

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

will meet on Tuesday, 5th March, 2019

at 6.00 pm

www.rbwm.gov.uk



COUNCIL CHAMBER - TOWN HALL,

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6.	Budget Update To receive a verbal update from Clive Haine, Schools Leadership Development Manager (AFC) on the above titled item.	Verbal Report
7.	Annual reports and results To receive an update from Clive Haines, Schools Leadership Development Manager (AFC) and Anne Andrews on the above titled item.	Verbal Report
8.	SACRE Constitution To receive an update on the above titled item by Michael Gammage (Chair)	9 - 20
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11.	RE Network Update To receive an update from Anne Andrews (RE Advisor) on the above titled item.	Verbal Report
12.	OFSTED: New Framework- proposals on RE To receive an update from Karen Butler(Vice Chair) and Anne Andrews (RE Advisor)	31 - 34
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Members of the Press and Public are welcome to attend this meeting.

Nabihah Hassan-Farooq Democratic Services 01628796345

Issued: 25/01/2019

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Agenda Item 3

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

8 November 2018

PRESENT: Michael Gammage (Chairman), Karen Butler (Vice-Chairman), Louise Ceska, Margaret Dudley, Ila Gangotra, Sally Lynch, Barbara Meaney and Richard Kellaway, Chris Sayers, Rosie Webb

Officers in attendance: Nabihah Hassan-Farooq and Anne Andrews

ACTION

1 Welcome

Democratic Services Officer, Nabihah Hassan-Farooq welcomed all members to the meeting of the SACRE.

2 Election of Chair and Vice Chair for 2018-2019

It was proposed by Councillor Kellaway and seconded by Reverend Sally Lynch that Michael Gammage be nominated as Chair.

RESOLVED UNANIMOUSLY; That Michael Gammage be appointed as Chairman of the SACRE group for the year.

It was proposed by Louise Ceska and seconded by Michael Gammage that Karen Butler be nominated as Vice Chair.

RESOLVED UNANIMOUSLY; That Karen Butler be appointed as Vice-Chair of the SACRE group.

3 Reflection

The meetings reflection was led by Councillor Kellaway which reflected upon the 'Into the battle' poem by Julian Grenfell which was an ode to remembrance and the losses suffered after the world wars and consequent modern day conflicts

4 Apologies For Absence

Apologies for absence were received from Cllr N Airey, Cllr Ilyas, Deborah Firth, Ravinder Zandu, Hilary Haris, Clive Haines and Saghir Ahmed.

5 Minutes Of Meeting on 6th June 2018

Printed copies of the minutes were circulated as they had not been attached to the agenda. Minutes relating to the ASC meeting, held at the conclusion of the SACRE group had been attached in an administration error.

The following amendments were raised;

- Amend attendance to include full names for Reverend Margaret Dudley and Reverend Sally Lynch.
- Under Hub management proposal, delete text from second line to end of paragraph.
- To delete all text under any other business.

- To include reflection as an agenda item and who has led the reflection moving forward.

RESOLVED UNANIMOUSLY; That the minutes be approved subject to the amendments made above.

6 Membership Update

Karen Butler informed the SACRE group that a new member- Clare Theobalds of the Kings Church would be representing the free Churches. The Forum were told that she would be attending the next meeting.

7 Annual Report 2017-2018

Anne Andrews outlined the above titled item. It was highlighted that the report would remain in draft form until the exam results for schools had been ratified and that it would not be submitted to the Department for Education or NASACRE until then. Councillor Kellaway queried when the exam results would be submitted, and it was confirmed that the results would be validated in February for publication. It was noted that the Local Authority would provide a comparator between this year's published exam results and last years. Members were told that the national deadline for submission would be in December. It was also highlighted that NATRE had carried out a survey to understand how many teachers were currently teaching RE, how many hours were dedicated to teaching the subject and whether the teacher had been qualified to teach RE specifically.

Members were told that the Chair and vice chair had tried to engage with local secondary schools to understand and support the teaching of RE. It was noted that there were no responses and that the decision to not carry on with this project was made. The Vice Chair felt that the Annual Report was a succinct report and that the foreword from Michael Gammage was a welcomed addition to the report.

ACTION- That Anne Andrews omits the last line within the Annual Report which relates to the NATRE survey

It was highlighted that the issue of vacancies on the SACRE would be raised at the next subject leaders meeting. Members queries how many vacancies there were and it was confirmed that were three serving vacancies and one for a headteacher. Reverend Sally Lynch wished to place on record that the workload of teachers and pressures they face would be a contributing factor for the limited uptake for the vacancies.

ACTION- That Anne Andrews request exam results data from Clive Haines and submit to the Department for Education.

RESOLVED UNANIMOUSLY; That Anne Andrews submits the Annual report with amendments to the Department for Education and NASACRE.

8 SACRE Budget 2018-2019 update

Michael Gammage outlined the above item on behalf of Clive Haines, Schools Leadership Development Manager (RBWM). It was noted that the SACRE had a budget of £4000 for the year and that the group had spent £4432 with £2000 carried forward. Members queried why the budget had been reduced by £2250 and that in meetings held earlier in the year, the budget had been estimated as approximately £6000.

ACTION- That the Chair and Cllr Kellaway communicate with Clive Haines directly with regard to the apparent decrease in budget.

Members were informed that there were £1600 left in the budget, based on the figures provided. Members queried whether budget money acquired from the council could be carried forward.

ACTION- That Clive Haines provides a budget update at the next SACRE meeting.

Councillor Kellaway noted his disappointment and was keen to gain clarity relating to the budget moving forward. Members queried whether the 2017 conference had been included and whether the costs of the hub set up and development had been included.

hael Gammage outlined the above item on behalf of Clive Haines, Schools Leadership Development Manager(RBWM). It was noted that the SACRE had a budget of £4000 for the year and that the group had spent £4432 with £2000 carried forward. Members queried why the budget had been reduced by £2250 and that in meetings held earlier in the year, the budget had been estimated as approximately £6000.

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ACTION- That Clive Haines provides a budget update at the next SACRE meeting.

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9 Update on the Pan Berkshire Hub plan for 2018-2019

Anne Andrews updated the advisory council on the above titled item. It was highlighted that Anne had been working on draft guidance to support and facilitate the agreed syllabus and crossing bridges project. It was noted that the objectives had remained the same and that the Hub would provide reasonable resources and guidance for the syllabus. SACREs had been tasked with identifying practitioners (ideally one individual to cover each key stage from each SACRE). Louise Ceska, head teacher of Newlands School queried the reference to ‘places to visit a world view’ and it was agreed that this wording would be amended.

ACTION- That Anne Andrews amends the document to reflect the discussion surrounding “places to visit a world view.”

The Vice-chair noted that she agreed with the plan to move the syllabus forward and that it was good. However, it was noted that there should be a focus on practitioners leading on the resources as they would be teaching the subject. It was anticipated that at the half day meeting with local teachers that this would be highlighted. The Vice-chair also notes that it felt like there was a

reliance upon the SACRE group to carry out a significant amount of work and that there was higher accountability for teachers. Members discussed the Westhill Bid and that there were limited funds to resource an individual to carry out this work on behalf of the SACREs. Members were told that the bid had been written and that the deadline for submission would be the 31st March 2019. It was agreed that hub plan should include the wording “to make the Westhill bid” and that the impact should be evaluated of the approach. Members agreed that Anne Andrews should be commissioned to carry out the work on the bid and plan delivery. It was highlighted that the Jan Lever group would be withdrawing from working with the hub and that the money held by the Jan Lever Group could be transferred and held by the diocese.

Members discussed that the Westhill bid had been condensed and that teachers would be encouraged to attend a place of worship. It was noted that there were some concerns with teachers ability to commit time to visit places of worship. Reverend Sally Lynch highlighted that there would be a large of follow up work needed after the visit and members agreed that it would be difficult for teachers to commit to this. It was also noted that teachers would struggle to find cover for their lessons and that there would be a cost attached to this. Barbara Meaney suggested that teachers who had already attended places of worship share their ideas and planning for lessons with other teachers. Anne Andrews highlighted that some resources had been drafted such as the “guidance on planning” which had been well received by teachers at the BFC subject leaders meeting.

ACTION- That Anne Andrews distributes guidance before the Christmas break.

Members discussed the need for the interfaith directory to be updated.. (I don't think that was what I said!) I am not able to update the directory - please remove this paragraph completely!

ACTION- That Clive Haines upload the amended and revised directory when available.

Karen Butler suggested that best practice be taken from schools with “good” or “outstanding” results from recent SIAMs reports, such as Datchet St Marys School and Cheapside School. Members felt that by utilising practitioners from these schools that it would be beneficial to explore best practice and share this information more widely.

ACTION- That Anne Andrews asks whether teachers in attendance at the subject leaders meeting would be willing to share best practice locally.

Anne Andrews stated that she would be able to commit and resource the documents and resources for all teachers but that there would be a charge to the diocese for her time. It was also explained that materials to support the syllabus could also be provided.

ACTION- That Anne Andrews emails other SACRE advisors; re-commission and creation of materials.

SACRE members agreed that professionally produced guidance be produced by Anne or another adviser subject to confirmation of remaining budget for the year.

RECOMMENDED ACTION- That Anne Andrews produce the bid proposal for the Westhill Award.

10 SACRE RE Training programme for 2018-2019

Members were informed that training would be looked at on a term by term basis. It was highlighted that there would be a meeting taking place at Charters School on the 28th November to look at syllabus planning for RE lessons.

Termly subject leader meetings for primary and secondary schools will continue next year. Dates will be issued termly.

11 Supporting RBWM Teacher Attendance at RE Conferences

The Chair proposed that the SACRE group use its budget to support local RE teachers in attending conferences related to the advancement of RE education in schools. It was proposed that the money could be used for fees or as a contribution where schools were unable to financially support their teachers in developing their understanding and wider scope of the subject.

Members were in agreement that this was a good idea and that they were aware of teachers who had paid for conferences out of their own funds. It was noted that there would be a benefit both professionally for the teachers and for the schools which were already under pressure financially. Members felt that a policy would need to be adopted to allow RE teachers a contribution of £100 (if the funding was available) to attend an RE conference.

ACTION- That details of the pilot be launched in the January newsletter.

12 Final Report of the Commission on RE and Clarke- Woodhead report: 'A New Settlement- Revised'

The Chair outlined that there had been two large strategic issues identified in the reports and that there had been conflicting opinions and approaches considered. It was highlighted that there would be a greater remit for SACRES if they were to take the recommendations of the reports into consideration. Members did not feel that the report reflected the views or ambition of the RBWM SACRE. Members felt strongly that the SACRE should remain as a statutory body as opposed to an advisory group. Members felt that the reports reflected two conflicting viewpoints and that they agreed with the NASACRE response which referenced the need for one report with one message. Barbara Meaney highlighted that whilst at a recent RE training conference that a vote had been taken on the reports and that there had been a demand for practitioners to express their views. It was noted that out of the report, template letters had been written and could be downloaded. It was agreed that these would be forwarded to the chairs and clerk to store for future requests.

ACTION- That Barbara Meaney email the SACRE chairs and Clerk with the NATRE letter templates.

Anne Andrews informed the Panel that the school improvement advisors, Derek Holloway and other C of E advisors had started re-writing the statement of entitlement for church schools. Members felt that "religion and world views" had not been explored correctly and had not advanced the discourse in a positive way.

ACTION- That Councillor Kellaway write to the Prime Minister regarding the concerns raised with the report.

13 Any Other Business

The Chair discussed the need for circulation of the SACRE constitution drafts and that this should be discussed at the next SACRE meeting. It was agreed that these drafts would be sent out to all SACRE members for consideration ahead of the next meeting.

Anne Andrews highlighted the discussion around co-opted members and that there were two vacancies for this.

Anne Andrews discussed whether as part of the Ambassador Scheme that representatives from Churchwood and Altwood School should give a short presentation at the next meeting.

ACTION- That Anne Andrews check availability of Churchmead and Altwood Schools to hold the next meeting and to seek suitable ambassadors to present.

Reverend Margaret Dudley gave her apologies for the upcoming meetings as she would be on sabbatical leave. She informed the forum that a substitute would be unlikely as the Churches were under high demand and pressures.

Ila Gangotra asked whether there could be a shared directory of contact details for the SACRE group and it was advised that all details were held with the clerk, who could share the details if expressed permission had been given.

Barbara Meaney gave a reflection to end the meeting based on the experiences of modern day conflict and in memory of remembrance Sunday.

14 Dates Of Future Meetings

5th March 2019

The meeting, which began at 6.01 pm, ended at 7.56 pm

SACRE CONSTITUTION

- STATUS AND RECOMMENDATION TO SACRE

There has been some confusion about SACRE's Constitution or Terms of Reference. This document attempts to summarise the position, and to recommend a way forward for the approval of SACRE.

Background

In April 2017, the then SACRE Clerk¹ provided the document set out in Annex 1 in response to a request for a copy of the SACRE Constitution.

The SACRE meeting in June 2013 had considered the Constitution and made some recommendations, which it seems were partially approved later by the Full RBWM Council². The relevant section of the SACRE minutes from the June 2013 meeting are set out in Annex 2.

In November 2017, the same SACRE Clerk confirmed that the document set out in Annex 1 "should be considered as the current SACRE constitution" as it incorporated changes that were agreed in 2013. "I've looked at an old version that pre-dates the June 2013 SACRE meeting and the terms of reference don't make any reference to Buddhist or Bahá'í representation in Group A", he wrote.

There seem to be two sets of reasons why action now needs to be taken to clarify the position:

- **Inconsistencies and apparent errors in the existing SACRE Constitution (as set out in Annex 1)**
- **SACRE's June 2013 recommendations on aspects of SACRE membership seem to have been overlooked.** Are those recommendations still SACRE's view? If so, should they be submitted or re-submitted to the RBWM Full Council for consideration?

Annex 3 sets out some of the inconsistencies and apparent errors, as well as the SACRE recommendations which do not seem to have been included (or possibly were not approved by Full Council?).

Proposed Way Forward

It seems important that SACRE has a clear and unambiguous constitution.

A draft updated SACRE Constitution is set out in Annex 4.

It is proposed that SACRE discusses this proposed Constitution at its March 2019 meeting, and then submits it (amended if necessary) for approval by the Full RBWM Council.

¹ Andy Carswell

² The SACRE Minutes for its March 2014 meeting include this: "The SACRE noted that the RBWM Constitution had updated the SACRE's terms of reference to include within the membership representatives of the Buddhist and Bahá'í faiths".

ANNEXES

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ANNEX 1 – CONSTITUTION PROVIDED APRIL 2017

F22 SACRE (Standing Advisory Council on Religious Education)

F22.1 Purpose:

Constitution

The Standing Advisory Council on Religious Education (SACRE) is established in accordance with Section II of the Education Act 1988 (as amended by Section 255 of the Education Act 1993) by the Royal Borough of Windsor and Maidenhead acting as the local education authority.

Duties and Powers

- a) The SACRE shall advise the authority on such matters connected with religious worship in country schools and the religious education to be given in accordance with an agreed syllabus in County and Controlled Voluntary schools as the authority may refer to it or as it may see fit.
- b) SACRE shall in particular advise on methods of teaching, the choice of materials and the provision of training for teachers.
- c) The SACRE shall on an application made by a headteacher of any county school after consultation with the governing body, consider whether it is appropriate for the requirement for Christian collection worship to apply in the case of that school, or in the case of any class or description of pupils at that school. The SACRE shall arrive at its decision and communicate it to the headteacher in accordance with the provisions of Section 1 of the Education Reform Act 1998.
- d) The representative groups on the SACRE, other than that representing the authority, may at any time require a review of any Agreed Syllabus for the time being adopted by the authority.
- e) The SACRE shall, each year, publish a report on its proceedings and those of its representative groups. The report shall specify any matters on which the SACRE has given advice to the authority and the reasons for offering the advice.
- f) The SACRE shall take any action assigned to it by the authority in relation to the consideration and disposal of any complaint concerning collective worshipper religious education in compliance with Section 23 of the Education Reform Act 1988.

F22.2 Membership

The members of SACRE (other than co-opted members) shall be appointed by the authority so that they shall represent the following groups:

Group A - Christian denominations and other religions

The Free Churches - 3
The Roman Catholic Church - 1
Hinduism - 1
Islam - 1
Judaism - 1
Sikhism - 1
Buddhist – 1
Baha'i - 1

Group B

The Church of England – 3

Group C - Associations representing teachers

NUT - 1
NAS/UWT - 1
NAHT - 1
SHA - 1
ATL - 1
PAT - 1

Group D

The local authority - 3

Terms of Office

- a) Members of the SACRE shall serve from the date of their appointment until their successors are appointed by the authority. They shall be eligible for reappointment.
- b) Any member who fails to attend 3 consecutive ordinary meetings of the SACRE other than for a reason approved by the SACRE shall cease to be a member.
- c) The validity of the proceedings of the SACRE, or of any of its representative groups, shall be affected by a vacancy in the membership or on the grounds that a member does not at the time represent the domination, religion or associate he or she was appointed to represent.

Procedure

The SACRE shall elect annually at its first meeting of the academic year, a Chairman and a Vice-Chairman from among its members by voting in accordance with Clause 4.

F22.3 Quorum: 5 Members

F22.4 Frequency: Three times per year

ANNEX 2 – EXTRACT FROM SACRE JUNE 2013 MEETING MINUTES

authority at the end of March and RBWM systems were focused on maintained schools. Councillor Airey suggested that if it could be done then it could open up new avenues, facilities and views. Jo Fageant suggested that as the courses were organised by the Diocese they may be able to help with administration.

Minute No. 9 – Karen Butler indicated that a couple of issues needed resolving by Jo Fageant before the annual Report could be finalised for circulation.

Jo Fageant

Minute No. 10 – Jo Fageant reported that work on the contact list was ongoing. Hilary Harris advised that the synagogue had a co-ordinator who could make arrangements as necessary. Jo Fageant emphasized the need to have generic contact details, email addresses and telephone numbers where possible as personal information tended to change more regularly. The importance of regular updates was also highlighted to ensure information was up to date.

Jo Fageant

Constitution/Membership Update

The Forum noted that the membership issues had been largely agreed under the matters arising item. Jo Fageant then circulated the current constitution and membership document for SACRE including comments on aspects that needed consideration. The forum was reminded that the constitution was based around the original Berks SACRE document.

It was suggested that:

- A membership period of four years should be introduced
- Relevant changes should be made to the wording to reflect that it covered the Borough only.
- The definition and membership of the Groups should be updated.
- Under the procedure section Clause 4 should be included in more detail to clarify the voting process.

Jo Fageant clarified for representatives that the Duties and Powers were set down in law and it was acknowledged that these had not changed in respect of SACREs in line with other changes in local government structures.

The forum agreed that it would be beneficial to update the wording to reflect that it related to the Borough only. A number of other typographical errors were also identified.

Jo Fageant then outlined the groupings and explained that specific rules/legislation were in place as to how these were defined. It was indicated that it could reflect the percentage of each faith in the community although it was not clear how the current breakdown had been achieved. Jo Fageant suggested that a more equitable approach would be to use a clause relating to the membership reflecting the locally agreed RE syllabus. Hilary Harris suggested that this could allow wider representation. Jo Fageant advised that there would still be an element of control over membership as there would need to be direct links to the syllabus. The Forum agreed that this approach should be adopted.

The Forum considered the Group C nominations and that some of the associations had changed their name or were no longer relevant. It was agreed that SHA should be replaced by Berkshire Association of Secondary Heads (BASH) and PAT should be replaced by the VOICE Trade Union.

Councillor Quick asked about the position on Academies representation. Jo Fageant reminded representatives that SACRE only had a role for maintained schools and whilst partnership working was encouraged SACRE had no influence in this regard. It was acknowledged as an ongoing issue.

Councillor Airey referred to the voting procedure and quorum for meetings. It was agreed that it would be beneficial to include the wording of Clause 4 as shown in the relevant legislation to clarify the situation. Councillor Airey suggested that if the membership issues could be resolved the SACRE could gain more momentum and voting/quorum problems would not be so prevalent.

The Chairman then summarised the discussion and it was agreed that the suggestions made by Jo Fageant be incorporated into a revised constitution for consideration by Council. It was agreed that the procedure for approval of the document would need to be clarified.

Jo Fageant
Simon
Wright

6 Budget Update

Members received details of the latest budget position. Karen Butler advised that a majority of the budget had now been spent and highlighted a couple of areas where there could be an underspend.

Jo Fageant suggested that there may be the possibility of using some funding towards a countywide event in June 2013 to coincide with the three yearly OFSTED report on RE in schools. An Inspector had indicated his willingness to give a presentation and talk through issues with delegates. The estimated cost for such an event was approximately £250 per SACRE. A number of representatives expressed support for this initiative as previous ones had been very beneficial.

Karen Butler clarified, in response to Councillor Airey, that the adviser/clerical support was a recharge.

The Panel then noted the Budget position and expressed support for an event in June 2013.

Jo Fageant

Forward Plan - Where to from here?

Members discussed the future focus on the group, now that the syllabus had been launched.

ANNEX 3 – COMMENTS ON THE EXISTING SACRE CONSTITUTION

Inconsistencies and Apparent Errors

The legislation references in the opening paragraph need to be checked. It should probably be the 1996 Education Reform Act rather than the 1966 Education Act?

What is the reference to “country schools”?

What are “county and Controlled Voluntary” schools?

There is no mention of Academy schools?

The impact of the item Terms of Office –(c) is unclear. Surely SACRE proceedings do not become invalid if there is a membership vacancy?

The Procedure for re-election of the Chair and Vice-Chair “in accordance with Clause 4” – but what is that referring to?

Is the Quorum really just five members? Our actual procedure has been to declare the meeting quorate when there is at least one representative from each of the four membership Groups.

Why is the document “F22”? While the SACRE is appointed by the RBWM Council, it is not a Council sub-committee but an independent body, which should have a free-standing constitution.

SACRE recommendations not reflected in the Constitution

In June 2013, SACRE recommended that Group C members needed to be updated to reflect the then current realities:

- SHA should be replaced by Berkshire Association of Secondary Heads (BASH)
- PAT should be replaced by VOICE Trade Union.

At its June 2017 meeting, SACRE recommended that the six Group C teacher representatives

- A teacher from each of the four Key Stages
- A headteacher
- An Academy teacher representative.

In 2013, SACRE accepted a recommendation from its then Adviser³ that there should be a membership term of four years (with re-appointment being a possibility).

³ Jo Fageant

ANNEX 4 – PROPOSED UPDATED SACRE CONSTITUTION

Royal Borough of Windsor and Maidenhead

SACRE (Standing Advisory Council on Religious Education)

Constitution

The Standing Advisory Council on Religious Education (SACRE) is established in accordance with Section 390-397 of the 1996 Education Act (as amended) by the Royal Borough of Windsor and Maidenhead (“the authority”) acting as the local education authority.

1. Duties and Powers

- a) The SACRE shall advise the authority on matters connected with collective worship in schools within the Royal Borough and the religious education to be given in accordance with an agreed syllabus in all schools as the authority may refer to it or as it may see fit.
- b) SACRE shall in particular be free to advise on methods of teaching, the choice of materials and the provision of training for teachers. SACRE may itself offer training and support for religious education teachers, and for those responsible for arranging collective worship, in the Royal Borough’s schools.
- c) The SACRE shall on an application made by a headteacher of any school within the Royal Borough, after consultation with the governing body, consider whether it is appropriate for the requirement for collective worship to be of a wholly or broadly Christian character to be disapplied in the case of that school, or in the case of any class or description of pupils at that school. The SACRE shall arrive at its decision and communicate it to the headteacher in accordance with the provisions of Section 1 of the Education Reform Act 1998.
- d) The representative groups on the SACRE, other than that representing the authority, may at any time require a review of any Agreed Syllabus for the time being adopted by the authority.
- e) The SACRE shall, each year, publish a report on its proceedings. The report shall specify any matters on which the SACRE has given advice to the authority and the reasons for offering the advice.
- f) The SACRE shall take any action assigned to it by the authority in relation to the consideration and disposal of any complaint concerning collective worship or religious education in compliance with Section 23 of the Education Reform Act 1988.

2. Membership

The members of SACRE (other than co-opted members) shall be appointed by the authority so that they shall represent the following groups:

Group A - Christian denominations and other religions

The Free Churches - 3

The Roman Catholic Church - 1

Hinduism - 1

Islam - 1

Judaism - 1

Sikhism - 1

Buddhist – 1

Bahá'í - 1

Group B

The Church of England – 3

Group C – Teacher Representatives

Key Stage 1 – 1

Key Stage 2 – 1

Key Stage 3 – 1

Key Stage 4 – 1

Headteacher – 1

Academy Representative - 1

Group D – Local Authority Representatives

Councillors - 3

3. Terms of Office and Procedures

- a) Members of the SACRE shall serve a period of four years from the date of their appointment. They shall be eligible for reappointment by the authority at the end of a term of office. They may resign at any time.
- b) Any member who fails to attend 3 consecutive ordinary meetings of the SACRE other than for a reason approved by the SACRE shall cease to be a member. Substitutions for absent members shall not be permitted unless with the approval of the SACRE.
- c) The quorum shall be 5 members, with each Group represented by at least one member.
- d) The validity of the proceedings of the SACRE, or of any of its representative groups, shall not be affected by a vacancy in the membership or on the grounds that a member does not at the time represent the denomination, religion or association she or he was appointed to represent.
- e) The SACRE shall elect annually at its first meeting of the academic year, a Chairman and a Vice-Chairman from among its members.
- f) The SACRE shall meet three times per year, or more frequently as determined by the SACRE.
- g) SACRE will always seek to find a consensus satisfactory to all members, and strive for unanimity. In the event that this is not possible, and that a decision must be made, then a vote shall be held. Each Group shall have one vote. In the event of a tied vote, the decision of the Chairman shall be final.
- h) SACRE may invite up to three individuals to serve as co-opted members to assist its work. These co-opted members shall be appointed for a term not exceeding four years. They be invited to serve additional terms. They shall have no voting rights.
- i) Any complaint about SACRE as a whole, or about individual members in the capacity as SACRE members, shall be dealt with by SACRE initially and referred to the authority where appropriate.
- j) SACRE will be serviced by a Clerk provided by the authority and supported by an appropriate authority officer, normally the Adviser for Religious Education.

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KS1: Christianity

KS1: Christianity		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 How do some religions demonstrate that everyone is special? (Believing/Belonging)</p>	<p>The Lost Sheep, Coin & Son (Luke 15: 1-32) Matthew 10:29-31 – message about sparrows Shared customs – e.g. baptism</p>	<p>Exp. A Recognise and give simple accounts of the core beliefs. Creation – that God made the world including human Incarnation – Jesus as God in human form Salvation – forgiveness of sins through Christ Belief in one God, eternal and immortal Possible activities: Draw a picture to illustrate one of the key beliefs; Choose from a range a picture that shows a key belief Choose a symbol or draw a symbol that represents a Christian understanding of God</p>
<p>Qu.2 Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p>	<p>Baptism of Christ Christmas, Easter, Harvest Going to church – particularly communion, Eucharist, Sunday as a special day, Music and art</p>	<p>Exp. B Retell a range of religious stories and explain how they link to the core beliefs and practices. Creation Christmas Easter Parables – lost sheep, lost coin, lost son, Good Samaritan Possible activities: Produce a simple story map that illustrates one of the core beliefs of Christianity Identify the most important part of a story and talk about why Identify some elements of a festival and talk about why they are important to some Christians</p>
<p>Qu.3 Does everyone believe the same things about God? (Believing)</p>	<p>Noah, Baptism of Jesus, Jesus as Son of God Lord's prayer, Features of the church, Stories about God Different denomination, different churches</p>	

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<p>Qu.4 Why do symbols and stories play important roles in religions? (Believing/Belonging/Behaving)</p>	<p>Old Testament; New Testament Mary Jones Bible Symbolic features of a church, Stained glass windows, Cross, crucifix, hot cross bun, Easter eggs, dove water, fish, crib, lights Clerical dress, seasonal colours, Salvation Army uniform</p>	<p>Exp. C Describe some festivals, celebrations and practices and say how they reflect the core beliefs. Christmas, Easter, Harvest Baptism Sunday Services and communion Possible activities Identify – perhaps by circling item in a picture – the elements of a festival that show what some Christians believe. Make a list of differences between the ways that different people celebrate and suggest reasons why Annotate a baptism, showing which are the important features that reflect Christian belief.</p>
<p>Qu.5 Why do some people follow religious leaders and teachings? (Believing/Behaving)</p>	<p>Stories about God and Jesus; Life of Jesus Stories told by Jesus (parables) e.g. Good Samaritan Work of local ministers, historically and now Examples of Christians of influence, locally, nationally and globally Life of Jesus</p>	<p>Exp. D Recognise the roles of religious leaders and sacred texts. Bible – OT, NT (one before and after Jesus) Jesus, Vicar and other local clergy People known in local community e.g. local chaplains for fire service, police, hospital, Archbishop of Canterbury, Archbishop of York, Queen</p>
<p>Qu.6 How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Creation – Genesis 1:1- 2:22 Stewardship – Christians are stewards, Psalm 8 Hymns and songs</p>	<p>Possible activities: Talk about what a leader does Recognise some of the things that leaders do – choosing from a list, or sorting from a range Talk about how Christians use the bible in worship, prayer, song etc.</p>

KS2: Christianity

Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p>	<p>Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13</p> <p>Use of the Bible in corporate and private worship</p> <p>The Bible is used as a source of inspiration and guidance for worship and ways of living</p> <p>Sermons and their significance</p> <p>The importance of worship for Christians and ways in which Christians participate in worship</p> <p>Pilgrimage</p>	<p>LKS2 (Y3/4)</p> <p>Exp. A Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> Link biblical passages to specific areas of Christian practice: e.g. Genesis to the concept of stewardship or nativity texts to the concept of Incarnation Assess the role of Mary in the Christmas narrative or the role of the disciples or the gospel writers
<p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p>	<p>The importance for many Christians to mark rites of passage in Christian ceremonies e.g. infant baptism and dedication ceremonies, confirmation, believers' baptism, marriage</p> <p>Christian funerals and how they illustrate beliefs about life after death</p> <p>Denominational and personal differences in celebration of rites of passage</p>	<p>Exp. B Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> Give examples of how different Christians worship in church, home and at different times. Compare and contrast denomination approaches to rites of passage – e.g. infant vs adult/believer's baptism
<p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>The Bible is used as a source of inspiration and guidance for worship and ways of living</p> <p>Examples of Christian beliefs expressed in e.g. art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films</p> <p>Work of Hannah and Ben Dunnett e.g.</p> <p>The use, significance and meaning of symbols used to express Christian beliefs e.g. Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churches</p> <p>Art to express the notion of Trinity</p> <p>Global and denominational art.</p>	<p>Exp. C Identify how core beliefs can guide lifestyle choices.</p> <ul style="list-style-type: none"> Make links between 10 commandments or , sermon on the mount and lifestyle choices such as clothing, giving financially, going on pilgrimage Make a link between core beliefs and engagement in charity work or volunteering

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<p>Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p> <p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p>	<p>Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13</p> <p>The Bible used as a source of inspiration and guidance for worship and ways of living;</p> <p>sermon on the mount (Matthew 5 – 7),</p> <p>10 commandments (Exodus 20) and the Golden rule (Luke 10:27) the Good Samaritan (Luke 10: 25-37)</p> <p>The work of charities, missions and caring organisations e.g. Tearfund, Christian Aid etc.</p> <p>Teaching about forgiveness – e.g. The Prodigal son (Luke 15) , the Lord's Prayer (Matthew 6:9-13 & Luke 11:2-4)</p> <p>Foodbanks and work among the homeless</p> <p>Trinity – especially the Baptism of Jesus</p> <p>Christian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus.</p> <p>The Bible as a library of books of different genres divided into Old and New Testaments</p> <p>Literal and metaphorical interpretations of the Bible</p> <p>Different ways of reading the Bible; different translations of the Bible</p> <p>The writings/experiences of Christians through the ages</p> <p>Exploration of the influences of some key people, local and more widely known and including historical people and saints.</p> <p>The role of inspiration in the creation of the Bible</p> <p>The role of key characters in the Bible e.g. Moses, Abraham, Mary, the disciples, the apostle Paul etc.</p>	<p>Exp. D Recognise how religious identity can be shaped by family, community and practice.</p> <ul style="list-style-type: none"> • Compare denominational approaches to rites of passage • Demonstrate how individual practice may vary between and within denominations <p>UKS2 (Y5/6)</p> <p>Exp. A Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> • Make clear links between key texts (Sermon on the mount or 10 commandments) and the actions of Christian individuals and organisations • Use key texts to demonstrate Christian belief in the role of inspiration, prayer and the Holy Spirit • Describe and explain some of the actions of the early church in the Book of Acts <p>Exp. B Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> • Give specific examples of Christians who have shown courage and the reasons for their actions • Hold a balloon debate to compare the courage and commitment of different Christians, charities etc <p>Exp. C Explain how beliefs, practices and community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> • Describe the beliefs that underpin responses to the big questions of life, such as life after death and the impact this may have on funeral and mourning rites
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<p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p>	<p>Christian interpretations of the resurrection of Jesus as evidence of life after death, resurrection of the body, heaven and the Kingdom of God Christian responses to the life, teachings miracles, crucifixion and resurrection of Jesus, Trinity – especially the role of the Holy Spirit as comforter Jesus as saviour and the concept of salvation</p>	<ul style="list-style-type: none"> • Demonstrate how prayer may play a part in the Christian reaction to major life events e.g. in celebrations, festivals and mourning.
<p>Qu.7 What difference might it make to believe in God as Creator? (Believing/Behaving)</p>	<p>Christians responses to ideas about Creation e.g. Genesis, Psalm 8 and 148 Involvement in ecological movements, charities such as Christians Aid, Oxfam, Tearfund Equality of all people, work of anti-slavery protestors, and other social justice organisations The actions of local church groups on environmental and social justice issues.</p>	<p>Exp. D Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> • Identify some of the key denominational differences demonstrated in worship and rites of passage, with biblical references • Explain how different translations and interpretations of texts make a difference to believers
<p>Qu.8 How might beliefs and community shape a person's identity? (Believing/Belonging)</p>	<p>Christian responses to life, teaching, miracles crucifixion and the resurrection of Jesus Jesus as saviour and the concept of salvation, being forgiven and redeemed The Holy Spirit as a guide and comforter Christians festivals (especially the Eucharist), rites of passage and prayer – personal and corporate Interviews with individual Christians about how they choose to live. Denominational life rules – e.g. clothing for Amish, Plymouth Brethren, no alcohol for Baptist/Methodists etc. The place of convents, abbeys and place of nuns, monks and other communities.</p>	

Key Stage: 3
Key Question: What is the Trinity and Why is it important?

Religion			Suggested Content - New	Exemplar Expectations
Christianity	Hinduism	Islam	<p>Activities - suggestions</p> <p><u>Creation</u></p> <ul style="list-style-type: none"> • Seven-day creation storyboard – progression, explaining the importance of each day – add an 8th box – what would you put in it? What’s missing from the story? What is the story saying about God? What should Christians do as a result of this? Stewardship activities • Genesis Venn diagram • Mind map – Trinity - ideas about God – Jesus – Holy Spirit - how all link together as well as work separately– Unpack the Father – ideal Father <p><u>The Fall</u></p> <ul style="list-style-type: none"> • Salvation – Parable of the sheep and the goats – • Relevance of fall today – difference between human and natural evil – examples of evil <p><u>Prophecy</u></p> <ul style="list-style-type: none"> • purpose of the old testament- Difference between sin and crime (Learn for Life visitors) <p>Ways of expressing the Trinity in worship e.g. hymns and prayer</p> <p><u>Resource ideas</u></p> <p>True tube clips</p> <p>Use of Art – Holman Hunt – Hannah Dunnett</p> <p>Role Play – if you were God what would you do?</p> <p>Spirit – Gifts of the spirit – the great commission</p> <p>Baptism – Pentecost – John 1</p>	<p>A - Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.</p> <p>C - Explain and evaluate how beliefs about God determine responses to personal, social and global issues</p> <p>D - Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations</p> <p><u>Key Questions</u></p> <p>Q2 - How far does a person’s understanding of God influence their sense of purpose?</p> <p>Qu.3 How might beliefs shape concepts of truth, right and wrong?</p> <p>Qu7 Why might it matter that sacred texts are often open to interpretation?</p> <p>Qu.8 How might belief affect people’s responses towards social and global issues?</p>
Judaism	Sikhism	Buddhism		
Worldview (specify)				
Material from 2012 Syllabus				
<ul style="list-style-type: none"> • Beliefs about God articulated in Christian creeds i.e. God the Father, God the Son incarnate, wholly divine and wholly man revealed in the birth, life and death of Jesus; God the Holy Spirit, comforter and guide • Christian beliefs about Grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life • Christian beliefs about Stewardship • Beliefs about the authority of the Christian Bible 				

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WESTHILL/NASACRE Awards 2019-20 **Application Form**

Name of SACRE: Pan-Berkshire SACRE hub

SACRE Chair: Stephen Vegh (Wokingham) on behalf of:

Michael Freeman (Reading), Julie Siddiqi (Slough) David Taylor (West Berks), Michael Gammage (RBWM) Gareth Barnard (Bracknell),

SACRE Clerk/Administrator & Contact Details

Anne Coffey
Anne.coffey@wokingham.gov.uk

Project Manager/Co-ordinator & Contact Details

Anne Andrews and David Rees

Email contacts

Anne.andrews@oxford.anglican.org david@reesuk.onmicrosoft.com

Date of commencement of project October 2019
(This should not be earlier than September 2019.)

Estimated date of completion of project September 2020

Amount of Award applied for £4000

Name of Bank Account: Wokingham Borough Council

Date(s) when payment of the Award is requested:

First tranche 1st October 2019
(This should not be earlier than October 1st, 2019)

Second tranche 1st April 2020

Title and brief description of project.

Real People, Real Faith

Using the new Pan-Berkshire syllabus as a basis, we intend to take groups of teachers to places of worship and record interviews with the hosts answering key questions from the syllabus. These short interviews will then be used by teachers to create lesson activities and units. This will enable students in class to engage with the syllabus questions directly, hearing first hand responses to the same questions from a range of believers.

I hereby apply for a SACRE Award for 2019-20, as set out above.

I agree to keep NASACRE informed of the progress of the project, and in particular to furnish NASACRE with at least one written interim report, and a final written evaluation report, including a summary of expenditure and income, for the whole project. (The material posted on the Westhill website may form part of this.)

If the project produces significant teaching aids or other materials, I agree to make these available to NASACRE and other SACREs, subject to suitable arrangements being made to take into account any costs and copyright issues.

Signed (by SACRE Chair)



Date:05/02/19.....

NB The Chair's signature may be scanned in electronically if such a facility exists within the Local Authority. Failing this, the application should be submitted electronically anyway, and also a hard copy of this form with signature should be posted by surface mail to the Awards Panel Convenor.

To be submitted by 31st March 2019 to:

**NASACRE
Awards Panel Convenor
196 Stone Road
Stafford
ST16 1NT**

Email: treasurer@nasacre.org.uk

Project Idea: **Real People, Real Faith**

Summary:

This is a Pan-Berkshire hub initiative involving teachers from schools of all types across the 6 local authority areas in visits to local places of worship where a series of short interviews will be recorded with the faith leaders and other representatives. The focus of these interviews will be the key questions from the revised locally agreed syllabus for RE, which is shared by all 6 SACRES.

These recorded interviews will be hosted on a shared webspace, accessible to all the local schools and ultimately nationally as well. Notes and sample lesson plans and activities will be provided. These short interviews will then be used in class, and by teachers to produce further lesson plans and activities.

Using local places of worship, making local faith adherents into minor TV stars, will break down some of the obstacles that make teachers resistant to organising trips. Where trips are not possible these interviews and resources will provide a local element to the online material.

Interviews focused specifically on the content of the locally agreed syllabus will enable teachers to increase their subject knowledge and help the leaders and members of faith communities to better understand the requirements of the syllabus.

Focusing across the whole of the Berkshire area will be of particular benefit to the areas where there is little diversity either within or between faiths.

Background

The 6 Berkshire SACREs have collaborated for many years, producing joint syllabus in 2018, 2012 and 2007. The SACRE hub (comprising the chairs, vice-chairs and other volunteers) has engaged in a previous project, creating a directory of places of worship across the area, templates for booking visits and visitors and work books for students. These resources, collectively called Crossing the Bridges are enabling teachers to be more focused when organising visits.

There are however some areas of the region that have little access to the diversity of religious experience that is possible in Slough, Maidenhead or Reading, so the hub has been particularly concerned to facilitate dialogue and encounter between schools and a range of faiths. Schools report that cost issues are a major factor in deterring the arranging of trips. One of the SACREs spent a year trying to find funding for schools to make trips possible. No financial support was found, so this project will provide alternative opportunities for encounters with a range of faiths.

We are applying for a Westhill NASACRE award for this project as we would like to:

- Organise two days of teacher visits (one in the Slough/Maidenhead area, one in the Reading/Wokingham area) to 4 or 5 places of worship (across a range of faiths) where the interviews will be held and filmed. If possible, 6th formers engaged in media studies and RE would be involved in the filming and editing of the interviews
- Organise a one day session (or possibly two half days) to use the films to produce some lesson plans and notes with teachers from each of KS1 – 3
- Put the films (edited where necessary) on a centralised website, along with the notes and lesson plans, so that all teachers across the area (and nationally) can access them.

We believe that this project will

- Increase the subject knowledge of the teachers as they will have access to diverse responses to the same questions. This should increase their confidence when teaching about the diversity between and within religions.
- Inform faith communities about the requirements of the locally agreed syllabus, which will enable them to engage more productively when schools and students visit.
- Produce films with a local flavour, showing real people in local venues, increasing awareness of the diversity of the local area and breaking down stereotypes.
- Create a sense of familiarity with a range of local places of worship that will encourage visits. Being able to see the people that they may encounter, in the place where they will meet them will reduce the anxiety that some may feel when entering a new place of worship
- Provide a long lasting resource that will be used in classrooms. The films could also be used to educate parents about what their children may experience if they go on a visit and will increase their knowledge of RE and religions as well.
- Encourage teachers and students to ask similar questions when they encounter people of faith. It will demonstrate real dialogue in action, with questions, ideas and concepts that are familiar to the pupils
- Bring teachers and faith leaders together in an atmosphere of dialogue, giving them an opportunity to reflect on the answers that they hear and to ask further questions
- Enable SACRE members to join the trips and work alongside teachers. They will gain a better understanding of the issues facing schools and teachers.

How the Money will be allocated:

Cost for coach hire for 2 days: £1500 (approx.) This will enable teachers to attend free of charge.

Cost of recording, editing etc: £800

Cost of venue for writing day - £500 to include refreshments

Cost of supply for teachers for the writing day: min £600; max £1200 (ideally 6 teachers – 2 per key stage 1 -3)

Total: £4000

SACRE hub will contribute a further £2000 to cover adviser time to facilitate the visits, co-ordinate and supervise the writing project and administer the whole process, including evaluation and dissemination of the finished materials.

Draft Ofsted inspection pack

From Page 13

Inspection of religious education (RE) and collective worship

33. The Secretary of State designates certain schools as having a religious character.²⁴ In schools without a religious character, Ofsted inspects RE and collective worship as part of inspections under section 5 of the Education Act 2005. This is different in schools with a religious character. In these schools, denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under section 48 of the Education Act 2005 or as provided in the academy's funding agreement.²⁵

34. If a school has been designated as having a religious character, Ofsted is not able to comment on the content of collective worship or on denominational RE. Inspectors may, however, gather evidence from anywhere relevant (including RE lessons and assemblies) to evaluate pupils' spiritual, moral, social and cultural education, personal development and/or behaviour and attitudes. The fact that the school has been designated as having a religious character must be referenced in the 'Information about this school' section of the inspection report.

35. Section 48 inspections (or the equivalent inspection of an academy) are carried out every three to five years²⁶ (and usually within two to three years of a new voluntary-aided school or academy/free school opening). Ofsted's lead inspector will check the section 48 arrangements, including when the next inspection is due, and will write about this in the 'Leadership and management' section of the inspection report. They will ensure that the required consultation has taken place with the prescribed faith body when a school has a prescribed faith body, and decides not to use that body's inspection service but appoint its own inspector.

36. Inspectors will familiarise themselves with any issues raised in any section 48 inspection (or equivalent) held since the last Ofsted inspection. Inspectors will not, however, use that evidence in an Ofsted inspection.²⁷ The lead inspector will report if the section 48 inspection (or equivalent inspection of an academy) is overdue and that, therefore, the school is failing in its statutory duty. They will do this in the 'Leadership and management' section of the inspection report.

37. If a section 48 inspection (or equivalent inspection of an academy) happens at the same time as an Ofsted section 5 inspection, inspectors will mention this in the 'Information about this school' section.²⁴ A school with religious character – often called a faith school – is designated under section 69(3) of the School Standards and Framework Act 1998;

²⁴ www.legislation.gov.uk/ukpga/1998/31/contents. In a faith school, pupils are educated in the context of the principle of a religion. It is normal for there to be a formal link with a religious organisation.

²⁵ Regulation 9 of The Education (School Inspection) (England) Regulations 2005:
www.legislation.gov.uk/uksi/2005/2038/regulation/9/made.

²⁶ Regulation 4 of The Education (School Inspection) (England) (Amendment) Regulations 2009:
www.legislation.gov.uk/uksi/2009/1564/made.

²⁷ Protocol between Ofsted and signatory faith group inspectorates.

From Page 41

Curriculum flexibility

158. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge, skills and understanding to be gained at each stage. It enables the evaluation of pupils' knowledge and understanding against those expectations.

159. All pupils in maintained schools are expected to study the national curriculum subjects, religious education and age-appropriate sex education. 58 Academies are expected to offer all pupils a curriculum that is similar in breadth and ambition to the national curriculum, including the requirements to teach English, mathematics, science, and religious education.

From Page 42:

Curriculum narrowing

161. Ofsted's research into the curriculum has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research shows that this has a disproportionately negative effect on the most disadvantaged pupils.⁶⁰ It is appropriate that, in key stage 1, teachers focus on ensuring that pupils are able to read, write and use mathematical knowledge, ideas and operations. From key stage 2 onwards and in secondary education, however, inspectors will expect to see a broad, rich curriculum. Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums. If a school has shortened key stage 3, inspectors will look to see that the school has made provision to ensure that pupils still have the opportunity to study a broad range of subjects in Years 7 to 9.

162. At the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc. The government's response to its EBacc consultation, published in July 2017, confirmed that the large majority of pupils should be expected to study the EBacc. It is therefore the government's ambition that 75% of Year 10 pupils in state-funded mainstream schools should be starting to study EBacc GCSE courses nationally by 2022 (taking their examinations in 2024), rising to 90% by 2025 (taking their examinations in 2027). It is important that inspectors understand what schools are doing to prepare for this to be achieved, and they should take those preparations into consideration when evaluating the intent of the school's curriculum.

<https://www.gov.uk/government/news/ofsted-launches-a-consultation-on-proposals-for-changes-to-the-education-inspection-framework>

Summary:

- revised framework to focus inspection on what children learn through the curriculum, rather than over-reliance on performance data
- proposals will call time on the culture of ‘teaching to the test’ and off-rolling
- new separate behaviour judgement to give parents reassurance that behaviour is good
- most evidence-based, research-informed and tested framework in Ofsted’s 26-year history

The new framework proposes a shift that will rebalance inspection to make sure that young people are being taught the best of what has been thought and said. Instead of taking exam results and test data at face value, Ofsted will look at how a nursery, school, college or other provider’s results have been achieved – whether they are the result of broad and rich learning, or gaming and cramming.

Read the [consultation document and have your say](#). You can also view the [draft framework](#) and [handbooks](#) as well as a [research overview commentary](#) and [school inspection update](#).

New ‘quality of education’ judgement

This judgement will have the curriculum at its heart. It replaces the ‘quality of teaching, learning and assessment’ and ‘outcomes’ judgements from the current framework.

What will inspectors look at?

- › The extent to which your curriculum sets out the knowledge and skills pupils will gain at each stage (intent)
- › The way you teach and assess your selected curriculum, to support pupils to build their knowledge and to apply that knowledge as skills (implementation)
- › The outcomes pupils achieve as a result of the education they’ve received (impact) See paragraph 155 of the draft inspection handbook for maintained schools and academies.

Ofsted says this judgement will "place more emphasis on the substance of education" and less on performance data.

Separate judgements for 'personal development' and 'behaviour and attitudes' Behaviour and attitudes Ofsted's proposing a separate behaviour judgement to give parents reassurance about how well behaviour is managed in your school. It'll assess:

- › Whether you're creating a calm, well-managed environment free from bullying
- › The impact this has on the behaviour and attitudes of your pupils See paragraphs 185 to 186 of the draft handbook.

Personal development The 'personal development' judgement will recognise the work you do to build pupils' resilience and confidence in later life. It'll evaluate:

- › Your school's intent to provide for the personal development of pupils
- › The quality with which you implement this work See paragraph 200. Ofsted says separating these judgements will help enhance the inspection focus on each area and enable clearer reporting on both areas.

Inspectors will:

- › Gather direct evidence of quality of education in your school
- › Have meaningful discussions with you about how you know the curriculum is having an impact
- › Ask you to explain: - Why you've decided to collect the assessment information you collect - What you're drawing from this information - How that informs your curriculum and teaching What's staying the same?

Speculation over the past year hinted at the possibility of some other changes. However, the consultation documentation shows:

- › The existing 'overall effectiveness' and 'leadership and management' judgements will remain
- › The 'outstanding' grade has been kept and the current 4-point grading scale will continue
- › 'Outstanding' schools (other than special schools, pupil referral units and maintained nursery schools) continue to be exempt from routine inspections under section 5
- › There's no suggestion that full inspections of multi-academy trusts (MATs) will be carried out by Ofsted and no separate framework for inspections of MATs

Planning for Religious Education units and lessons in the Primary School using the revised Pan-Berkshire Syllabus 2018-2023

Planning for Religious Education requires three levels of detail: long-term, mid-term and short-term, as in any other school subject.

Long-term planning is a whole school issue, as decisions will need to be made about the range of religions to be covered in each year group (or phase if you have mixed year classes). It is important that these decisions are made as a school and that the plan is followed to avoid unintentional repetition, which will interfere with pupil progress.

The syllabus recommends that one religion is the focus of each year group alongside Christianity (which should have more time dedicated to it). This means that each of the other main religions can be given a good amount of time, and it is likely that two of the religions will be shared by more than one year-group. Mixed religion units are also a possibility, particularly further up the school. The choice of religions in a year group is entirely at the discretion of the school, and should consider school demographic, context and available resources. Other religious and non-religious worldviews can be added alongside the major faiths as appropriate.

It is not envisaged that syllabus questions will be tackled as individual units, but combined and focused (as in the previous syllabus) but schools may wish to ensure that all are covered by asking year groups to focus more on some than on others. Many of the questions cannot be dealt with in isolation and will inevitably touch on others to come to an answer. For example, Key Stage 1, question 3 “Does everyone believe the same things about God” will inevitably draw on question 4 “Why do symbols and stories play an important part in religions?” and probably questions 5 and 6 as well. Similar patterns will be seen in Key Stage 2 and 3.

Mid-term planning may be the responsibility of the class teacher, the RE subject leader or be based on a purchased Scheme of Work. The mid-term plans should contain the outline of what is to be taught, with an indication of the kinds of outcomes and activities that are suitable for the year group concerned. The level of detail required in a mid-term plan will vary between schools, but certain key elements need to be considered.

A separate document outlining a 7-Step planning process is attached. This contains a suggested way of approaching writing a unit. Clearly if a long-term plan stipulates the question, the topic and the concept to be covered, then a teacher will engage with this from step 4 onwards.

Key elements to be considered when planning

What outcomes are envisaged at the end of the unit and how will pupils show their achievement?

It is essential that this question is considered at the beginning of detailed planning for a unit. Unless it is clear what the pupils are intended to learn and how they will demonstrate that learning, it becomes difficult to assess pupil progress and achievement. The key outcome, bearing in mind the expected outcomes from the syllabus, will be to answer the “Big question” upon which the unit is based. Being clear about how this may be answered will help teachers to plan the learning steps that need to take place to enable pupils to answer the question.

What does the process look like in practice? An Example:

KS1:

Step 1: Choose and combine questions with the topic/content

A Christianity based unit on creation might take question 3 (Does everyone believe the same things about God?) and question 6 (How do some people's religious beliefs encourage them to care for the world). This unit will help pupils to work towards expected outcomes A (Recognise and give simple accounts of core beliefs) and D (Recognise the roles of religious leaders and sacred texts). Expectation B (Retell a range of religious stories and explain how they link to the core beliefs and practices) might be touched on as well.

Step 2: Create a big question. There may be several possible questions that emerge. In a school familiar with Philosophy for Children it might be appropriate to allow pupils to generate the question.

How do most Christians believe they should treat the world?

How well do Christians show that "The Earth is the Lord's"? (a quote from Ps 24)

Does Creation help Christians to understand God?

How does the Biblical account of Creation encourage Christians to behave?

Step 3: Identify the key concept and its relevance to the pupils

The choice of question may change the emphasis on a concept, but in each of the suggested questions above the concepts are most likely to be Creation, God, Stewardship and Scripture. The balance between them will depend on the choice of texts and activities.

Step 4: Decide what pupils will do to show their learning at the end of the unit.

For example: Match some phrases from the Bible to some Christians beliefs about God.

Match some phrases from the Bible to pictures of people caring for the world/people

Create a poster for a Christian environmental event or charity

Step 5: Decide where to start the learning

This step needs to include an introduction to the big question that is driving the unit. Finding ways to record the pupils' initial responses will enable progression to be shown by the end of the unit.

Will this begin with the religious material or the children's experiences? For example, starting from the children's experience might involve them making a model and having it broken, or perhaps the teacher making a model before lunch and returning after lunch to find it broken, discussing how it feels.

A non-religious book about the environment might be a good place to start, asking age-appropriate questions. The link below leads to some suggested books.

<https://www.penguin.co.uk/articles/children/2017/7-books-to-help-teach-children-about-the-environment/>

Starting from the religious material might mean reading the Creation story or Psalm 24 or Psalm 8 (in child friendly language of course) and allowing children to explore the meaning.

Step 6: Plan the steps between the start and the end

What texts, activities, clips or experiences do the children need to have to make the journey? If the learning is recorded in a “big book” then it will be easy to see whether the steps have been accomplished and the outcomes achieved.

Each step needs to have a clear learning objective or learning question that leads the learning enquiry. Objectives that are measurable (list, match, identify, describe, explain, annotate, note, define, underline, highlight) are better than unquantifiable ones (think, understand, know, explore). The learning objective should help pupils to know what they are doing and why. For example: Which is the most important day of creation? Circle your answer or what does the Bible say God made? Make a list (or choose pictures). Include some redundant material to make sure that children think about their answers.

Step 7: Include opportunities to reflect and evaluate their learning.

There are two types of reflections and evaluation that can be included. Reflecting and evaluating what the religious material encountered means for those who believe it and the impact on the wider world, helps to anchor the religious material in real life.

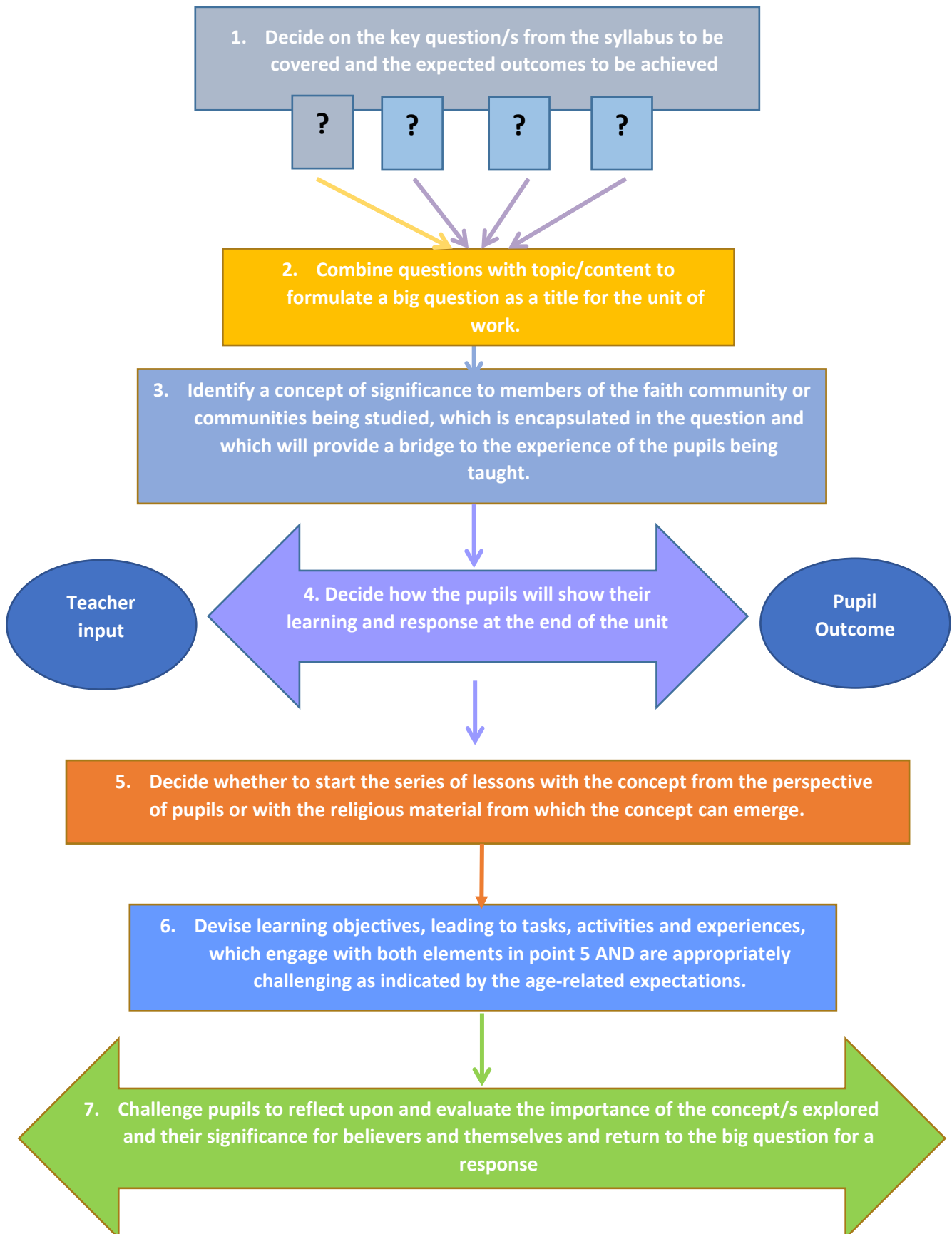
Allowing pupils to return to the big question at the end of the unit is an important step in assessing their progress, not only with the end of unit outcome, as planned at step 4, but by giving them time to reflect on the value of their learning. Has it changed how they respond? Has it changed their thinking?

[Short-term planning](#) will again require a different level of detail depending on school policy. Teacher confidence with the subject matter to be taught will also influence how much detail is required in any one short-term plan.

Lessons in RE work best when they contain a variety of activities that give pupils opportunity to deepen their learning. Pupils need to see how the learning is connected from one lesson to the next; start one lesson with an activity that picks up something from the previous lesson, for example a recap of the plenary or take away thought, a piece of pupil work displayed on the board for all to see or a question that was raised in the previous lesson.

Being clear about the learning objectives for each lesson is essential; a lesson needs to be driven by what pupils are learning more than by what they are doing. The activities need to enable the pupils to achieve that learning objective. Avoid activities that are not adequately RE orientated or sufficiently challenging. Matching numbered pictures of the 7 days of Creation to 7 numbered phrases about what was created may ensure that they get the answer right but is not really helping the children to learn any RE, and the cutting and sticking part of the activity may be very time consuming for the quality of learning taking place.

7-Step Planning process



Teacher produced sample questions with outcomes

These suggested questions and end of unit outcomes were created by teachers working with the Pan-Berkshire syllabus. Some of these are based on questions and topics they were familiar with; others used the syllabus questions and outcomes as their starting point. They are not prescriptive but offered as possible approaches.

Key stage 1 - Christianity

Y2: Does being baptised make someone a better Christian?

Q2 Why are religious celebrations important to some people but not to others?

Q1 How do some religions demonstrate that everyone is special?

Exp C: Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Activity: Annotate a picture of a baptism to show how the elements link to core Christian beliefs. For differentiation, pupils could have some of the possible answers prepared with some redundant material.

Alternative: Pupils to role play a baptism with a narrator.

Key Stage 2 - Christianity

Y3: Does being baptised make someone a better Christian?

Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?

Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?

Exp. B Describe a range of ways that believers express their core beliefs and make the links between belief and expression.

Exp. C Identify how core beliefs can guide lifestyle choices

Activity: Write the special promises that a Christian might make at their baptism. For differentiation, pupils could be given some suggestions, including redundant or unlikely answers.

Alternative: Create a new “membership” ceremony for Christians drawing on core elements of Christian belief.

Y6: Has Christmas lost its true meaning?

Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?

Qu.3 How can music and the arts help express and communicate religious beliefs?

Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?

Exp. A Explain the significance of religious leaders and sacred texts.

Exp. D Recognise how religious identity can be shaped by family, community and practice.

Activity: Plan a Christmas celebration that reflects the true meaning of Christmas. This would work particularly well as an assessment activity if the unit had begun with pupils planning a Christmas party. The two celebrations could then be compared, and the question answered in discussion.

Key Stage 1 - Judaism

Year 1: How and why do Jewish people celebrate Shabbat?

Qu.2 Why are religious celebrations important to some people but not to others?

Qu.5 Why do some people follow religious leaders and teachings?

Exp. C Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Exp. B Retell a range of religious stories and explain how they link to the core beliefs and practices.

Activity: pupils sort a range of statements about Shabbat into columns under the headings “Some Jews – Many Jews” with the extension to link the activity to a reason

Alternative: pupils select one item or event from Shabbat and describe (verbally) how and why, linking to a simple part of Jewish teaching.

Key Stage 2 - Judaism

Year 5: What relationship do Jewish people have with Torah?

Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?

Qu.4 To what extent do religious beliefs influence and encourage ‘good’ behaviour?

Exp. A Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice

Exp. D Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour

Activity: Give pupils pictures of some Jewish practice (Shabbat, or a festival or dress code etc.) and short sections from the Torah for them to match, explaining how they link together. Other elements of Jewish life such as giving to charity, or eating Kosher food, or caring for the poor in some other way could be an alternative focus, and possibly a more challenging activity.

Alternative: Rather than a matching activity, give pupils either pictures or quotes or passages from the Torah and get them to explain the connections between belief and practice.

Key Stage 3 - Sikhism

Year 8: How does the Guru Granth Sahib impact on the lives and beliefs of Sikhs?

Qu.7 Why might it matter that sacred texts are often open to interpretation?

Qu.2 How far does a person’s understanding of God influence their sense of purpose?

Qu.1 Is there more than one way to be spiritual?



Exp. D Evaluate the 'sacredness' of texts and the impact of divergent interpretations

Exp. A Identify the nature of spiritual experience and its influence on believers' lives, sense of purpose and religious practice

Exp. B Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour

Activity: Produce a magazine style article linking the Guru Granth Sahib to key elements of Sikh practice and lifestyle, showing an awareness of the different ways that the Sikh scriptures are observed.

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