



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:

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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.

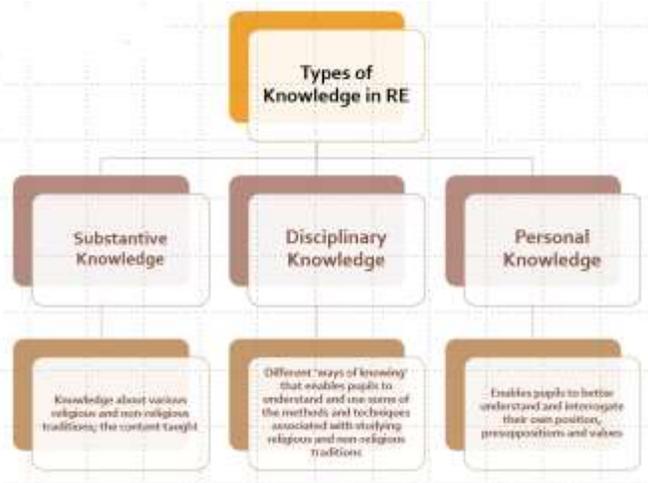
There are some key questions that need to be asked as a result of reading this report:

- 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

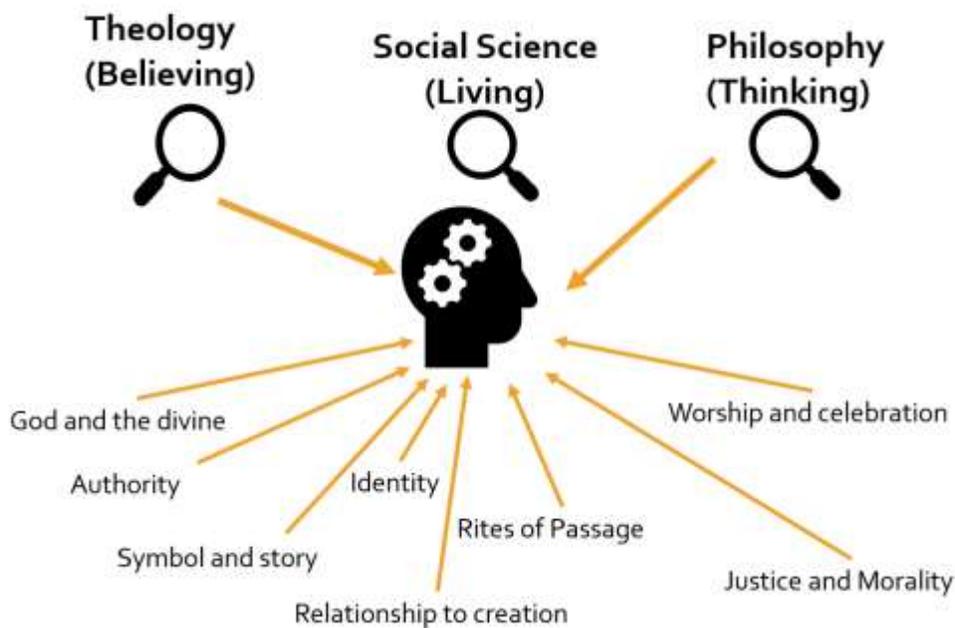
The summer term RE Network meeting picked up on some of the ideas from the Ofsted RE Research Review and discussed the types of knowledge that the report mentioned



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:



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

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.