

**WESTHILL/NASACRE Awards 2015/16**  
**Application Form**

Name of SACRE: The Pan-Berkshire SACRE Hub

(the 6 SACREs across Berkshire have formed a Hub, pooling resources to appoint an Hub co-ordinator,(9 days a year), and working closely together to maximise their resources. This Hub is not funded by an outside Trust or Agency)

SACRE Chair: The 6 SACRE Chairs come together at termly Hub meetings led by Jan Lever, the Hub co-ordinator

Lead SACRE is Wokingham, Chair Stephen Vegh  
(All names of Chairs can be supplied if needed)

SACRE Clerk/Administrator & Contact Details

Wokingham SACRE Clerk is Anne Coffey [anne.coffey@wokingham.gov.uk](mailto:anne.coffey@wokingham.gov.uk)

Please send correspondence relating to the application to the Hub Co-ordinator, Jan Lever [jan@janlevergroup.com](mailto:jan@janlevergroup.com)

Project Manager/Co-ordinator & Contact Details

Jan Lever, adviser to Reading and Wokingham SACREs and Pan-Berkshire Hub co-ordinator

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07973 752250

Email contact

[jan@janlevergroup.com](mailto:jan@janlevergroup.com)

Date \_\_\_\_\_ of commencement \_\_\_\_\_ of project \_\_\_\_\_September  
2016\_\_\_\_\_

(This should not be earlier than September 2015.)

Estimated date of completion of project \_\_\_\_\_July 2017\_\_\_\_\_

Amount of Award applied for \_\_£4000\_\_\_\_\_

Name of Bank Account: \_\_Wokingham Borough Council

Details \_\_\_\_\_ can \_\_\_\_\_ be \_\_\_\_\_ supplied \_\_\_\_\_ when  
needed)\_\_\_\_\_

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

First                                      tranche\_\_early                                      September                                      2016

\_\_\_\_\_  
(This should not be earlier than October 1<sup>st</sup> 2015.)

Second                                      tranche                                      \_\_\_\_January  
2017\_\_\_\_\_

Title and brief description of project.

Crossing the Bridges in Berkshire

The need to enable RE learning by facilitating compelling learning experiences through visits to places of worship and dialogue in classrooms through visits from faith/belief group members was flagged up by teachers time and time again.

The Pan-Berkshire Hub made this its first priority and has started bringing teachers and faith/belief communities together, crossing the bridges to better understanding of RE, easier access and communication between them, and more valuable learning experiences as a result.

The award is requested to enable the excellent initial project to be developed:

- An online directory of quality-assured and relevantly trained hosts from places of worship and faith/belief communities, and speakers to schools to be collated for the whole of Berkshire
- Teaching and learning materials encouraging an enquiry-approach to visits disseminated to schools across Berkshire and offered to all schools nationally (maybe through REOnline and/or NASACRE website)
- Training offered through a conference which would also facilitate relationship-building between schools and faith/belief communities  
(This would be followed up through the teacher network meetings already happening as part of the SACRE action plans in most of the LAs)
- Project co-ordinator time to drive the project
- Teacher time to research, build relationships with faith/belief communities and to collate the online Directory
- Professional development day for teachers: a tour of 5 or 6 places of worship to enter into dialogue, visit before taking pupils to these places, and deepen own subject knowledge before planning RE learning experiences for pupils. Teaching and learning resources would be produced after this and disseminated to all schools (photographic images especially)

(Please attach a fuller account on another page, as per the briefing notes.)

I hereby apply for a SACRE Award for 2015/16, 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: .....

**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 July 2016 to:**

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

**Email:** [treasurer@nasacre.org.uk](mailto:treasurer@nasacre.org.uk)

## **Background**

### **Berkshire demographic**

#### **6 LAs: Slough/RBWM/ Bracknell Forest/ Wokingham/ Reading/ West Berkshire**

##### **Slough**

Total population of 140,205 people. 99.6% of these live in a household, 0.4% live in a communal establishment. This is the lowest proportion living in communal establishments of any area across England and Wales. Population density is 29th highest across England and Wales, at 43.1 persons per hectare.

9.1% of residents are aged 0-4 years old. This is the second highest proportion of any of the 348 local authorities. Generally, Slough has a much younger population than the norm, with smaller proportions of older people.

Slough has high proportions of single adults at 34.8% of all usual residents aged 16 and over, and very low proportions of registered same-sex civil partnerships (135 people, 0.1% of all residents).

Slough is a highly diverse area, with just 34.5% of residents of White 'British' ethnicity. 17.7% of residents are Pakistani - the second highest proportion for this ethnic group across England and Wales. 15.6% of residents are Indian. Just 56.2% of households have all household members of the same ethnic group. 60.5% of residents evinced no English identity.

10.6% of residents are Sikhs - making Slough the area with the single highest concentration of this faith group. Slough also has the 7th highest concentration of Muslims (23.3% of residents) and 10th highest for Hindus (6.2% of residents). 0.5% of residents are Buddhists, 0.1% Jewish, 41.2% Christian and 12.1% follow no religion. Some 482 residents follow other religions.

Slough has a particularly higher than average proportion of employment in 'Administrative and support service activities' (8.0% - ranked 2nd of 348) and 'Transport and storage' (12.6% - ranked 3rd of 348).

##### **Royal Boroughs of Windsor and Maidenhead**

The 2013 mid-year population estimates indicated that the Borough has 146,335 residents. In terms of overall breakdown, RBWM's population profile is similar to the national picture. The health of people in Windsor and Maidenhead is generally better than the England average. Deprivation is lower than average, however about 8.8% (2,400) children live in poverty. Life expectancy for both men and women is higher than the England average. Life expectancy is 6.4 years lower for men in the most deprived areas of Windsor and Maidenhead than in the least deprived areas.

The main and most reliable indicator of the Ethnic background of the total people living in an area is the national Census. The latest Census, which was conducted in 2011, indicates that the majority of the population living in the Borough are White British (79%).

The next largest ethnic group is Asian or Asian British - primarily Pakistani and Indian at 2.9% and 4.1% respectively. There is a higher proportion of people from most ethnic minority groups living in the Royal Borough than there are nationally and in the South East region. The exception to this is people from a Black or Black British background and 'Other' background (Office for National Statistics 2012).

A Census of pupil characteristics is also taken in mainstream schools each term, and this shows the ethnic background of the school population. This is often used in addition to the national Census as some of the information contained within can become quickly out dated. The Department for Education's school Census not only tells us about the current younger population but gives us some indication of what the future population may look like. Figures from the January 2013 School Census tally with that of the National Census with approximately

70% of school-aged children (across Primary and Secondary ages) coming from a White Ethnic Background.

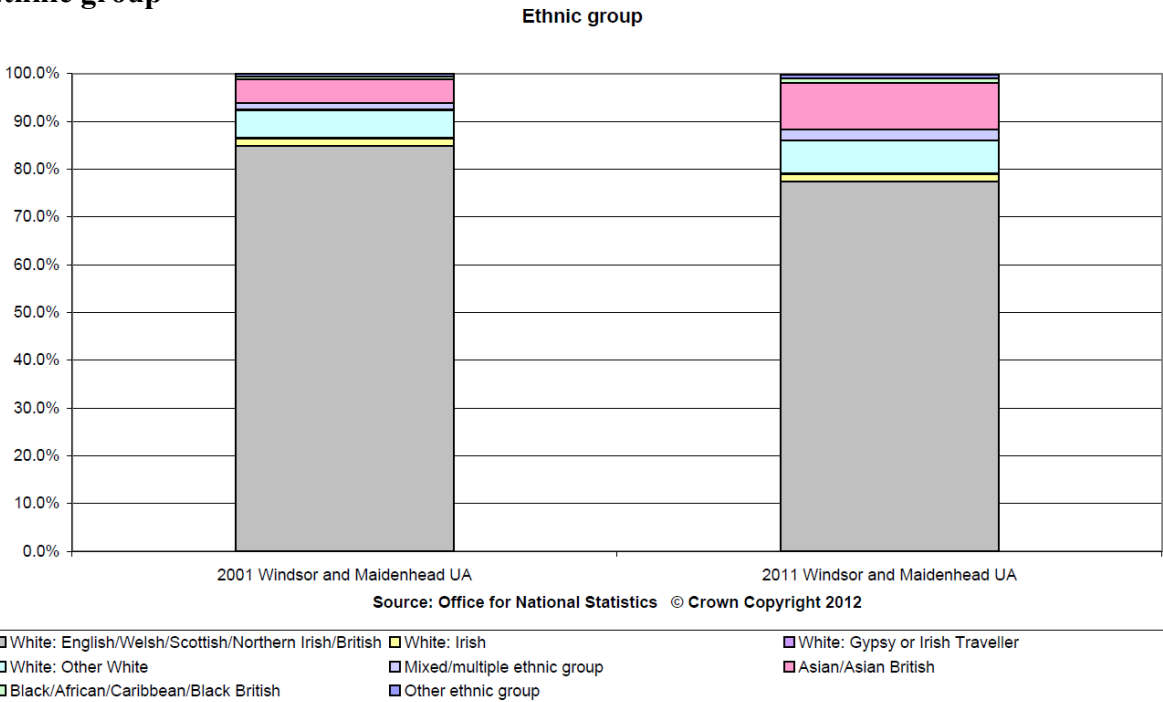
Again, the second largest ethnic group is Asian or Asian British. As in the National Census, there are proportionally more children from Minority Ethnic background than there are nationally or in the South East region as a whole. Many children in local schools are from neighbouring areas with some schools drawing a sizeable percentage of their intake from neighbouring boroughs.

The population of the royal borough at the 2011 census was 144,560

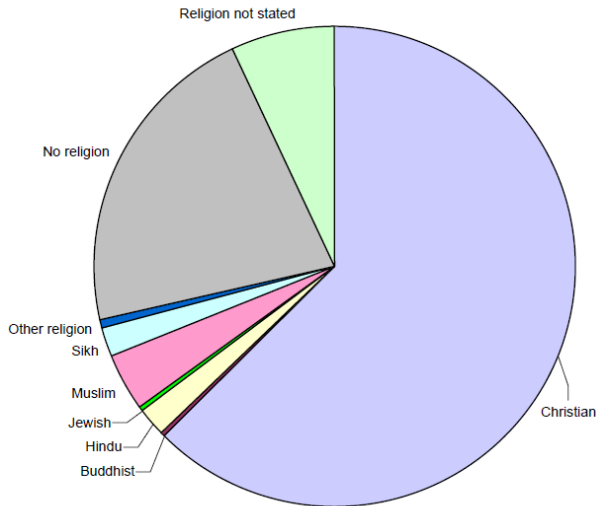
- 49.3% were male and 50.7% female.
- 77.53% of the population were White British, 1.42% Irish, 7.02% were Other white, 4.05% Indian and 2.93% Pakistani (See Table C above)
- 67% of the population were Christian, 4.2% were Muslim and 2.2% were Sikh. 23.3% had no religion and 6.82% did not declare a religion.

The overall proportion of children in borough schools that do not come from a white British background (31%) is higher than the figures for the borough population, partly because of the age demographics and partly because a significant number of children come to the borough's schools from Slough (which has a much higher than average ethnic minority population). The majority of children in borough schools have English as their first language (82.4% in May 2014, excluding Pupil Referral Units). There is, however, a substantial minority with another primary language.

**Ethnic group**



**Religion**



### Bracknell Forest

113,205 people are permanent residents in the borough and the average age is 37.4 years old. 60.5 per cent of the population identifies themselves as Christians; 4.5 per cent of the population identify with a religion other than Christianity, while 35.0 per cent of the population doesn't identify with any religion.

84.9 per cent of the population consider themselves White British, while 15.1 per cent of the population considers themselves to be in a Black and Minority Ethnic (BME) group.

Hinduism is the third largest and fastest growing religious group in Bracknell Forest, growing by 736, from 0.99 per cent (1,088) of the population to 1.61 per cent (1,824). It is proportionally slightly bigger than the national average which is 1.44 per cent.

Islam is the fourth largest religious group in the borough. Although the group has grown by 532, from 0.68 per cent (744) to 1.13 per cent (1,276) since 2001, it is still proportionally much smaller in Bracknell Forest than the national average (4.74 per cent).

Buddhism is the fifth largest group, having grown by 521 people, from 0.28 per cent (304) to 0.73 per cent (825) since 2001. Buddhism in Bracknell Forest is proportionally larger than the national average (0.43 per cent)

Sikhism is the sixth largest group, growing by 247, from 0.19 per cent (208) to 0.40 per cent (455). This is proportionally smaller than the national average (0.75 per cent).

Judaism is the smallest major world religion in the borough. The population is stable having decreased by just four people since 2001. The total for the borough is 176 (0.16 per cent).

Religion	Total (2001)	Percentage (2001)	Total (2011)	Percentage (2011)	Change	% Point Change
All people	109,607	100%	113,205	100%	3,598	0%
Christian	78,936	72.02%	68,524	60.53%	-10,412	-11.49%
Buddhist	304	0.28%	825	0.73%	521	0.45%
Hindu	1,088	0.99%	1,824	1.61%	736	0.62%
Jewish	180	0.16%	176	0.16%	-4	-0.01%
Muslim	744	0.68%	1276	1.13%	532	0.45%
Sikh	208	0.19%	455	0.40%	247	0.21%
Other religion	320	0.29%	490	0.43%	170	0.14%
No religion	19,687	17.96%	32184	28.43%	12,497	10.47%
Religion not stated	8,140	7.43%	7,451	6.58%	-689	-0.84%

Source: Census 2001 – Table KS07, Census 2011 – Table KS209EW

In terms of ethnicity the population is predominantly White British with a smaller than average but growing Black and Minority Ethnic (BME) population.

Ethnicity	Bracknell Forest		England	
	White British	BME	White British	BME
2001	99,272 (90.6%)	10,345 (9.4%)	42,747,136 (87.0%)	6,391,695 (13.0%)
2011	96,198 (84.9%)	17,007 (15.1%)	42,279,236 (79.8%)	10,733,220 (20.6%)

*Source: Census 2001 – Table KS06, Census 2011 - Table KS201EW*

## Wokingham

In the 2011 census the population of Wokingham was 154,380 and is made up of approximately 50% females and 50% males. The average age of people in Wokingham is 39, while the median age is higher at 40. 83.6% of people living in Wokingham were born in England. Other top answers for country of birth were 1.9% Scotland, 1.8% India, 1.6% Wales, 0.7% South Africa, 0.7% Pakistan, 0.7% Ireland, 0.5% Northern Ireland, 0.4% Kenya, 0.4% United States.

95.1% of people living in Wokingham speak English. The other top languages spoken are 0.5% Panjabi, 0.4% Urdu, 0.4% Polish, 0.2% Arabic, 0.2% All other Chinese, 0.2% French, 0.2% Spanish, 0.2% Hindi, 0.1% German.

The religious make up of Wokingham is 59.5% Christian, 25.4% No religion, 2.8% Muslim, 2.1% Hindu, 1.3% Sikh, 0.4% Buddhist, 0.3% Jewish, 0.1% Atheist. 11,220 people did not state a religion. 609 people identified as a Jedi Knight and 12 people said they believe in Heavy Metal.

57.2% of people are married, 9.8% cohabit with a member of the opposite sex, 0.5% live with a partner of the same sex, 19.8% are single and have never married or been in a registered same sex partnership, 6.5% are separated or divorced. There are 6,167 widowed people living in Wokingham.

The top occupations listed by people in Wokingham are Professional 25.7%, Associate professional and technical 16.3%, Managers, directors and senior officials 14.2%, Administrative and secretarial 11.7%, Science, research, engineering and technology professionals 10.8%, Corporate managers and directors 10.4%, Business and public service associate professionals 9.7%, Skilled trades 8.3%, Administrative 8.3%, Caring, leisure and other service 7.5%.

## Reading

Overall, the population increase in the UK in the year to June 2014 was driven by both international migration (accounting for 53% of the increase) and natural change (46%). Local authority level data for Reading suggest similar trends locally, with population increase split almost equally between international migration (49.5%) and natural change (50.5%).

International migration is also likely to have an effect on patterns of ethnicity, and census data from 2001 and 2011 indicate that Reading's population has become more ethnically diverse, with the largest increases occurring amongst those identifying themselves as Other White, Black African, Other Asian and Indian (See Table below).

Table: Ethnicity in Reading - Census data 2001 and 2011

Ethnicity Group	Reading 2001	Reading 2011	England 2011
White British	86.8%	66.9%	80.9%
Other White	4.2%	7.9%	4.6%
Mixed	2.4%	3.9%	2.2%
Indian	1.7%	4.2%	2.6%
Pakistani	2.7%	4.5%	2.1%

Other Asian	0.8%	3.9%	2.3%
Black Caribbean	2.2%	2.1%	1.1%
Black African	1.6%	4.9%	1.8%
Black Other	0.4%	0.7%	0.5%
Chinese	0.7%	1.0%	0.7%
Other ethnic group	0.7%	0.9%	1.0%

## Ethnic group 2011

Variable	Measure	Reading	South East	England
All Usual Residents (Persons) <sup>1</sup>	Count	155,698	8,634,750	53,012,456
White; English/Welsh/Scottish/Northern Irish/British (Persons) <sup>1</sup>	Count	101,725	7,358,998	42,279,236
White; Irish (Persons) <sup>1</sup>	Count	2,269	73,571	517,001
White; Gypsy or Irish Traveller (Persons) <sup>1</sup>	Count	90	14,542	54,895
White; Other White (Persons) <sup>1</sup>	Count	12,303	380,709	2,430,010
Mixed/Multiple Ethnic Groups; White and Black Caribbean (Persons) <sup>1</sup>	Count	2,718	45,980	415,616
Mixed/Multiple Ethnic Groups; White and Black African (Persons) <sup>1</sup>	Count	802	22,825	161,550
Mixed/Multiple Ethnic Groups; White and Asian (Persons) <sup>1</sup>	Count	1,428	58,764	332,708
Mixed/Multiple Ethnic Groups; Other Mixed (Persons) <sup>1</sup>	Count	1,232	40,195	283,005
Asian/Asian British; Indian (Persons) <sup>1</sup>	Count	6,514	152,132	1,395,702
Asian/Asian British; Pakistani (Persons) <sup>1</sup>	Count	6,967	99,246	1,112,282
Asian/Asian British; Bangladeshi (Persons) <sup>1</sup>	Count	695	27,951	436,514
Asian/Asian British; Chinese (Persons) <sup>1</sup>	Count	1,603	53,061	379,503
Asian/Asian British; Other Asian (Persons) <sup>1</sup>	Count	5,382	119,652	819,402
Black/African/Caribbean/Black British; African (Persons) <sup>1</sup>	Count	6,087	87,345	977,741
Black/African/Caribbean/Black British; Caribbean (Persons) <sup>1</sup>	Count	3,279	34,225	591,016
Black/African/Caribbean/Black British; Other Black (Persons) <sup>1</sup>	Count	1,104	14,443	277,857
Other Ethnic Group; Arab (Persons) <sup>1</sup>	Count	680	19,363	220,985
Other Ethnic Group; Any Other Ethnic Group (Persons) <sup>1</sup>	Count	820	31,748	327,433

Last Updated: 30 January 2013  
Source: Office for National Statistics

## West Berkshire

West Berkshire makes up over half of the geographical area of the county of Berkshire - covering an area of 272 square miles. The mid-year population estimate of 2013 showed the West Berkshire population as 155,392. West Berkshire has one of the most dispersed populations in the South East with 255 people per hectare.

The 2011 Census shows that when compared nationally, there is a significantly lower proportion of people in West Berkshire who define themselves as coming from a black or minority ethnic (BME) background - 5% of West Berkshire residents as a whole, compared to 14% of people in England and Wales more generally, reflecting the spatial concentrations of ethnic minorities in the UK. Although this is a relatively small proportion of the total population, this amounts to some 8,000 residents in the district. The proportion of people classifying themselves as 'white' has declined by 2 percentage points between 2001-11, compared to 5 percentage points across England and Wales as a whole. The largest increase in ethnic group over the last decade is 'Asian or Asian British', an increase of 1.7 percentage points, compared to an increase twice that in England and Wales.

Ethnic Origin (2011)			
	West Berkshire	South East	England & Wales
White	95% (-2%)	91% (-4%)	86% (-5%)
Mixed	1.6% (+.7%)	1.9% (+.8%)	2.2% (+.9%)
Asian or Asian British	2.4% (+1.7%)	5.2% (+2.5%)	7.5% (+3.5%)
Black or Black British	0.9% (+.4%)	1.6% (+.9%)	3.4% (+1.3%)
Other	0.2% (-.4%)	0.6% (+.2%)	1% (+.1%)

Source: [WCB Population Statistics - Census 2011, ONS](#)

West Berkshire has a low proportion of children under 16 in poverty. 10.10% were in this category in 2012 compared to 19.2% nationally. Of the total pupil population in West Berkshire 1,804 pupils are eligible



## **Aims of the Crossing the Bridges Project**

To build relationships between schools and faith/belief communities so that pupils' RE learning is improved and they can readily celebrate diversity.

The 6 SACREs will work together, co-ordinated through their newly-formed Pan-Berkshire Hub, to enable members to share their expertise, contacts, own faith and beliefs from the respective communities they represent on the SACREs, and to bring teachers and faith/belief communities together.

The ongoing Hub and the RE teacher networks already commissioned by the SACREs give a dissemination and engagement model and enable the sustainability and development of the Crossing the bridges project past July 2017 as well as during the Project 2016-17.

We aim:

1. To facilitate deeper and richer RE learning experiences for children and young people by bringing them into dialogue with members of faith/belief communities both in the classroom and at host places of worship, this promoting their understanding of diversity in their own local communities
2. To make organising visits to places of worship and visits to the classroom, easier for teachers enabling this to happen more frequently
3. To ensure RE learning is maximised by using an enquiry approach and by training and quality assuring hosts at places of worship and visitors to schools.

How will we do this?

1. Provide template and exemplar interactive teaching/learning tools, easily differentiated for use in different settings and with pupils of all ages and stages.
2. Engage teachers in using these and disseminating their own examples of these and their own good practice through the SACRE web pages

The initial tools have already been developed (attached) but not disseminated fully.

This project would enable us to engage teachers in using the materials and most importantly to share their examples of successful usage of them and of how they differentiated them for their own settings.

This work would then be disseminated through web pages and through network meetings.

Costs: x 2 days teacher time @ £250 a day plus 1 day Project co-ordinator to manage and edit the work produced £500

Total : £1000

3. Offer teachers a one-day training event, 'on location' visiting 5 or 6 places of worship to enter into dialogue to increase their own subject knowledge and then produce teaching resources to disseminate to all schools  
This event will also engage hosts at places of worship, who will be SACRE members or sourced by them.

Costs: 2 days Project co-ordinator time to prepare and delivery the day. 2 days @ £500 = £1000

2 days teacher time to collate images into powerpoints for dissemination £500

Subsidised transport costs, a coach for the day, and donations to places of worship (£300)

Total : £1800

4. Provide common evaluation forms for both hosts and schools and a mechanism for collating these and learning from them. The Pan-Berkshire Hub is keen to take on this collation/evaluation role.

(Forms already available from first year of the project)

5. Offer 2 training events during the year, one in east Berkshire and one in West Berkshire for both teachers and places of worship hosts to ensure everyone involved understands how to maximise RE learning through visits and visitors, and how to link this to the shared pan-Berkshire agreed syllabus.

(Pan-Berkshire Hub would pay for this aspect of the Project)

6. Launch this Crossing the Bridges Project, Phase 2, with a pan-Berkshire event for the 6 SACREs and teachers from all 6 areas, an evening event in late September to help engage people and kick-start the project. This would also provide an opportunity to strengthen the relationships between the 6 SACREs and between schools and SACREs

Costs: Venue and refreshments £1000

(The pan-Berkshire SACREs would provide speakers and pay for the Hub co-ordinator time to organise, administer and deliver the event)

7. Collate an online Directory of host places of worship and speakers and in so doing build relationships. The Directory could be added to in subsequent years and all teachers could access it through SACRE web pages.

(The pan-Berkshire Hub would pay for this work)

8. Build community cohesion by publicising the events and project in local press and through both education and local authority channels.

(The 6 SACREs would use their local channels of communication to make this happen and the Hub would drive it)

Funding is hereby requested to:

- engage teachers in work with and for teachers by them leading on collating examples of good practice from visits and visitors for web pages and to share at network meetings (items 1 and 2 above Cost: £1000)
- enable this project to deliver more training to teachers (through the 'on location' training event) to strengthen that side of the bridge (item 3 above Cost: £1800), and produce teaching materials to disseminate to all schools.

- to strengthen the relationships between the 6 SACREs and between schools and SACREs by holding an evening launch/training event in September 2016  
Cost: £1000

A total of £3800 is requested to enable the existing crossing the Bridges Project to properly engage teachers to work with and for each other, to increase the involvement of places of worship and build relationships from both sides of the bridges.

The initial project has been successful but to an extent will not be made full use of if we cannot afford to properly disseminate the materials and build the relationships and systems that will enable visits and visitors to become a rich and compelling learning experiences in RE that engender better understanding of local and global diversity.