <p>Spring/Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Autumn 2024</p>	<p>Additional Adviser time (£400 day) Payment to NASACRE/Leading teachers Costs of support/moderation visits to schools.</p> <p>CH/LA time to undertake annual analysis</p> <p>KB/AA/BM time for revision of SACRE DP for following</p>	

SACRE DEVELOPMENT PLAN 2023 – 2025 DRAFT 1

					academic year	
	3 - Diocesan Adviser to use feedback from RE Network meetings to inform SACRE and LA training programme	Feedback incorporated into SACRE Development Plan, where relevant.	AA/KB /BM	Ongoing cycle of Network meetings	RE Networks in Adviser contract	
	4 – LA SACRE rep to share feedback on RE following Ofsted and denominational inspections	Issues arising from school inspections are incorporated into SACRE DP & training programme where relevant. Successful practice is shared across the LA via Network meetings/Newsletters.	CH/HM	Cycle of school inspections	CH/HM time to liaise with colleagues re inspection outcomes	
22	B – Promote high quality RE teaching	Continue to use Network meetings for RE leads in primary schools to share effective practice and resources Continue to provide termly Newsletters with a wide range of quality training opportunities and links to quality resources for RE teachers in all phases	Increased numbers of teachers of RE are energised and motivated by sharing of effective practice. Positive feedback received regularly. Teachers of RE make regular use of Newsletters to access training and resources.	AA	Ongoing cycle of Network meetings	Adviser time – within contract
				AA	Termly	Adviser time – within contract
	C – Continue work on the New Berkshire RE Agreed Syllabus Review	1. Agreed Syllabus Conference meetings occur four times a year, immediately after SACRE meetings 2. RBWM engages actively with the Berkshire Hub to support syllabus developments	AA	Autumn 2023/Summer 2024	£900 annual Hub Fee	

SACRE DEVELOPMENT PLAN 2023 – 2025 DRAFT 1

		<p>RBWM teachers contribute to Hub discussions.</p> <p>RBWM teachers contribute to the development of resource materials to support the new syllabus.</p>				
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ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) ANNUAL REPORT 2022-23



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INTRODUCTION

FROM THE CHAIR OF SACRE

As the incoming Chair of SACRE, I would like to pay tribute to my predecessor, Mike Gammage who has given many years of service to the Borough. His welcoming approach and generous encouragement of colleagues has been a consistent strength in our meetings and I am delighted that as he steps down from this role, he doesn't step away from SACRE but continues to represent the Baha'i faith within Group A. Our sincerest thanks must also extend to Hilary Harris whose service to SACRE, representing the Jewish faith over the last 25 years, has been so very valuable. As a serving teacher, Hilary's involvement in debates about school practice and her perspectives on both RE and Collective Worship have been much valued.

This last year has seen the arrival of Methodist minister Rev Vicci Davidson within Group A, Fr David Saunders representing the Church of England within Group B, Laura Dexter (Furze Platt Infants, Maidenhead), Thomas Kingsley-Jones (Churchmead CE School, Datchet) and Dai Prendiville, (Desborough College, Maidenhead), all of whom are RE leads in their respective schools and who have joined Group C. We are hugely indebted to all these new members for pledging their time so willingly and, especially, to all the serving teachers on SACRE for keeping our feet very firmly on the ground. Every effort has been made during the year to seek a secondary headteacher to represent the Berkshire Association of Secondary Heads (BASH), but to no avail. Mid-year elections saw the arrival of a new political regime led by the Liberal Democrat Party and three new members of Group D: Cllr Richard Coe, Cllr Jack Douglas and Cllr Kashmir Singh. Such significant change might have brought with it a sense of instability in some contexts, but I feel genuinely invigorated by the prospect of so many fresh perspectives that these colleagues will inevitably bring. My thanks to everyone who attends and contributes to our meetings. We are doing so in a voluntary capacity and in the spirit of genuine interest and mutual respect, keen to support Borough schools.

This report recognises the new ground we have broken through our development planning process which acknowledges the need to address those areas that we felt were inadequate following the NASACRE self-assessment. Whilst aiming to strengthen SACRE's efforts to improve the way it operates, the plan tries to grapple with the inevitable challenge of knowing what schools' major priorities for improvement might be in relation to RE and Collective Worship, in order to address them. It's the 64,000 dollar question: How do we find out what is going on in our schools – beyond published GCSE and A Level results? Reports from Ofsted are now non-existent and Deep Dives into RE rare. We have occasional SIAMS reports (and excellent though they have been this year) we know what our teachers and headteachers tell us but this gives only a flavour. A truly professional and comprehensive approach requires a tool that schools themselves will find useful and this we have been developing during the last academic year. I very much hope that its benefits will be recognised across the key stages and that its use will enable colleagues to develop sharper insights into their practice. Only when RE leads feel confident in their use of this might we hope that they will feel confident to share their priorities with us. To have such knowledge would empower SACRE to take steps to address these issues and thus, to fulfil our true role.

It would be wrong to close without mentioning some of the successes of the year, one of which is our collaboration with the other Berkshire SACREs in the completion of the *Real People, Real Faith* film project. This provides a wonderfully diverse resource for learning across Key Stages 1 – 3, covering eight different religions and is accessible to all RBWM schools. I hope that more and more of them will take the opportunity to use these films in the year to come.

All that SACRE does is guided by our Diocesan Adviser Anne Andrews, without whom we would be struggling. Her work to lead and direct really professional and productive termly Network Meetings, to create and circulate termly Newsletters – so full of advice and links to so many different resources related to RE and Collective Worship - and the strong steer that she gives to SACRE, in the lead up to meetings and in the

meetings themselves, helps us all to learn and to work towards improving our practice. In Anne we are well blessed.

My thanks to you all.

Karen Butler, Chair of SACRE

OVERVIEW

Windsor and Maidenhead SACRE has met four times during the year 2022-23. Attendance has been good this year, with a mixture of online and hybrid meetings. This has enabled even those not able to travel to attend meetings, though they have missed out on the tours of schools that have been a highlight of the in-person meetings. Every meeting has been quorate and during the year, a number of new members have been recruited. The local elections in May have led to a complete revision of the Group D membership as three new councillors were welcomed to the June meeting.

SACRE has had several areas to address. A letter was sent early in the new academic year to seek wider representation for Group C. A replacement for one of the Group B representatives was also sought. Other key activities have been ensuring that members of SACRE are familiar with what is happening in schools, and so it was decided to move to meeting in schools again. The practice of having verbal reports from those working in schools, and those who visit for collective worship or to support with RE has continued, leading to constructive debate and a growing understanding of the issues faced by schools.

SACRE has devised a new development plan, in line with the NASACRE self-evaluation tool and discussions are continuing on the way forward for the Agreed Syllabus review, to be carried out in partnership with the other five Berkshire SACREs, as usual. As part of the preparation for the syllabus review, it was proposed that the humanist representative – currently a co-opted post – should be moved to Group A. This would ensure that the humanist view could be included in the ASC, as co-opted members may not be part of the ASC.

The ASC (Agreed Syllabus Conference) has not been sitting this year, but a request has been placed with the local authority to convene this body at its earliest convenience.

RE (STATUTORY RESPONSIBILITIES)

THE LOCALLY AGREED SYLLABUS

- The Locally Agreed Syllabus (LAS) is nearing the end of its 5-year cycle, and the local authority had previously agreed that although the process would begin within the required timeframe, the impact of the pandemic meant that it was sensible to aim for a launch somewhere between September 2024 and April 2025. SACRE does not have accurate knowledge of which schools have adopted the syllabus, as the Pan-Berkshire syllabus is freely available. Apart from conversations in SACRE meetings with Group C representatives, RE network meetings, led by the RE adviser are where SACRE finds out most about the use of the syllabus in schools. The meetings are offered free of charge to all schools in the borough and academies attend as well. Most refer to the Locally Agreed Syllabus, though the Pan-Berkshire syllabus is sufficiently flexible to be easily adopted by all schools. Most information about RE in schools is gathered through these RE network meetings, and all the teachers attending, including those from academies, are using the syllabus. One of those had a deep dive in RE as part of a recent Ofsted inspection, and the response was positive from the inspectors. A couple of C of E VC schools, using the Agreed Syllabus also received positive feedback in recent SIAMS inspections.

MONITORING THE LAS, IN RELATION TO AN LAS REVIEW

- Feedback from a range of activities with SACRE representatives on the current RE syllabus has shown that it is too open and that some of the questions do not translate well to different traditions. Teachers have

asked for there to be more detail and direction in the next syllabus. A review activity highlighted that SACRE members, including teachers, want a syllabus that achieves a good balance between flexibility and detail, allowing schools to create their own sequential curriculum. The current syllabus has guidance material, but it appears that this is not being used widely. A different approach will be needed in the new syllabus.

- Although the ASC has not begun its work yet, there have been preparatory conversations with faith groups discussing the content that they would like to see in an ideal syllabus. This information will be used in the ongoing work. The six Berkshire SACREs will be working together on this syllabus, with a Joint Syllabus Conference co-ordinating and disseminating material for scrutiny by individual ASCs. This is likely to make the process more complex than in single LA syllabus areas.
- SACRE has advised the Local Authority that the ASC needs to be convened so that the work can begin, and this process has been initiated.

STANDARDS AND MONITORING OF RE

- Examination data was shared by the LA at the final meeting of the year. The percentage of the cohort taking GCSE Religious Studies (RS) has declined significantly over the last four years' worth of data but is still very slightly above national at 19%. Percentage results for grades 9-5 sit slightly above national as they do also for grades 9-4. Some schools have very low numbers sitting RS examinations. Two schools enter the entire cohort, and both have seen their results improve from the 2019 data. The school that in recent years has had no entries for RS, is beginning the process of teaching it, and should have their first results next academic year. All bar one of the secondary schools in the borough are academies and the one that isn't is a CE VA school, so while SACRE can advise the LA that some schools may not be meeting statutory requirements, this is also outside of the remit of the Local Authority. This provides evidence that the academisation programme is allowing some schools to escape local accountability.
- A level results are broadly in line with national, though the number of candidates entered has dropped each year for which data is available since 2017. Two schools with 6th Forms had no A level RS candidates this year, where previously there had been small numbers. Another school had entries for only the second time and that number has risen. These results have led SACRE to conclude that the revision of the syllabus needs to take this into account and suggest content for core KS4 and 5, as the current recommendation that all should follow an accredited course appears not to be met.
- The NATRE collated School Workforce Data was also scrutinised by SACRE and presented a very similar picture. This data however was collected during the pandemic, and though SACRE raised the issue, the LA wanted to wait until there had been a normal school year, before taking any action against schools. As even most of the middle schools, included in the Workforce data are also academies, the LA may not have much leverage.
- SACRE has not been in a position to give advice to the LA on RE standards more broadly as monitoring of schools remains problematic. SACRE has however been working on an audit tool to be distributed to all schools to encourage them to begin conversations with SACRE about standards. This document was shared with those who attended the RE network meeting that was held in person. The aim is to make this available to all schools in the autumn of 2023 and encourage the conversations to begin. The audit tool is based on the freely available REQM audit tool.
- No schools in Windsor and Maidenhead have applied for or achieved REQM awards.
- SACRE advertises local and national training to schools through the termly newsletter. This newsletter also contains information about resources that are available, and information about faith traditions. The new initiative to include a report on the RE network meeting from the previous term, so that teachers unable to attend are able to see what has been discussed has resulted in better attendance this year.

RBWM SACRE also offered subsidies of £100 to ten teachers to attend national training, such as Strictly RE. Some of the places were taken up, but not all.

- SACRE has not produced any teacher training material this year, but the Real People Real Faith film project has been widely advertised. This project, hosted on the NATRE website, contains a wide range of films that will support teachers in the classroom, and notes have been written to accompany each of the films. New films on Baha’i, Buddhism and Humanism have been added this year, bringing the total number of worldviews represented to twelve.
- SACRE has not received any complaints about RE in schools.
- The LA has been advised that feedback from Ofsted reports that mention RE or collective worship should be shared with schools. The LA has not been able to provide this information as all but two of the schools receiving inspections, were academies and so the LA does not attend the feedback. The chair of SACRE collated the information from publicly available documents. In written reports there is very little mention of matters that concern SACRE. Here are some of the relevant comments:
 - Pupils learn about beliefs and cultures different to their own.
 - Pupils describe themselves as ‘global neighbours.’ The rich wider curriculum and the choice of class reading texts opens pupils’ eyes to different cultures and situations.
- The LA has been advised that where School Improvement Partners attend Ofsted feedbacks, SACRE needs to be informed of any matters relating to RE, Collective worship or community cohesion.
- Two Voluntary controlled schools received SIAMS inspections in the last academic year, and RE received positive feedback, especially on its inclusion of a range of world religions and worldviews. This shows that where the Locally Agreed Syllabus is well implemented, a good standard of RE can be achieved.

COLLECTIVE WORSHIP (CW) (STATUTORY RESPONSIBILITIES)

STANDARDS AND MONITORING OF CW

- As noted in the RE section above, Ofsted reports give very little information about collective worship, so SACRE’s knowledge has been confined to what members of Group C share in meetings, along with feedback from SACRE members who attend schools to deliver sessions. It is therefore not in SACRE’s ability to comment on current standards of collective worship offered in schools. Although SIAMS reports demonstrate that the Church Schools are offering a high standard of worship, this falls outside of SACRE’s remit. Information is not being shared by School Improvement Partners, probably because they have other priorities with regard to school improvement.
- Aware of the lack of knowledge, SACRE is producing a Collective Worship Audit Tool to initiate a similar conversation about collective worship as hoped for with RE. This will be shared at an RE network meeting, as RE leaders and CW leaders are often the same people or can at least pass it on.
- SACRE has not given any advice, though it has requested that any concerns or successes observed in visits to schools are shared with SACRE.

DETERMINATIONS

- There are no determinations currently in force and none have been applied for during the academic year. The determination policy and process can be found [here](#).
- No teacher training on collective worship has been provided, but materials and advice for schools are communicated in the SACRE newsletter.
- No complaints have been received about collective worship. SACRE does not have the capacity to monitor collective worship formally, therefore SACRE has not advised the LA on any matters connecting to worship, other than the requirement to feedback. It seems that LA officers visiting schools currently have different priorities and no reports have been received.

LINKS WITH OTHER BODIES

- RBWM SACRE continues to be a subscribed member of NASACRE and has also purchased the training package. Members have attended 11 of the training sessions between them, including the collective worship session, training for Chairs and clerks. New members have been given copies of the NASACRE handbook and encouraged to attend the 'So you've joined your local SACRE' webinar that runs twice a year. Two Members attended the AGM and conference, and the adviser is a member of the NASACRE executive committee. The NASACRE briefings are distributed to SACRE and many of the items are discussed in SACRE meetings and used to inform the agenda.
- The NASACRE self-evaluation tool has also been used to shape the SACRE development plan. The section on Agreed Syllabuses was used as SACRE prepared for the review.
- The RE Adviser is a member of AREIAC, and information is shared where it is relevant.
- The RE networks are NATRE linked and NATRE resources are shared. The RE networks are also advertised on the new RE Hubs website. Faith communities have also been invited to participate in the hub training for speakers and places of worship. The humanist member of SACRE is already an accredited speaker for Humanists UK.
- The RE adviser is also adviser to the local Diocese and so training opportunities are shared. RBWM SACRE works in partnership with the 5 other Berkshire SACREs on the Real People Real Faith film project and on the revision of the Agreed Syllabus, which is a joint syllabus.

LOCAL SACRE INVOLVEMENT

- No Governor training has been organised by SACRE, and the LA has not requested any.
- SACRE recommended that Ramadan advice, produced by a Muslim NASACRE exec member should be distributed to schools. The Muslim representative on SACRE was happy with the advice to be sent out.

SACRE'S OWN ARRANGEMENTS (STATUTORY RESPONSIBILITIES)

LA SUPPORT FOR SACRE

- SACRE pays for a professional adviser for 5.5 days per financial year. This covers preparation for and attendance at meetings, preparing and running the three RE network meetings, writing and editing the termly SACRE newsletter and writing the annual report. This does not cover adviser time for visiting or supporting schools, other than as additional work, paid for by the schools.
- SACRE is supported by a clerk, though this year has seen meetings clerked by a variety of people as the experienced clerk has been promoted. The local authority officer attends most meetings, and has ensured that the RE newsletters, and information about RE networks are communicated to schools.

MEMBERSHIP

- As the year has progressed more members have been recruited and appointed to SACRE. The new chair has been diligent in seeking representation from the organisations carrying vacancies. The free church vacancies have remained hard to fill, and Group B has seen one member on extended leave. SACRE remains uncertain about whether they will return to post. The local elections in May have led to a complete revision of Group D.
- Members have been encouraged to attend NASACRE training, as the training package has been purchased. Several members have attended more than one session. Internal training has not been

offered this year as agendas have been very full. The NASACRE self-evaluation tool has provided members with a lot of knowledge about what SACRE does and how to do it.

- SACRE’s budget for the year is £6200. Professional adviser services cost £2400, NASACRE subscription and training £155 and £900 goes to the SACRE hub each year, and this has been held to cover the cost of the syllabus review and launch. Additional money has been spent on subsidising teachers to attend Strictly RE in January. The slight underspend is due to the difficulty of scheduling additional work in already over filled diaries.

APPENDICES

APPENDIX 1: SACRE ATTENDANCE CHART

• Name	Group	06-09-22	08-12	06-03	13-06	
Vacancy	Baptist (A)					
Vacancy	Free Church (A)					
Vicci Davidson	Methodist (A)			A	P	1/2
Barbara Meaney (Vice chair)	Roman Catholic (A)	P	p	P	P	4/4
Ila Gangotra	Hindu (A)	P	p	P	P	4/4
Saghir Ahmed	Islam (A)	P	?	P	A	2/4
Hilary Harris	Judaism (A)	P	P	A	P	3/4
Ravinder Singh	Sikh (A)	P	P	P	P	4/4
Chris Sayers	Buddhist (A)	P	P	P	P	4/4
Michael Gammage	Baha’i (A)	P	P	A	P	3/4
Rev Sara Chesterfield-Terry	Church of England (B)	P	A	A	A	1/4
David Saunders	Church of England (B)		P	P	P	3/3
Karen Butler Chair	Church of England (B)	P	P	P	P	4/4
Vacancy	Middle School Headteacher (C)					
Laura Dexter	Primary KSI (C)		P	P	P	3/4
Clare Roberts	Primary KS2 (C)	P	P	P	P	4/4
Tom Kingsley-Jones	Secondary (KS3) (C)	A	P	P	A	2/4
Vacancy	Secondary HT (C)					
Dai Prendiville	Secondary (C)	?	P	P	P	3/4
Academy	Headteacher (C)					
Cllr D Stimson Cllr R Coe (from 13/06)	RBWM (D)	P	P	P	P	4/4
Cllr S Shelim Cllr J Douglas (from 13/06)	RBWM (D)	P	P	P	P	4/4
Cllr J Sharpe Cllr K Singh (from 13/06)	RBWM (D)	P	P	P	P	4/4
Anthony Lewis	Humanist (co-opted)	P	P	P	P	4/4

Clive Haines	Local Authority Officer	P	P	A	P	3/4
Anne Andrews	Professional Advisor	P	P	P	P	4/4
Mark Beeley/ Laurence Ellis/ Kirsty Hunt	Clerk	P	P	P	P	4/4
		17	19	17	19	

APPENDIX 2: MEETING AGENDAS

All meeting papers are available [here](#).

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Tuesday, 6th September, 2022

at 6.00 pm

**VIRTUAL MEETING VIA ZOOM AND STREAMED LIVE ON
[YOUTUBE](#)**

Item	Subject	Page No.
1.	Election of Chairman and Vice Chairman	-
2.	Welcome	-
3.	Apologies For Absence	-
4.	Opening Reflection	-
5.	Minutes Of Meeting on 30/06/22	3 - 10
6.	Matters arising and approve wording of letter to KS1 schools	11 - 12
7.	Membership Update	Verbal Report
8.	NASACRE Briefing and training dates	13 - 14
9.	Feedback from Teachers	Verbal Report
10.	Draft Annual Report 2021/22 for approval	15 - 24
11.	Draft Newsletter for final review	Verbal Report
12.	Budget Update	Verbal Report
13.	Pan-Berkshire Hub Update	Verbal Report
14.	Ofsted/SIAMS Reports	Verbal Report

15.	Work through section one of the NASACRE SEF - on SACRE's relationship with the LA	Verbal Report
16.	Any Other Business	-
17.	Dates Of Future Meetings <ul style="list-style-type: none"> • Thursday 8th December 2022 at 6pm – Zoom • Monday 6th March 2023 at 6pm – venue TBC 	-

Public Document Pack

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Thursday, 8th December, 2022

at 5.00 pm

VIRTUAL MEETING VIA ZOOM AND STREAMED LIVE ON
[YOUTUBE](#)

Item	Subject	Page No.
1.	Welcome	-
2.	Opening Reflection	-
3.	Apologies For Absence	-
4.	Minutes Of Meeting on 06/09/22	3 - 12
5.	Matters arising	-
6.	Membership Update	13 - 14
7.	Induction Training	Verbal Report
8.	Other training opportunities/events	15 - 16
9.	Draft SACRE Development Plan and training proposals	Verbal Report
10.	Summary of the RBWM Corporate Plan	Verbal Report
11.	Discussion of Section 3 of the NASACRE SEF: The effectiveness of the locally agreed syllabus	Verbal Report
12.	Budget Update	Verbal Report
13.	Pan-Berkshire Hub Update	Verbal Report
14.	Ofsted/SIAMS Reports	Verbal Report
15.	Any Other Business	-
16.	Dates Of Future Meetings <ul style="list-style-type: none"> • Monday 6th March 2023 at 5pm – Churchmead School, Priory Way, Datchet, Berkshire, SL3 9JQ 	-

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

Public Document Pack

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Monday 6 March 2023

at 5.00 pm

CONFERENCE ROOM, CHURCHMEAD SCHOOL, PRIORY WAY,
DATCHET, SL3 9JQ AND ON [RBWM YOUTUBE](#)

Item	Subject	Page No.
1.	Welcome	-
2.	Introduction to RE at Churchmead	-
3.	Apologies For Absence	-
4.	Minutes Of Meeting on 08/12/22	3 - 10
5.	Matter arising	-
6.	Membership Update	11 - 12
7.	SACRE Development Plan	Verbal Report
8.	RBWM schools' involvement in RE self-assessment update	Verbal Report
9.	Feedback from Teachers	Verbal Report
10.	Training opportunities/events	13 - 14
11.	Advice for Ramadan	15 - 16
12.	Membership update and proposed constitutional revision	Verbal Report
13.	Census 2021 and issues arising from this	Verbal Report
14.	NASACRE AGM - 23 May	Verbal Report

15.	NASACRE FOI Request	Verbal Report
16.	Budget Update	Verbal Report
17.	SACRE Annual Report	17 - 26
18.	Pan-Berkshire Hub Update	Verbal Report
19.	Ofsted/SIAMS Reports	Verbal Report
20.	Exam Results	Verbal Report
21.	Any Other Business	-
22.	Dates Of Future Meetings <ul style="list-style-type: none"> • Tuesday 13th June 2023 – this is date is TBC • Monday 11th September 2023 • Monday 4th December 2023 – Virtual via Zoom • Monday 4th March 2024 	-

Standing Advisory Council on Religious Education

Tuesday 13 June 2023 5.00 pm
Cheapside CE Primary School, Watersplash Lane, Ascot SL5 7QJ & on
[RBWM YouTube](#)

www.rbwm.gov.uk



Agenda

Item	Description	Page
1	Welcome	-
2	Introduction to RE and CW at Cheapside Primary School	-
3	Apologies For Absence	-
4	Minutes Of Meeting on 6th March 2023	3 - 10
5	Matters arising	-
6	Exam Results 2022	Verbal Report
7	Membership Update	11 - 12
8	SACRE Development Plan Progress Report	13 - 28
9	Feedback from teachers	Verbal Report
10	Feedback from NASACRE Conference 2023 & AGM	Verbal Report
11	Training opportunities/events	Verbal Report

12	Budget update	Verbal Report
13	Ofsted/SIAMS reports	19 - 20
14	Pan-Berkshire Hub Update	Verbal Report
15	Setting up an Agreed Syllabus Conference	Verbal Report
16	Feedback from syllabus comparison exercise	Verbal Report
17	Any Other Business	-
18	Dates Of Future Meetings <ul style="list-style-type: none"> Monday 11th September 2023 at 5:00pm – venue TBC Monday 4th December 2023 at 5:00pm – virtual via Zoom Monday 4th March 2023 at 5:00pm – venue TBC 	-

By attending this meeting, participants are consenting to the audio & visual

APPENDIX 3: TABLE OF GCSE – SHORT AND FULL, A/S & A LEVEL RS RESULTS

RS GCSE	2017		2018			2019			2022		
	% cohort taking	% A*-C	% cohort taking	% 9 - 5	% 9 - 4	% cohort taking	% 9 - 5	% 9 - 4	% cohort taking	% 9 - 5	% 9 - 4
School	96%	73%	97%	62%	67%	97%	42%	61%	98%	51%	73%
	41%	83%	30%	88%	96%	27%	74%	87%	10%	63%	85%
	98%	48%	97%	51%	64%	91%	42%	50%	98%	65%	77%
	5%	86%	0%	0%	0%	0%	0%	0%	2%	100%	100%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	95%	76%	93%	69%	79%	0%	0%	0%	18%	80%	86%
	30%	69%	17%	86%	100%	24%	86%	91%	31%	80%	96%
	21%	97%	30%	85%	93%	37%	84%	94%	25%	87%	94%
	14%	84%	25%	60%	77%	15%	50%	58%	13%	59%	79%
	18%	88%	34%	82%	92%	35%	85%	91%	27%	84%	88%
RBWM	40%	74%	41%	70%	80%	25%	66%	77%	19%	73%	84%
National (state funded)	48%	71%	48%	60%	71%	18%	62%	73%	17%	67%	77%

A Level Religious Studies	2017		2018		2019		2022	
	A*-B	A* - E	A*-B	A* - E	A*-B	A* - E	A*-B	A* - E
	2	9	1	4	2	4		
	16	40	18	32	23	41	12	19
	3	6	6	8	2	3		
	14	24	6	9	10	15	7	10
					2	4	7	7
	9	13	5	13	5	6	3	8
	0	1	2	6	1	4	4	4
	2	9	4	8	4	8	8	12
Total Passes	46	102	42	80	49	85	41	60
Total candidates	102		84		86		61	
RBWM	45%	100%	50%	95%	57%	99%	67%	98%
National	55.3%	98.4%	54.5%	98.3%	50.5%	98.0%	68%	99%

APPENDIX 4: CPD

Teacher CPD has been offered in three RE network meetings:

Autumn Term: Online session on being a subject leader of RE, covering the purpose of RE and the skills of leadership, including writing an RE policy, supporting other staff and evaluating the effectiveness of the curriculum.

Spring Term: Using the locally agreed syllabus as a basis, this session explored the features of sequential and coherent curriculum. Teachers explored the legal status of RE, the requirements of the locally agreed syllabus and teachers looked at sample curricula that had been submitted anonymously.

Summer Term: This meeting took place in person and gave delegates an opportunity to share resources that they found helpful and offer support to one another. The first parts of the audit tool were shared, and inspection experiences were shared.

All the training is advertised on the school bulletin and in the SACRE newsletter and the LA sends out flyers and takes the bookings centrally.

APPENDIX 5: RAMADAN ADVICE

Ramadhaan 1444 – March 2023

General Guidance

- The potential start date for Ramadhaan this year is the 22nd or 23rd of March, which means about **four fasts** before the **BST time** starts.
- The potential date for Eid is the 22nd or 23rd of April.
- Most dates **depend on moonsighting**; however, some Muslims **may follow guidance on the fixed dates** to start the month of fasting and the day of Eid.
- Many schools will close for Easter break from 31st March to 17th April (please check your Local Authority dates) - some of the nights of Qadr fall during this time.

Top tips for teachers:

- Being **mindful** that Muslim students would be fasting. Fasting could potentially impact some learning, for example, being **unable to concentrate fully**.



- Also, remember that **sleep patterns** may be affected as some students go to the mosque at night to offer prayers and take part in reciting the Holy Qur'an.
- Arrange for **quiet places** during lunchtime so students can **offer prayers** and if they want to **rest** in a quiet area.
- Students who are younger and have **not reached the age of puberty may fast** to experience and be part of the family's religious observance.
- Fasting is not compulsory for anyone who is ill or due to old age or an expecting/nursing mother. However, there are various rules regarding this. **Please ask for guidance** where needed.
- For **girls** - during their monthly cycle, they are **exempted from fasting**. However, these have to be **repaid** before the following month of Ramadhaan.
- Finally, use the **opportunity to develop Religious Literacy** so that there is an **understanding among peers**.

Top tips for Subject leaders:

- Point to note for any **Easter catchup lessons** - these could be **scheduled with a late start** so that students can lie in before the session.
- Also, where possible, **avoid Fridays** so students can participate **in the Friday prayers at their local mosque**.

Top tips for Headteachers:

- Breaking taboos that Muslims have a huge meal before and after fasting will help.
- Schools could be encouraged to **provide lunch packs to the students who are on FSM** and have **fasted**.
- Remember, for some students on Free School Meals, the school lunch is their main meal; so a takeaway for home will help.
- For some people it's a **reality having only essential foods**. Some **Muslim homes** may be **reluctant to approach food banks**. Although some **mosques have a hardship fund or food bank** there could still be some who **may be hesitant** to do so. Hence supporting students whilst fasting can make it easier for the family too.
- During the **Easter holidays a basket of essential needs** can be sent to the students who are on Free School Meals to support them during the month of Ramadhaan.

Useful website: [Ramadan 2022 | Muslim Council of Britain \(mcb.org.uk\)](https://www.mcb.org.uk)

APPENDIX 6: RBWM – SACRE DEVELOPMENT PLAN 2022 – 23

PART 1 - From SACRE Self-assessment tool (SAT)

Priority	Actions	Success Criteria	Who	Timescale	Cost	Progress
SAT: Key Area 1a – Funding: Professional and financial support	1 - Identify LA development priorities and share with SACRE members	SACRE members aware of LA Development Plan (DP) priorities and how they link with those of SACRE	KB/AA/ CH/BM	LA DP circulated for discussion in December meeting 2022	Time – CH/MB	Presentation by CH at SACRE meeting December 2022
	2 - Where possible, link SACRE Development Plan to national innovations, LA Plan and other work and projects.	Links between SACRE Development Pan, LA Plan and others are identified and used to refine forward planning.	KB/AA/ CH/BM	Completed in time for SACRE meeting March 6 th 2023	Time – KB/CH/BM Adviser time	Some links evident from presentation by CH (see above). Few other plans available for scrutiny.
	3 - Add costings to SACRE Development Plan	All actions on SACRE DP are fully costed	KB/AA/ BM	Spring 2023	Time – KB/BM Adviser time	Delays in implementation of some aspects of the plan.
	4 - Increase SACRE budget in line with strategic development needs	Additional funding is secured and used to promote training related to CW (See Priority A2 - below)	KB/AA/ BM	Summer 2023	Time – KB/BM Adviser time	Proposal for additional funding yet to be presented to LA.
SAT: Key Area 1b – SACRE meetings	1 - Provide opportunities for teachers, students and reps of faith and worldview communities to share their insights and experience at meetings	SACRE meetings take place in schools and places of worship and have input from hosts, teachers and students.	All	March 2023	All Adviser time in contract	March SACRE meeting held in Churchmead CE School with significant input from HOD RE and students. June SACRE meeting held at Cheapside CE Primary, Ascot with input from RE lead and
	2 - Hold SACRE meetings in a variety of venues especially local places of worship and schools.					

						video input from pupils.
	3 - Shorten the turnaround time for the publication of SACRE minutes.	SACRE minutes published within two weeks of the meetings	MB/KB /AA/ BM	January 2023	Time of Clerk Minimal time: KB/AA/BM	Imposed alternative priorities on SACRE Clerk have made this impossible.
	4 - Promote meaningful contact with and between SACRE members outside formal meetings	Contact is made between SACRE members between meetings where relevant and productive	All	January 2023	Email exchanges & meetings = time KB/AA/BM In Adviser contract	Some SACRE faith reps invited to engage in Syllabus Review faith discussions, Pan-Berkshire. Chair and Diocesan Adviser have each chaired discussions
	5 - Involve SACRE members in the regular review of the Development Plan	SACRE DP progress reports circulated to members prior to each meeting and questions re progress addressed.	All	January 2023	Meeting time	Progress Reports tabled at SACRE meetings in March and June 2023.
	<i>6 - Ensure that schools' major priorities for improvement form the basis for some SACRE agenda items.</i>	<i>See PART 1 SAT Key Area 1f1 & PART 2: Priority A below...</i>				
SAT: Key Area 1c – Membership and training	1 – Provide opportunities for the induction of new SACRE members, as appropriate.	New SACRE members signposted to online induction opportunities via NASACRE. Where numbers suggest - pre or post-SACRE meeting briefings.	AA AA	Termly from December 2022	Cost of NASACRE membership £155 inc. training <i>Possible additional Adviser time: £400 day</i>	All new members have been given the Reference Handbook. Four new members of SACRE attended NASACRE Induction training in June 2023.

	2 - Introduce systems for succession planning for SACRE members	Chair to benefit from appropriate online training. Vice Chair confident to lead SACRE meetings in the absence of the Chair	KB BM	As required	Cost of NASACRE membership (As above)	Chair attended 2 part NASACRE training: Being an Effective Chair (Dec & Jan) VC has led developments on Part 2 Actions 1 & 2
SAT: Key Area 1d – Improvement/development planning	<i>See 1a (above)</i>					
SAT: Key Area 1e – Information and advice (See Priority A below)	1 - Strengthen the role of SACRE as ‘critical friend’ to the LA through enabling it to: <ul style="list-style-type: none"> - review ‘detailed and well-analysed information’ about the quality and provision of RE & CW - receive prompt and comprehensive feedback following school inspections 	Where this information is available, SACRE members are aware of strengths, weaknesses and areas for development in RE teaching and CW across the Borough SACRE members are briefed after all school inspections that mention RE & CW	CH CH	Validated data from LA - Summer 2023 Reports from school advisers attending feedback shared with SACRE after school inspections	Time – CH Time to collate summary notes - CH	Delays in the wider promotion of self-assessment systems but three primary/middle RE leads are trialling and reported back at the March and June meetings. See summary documents for details where they exists.
SAT: Key Area 1f – Partnerships with key stakeholders	1 - Hear the views of students about their experience of RE (See 1b1 above & A1 below)	Direct input is received from students at the start of SACRE meetings. SACRE members are aware of students’ views as summarised in RBWM self-assessment returns.	AA/KB/Host teachers CH/LA staff (EN?)	Termly Annually	20 mins at start of SACRE meetings CH/LA clerical staff to	Film of Churchmead students sharing their views at the start of the meeting on March 6 th . Similar presentation of pupil views at Cheapside in June.

					summarise audit returns	Self-assessment still being developed.
	2 - Implement ways of involving reps of 'key support networks' and ITT providers into the work of SACRE	SACRE members are aware of a range of networks and providers and how their work is relevant to SACRE. Primary ITT students to attend RE Network meetings SACRE input to ITT training	AA/KB/BM/CH/EN	Termly input to SACRE meetings	CH/KB time to liaise with key stakeholders	SACRE Adviser and Chair both involved in 'Respect and Tolerance Day' training for ITT students at Churchmead in June.
SAT: Key Area 1g – Relations with the Academies sector	1 - Strengthen the role of academies on SACRE through the recruitment of a HT rep whose viewpoint is valued.	HT rep from an academy participates fully in SACRE meetings.	CH to recruit	Whenever there are vacancies – currently Autumn 2022	CH within LA role through liaison with Borough HTs	No secondary BASH representation at March SACRE meeting or in June.

PART 2 - Additional Priority Areas:

Priority	Actions	Success criteria	Who	Timescale	Cost	Progress
A - Arising from SACRE Self-assessment tool (SAT): Key Area 1b 6 - Ensure that schools' major priorities for improvement form the basis for some SACRE agenda items.	1 - Establish a universal approach to the auditing of provision for RE in RBWM schools through the use of REQM criteria – with some adaptations - and student questionnaires	Training provided to enable all schools to understand REQM criteria and how to audit RE.	<i>Appropriate teachers</i>	Spring/Summer 2023	Additional Adviser time	VC and two primary RE leads reported on progress using the self-assessment system at the SACRE meetings in March and June. Some progress towards adopting the system more widely evident within the two primary schools & middle school.
		All schools implement system effectively.	RE Leads/CH	Summer 2023	<i>Teacher release time</i> <i>Costs of support/moderation visits to schools for RBWM teachers</i> CH/LA time to undertake annual analysis	
		Outcomes of audit are shared with the LA annually for synthesis.	KB/AA/BM	Summer 2023	KB/AA/BM time for revision of SACRE DP for	
		Action is taken via the SACRE DP to address schools' major priorities		Autumn 2023		

					academic year to come	
	2 – Create a simple approach to auditing CW in all schools.	<p>A simple approach to auditing CW devised and shared with all schools.</p> <p>Follow up training provided including via Network meetings.</p> <p>All schools implement system effectively.</p> <p>Outcomes of audit are shared with the LA annually for synthesis.</p> <p>Action is taken via the SACRE DP to address schools’ major priorities</p>	<p>NASACRE / AA – Others</p> <p>NASACRE / AA – Others</p> <p>AA/others to moderate</p> <p>RE Leads/ CH</p> <p>KB/AA /BM</p>	<p>Spring 2023</p> <p>Spring/Summer 2023</p> <p>Summer 2023</p> <p>Summer 2023</p> <p>Autumn 2023</p>	<p>Additional Adviser time (£400 day) Payment to NASACRE/ Leading teachers Costs of support/ moderation visits to schools.</p> <p>CH/LA time to undertake annual analysis</p> <p>KB/AA/BM time for revision of SACRE DP for following academic year</p>	<p>VC reported on work to date at the March SACRE meeting.</p> <p>It has not been possible for this programme to be implemented more widely. As a consequence, we are behind schedule.</p>
	3 - Diocesan Adviser to use feedback from RE Network meetings to inform SACRE and LA training programme	Feedback incorporated into SACRE Development Plan, where relevant.	AA/KB /BM	Ongoing cycle of Network meetings	RE Networks in Adviser contract	Diocesan Adviser and teacher reps report on Network Meetings at each meeting.
	4 – LA SACRE rep to share feedback on RE following Ofsted and denominational inspections	Issues arising from school inspections are incorporated into SACRE DP & training programme where relevant. Successful practice is shared across the LA via Network meetings/Newsletters.	CH	Cycle of school inspections	CH time to liaise with colleagues re inspection outcomes	CH unable to be present at SACRE March meeting. Chair summarised from the schools that had been inspected at both meetings.

B – Promote high quality RE teaching	Continue to use Network meetings for RE leads in primary schools to share effective practice, provide resources and guidance	Increased numbers of teachers of RE are energised and motivated by sharing of effective practice. Positive feedback received regularly.	AA	Ongoing cycle of Network meetings	Adviser time – within contract	Diocesan Adviser and teachers reported on Network Meetings in Spring and Summer terms.
	Continue to provide termly Newsletters with a wide range of quality training opportunities and links to quality resources for RE teachers in all phases	Teachers of RE make regular use of Newsletters to access training and resources.	AA	Termly	Adviser time – within contract	Continuing positive feedback from schools receiving the Newsletter
C – Prepare for the New Agreed RE Syllabus Review	1 - Ensure that members of SACRE are familiar with the current syllabus. 2 - Recommend alternative syllabuses from different parts of the country for members to scrutinise. 3 - Share Hub survey results 4 - Convene Agreed Syllabus Conference	SACRE members are familiar with the current and alternative syllabuses and confident to discuss these. Information shared from Hub gives SACRE members a good understanding of issues to be addressed.	AA	Autumn 2022/Spring 2023	<i>Costings needed to secure adequate budget for the whole review process.</i>	All SACRE members have received and some have evaluated sample pages from three existing syllabuses with questions to determine their relative strengths.

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APPENDIX 7: DISTRIBUTION LIST

- SACRE members
- Council members
- Education Department and schools
- Libraries
- NASACRE
- Department for Education

Developing the role of SACRE – for discussion

In addition to those outlined in the Draft 1 SACRE Development Plan, I'd like to propose an additional priority area: 'Developing the role of SACRE' with three distinct actions:

1. Strengthen professional relationships between SACRE members
2. Establish systems to enable SACRE to support teaching and learning in RE in RBWM schools
3. Hold a 'Worldviews Exhibition'

I don't quite know if they are worded correctly but this is the thinking behind them:

1. Strengthen professional relationships between SACRE members

To take opportunities for members to meet together, at regular intervals, so that we can talk and get to know one another much better, learn to trust and to share. This might happen after a SACRE meeting, for example, if we went for an informal meal at a local pub or restaurant. There may be other opportunities that we can think of that would bring us together as a group of individuals, a chance to build positive, well informed and respectful professional relationships and friendships. All ideas welcome!

2. Establish systems to enable SACRE to support teaching and learning in RE in RBWM schools

To agree a modus operandi to offer to *all* RBWM schools, that will enable them to request and find appropriate local speakers/visitors from a wide range of faiths - and none - so that they have a ready resource of faith representatives to invite into school to support teaching and learning in RE.

This will require an element of training so that the faith visitor is clearly briefed before each visit and that what is offered by them is what is needed. Anthony, our Humanist rep, has already been through a training programme that enables him to make school visits in a way which does just that. I see the SACRE faith representative as the lynch pin in this process.

3. Hold a 'Worldviews Exhibition'

Find a time of the year and a day and a suitable venue - guided by the teachers and headteachers serving on SACRE - in which to hold a 'Worldviews Exhibition', where all of our SACRE faith representatives front a stall with artefacts and information for schools representing their different faiths, and none. RE leads in schools would be invited to come and meet us all, and, ideally, others representing our faiths and perhaps additional faiths, and would gain first-hand information to take back to school.

It seems to me that SACRE is, by and large, an organisation unknown to many and virtually invisible in most Borough schools, despite Anne's best efforts to give it a profile via the Termly Newsletter. And that's because its role, to date, has been passive. For too many years it has operated solely as a decision-making committee when it might have been so much more. Together we have something to offer our schools which is really valuable. I would like it to be seen – and used - as a conduit through which the RE curriculum is enriched. The new Agreed Syllabus provides us with an opportunity to do something differently – to really work in partnership with our schools for the benefit of all their pupils.

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Proposal - for core content. Optional content to be added		Suggested content (very brief – this will need both expanding and refining)
<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y1 – Abrahamic faith (either Judaism or Islam)</p> <p>Y2 – Dharmic faith (either Hindu or Sikhi)</p>	<p>KS1 Christianity:</p> <p>Ch1. What do Christians believe about God and what symbols are used to express these ideas? (Theology)</p> <p>Ch2. What stories are important to Christians and why? (Theology)</p> <p>Ch3. How does belief influence family life for some Christians in modern Britain? (Human and Social Science)</p> <p>Ch4. How and why do Christians pray? (Human and Social Science)</p> <p>Ch5. What questions do Christians ask about how the world began? (Philosophy)</p> <p>Ch6. How do Christians decide what is right and wrong? (Philosophy)</p>	<p>Ch1. God as Father, Son and Holy Spirit; artwork and symbols depicting these ideas – heart, cross, dove, triangle; God as Creator; Refer to some of the psalms (e.g., 8 and 19) for poems about God as creator; God as love, protector. God is depicted in the bible as a shield, a shelter, a tower, a place of refuge. Explore what these mean to Christians. Link to the Real People Real Faith films.</p> <p>Ch2. This is where there could be an initial outline of the big story of the bible for Christians – Creation – Christmas/Incarnation and Easter/Salvation. Create a timeline and put these three events on it. This could extend to the birth of the Church at Pentecost. This will not give an in-depth understanding of any of these stories but give a broad-brush approach. If Ch5 already taught, then focus could be on Christmas and Easter. Link to the Real People Real Faith films</p> <p>Ch3 Routines of prayer, charity, church attendance, giving</p> <p>Ch4. Explore the Lord’s Prayer and the different types of prayer – Praise, thank you, sorry please etc. Establish prayer as talking to God. Interview Christians about how and why they pray, learning to ask good questions.</p> <p>Ch5. Read and enjoy the Biblical creations story but focus on the questions that it makes people want to ask. Don’t try to find answers to all these questions; allow pupils to realise that some questions do not have answers.</p> <p>Ch6. Find out about the 10 commandments and the rules that Jesus set out – love your neighbour and explore some of the stories Jesus told that suggest the ways Christians might behave. Introduce the idea of asking leaders or elders for advice as well as thinking for themselves.</p>

	<p>KS1 and LKS2 Core questions for Judaism, Islam, Hindu Dharma, and Sikhi:</p> <p>WV1 What do believe about God and what symbols, artefacts or stories are used to express these ideas? (Theology)</p> <p>WV2 How do beliefs affect the way ... live in modern Britain? (Human and Social Science)</p> <p>WV3 What do ... believe about where the world came from? (Or how the world began?) (Philosophy)</p> <p>For Judaism focus on Shabbat, artefacts and family life</p> <p>For Islam focus on the oneness of God, daily routine and community</p> <p>For Hindu dharma focus on symbols for God and worship in the home</p> <p>For Sikhi, focus on the oneness of God and stories of service and equality.</p>	<p>WV1 – link to Real People Real Faith Films</p> <p>WV2 - link to Real People Real Faith Films</p>
<p>Proposed worldviews</p> <p>Christianity in every year group</p>	<p>LKS2 Christianity:</p> <p>Ch7 Why is the Bible important for many Christians? (Theology)</p>	<p>Ch7: This could be where the Big Story of the Bible continues.</p> <p>CH8 - link to Real People Real Faith Films</p>

<p>Y3 – Abrahamic – Islam or Judaism</p> <p>(different to Y1) – include non-religious ideas</p> <p>Y4 – Dharmic – Hindu or Sikhi</p> <p>(different to Y2) include non-religious ideas</p> <p>Y 5 – Abrahamic (choice) + Humanism</p> <p>Y6 – Dharmic (choice) + Humanism</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>Ch8 How do Christians express their relationship with God in creative ways? (Theology)</p> <p>Ch9 What are the most important rites of passage in a Christian’s life? (Human and Social Science)</p> <p>Ch10 How do Christian rituals and practices help to build community? (Human and Social Science)</p> <p>Ch11 (What do people gain by following a leader?) Who or what has authority for Christians? (Philosophy)</p> <p>Ch12 How should Christians respond to poverty and injustice? (Philosophy)</p> <p>UKS2 Christianity:</p> <p>Ch13 Why do some Christians interpret ideas differently? (Theology)</p> <p>Ch14 What is the significance of the life, death and resurrection of Jesus? (Theology)</p> <p>Ch15 What does it mean to be a part of the Christian Church worldwide? (Human and Social Science)</p> <p>Ch16 How and why do many Christians try to make the world a better place? (Human and Social Science)</p>	
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	<p>Ch17 What are the most important things in life for some Christians? (Philosophy)</p> <p>Ch18 What do Christians believe about life and death? (Philosophy)</p> <p><i>For LKS2 Core questions see KS1</i></p> <p>UKS2 Core Questions for Abrahamic worldview, dharmic worldview and Humanism.</p> <p>WV4 What are the key teachings of ... and where do they come from? (Theology)</p> <p>WV5 How might ... describe a good life? (Human and Social Science)</p> <p>WV6 What are the most important things for ...? (Philosophy)</p> <p>For Judaism focus on Authority, Torah and Covenant.</p> <p>For Islam focus on Tawhid, Prophethood and Ummah, (including the 5 pillars)</p> <p>For Hindu dharma focus on Dharma or duty, Murtis and samsara and karma.</p> <p>For Sikhi focus on Guru Nanak, Guru Granth Sahib, Equality and Service.</p>	<p>WV5 - link to Real People Real Faith Films – but it is a bit tenuous. Do we want to strengthen this?</p>
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	<p>For Humanism focus on happy human symbol, golden rule, 'Head, Heart and Hands' and evolution.</p>	
<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y7 – Buddhism, Islam or Humanism</p> <p>Y8 – Humanism, Islam or Buddhism</p> <p>(both to be covered order up to school)</p> <p>Y9 – Buddhism, Islam or Humanism or tradition to be covered at GCSE</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>KS3 Christianity (Select questions for a 2-year KS3)</p> <p>Ch19 What difference does it make for Christians to believe that Jesus is God made man? (Theology)</p> <p>Ch20 What do Christians mean by the Spirit of God being still active in the world today? (Theology)</p> <p>Ch21 How biblical are the concepts of Judgement, Heaven and Hell? (Theology)</p> <p>Ch22 How do Christians live out Jesus' teaching in relation to 'love thy neighbour'? (Human and Social Science)</p> <p>Ch23 What moral and ethical issues are Christians exploring today? (Human and Social Science)</p> <p>Ch24 How has culture and politics influenced Christianity through history? (Human and Social Science)</p> <p>Ch25 How valid are arguments about the existence of God? (Philosophy)</p>	<p>Ch26 - link to Real People Real Faith Films</p> <p>CH27 - link to Real People Real Faith Films</p> <p>WV7 - link to Real People Real Faith Films</p> <p>WV9 - link to Real People Real Faith Films</p>

<p>Possibly give schools a choice of which of the three religions in each year group.</p>	<p>Ch26: In what ways do science and religion interact? (Philosophy)</p> <p>Ch27: Does it matter that the Bible has been translated and interpreted? (Philosophy)</p> <p>KS3 (Y7 & 8) Buddhism and Humanism:</p> <p>WV7 What do ... read to help them understand the world and are these texts open to interpretation? (Theology)</p> <p>WV8 How do ... relate to the problems and challenges of living in society? (Human and Social Science)</p> <p>WV9 What role do science, reason and logic play in the life of a ... ? (Philosophy)</p> <p>For Buddhism focus on the Buddha, the four noble truths and the eightfold path, meditation and social action.</p> <p>For Humanism focus on theories of knowledge, science, reason, observation, evidence and enquiry, relationship with science, social action, and campaigns.</p>	
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	<p>Y9 Islam (if 3-year KS3)</p> <ul style="list-style-type: none"> • What does it mean for Muslims that God has 99 names? (Theology) • How have Islamic teachings been expressed in different cultures and at different times? (Humans and Social Science) • How well can science and Islamic views coexist comfortably? (Philosophy) 	
<p>Proposed Worldviews (Core RE – not recommended as pupils should be following an accredited course)</p> <p>Christianity in every year group</p> <p>Y10 – Wider traditions – e.g., Baha’i, Zoroastrian, Pagan...</p> <p>Y11 – Abrahamic as appropriate</p>	<p>If we think content is needed here it could be thematic, with a focus on diversity within as well as between religious traditions and worldviews covered.</p>	
<p>Proposed Worldviews</p>		

School choice with a focus on diversity, morality and ethics.		
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