

# Public Document Pack

## ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

### STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Monday, 13th September, 2021

at 6.00 pm

VIRTUAL MEETING - ONLINE ACCESS ON ZOOM AND  
STREAMED LIVE ON [YOUTUBE](#)

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

Mark Beeley - Democratic Services

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Issued: 3<sup>rd</sup> September 2021

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# Agenda Item 5

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

17 June 2021

PRESENT: Michael Gammage (Chairman), Karen Butler (Vice-Chairman), Chris Sayers, Darcy Chesterfield-Terry, Margaret Dudley, Ila Gangotra, Sarah Bradley, Clare Roberts, Barbara Meaney, Ravinder Singh Zandu, Councillor Donna Stimson, Councillor Julian Sharpe and Councillor Shamsul Shelim.

Officers in attendance: Anne Andrews, Shilpa Manek and Mark Beeley

**ACTION**

### **1 Welcome**

The Chairman welcomed those present to the meeting.

### **2 Reflection**

Barbara Meaney gave a short reflection to SACRE.

### **3 Membership Update**

The Chairman explained that a new member had joined SACRE. Clare Roberts, from Cheapside School, introduced herself.

### **4 Apologies For Absence**

Apologies for absence were received from Clive Haines, Thomas Kingsley-Jones, Louise Ceska, Anthony Lewis, Richard Rhodes, Sally Lynch and Hilary Harris.

### **5 Minutes Of Meeting on 09/03/21**

**RESOLVED UNANIMOUSLY: That the minutes of the meeting held on 9<sup>th</sup> March 2021 were approved.**

Karen Butler asked why there was not an item on the agenda for SACRE members to report back from visits into schools, as had been discussed at the last meeting.

The Chairman explained that it would be part of SACREs plan to monitor progress in schools going forward. The item had not been included on the agenda for the meeting as it was expected that members of SACRE had not been able to visit schools due to the pandemic.

### **6 NASACRE Funding Report - questions to LA and SACRE response \*Update - this will be a verbal report\***

Anne Andrews explained that NASACRE had sent out a Freedom of Information request to all local authorities to find out how much of the budget was being spent on SACREs. NASACRE suggested that funding should come from the 'central schools services block', but funding for the RBWM SACRE did not come from this block. The results showed that there was variation in the funding SACREs received, some got a significant amount of funding while others did not. The mean funding across the country was around £11,000.

These results would allow SACREs to approach their local authority to see if they could gain further funding, if required.

The Chairman mentioned that Anne Andrews was now on the executive committee of NASACRE. Clive Haines had provided a written update where he confirmed that the RBWM SACRE was not funded from the Dedicated Schools Grant, it was funded by the General Fund. The Chairman drew particular attention to the following question: "Were there any barriers to providing funding to fulfil your statutory duties in relation to SACRE and/or the Agreed Syllabus Conference, that you'd like to tell us about?"

The response from Clive Haines had been "There was insufficient funding to provide enough adviser support, fund activities and events." The Chairman agreed with these comments and that is important for SACRE to be given the appropriate resources to fulfil its duties.

## **7 Summary of Ofsted Review and report into RE**

Anne Andrews said that the report from Ofsted was very useful, particularly for syllabus reviews. The document set out the expectations and principles of what made good RE. It suggested that the curriculum should be a 'vehicle for pupil progress' in the subject while the report discussed three types of knowledge, substantive, disciplinary and personal knowledge. Looking at the consequences of the report for SACRE, the syllabus should be revised and ready for 2023 and then implemented in 2024. It was useful that the Ofsted review had come out now, the last commission on RE report was after the syllabus had been revised so the report could not be taken into account at the time.

Anne Andrews explained that she had put together a document containing all the key points of the Ofsted report, which had been circulated as part of the agenda pack. The report talked about the country being a multi-religious and multi-secular world which was important. Richard Kueh, who was the Ofsted HMI for RE, was happy to talk to SACREs and it might be a good opportunity for him to be involved with the syllabus review.

Karen Butler suggested that Richard Kueh could be invited to a Pan-Berkshire meeting when the syllabus review was launched, to give a keynote talk.

Anne Andrews said it would be good to have all six Berkshire SACREs invited to a keynote talk when the syllabus review was launched.

The Chairman said the timing of the Ofsted review was good as it would mean the syllabus review could be shaped by what had been suggested in the report. Ofsted were publishing a report next spring on the quality of RE being taught which would again be useful to feed into the syllabus review. The Chairman said the report was ambitious for RE and it was clear that Ofsted wanted to tackle the issues in society.

Barbara Meaney said that she had seen several things from Richard Kueh and felt that he seemed very interested in RE, schools and teachers. The report wanted RE to be a positive experience.

Margaret Dudley said that she was impressed by the report, it came across as very positive. She thanked Anne Andrews for her summary which was also very useful.

## **8 Progress report from Thomas Kingsley-Jones and Fr Darcy on filming**

As Thomas Kingsley-Jones was unable to attend the meeting, the Chairman read out a written update which had been sent in advance. Thomas Kingsley-Jones had been working with Anne Andrews and Father Darcy on creating a set of 'Faith-Discussions' starting with a Christian beliefs and practices discussion. A Zoom planning meeting and a face-to-face planning session had taken place in the Church and it was hoped to film before the summer holidays. The first video would be trialled for use at Churchmead School and if SACRE and RE Networks thought they would be of use then this could be shared after the trial period.

Darcy Chesterfield-Terry said that a date for filming had been set and they were going to plan what would be talked about. A 'behind the scenes' film would also be produced.

Anne Andrews said that she attended the first planning meeting to offer ideas.

The Chairman asked what the film would be about.

Anne Andrews explained that the Westhill films only dealt with certain areas, these films would look at GCSE knowledge and more in-depth theology.

Karen Butler said that she thought the original purpose of the films was to have a virtual tour of the church.

Darcy Chesterfield-Terry said that there was so much to take in on a virtual tour and that there was almost too much to be able to make a condensed worthwhile film.

## **9 Westhill project update - next filming dates and feedback from launch and NASACRE AGM**

Anne Andrews explained the launch was well attended, with around 50 people being present including a significant number from RBWM and Bracknell Forest. Barbara Meaney stood in at the last minute to deliver a workshop which was really appreciated. The films were now available on the NATRE (National Association of Teachers of RE) website and it would be interesting to see if page analytics were available so that the number of people who had watched the films could be tracked. Anne Andrews had given a presentation on the project at the NASACRE conference and the feedback was very positive. Reading Faith Forum was closing down and had money to dispose of, a bid had been put in of £2,000 to make another five films.

Karen Butler asked Anne Andrews to give a brief summary of the project for Clare Roberts, who was attending her first SACRE meeting.

Anne Andrews explained that 36 individual short films in total had been created which had been filmed at six religious venues. Each film focused on one syllabus question and two films were made at each Key Stage in each venue, with accompanying notes being provided on the NATRE website. There were plans to get a working party of teachers together to produce detailed lesson notes and resources, with different questions being asked for each Key Stage group.

The Chairman commented that the films were an excellent resource and had been created on a limited budget.

Members of SACRE discussed the newsletter and Clare Roberts mentioned that she did not receive the newsletter emails from Anne Andrews.

**ACTION – Anne Andrews to check newsletter distribution list and add Clare Roberts to the list.**

#### **10 Report form others who attended NASACRE AGM on keynotes and workshops**

The Chairman provided a written update from Thomas Kingsley-Jones, who attended the NASACRE conference. He thanked SACRE for the opportunity to attend the conference which was incredibly interesting, thought-provoking and professionally useful. Thomas Kingsley-Jones passed on his congratulations to Anne Andrews on her new appointment to NASACRE.

Barbara Meaney also attended the conference. She really enjoyed it and took notes on a number of the key notes and speakers, professional notes were also provided by NASACRE for those who were not able to attend. After the key notes, the conference broke off into smaller discussion groups and also took part in various workshops across the day. Barbara Meaney also congratulated Anne Andrews on her appointment to NASACRE.

The Chairman suggested that it would be useful to circulate the feedback and notes that NASACRE had produced. Anne Andrews said that the notes were available on the website and had also been sent out to SACRE clerks.

**ACTION – Mark Beeley to send out NASACRE conference notes to SACRE members.**

#### **11 Update on the timing of the secondary survey**

This was considered as part of the 'Forward thinking' agenda item.

#### **12 Budget Update \*Update - this will be a verbal report\***

The Chairman had been given a written update from Clive Haines, where it was confirmed that there was £1,500 left in the SACRE budget for this year.

Karen Butler said that at the last Hub meeting, the syllabus review had been discussed and would cost around £500 in the current financial year.

The Chairman discussed the FOI request and said that he would ask Clive Haines when the responses were published.

Anne Andrews said that she assumed the responses Clive Haines had given were the final version as the deadline to submit information was 31<sup>st</sup> March 2021.

The Chairman said that he would check with Clive Haines to see if the FOI responses would be published and if they were, they could then be distributed to SACRE members.

**ACTION – The Chairman to check with Clive Haines regarding the FOI responses.**

#### **13 Forward thinking - what do we plan for next year?**

The Chairman said that SACRE had three objectives and it was important that

members tried to understand what was going on in schools so that high quality RE teaching could continue to be delivered. A network for primary school teachers was up and running and a secondary school network had also been launched.

Anne Andrews said that the syllabus review needed to be considered. She agreed with the Chairman that it was important to find out what was going on in schools. Anne Andrews was surprised when she first joined SACRE that there was no system in place to easily monitor teaching. She suggested that it would be useful for a member of SACRE who was not involved in schools already to come to a network meeting to get a sense of what was going on.

Karen Butler suggested to Anne Andrews that it could be worth raising as part of her new role on the NASACRE executive committee. It was important not to judge teaching and that it was all about describing rather than evaluating. SACREs were required to monitor teaching and it was one of its key functions. Karen Butler was interested in hearing the views of teachers on how SACRE could improve its monitoring.

Sarah Bradley asked why judgement was being avoided. Teachers received limited feedback on their teaching, so useful feedback from SACRE observations could prove to be beneficial.

Clare Roberts agreed and suggested that monitoring could work in a similar way to how it was used by school governors.

Barbara Meaney said that her school had struggled with moderation of work to ensure that it truly reflected ability. Moderation meetings could help to support teaching.

Karen Butler said that Anne Andrews could pick that up as part of the secondary teachers network. SACRE members could sit in and observe moderation sessions which would provide good evidence of the quality of work being produced.

Anne Andrews said that across the diocese six RE network meetings had been planned, one for each term and 13 different schools would be involved. Teachers would be able to go to their nearest 'hub' to undertake the work monitoring which had been suggested by Barbara Meaney. The main challenge was capacity and finding SACRE members with time to go into schools to observe lessons.

The Chairman said finding ways to be more systematic and developing the primary and secondary networks further should be viewed as the direction of travel for SACRE. He suggested that along with the Vice Chairman and Anne Andrews, they would create a document setting out what SACRE was hoping to achieve over the coming year. The Chairman invited anyone else who would be interested in taking part to help with the document.

Karen Butler said that it was important to include the foundations for the review of the syllabus.

The Chairman said that the budget should also be considered. A case could be made to RBWM to increase the amount of money available for SACRE to use, to match its ambitions.

Councillor Stimson left the meeting.

Barbara Meaney expressed an interest in being involved in the SACRE action plan for the forthcoming year.

Anne Andrews said that she would be meeting with the other advisors on the Hub in July to work on a timeline for things like the syllabus review.

**ACTION – The Chairman, Karen Butler and Anne Andrews to work on a document setting out what SACRE aimed to achieve over the next year. The Chairman to discuss budget proposals with Clive Haines.**

#### **14 Any Other Business**

Karen Butler asked if any SACRE members had visited any schools since the last meeting.

Margaret Dudley said that she had recently started providing assemblies for Eton Wick, twice a week.

Darcy Chesterfield-Terry said that he was continuing to do virtual assemblies and classes for primary schools.

Clare Roberts said that their local vicar was doing assemblies outside in the school playground.

#### **15 Dates Of Future Meetings**

The next meeting was scheduled to take place on Monday 13<sup>th</sup> September 2021, starting at 6pm.

The meeting, which began at 6.00 pm, ended at 7.30 pm



**Why we are doing this:** NASACRE exists to benefit its members, and for a while we have been considering starting an online training programme. This would allow us to be a conduit through which we could bring SACREs together across England, to highlight good practice within our membership.

**Pricing is as follows:** We will make some sessions free to all SACREs as our funding report (May 2021) showed that SACRE funding is poor in many SACREs, but in order to cover the cost of the programme we will charge a small amount for some other sessions. This will be a lower figure for subscribed SACREs and a higher figure for unsubscribed SACREs – details below. If your SACRE has taken out a NASACRE subscription for 2021-22 and would like access to all our training events for the year ahead, we are offering that at a discounted one-off fee of £50. This would allow all members of your SACRE to attend any of the trainings.

Each session will be hosted and led by NASACRE exec member with guest speakers.

**To sign up:** Registered participants need to contact Marie our NASACRE administrator on [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk). She will then send you the zoom link 3 days before each training session and any materials you will need to look at for breakout room activities.

## The programme

1. **22 June 2021, 7-8pm: *How can national data help SACREs speak with authority?***  
SACRE members can access a zoom recording at  
<https://us02web.zoom.us/rec/share/HfwHMxbCPHp6bLrTjfaRtRY92DqiYioTrKqQRvC14lwS0t4gOFSnuZJfrdUwWoPC.NZEuYK6V7RWQicJG?startTime=1624385074000>
2. **23 September 2021, 7-8:30pm: *So, you've joined your local SACRE...***  
Description: This session will help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to this work. This will be repeated after May half-term in 2022.  
Free online session
3. **7 October 2021, 7-8pm: *New SACRE annual report template***  
Description: This session is essential for all those who are - or will be - writing SACRE annual reports. NASACRE, in collaboration with the DfE, has refreshed the SACRE annual report template and those who have worked with the DfE will explain the new contents and why writing to this template is important for a national analysis of SACRE annual reports to take place from 2022 onwards.  
Free online session
4. **10<sup>th</sup> Nov 2021, 7-8pm: *What do SACREs need to know and understand about worldviews?***  
Description: This session will share an overview of what the term 'worldviews' means in a number of different disciplines and reflect on how it provides useful concept from which teachers feel more equipped to teach RE.  
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE
5. **6 December 2021, 7-8pm: *How to apply for a WESTHILL/NASACRE award***  
Description: This session will enable SACREs to consider how to make a high-quality application for the annual Westhill grants. There will be chance to hear from others who have won awards and their keys to success.  
Free online session

6. **18<sup>th</sup> January 2022, 7-8pm: *An introduction: How to be an effective SACRE Chair***  
Description: This session will help SACRE Chairs to reflect on their present practice and share with other Chairs around the country some top tips for effective chairing.  
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE
  
7. **Feb 2022, 7-8pm: *Where now with worldviews?***  
Description: This session will update participants on the significant developments in the discussion around worldviews within the RE community since the Commission on RE published its report in September 2018. Examples of the approach as applied in classrooms will be shared.  
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE
  
8. **March 2022, 7-8pm: *Self-evaluation of your SACRE***  
Hosted by Denise Chaplin, Claire Clinton, Lesley Prior and Sukaina Manji  
Description: This session will update Chairs, Vice-Chairs and SACRE advisers on the newly refreshed NASACRE self-evaluation toolkit and how this can be used with your SACRE in order to create and progress your development plan  
Free to all SACREs
  
9. **May/June 2022, 7-8:30pm: *So, you've joined your local SACRE...***  
Hosted by Denise Chaplin & exec members (maybe a year into SACRE membership) to talk about their learning  
Description: This session is a repeat of the September training and will help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to this work.  
Free online session

*Further confirmed dates will follow this document once confirmed with speakers and hosts!*

128	Windsor and Maidenhead	14	79%	60%	40%	14%	87%	52.8	4.71	46%	35.9%	1,585	7%	23%
	England		83%	63%	37%	20%	78%	50.10	4.4	40%	30%	3,772	17%	39%
		Number of secondary schools	% pupils in non-selective schools	% White British	% BAME	% pupils educated in schools with a religious character	% achieving 9-4 Full course (of those entered)	Average Attainment 8 score of all pupils	Average EBacc APS score per pupil	Percentage number of pupils entering the English Baccalaureate	Percentage number of pupils achieving 9-4 the English Baccalaureate	Number of pupils at the end of Key Stage 4	% known to be eligible for Free School Meals	% entering Full course

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## What can we learn from data about local authorities with different rates of entry for GCSE Religious Studies in 2020?



Pupils in LAs with the highest rate of entry for GCSE Religious Studies perform the equivalent of one and a half grades higher on average than those in LAs with the lowest rates of entry.

**Context: From DfE website:** *"Public Examinations in England were cancelled for the summer of 2020 and pupils were instead awarded centre assessed grade. An analysis of the data shows that pupil level attainment statistics increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This almost certainly reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance. As a result, the 2019/20 data cannot be considered comparable to attainment data from previous years for the purposes of measuring changes in student performance."*

For this reason, the Secretary of State for Education made a commitment not to publish school level data for the summer 2020 season, however, local authority level data is available which is the focus of this report. In table 1 and 2 below, Local Authorities are ranked according to the percentage of pupils who were entered for GCSE RS Full course in 2020 and the commentary that follows, presents an analysis of the characteristics of the highest and lowest 20 of 150 local authorities.

It is striking that the proportion of the Year 11 cohort entered for GCSE RS in 200 varies from 11% to 77%. Some of this variation can be explained by the fact that in the authorities with the top rates of entry, the proportion of pupils being educated in schools with a religious character is greater, but at only 7 percentage points above the national average, this factor can only be a small element of the explanation.

### What do we know about the 20 local authorities that recorded the highest levels of entry for RS GCSE?

The average:

1. number of students from Black and Minority Ethnic Backgrounds in these local authorities is **18 percentage points above** the national average,
2. number of children in the authority being educated in a school with a religious character is **7 percentage points above** the national average,
3. entry of pupils in schools in these local authorities for GCSE RS is **40 percentage points higher** than the national average,
4. attainment of grades 9-4 in RS is **2 percentage points above** the national average,
5. attainment 8 score is **2 points above** the national average,
6. point score (APS) for EBacc subjects is **0.20 points above** the national average,
7. number of pupils entered for the EBacc in these local authorities is **7 percentage points higher** than the national average,
8. number of pupils that attained grades 9-4 for the English Baccalaureate is **6 percentage points above** the national average,
9. number of pupils entitled to claim free school meals is **0.8% percentage points lower** than the national average,

Also -

10. 8 of the Local Authorities in the top 20 were London Boroughs



Local authority entry rates for GCSE Religious Studies as a proportion of the Year 11 cohort in 2020 – top 20

	Number of secondary schools	% pupils in non-selective schools	% White British	% BAME	% pupils educated in schools with a religious character	% achieving 9-4 Full course RS (of those entered)	Average Attainment 8 score of all pupils	Average EBacc APS score per pupil	Percentage of pupils entering the English Baccalaureate	% of pupils achieving 9-4 in English Baccalaureate	Number of pupils at the end of Key Stage 4	% known to be eligible for Free School Meals	% entering Full course
1	23	87%	5%	95%	10%	85%	53.1	4.8	65%	41.0%	4,079	22%	77%
2	9	100%	30%	70%	36%	85%	53.1	4.8	50%	40.8%	1,555	18%	75%
3	13	77%	25%	75%	52%	90%	56.1	5.2	67%	52.1%	1,458	20%	74%
4	13	92%	9%	91%	15%	80%	53.4	4.9	65%	46.1%	2,334	14%	74%
5	6	100%	20%	80%	56%	89%	58.0	5.1	43%	35.7%	899	23%	71%
6	15	53%	14%	86%	26%	83%	55.9	4.9	47%	36.5%	1,958	11%	69%
7	16	94%	14%	86%	24%	83%	53.5	4.9	56%	44.1%	3,043	17%	68%
8	20	90%	9%	91%	17%	83%	50.1	4.5	54%	36.3%	3,082	37%	68%
9	18	100%	90%	10%	34%	69%	47.6	4.1	35%	27.0%	2,945	17%	63%
10	9	100%	86%	14%	38%	76%	54.0	4.8	46%	35.0%	1,755	9%	63%
11	15	93%	9%	91%	24%	88%	53.1	4.9	66%	46.9%	3,078	14%	62%
12	39	87%	91%	9%	20%	73%	50.0	4.3	30%	23.0%	5,109	11%	62%
13	13	77%	87%	13%	38%	78%	48.6	4.2	33%	23.6%	2,032	19%	60%
14	10	90%	81%	19%	0%	77%	51.9	4.6	52%	37.9%	1,856	8%	60%
15	15	53%	53%	47%	8%	70%	48.7	4.2	34%	23.5%	1,943	13%	59%
16	20	85%	25%	75%	19%	75%	46.2	4.0	34%	23.2%	3,898	19%	58%
17	10	100%	64%	36%	14%	85%	55.9	5.0	53%	43.2%	1,675	7%	58%
18	9	100%	90%	10%	41%	77%	45.9	3.9	25%	20.3%	1,639	22%	58%
19	20	85%	58%	42%	51%	74%	48.3	4.2	34%	26.6%	3,549	20%	57%
20	11	73%	43%	57%	18%	86%	58.9	5.5	64%	52.2%	1,767	8%	56%
Highest Group Average		87%	45%	55%	27%	80%	52.00	4.6	47%	36%	2,483	16.5%	65%
National Average		83%	63%	37%	20%	78%	50.00	4.40	40%	30%	3,772	17.3%	39%

Table 1

## What do we know about the 20 local authorities that recorded the lowest levels of entry for RS GCSE?

The average:

1. number of students from Black and Minority Ethnic Backgrounds in these local authorities is **16 percentage points below** the national average,
2. number of children in the authority being educated in a school with a religious character is **8 percentage points below** the national average,
3. entry of pupils in schools in these local authorities for GCSE RS is **20% below** than the national average,
4. attainment of grades 9-4 in RS is **0.1 percentage points below** the national average,
5. attainment 8 score is **1.2 points below** the national average,
6. point score (APS) for EBacc subjects is **0.19 points below** the national average,
7. number of pupils entered for the EBacc in these local authorities is **6 percentage points below** than the national average,
8. number of pupils that attained grades 9-4 for the English Baccalaureate is **4 percentage points below** the national average,
9. number of pupils entitled to claim free school meals is **0.2 percentage points below** the national average,

Also -

10. 0 of the Local Authorities in the bottom 20 were London Boroughs.

Local authority entry rates for GCSE Religious Studies as a proportion of the Year 11 cohort in 2020 – lowest 20

Rank	Number of secondary schools	% pupils in non-selective schools	% White British	% BAME	% pupils educated in schools with a religious character	% achieving 9-4 Full course RS (of those entered)	Average Attainment 8 score of all pupils	Average EBacc APS score per pupil	Percentage of pupils entering the English Baccalaureate	% of pupils achieving 9-4 in English Baccalaureate	Number of pupils at the end of Key Stage 4	% known to be eligible for Free School Meals	% entering Full course Religious Studies
1	14	93%	80%	20%	21%	79%	51.3	4.49	42%	32.5%	2,808	15%	23%
2	13	77%	75%	25%	6%	75%	49.9	4.36	37%	28.7%	2,051	16%	22%
3	43	86%	91%	10%	10%	78%	50.2	4.37	36%	25.9%	6,895	12%	21%
4	14	86%	48%	52%	12%	82%	46.3	3.95	30%	21.1%	2,549	16%	20%
5	45	93%	83%	17%	15%	77%	50.5	4.42	38%	29.0%	8,094	14%	20%
6	32	84%	94%	6%	8%	81%	48.8	4.10	32%	25.7%	5,017	20%	20%
7	32	91%	90%	10%	0%	72%	48.8	4.11	25%	18.6%	5,233	14%	19%
8	42	93%	71%	30%	13%	77%	48.5	4.20	36%	26.9%	7,773	11%	19%
9	11	73%	94%	6%	15%	71%	48.0	4.10	29%	25.3%	1,600	21%	19%
10	16	69%	90%	10%	12%	74%	49.2	4.25	33%	24.5%	1,945	16%	19%
11	20	90%	41%	59%	18%	80%	46.1	3.83	28%	18.9%	3,773	24%	18%
12	28	50%	80%	20%	16%	73%	48.3	4.16	31%	21.3%	2,732	9%	18%
13	48	90%	81%	19%	9%	84%	48.4	4.18	33%	23.5%	7,413	13%	18%
14	29	59%	91%	9%	20%	77%	49.7	4.34	43%	29.1%	3,559	15%	18%
15	11	82%	73%	27%	18%	86%	45.7	3.95	38%	24.3%	1,839	22%	18%
16	47	81%	80%	20%	15%	80%	50.1	4.38	38%	28.1%	7,413	10%	18%
17	28	82%	58%	42%	7%	77%	48.6	4.25	38%	27.0%	4,963	23%	17%
18	20	80%	83%	17%	16%	77%	48.8	4.18	33%	24.0%	3,715	16%	17%
19	4	75%	90%	10%	0%	84%	55.3	4.89	41%	35.0%	497	7%	15%
20	10	100%	90%	10%	0%	76%	43.2	3.74	30%	22.3%	1,742	20%	11%
Group Average		81.6%	79.1%	20.9%	11.5%	78.0%	48.79	4.21	34.6%	25.6%	4080.55	15.7%	18.5%
National Average		82.9%	63.5%	36.5%	19.5%	78.1%	50.0	4.4	40.2%	30.0%	3771.651	17.3%	38.9%

Table 2





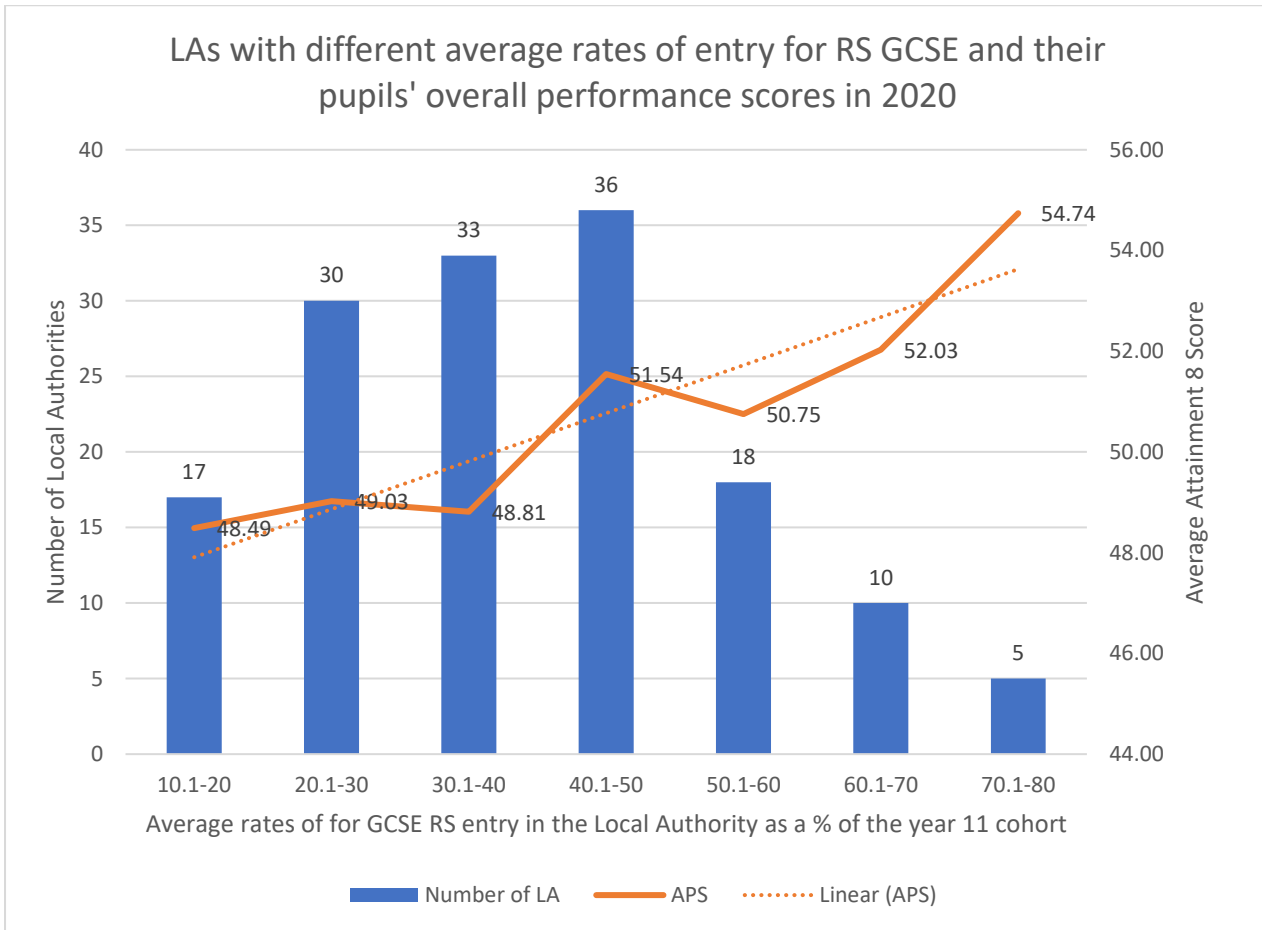


Figure 1

Rates of entry for GCSE Religious Studies 2020	Number of pupils at end of Key Stage 4	Number of LAs
10.1-20%	69,857	17
20.1-30%	132,260	30
30.1-40%	133,977	33
40.1-50%	125,890	36
50.1-60%	68,697	18
60.1-70%	20,970	10
70.1-80%	10,325	5

The trend line in figure 1 (dotted red) shows that in Local Authorities with the highest rates of entry for GCSE Religious Studies, the average points score for all pupils is just over 6 points higher than in those LAs with the lowest rates of entry. 6 points is the equivalent of one and a half standard pass grades across 8 subjects with English and Mathematics double weighted.

**Attainment 8** measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score.



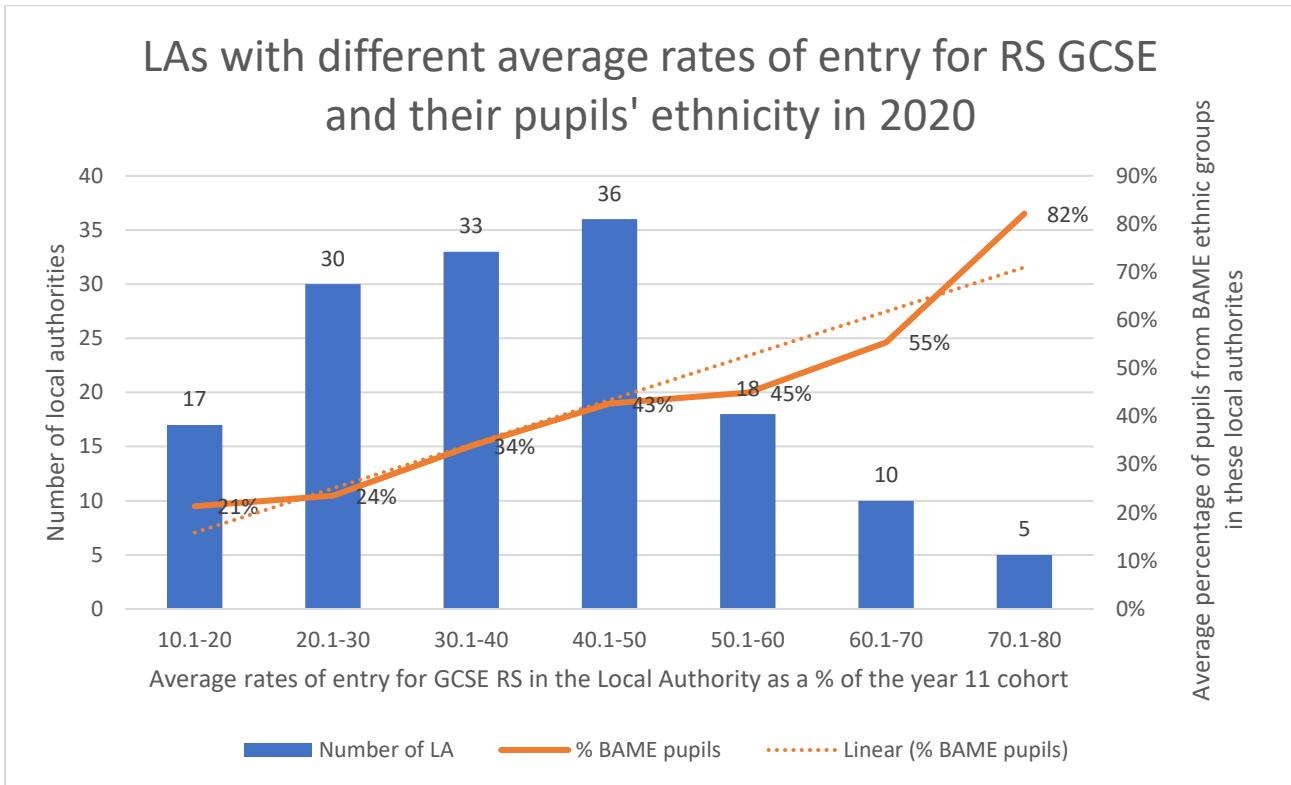


Figure 2

The trend line in figure 2 (dotted red) shows that in Local Authorities with the highest rates of entry for GCSE Religious Studies, serve populations with a greater proportion of pupils from black and minority ethnic (BAME) backgrounds.

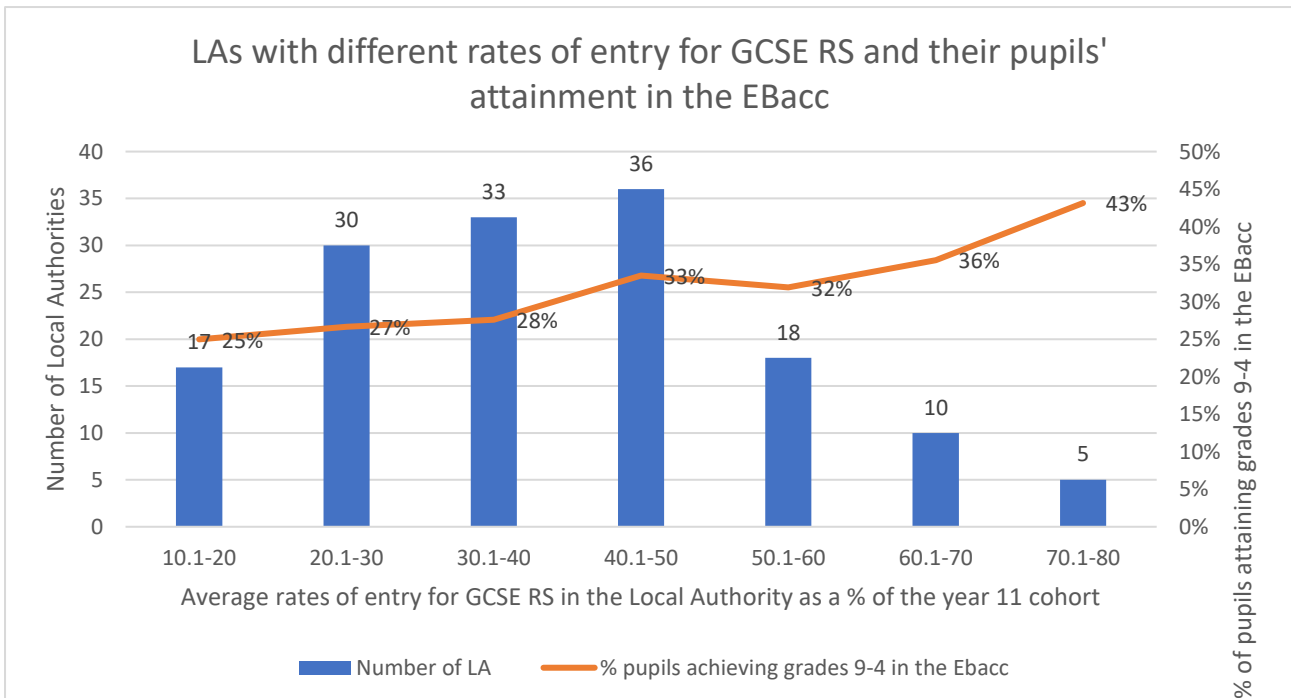


Figure 3

The trend line in figure 3 (dotted red) shows that in Local Authorities with the highest rates of entry for GCSE Religious Studies, the number of pupils attaining grades 9-4 in the EBacc is 18 percentage points higher than in than in those LAs with the lowest rates of entry.



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Priority	Actions	Success Criteria	Who	Timescale	Cost
1. Build SACRE's capacity in its key functions in schools for which it has responsibility	Gather information about the quality of RE teaching in schools across the LA A) Website trawls B) Surveys C) Interviews at RE Network meetings	Website trawls completed Survey results and responses collated and analysed Action plan reviewed in the light of findings	All CH/AA  MG/AA/KB		Half-day adviser time
	Provide resources and guidance to support high quality RE teaching, A) Consult teachers on needs B) Run appropriate CPD C) Create teacher working groups	New resources available on RWBM SACRE website and distributed to teachers. Teacher working groups generating further ideas	AA/CH	Autumn 2022	Adviser time?
	Gather information about the quality of collective worship A) Website trawls B) Surveys	Website trawls completed Survey results and responses collated and analysed Action plan reviewed in the light of findings	All CH/AA  MG/AA/KB	Spring 2022	(Included in cost for RE trawl)
	Provide resources and guidance to support high quality and uplifting collective worship. A) Consult teachers on needs B) Run appropriate CPD C) Create teacher working groups	New resources available on RWBM SACRE website and distributed to teachers. Teacher working groups generating further ideas	?	Spring 2023	?
2. Enrich and extend SACRE's RE Network for Primary schools	Gather feedback from RE Network meeting. Gather suggestions for meeting topics Teachers leading sessions within the meetings	Positive feedback regularly received. Teachers attending in larger numbers (50+%) Teacher initiated ideas implemented	AA/ Elaine Norstrom	Ongoing	RE Networks in adviser contract

Agenda Item 11

<p>3. Develop a SACRE RE Network for Secondary Schools</p>	<p>Conduct a survey to ascertain interest Plan, advertise and run first meeting Gather feedback and respond accordingly</p>	<p>Survey results collated Positive feedback received. Teachers attending (50+%?)</p>	<p>CH/AA</p>	<p>First meeting by end of Dec 2021</p>	<p>½ day adviser time per meeting</p>
<p>4. Prepare for New Agreed RE Syllabus Review</p>	<p>Members of SACRE familiar with current syllabus Distribute new syllabuses from other parts of the country Analyse hub survey results Convene Agreed Syllabus Conference</p>	<p>Members confident to discuss syllabus matters and familiar with current thinking Information shared from hub ASC meeting</p>	<p>All AA AA/hub SACRE/LA</p>	<p>Dec 2021 Dec 2021 Dec 2021</p>	<p>£900 per year 2022-23 and 2023-24</p>
<p>5. Continue Pan-Berkshire Hub collaborations</p>	<p>Appoint SACRE member(s) to be hub rep(s) Hub initiatives publicised in RBWM schools Hub working parties hosted in RBWM schools if possible</p>	<p>Member(s) regularly attending hub meetings Feedback from hub regularly received Hub resources available to RBWM schools</p>	<p>SACRE</p>	<p>Sep 2021 Ongoing</p>	<p>As above</p>



# SACRE NEWS

Standing Advisory Council for Religious Education  
Autumn 2021

RE and Collective Worship news and updates for teachers, governors and SACRE members

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### Why RE Matters

The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain.

Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.

[REC Website](#)

SACRE are happy to receive comments and articles for future editions. Contacts:

Adviser: Anne Andrews [anne.andrews@oxford.anglican.org](mailto:anne.andrews@oxford.anglican.org)

Clerk: Mark Beeley [mark.beeley@rbwm.gov.uk](mailto:mark.beeley@rbwm.gov.uk)

School Support Officer: Clive Haines [clive.haines@achievingforchildren.org.uk](mailto:clive.haines@achievingforchildren.org.uk)

# SACRE NOW AND NEXT

Despite the lock downs, Windsor and Maidenhead SACRE has continued to meet and has attracted new members, as the meetings have been broadcast on YouTube for the whole world to see. There is a new forward plan in place with five key objectives to get RE back on track across the Local Authority area.

1. Build SACRE's capacity by becoming more systematic in:

- understanding the quality of RE teaching and collective worship in schools for which it has responsibility
- providing resources and guidance to support high quality RE teaching, and uplifting collective worship, in those schools.

2. Further enrich and extend SACRE's RE Network for Primary, so that it becomes even more useful to even more RE teachers in RBWM primary schools.

3. Develop a SACRE RE Network for Secondary to become similarly vibrant and useful for RE teachers in RBWM secondary schools.

4. Prepare for New Agreed RE Syllabus to be implemented from September 2023 in collaboration with the Pan-Berkshire Hub.

5. Continue Pan-Berkshire Hub collaborations, where they will support RBWM schools, for instance in developing teacher support resources for the Hub's recently launched RE videos (a Hub project part-financed by a Westhill award).

Next year, when the syllabus review is underway, attention will be turned to collective worship, while maintaining the support for RE.

As you will see from these objectives, SACRE needs to gather evidence about how well teachers across the local authority feel supported in delivering good quality RE. During the autumn term there will be a survey sent to schools that will seek to gather information about what is going well and what the challenges are. Please help us to make sure that the support we are offering is what you need by answering the requests for information. There is no intention to use any of this information to pass judgement. This is about finding out how SACRE can better support you in your work.

The information gathered will also be used to ensure that the syllabus review creates a locally agreed syllabus that is fit for purpose and provides teachers with the information and structure that they need to create high quality RE curricula in schools.

There are some vacancies on SACRE at the moment. If you teach KS1 and are interested in being involved in the creation of quality RE, then do get in touch with any of the [officers of SACRE](#) who will be pleased to give you any necessary information. There are also vacancies for a Baptist and a free Church member. These roles do not need to be taken by a teacher, but an interest in education and some knowledge of the current educational landscape would be helpful.

### SACRE MEETINGS THIS TERM:

**Monday 13 September 18.00-20.00** – online and broadcast on YouTube

**Thursday 9 December 18.00 – 20.00** – venue and format to be confirmed

Contact [Mark Beeley](#) for more information

SACRE meetings are open to the public and the agenda is published 7 days ahead of the meeting



## SYLLABUS REVIEW AND CURRICULUM DESIGN

The Pan-Berkshire RE syllabus was launched in 2018 and needs reviewing by 2023. Since the last review, the [Commission on RE](#) published their report, and recently Ofsted has published a [Research Review into RE](#). RBWM SACRE will continue to work with the other five Berkshire SACREs to produce the new syllabus and intends to take account of these reports in the creation of the new syllabus.

The hub will be looking for teachers to be involved in the creation of the new syllabus, particularly in producing support materials. Look out for the survey and for emails about how the process is going and for opportunities to get involved. The best way to get involved from the beginning is to come along to the RE Network meeting this term.

### RE Primary Network Meeting

Thursday 4 November 4.15 – 5.30 on Zoom

Topic: RE and anti-racism

Contact [Elaine Norstrom](#) to book a place

# OFSTED RE RESEARCH REVIEW



In May 2021 Ofsted published a [Research Review into RE](#). While this document does not carry any statutory weight, or even set out the criteria for inspection into RE, it contains a lot of really good pointers as to what may constitute high quality RE. It sets out the context for the research, and summarises recent developments in RE. From a classroom teacher point of view the sections on curriculum and assessment are essential reading.

It identifies the need for RE to be taught in a coherent sequence, allowing pupils and teachers to see how learning builds on prior learning and prepares for future learning. It identifies three forms of knowledge – substantive, disciplinary and personal, suggesting that the best RE interweaves these forms. The debate between depth and breadth is aired again, with an emphasis on the need for deep learning, within the broad and balanced curriculum.

The section on assessment makes some statements that subject leaders will find helpful when discussing arrangements with senior leaders:

*“Given the limited curriculum time allocated to RE, standardised intervals for summative assessments may mean that the curriculum domain being assessed may be far smaller in RE than in other subjects. Leaders can consider whether there is enough time allocated to RE to teach and assess the curriculum.”*

There needs to be clarity about the purpose of assessment, what they are testing and why. Seeing the curriculum as the progression model ties assessment closely to the coherent curriculum.

There are some key questions that need to be asked as a result of reading this report:

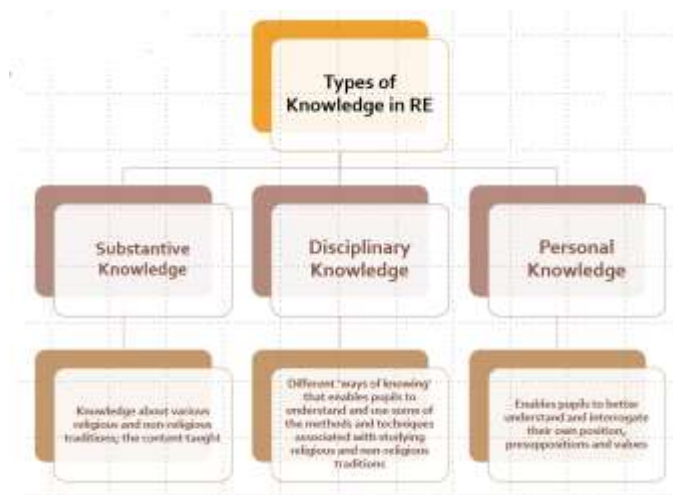
- 1) How is the RE curriculum in your school constructed?
- 2) Is it a progressive curriculum?
- 3) What is the core knowledge that pupils learn?
- 4) Do you cover the three forms of knowledge?
- 5) What do you assess and how?

How you answer these questions will help you to prepare not just for a visit by Ofsted, but for delivering high quality RE to your pupils.



# RE NETWORK MEETING – A REPORT ON LAST TERM

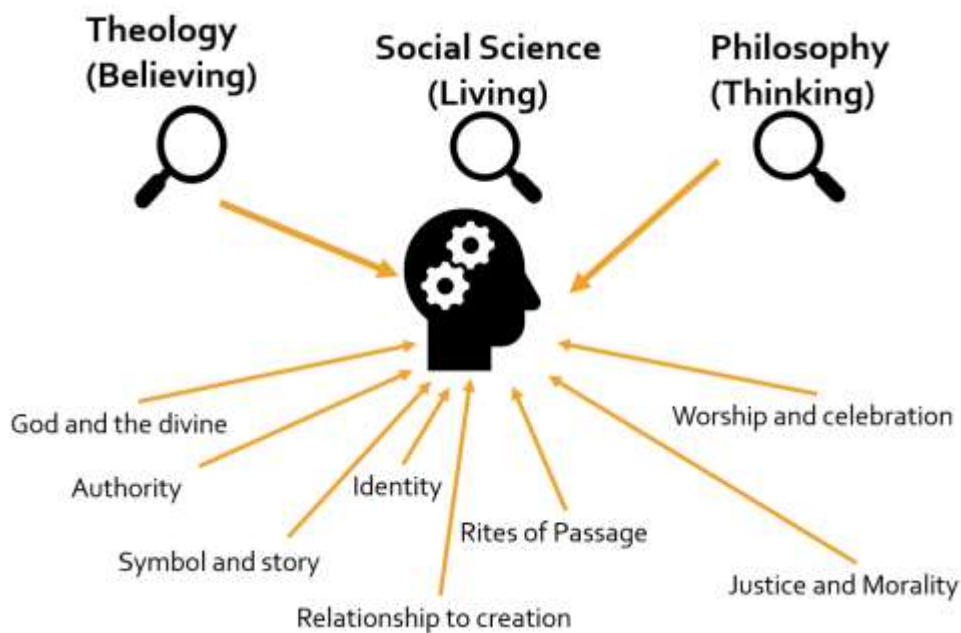
The summer term RE Network meeting picked up on some of the ideas from the Ofsted RE Research Review and discussed the types of knowledge that the report mentioned



Thinking about the different types of knowledge, teachers began by identifying the substantive content that they were teaching in a particular unit of work. Working out in advance exactly what we want pupils to know makes it so much easier to plan how a unit is to be structured. This also makes assessment easier too, and this is part of what Ofsted means by the curriculum being the progression model.

Next, we looked at the ways of knowing, or the disciplinary knowledge as it is sometime called. This is about ensuring that pupils encounter the knowledge about how to study religious and non-religious traditions. Another way of looking at it is to think of the disciplinary as the lenses through which a topic is studied. The three most commonly encountered in RE are Theology (Believing), Philosophy (Thinking) and Human/Social Sciences (Living).

When this thinking is applied to the current Pan-Berkshire syllabus, we get something that looks a bit like this, with the concepts drawn from the syllabus and the lenses as the ways of knowing.



Teachers were then encouraged to think how they would apply the disciplines to the substantive content that they considered at the beginning, and think about questions that would explore the content through the different lenses:

**Substantive knowledge area:** Shabbat, the Jewish day of rest that reflects God’s creation of the world, encourages Jewish people to have a full day of rest, worshipping and trusting in God.

**Theological focus:** Does the Torah help Jews keep Shabbat special?

**Human/Social Science focus:** How does keeping Shabbat strengthen the family and the community?

**Philosophical focus:** Is it better to follow the rules or do good?



This is an activity worth doing with the next unit that you are planning to teach. Remember that some topics will be more suitable to one lens or another, so you may not be able to think of a question for each for the disciplines. Have a look at the blogs by [Joe Kinnaird](#) about how to write like a theologian, philosopher or social scientist for ideas about how these lenses might be employed.

## RESOURCES FOR RE

**Theos Think Tank** – a film

[Nobody Stands Nowhere](#)

If you are looking for a way to encourage teachers and pupils to think about their own worldview this simple animation is a must. Lasting only 2 and half minutes, it presents a way of understanding what is meant by a personal worldview and how our views impact on who we are and what we do.



**Books at Press** — books for EYFS and Key Stage 1

[Belonging and believing](#)



Based around 8 families with different world views, each with a five or six year old child, this series, looks at the lived and diverse reality of belief in Britain today. Each family reflects a particular expression of their beliefs according to their specific tradition and/or personal family background. Many of these are lesser known traditions and illustrate that a diverse range of beliefs and practices exist within a faith. The families reflect the beliefs of Tibetan Aro gTér Buddhists, Swaminaryan Hindus, Chabad Jews, Independent Community Church Christians, Hanafi Muslims, Sikhs, Bahá’ís and humanists.

More information is available on the [website](#), where the books are also available to pre-order.

## And the not so new:

[RE Online](#) has a growing website, with more resources, blogs and access to research papers. There are essays offering subject knowledge development, teaching resources and discussion starters for staff meetings.

NATRE has increased the range of free resources that are available on the website. There is a series of lessons drawing on [RE and Anti-bullying](#), perfect for anti-bullying week, Resources on [Anti-racist RE](#) as well as the [Real People, Real Faith](#) series of films produced by the Pan-Berkshire SACRE hub. A new project is underway on Worldviews, so there will be new resources coming soon. Membership of NATRE comes with a range of benefits, such as access to a wider range of resources and discounts for courses. Strictly RE, a national RE conference, is already scheduled online again, for 29 – 30 January 2022 and a discount is offered on the cost for NATRE members and early booking. Put the dates in your diary. Last years' conference was really inspirational.

Twitter has a huge amount of RE related material. If you use Twitter, there is [#REChatUk](#) on the first Monday of the month. This is an opportunity to engage in a discussion with a range of RE experts on a topical issue. It's a great way to find out what other people are thinking.

## CROSS-CURRICULAR OPPORTUNITIES

### Springs Dance Company

There are two dance workshops on offer from Springs Dance Company:



SPRINGS DANCE COMPANY

# PARABLE

## INTERACTIVE Performance Workshop

An immersive dance, theatre and integrated workshop experience, delivered with Covid safety at the forefront.

PARABLE provides primary schools with visually exciting and imaginative ways to boost children's engagement with RE. Adventurous, interactive and exciting, children will encounter and overcome creative challenges, accomplish tasks and influence the outcome of the performance, whilst absorbed in a vibrant world of professional movement, dance and theatre.



## A Christmas Story: Refugee

*A Christmas Story: Refugee* workshops will guide pupils on a journey of dance, drama and discussion inspired by Anne Booth's Christmas story *Refuge*. Through learning, creating and performing movement children will explore themes of welcome and showing kindness.

To book or to find out about what can be offered, contact: 07775 628 442 or email:

[touring@springsdancecompany.org.uk](mailto:touring@springsdancecompany.org.uk)

### Holocaust Memorial Day 27 January 2022

This year's theme is: [One Day](#)

Holocaust Memorial Day is **One Day – 27 January** – that is put aside to come together to remember, to learn about the Holocaust, Nazi Persecution and the genocides that followed in Cambodia, Rwanda, Bosnia and Darfur, in the hope that there may be **One Day** in the future with no genocide. The aim is to

learn more about the past, to empathise with others today, and take action for a better future. There is a four page document to download that suggests how this theme might be explored.

There are other groups that offer work on the holocaust, making it accessible to a range of age groups.

One such group is [Generation2Generation](#), which focuses on survivors and their children telling the family stories. The aim is to promote and inspire tolerance and understanding. They can offer visits and online sessions.

The [Holocaust Education Trust](#) offers a range of sessions, for pupils and teachers, including training sessions at Yad Vashem holocaust memorial in Israel.

CORE Education Trust's [Echo Eternal](#) is a commemorative arts engagement programme inspired by Holocaust survivor testimony to promote respect and understanding between different communities.

## COLLECTIVE WORSHIP

Nick Gibb MP has suggested in the House of Commons, in a written answer, that schools will be investigated if they are not offering a daily act of collective worship. As you will know, this is a legal requirement for all schools, regardless of status or religious affiliation.

Collective worship is not part of the curriculum and does not need to be seen as a lesson. The requirements are for an experience that is wholly or mainly of a broadly Christian character. There is no minimum or maximum time; it can take place in any normal school group. It does not need to look like a mini Church service. It is a time to reflect, consider and if pupils wish, to pray. Take the opportunity to reflect on your school community, school values and school vision. Help pupils to see how they can engage with the world through their worship. There should not be any confessional material, no compulsion to pray or sing, but everyone should have the opportunity to be present with integrity.

There are many resources available but do make sure that what you choose is suitable for your school setting and allows for space to engage with the identity of the school. Look at [CAFOD website](#); [Simply Collective Worship](#), [Services for Education](#) and [Assemblies for Every Season](#).

Do remember that any resource needs to be adapted to meet your context, so don't feel that you have to use every element of a resource you find. Be creative. Involve pupils. Get them facilitating meaningful sessions. Most importantly, have fun and build community.