

Notice of Meeting

Standing Advisory Council on Religious Education

Tuesday 20th February 2024 at 4.30 pm
in Roger Croft Room Council Offices
Market Street Newbury

For further information about this Agenda, or to inspect any background documents referred to in Part I reports, please contact Thomas Radbourne via e-mail:

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**Agenda - Standing Advisory Council on Religious Education to be held on Tuesday, 20
February 2024 (continued)**

To: Group A - Other Faiths Members:

Dilip Ladwa (Hindu), Mobasshir Mushtaq (Muslim), Rabbi Zvi Solomons (Jewish) and
Revd David Taylor (Thatcham Baptist Church)

Group B – Church of England Members:

Val Bolan (Church of England) and Mary Stagg (Church of England)

Group C – Teaching Association Members:

Amanda Bedding (NEU), Clare Hawkins (NASUWT), Roseanna Obsiye (NASUWT) and
Chris Ward (NEU)

Group D – WBC Councillors:

Councillor Paul Dick, Councillor Billy Drummond and Councillor Tony Vickers

Agenda

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1	Welcome & Apologies- David Taylor	
2	Membership - Thomas Radbourne 2.1 Appointment of Robin Launder (Group A) 2.2 Appointment of Angela Brennan (Group B) 2.3 Appointment of Mel Higgs as LA Advisor 2.4 Vacancies in Group B and Group D	
3	Election of Vice-Chair for 2023-24 Academic Year - Thomas Radbourne 3.1 Nomination: Amanda Bedding	
4	Minutes of the previous meeting and actions (not covered elsewhere) - Thomas Radbourne	5 - 10
5	Contact with Schools 5.1 Any more RE info from schools to help with the new syllabus? – David T 5.2 Any more conversations with schools about Collective Worship? – David T 5.3 Secondary & Primary Networks – David R, Amanda B	
6	2023-24 Action Plan Update - David Rees	11 - 12



Agenda - Standing Advisory Council on Religious Education to be held on Tuesday, 20 February 2024 (continued)

- 7 **New Agreed Syllabus - David Rees** 13 - 20
7.1 Update from the Hub and next steps
- Note from Anne Andrews: "In responding to the latest version of the syllabus attached, please focus on the **content**. We have worked hard on the questions (but will obviously be open to suggested alterations if something is wrong). Our intention, however, is to allow the teachers to adapt and combine questions if they want to. This is why the wording of some of the questions is similar for a variety of worldviews. Feedback by 26 February please".*
- 8 **Budget Proposal 2024-25 - David Taylor** 21 - 22
- 9 **Flyer for SACRE Conference - David Taylor** 23 - 24
- 10 **Newsletter - David Rees**
- 11 **Strictly RE - David Rees**
- 12 **Equality & Diversity - David Taylor**
- 13 **Date of next meeting - Thomas Radbourne**
Tuesday 4 June, 4:30pm at Calcot Junior School
- 14 **Any Other Business**

Part 2

- 15 **Support for Individual Schools - Billy Drummond, David Taylor, etc.**

Sarah Clarke
Service Director: Strategy and Governance

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WEST BERKSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

MINUTES OF THE MEETING HELD ON TUESDAY, 31 OCTOBER 2023

VENUE: MEETING ROOM F2 COUNCIL OFFICES MARKET STREET NEWBURY

Present:

Group A – Other Faiths Members

Dilip Ladwa (Hindu), Mobasshir Mushtaq (Muslim), Rabbi Zvi Solomons (Jewish) and Revd David Taylor (Thatcham Baptist Church)

Group B – Church of England Members

Val Bolan (Church of England) and Mary Stagg (Church of England)

Group C – Teaching Association Members

Amanda Bedding (NEU), Clare Hawkins (NASUWT) and Chris Ward (NEU)

Group D – WBC Councillors

Councillor Paul Dick, Councillor Billy Drummond and Councillor Tony Vickers

Also Present: Revd Angela Brennan (St Mary's Church) Rose Carberry (Principal Adviser for School Improvement), Robin Launder (Humanist), Sadie Owen (Principal Democratic Services Officer), and David Rees (Professional Adviser)

1 Membership - Sadie Owen

Robin Launder (Humanist) and Revd Angela Brennan (Church of England) were welcomed as guests with a view to joining SACRE in the future.

Councillor Tony Vickers was welcomed to his first meeting of SACRE. Councillor Vickers noted that there was still a West Berkshire Council Member vacancy on SACRE and it was suggested that this should be raised at Full Council.

It was noted that a further member was required from the Church of England.

2 Election of Chair and Vice Chair for 2023/24 academic year - Sadie Owen

Sadie Owen invited SACRE to nominate and vote on the position of Chair for the coming year.

RESOLVED that Reverend David Taylor would continue as Chair of SACRE for the 2023/24 academic year.

The position of Vice-Chair would be discussed with Amanda Bedding and Clare Hawkins prior to the next meeting.

RESOLVED that the position of Vice-Chair would be decided at the next meeting in February 2024.

3 Minutes - Sadie Owen

The Minutes of the meeting held on 6th June 2023 were approved as a true and correct record and signed by the Chairman.

4 **Annual Report 2022-23 - Amanda Bedding**

(Amanda Bedding joined the meeting at 4.42pm)

Amanda Bedding drew attention to the Annual Report on page nine of the agenda pack. The main area for focus in 2022/23 was the review of the Locally Agreed Syllabus (LAS). The possibility of West Berkshire leaving Pan-Berkshire LAS and choosing a different syllabus had been discussed at the previous meeting. The Bournemouth, Christchurch and Poole (BCP) LAS had been considered. A decision was required on what approach would be taken.

Councillor Vickers queried what had led SACRE to consider a local West Berkshire syllabus. David Rees reported that the BCP syllabus was recent and up to date and there was an option to consider using it in West Berkshire. Other authorities had bought the ability to use it and make it their own. Through the Hub a variety of different syllabuses had been considered.

5 **Contact with Schools - David Taylor**

The Chairman introduced the item and reported that staff responsible for collective worship in schools had been emailed a number of questions and the document (on page 11 of the agenda pack) had been updated with any responses received. The Chairman thanked SACRE members who had visited/contacted schools.

Dilip Ladwa commented on the difficulty to obtain information from schools, due to uncertainty around who was collecting the information and for what purpose particularly in reference to GDPR. It was felt that engagement might be improved if an email was circulated beforehand from an official source, setting out the purpose of the exercise and endorsing those who would be in contact with schools, highlighting that a private email address might be used. Dilip Ladwa added that the number of schools saying they were unaware of SACRE was also quite high.

Rose Carberry commented that emails had caused some concern amongst headteachers who were understandably cautious. Rose Carberry stated that headteachers that had contacted her had been reassured and the process had been explained to them. Information had also been circulated on the head teachers' WhatsApp group. Rose Carberry suggested in the future that she could include information in her weekly kit email to headteachers, setting out who would be emailing them on behalf of SACRE. This would helpfully improve the response rate.

Councillor Vickers commented that he supported Councillors visiting schools within their Wards whether on behalf of SACRE or other purposes. It was acknowledged that schools were currently under a lot of pressure. It would be good to know that before schools were approached that they were aware of the existence and purpose of SACRE. Councillor Billy Drummond commented that he had been in touch with two schools.

Councillor Dick commented that he had been a primary and secondary headteacher for 30 years so was aware of the system. It was important to know how and who to contact within schools. Staff turnover was particularly fast in primary schools. Councillor Dick reported that he had used his West Berkshire email address and followed any emails up with a phone call. He felt it would be helpful to have a short paragraph at the bottom of emails providing detail about SACRE and how it was looking to celebrate the good work within schools.

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Mary Stagg commented that she had been in touch with two schools she had connections with. Nothing had been heard back from schools where there was no personal connection. Val Bolan commented that she had also had success with schools she already had a relationship with.

The Chairman referred to the second set of questions for RE leads (page 12) and suggested that this feedback be submitted to those involved in producing the new syllabus. It was agreed that increased teacher feedback was required.

The Chairman commented on the challenges of SACRE meeting only three times a year and queried when the new syllabus needed to be published by. David Rees was of the understanding the current syllabus was due to end in 2023 so the aim would be to have to revised one in place as soon as possible following this. The Chairman suggested that the deadline for feedback to the questions should be the date of the next meeting in February 2024. David Rees stated it would also need to be decided who would lead on putting the new syllabus together.

Councillor Vickers raised a query about the funding and the Chairman confirmed the funding in the current year's budget was to pay for someone to carry out the work on the new syllabus. Councillor Vickers proposed that the funding be slipped to the next financial year to ensure it was not lost.

RESOLVED that:

- SACRE members would continue with efforts to connect with schools. All information needed to be feedback by the next SACRE meeting on 20th February 2024, ready for submission to inform the new syllabus.
- Information regarding the purpose of SACRE to be added to bottom of any emails sent to schools.
- Rose Carberry to introduce SACRE via the kit email with head teachers going forward.
- It should be proposed that funding for producing the new syllabus be slipped to 2024.

6 New Agreed Syllabus - David Rees

David Rees updated SACRE on the situation with the new syllabus:

- The Pan-Berkshire Hub consisted of the six Berkshire SACREs working together to produce a syllabus.
- Consultation on the new syllabus had been carried out by the Hub. Further feedback was required from West Berkshire. The majority of SACRE's had voiced that they wished to keep the syllabus local.
- Page 13 onwards of the agenda pack provided suggested content and structure for the new syllabus that had been discussed by the Hub. It was important not to focus only on theological debate but rather ensuring it was fit for purpose for schools.
- SACRE Members needed to consider the document and suggestions from other SACREs and feedback as soon as possible so that a timeframe could be put in place. A decision was also required on who would write the syllabus.

Clare Hawkins suggested it might be helpful to share the information regarding the syllabus with the Hub Team that she was in contact with, which coordinated the teacher network. Clare Hawkins confirmed she would be happy to progress this and ensure information was emailed to teachers ahead of time.

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Amanda Bedding reported that her next schools network meeting would be focusing on the questions for the new LAS. They would also use it as an opportunity to view the Bournemouth LAS and feedback and thoughts.

Robin Launder acknowledged the complexity of the process for agreeing a joint LAS. He queried if this process anticipated the potential change in direction from June 2024. David Rees clarified that in June 2024 funding was being provided to RE representatives to provide three different RE curriculums. David Rees stated that although some SACREs had chosen to wait for this work to take place, he did not feel this was necessary. Most SACREs were continuing with renewing their LAS and when the information was available would have to option to adopt parts of it and blend it with their own LAS.

The Chairman reported that he had been asked to by the Hub to seek increased feedback from representatives from other faiths. Mobasshir Mushtaq reported that he would view the document and feedback following the meeting.

Councillor Dick commented that although it was important to consult teachers, he expressed caution regarding the impact this could have on the size of the LAS. He queried when there would be draft ready to share that had local support and acknowledged that some difficult decisions would be required to reach this stage. Councillor Dick suggested that with the new syllabus was being launched, it would be good opportunity to bid for further funding so that it could be resourced. The Chairman stressed that this was the challenge of working collectively with six areas and felt that this was something that needed discussing at the Hub.

Councillor Vickers queried if academies had to follow the LAS. The Chairman confirmed that although academies did not have to follow the LAS, most chose to.

Questions were raised by SACRE regarding who would write and lead on the production of the new syllabus. This was an area of challenge, which required discussion at the next Hub meeting and a decision was needed quickly. Clare Hawkins reported that she was due to meet with Anne Andrews the following week and could raise coordination/writing of the new LAS and feedback to SACRE.

Further questions were raised regarding the process for commissioning the LAS and it was confirmed that the Hub would be responsible for the commissioning process. It was noted that further thought on this would be required if West Berkshire decided to have its own LAS.

David Rees reported that other LAS had been viewed and used to create the suggested content included in the table from page 13. He suggested SACRE members view the text highlighted in yellow and feedback. Any comments could then be fed back to the Hub to help ensure the syllabus was suitable for West Berkshire.

RESOLVED that:

- Clare Hawkins and Amanda Bedding would take the information regarding the LAS to their local headteacher networks.
- SACRE members to feed back on the suggested content for the new syllabus to David Rees.
- Clare Hawkins to raise the issue of coordination/writing of the new LAS with Anne Andrews and report back to SACRE via email.

7 2023-24 Action Plan Update - David Rees

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David Rees drew attention to the action plan on page 19 of the agenda pack and briefly went through each of the areas listed. It was noted that secondary networks meetings would take place on Teams on 15th November 2023 and 14th March and 11th June 2024.

Councillor Paul Dick suggested that contact links with schools be checked and updated. David Rees noted this point as the RE leads changed quite often.

8 **Schools**

David Rees confirmed the network meetings had not yet taken place, with the secondary network meeting due to take place on 15th November. Clare Hawkins and David Rees were planning to attend this meeting. Amanda Bedding confirmed that her network meetings was due to take place on 14th November and would focus on the suggestions for the new LAS. Amanda Bedding would also try to attend the networks meetings referred to by David Rees.

Regarding point 9.2 on the agenda in reference to academies, the Chairman confirmed that most chose to follow the agreed syllabus.

RESOLVED that David Rees would feedback to SACRE following the primary and secondary network meetings.

9 **Newsletter - David Rees**

David Rees drew attention to the newsletter on page 21 of the agenda pack, which was released on the second week of each term. SACRE members were invited to send anything for inclusion in the newsletter to David Rees.

10 **2024 Meeting Dates and Venues - Sadie Owen**

The suggested meeting dates for 2024 were noted as follows:

- 20th February
- 14th May (22nd June to be removed). To take place at Calcot Junior School.
- 22nd October.

11 **Equality and Diversity - David Taylor**

This item was not discussed.

12 **Any Other Business - David Rees**

David Rees reported that there was a National Association of SACREs (NASACRE) event taking place on 17th November from 6 until 7.30pm for SACRE Chairs, Vice-Chairs and interested parties.

Councillor Vickers reported that a Community Forum event was taking place on 5th December at Chieveley Village Hall (Hybrid) from 6pm until 8pm. It was hoped the different faith groups would attend. The event was focused on hearing about social rural issues from people who worked and lived in the area. SACRE members were advised to get in touch with Sadie Owen (Democratic Services) if they wished to attend.

Rose Carberry confirmed that Mel Higgs from Aldermaston Primary School would be joining SACRE as the new Head Teacher Advisor.

RESOLVED that David Rees would circulate more information on the purpose of the NASACRE event following the meeting.

13 **Support for Individual Schools**

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SACRE considered an exempt information with regards to support for individual schools.
RESOLVED that the information was noted.

West Berkshire SACRE action plan 2024, updated Feb 2024

Aim	Actions	Timescales	People Responsible	Cost	Winter/Spring 2024	Summer 2024	Autumn 2024
<p>A. CORE BUSINESS</p> <p>To be a supportive and proactive SACRE enjoying full and well-informed membership</p>	1. Fill membership vacancies	Ongoing	SACRE Chair SACRE Clerk		Ensure West Berkshire SACRE is representative of the West Berkshire area. An ongoing process		
	2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher meetings and training events	Termly SACRE meetings: Spring 2024 Summer 2024 Autumn 2024	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	SACRE Adviser to prepare and attend x3 SACRE meetings a year. SACRE Clerk to administer each meeting. LA officers and Adviser prep time	Tuesday 20 th Feb 2024 4.30pm	Tuesday 14 th May 2024 4.30pm	Tuesday 22 nd October 2024 4.30pm
	3. Produce annual SACRE Report	Autumn Term	SACRE Chair/vice chair	SACRE chair	Complete by feb 2024 Send to NASACRE by feb 2024		Bring draft to Autumn 2024 meeting.
	4. Review the action plan at each meeting and discuss updates	At each SACRE meeting	SACRE Adviser and SACRE	SACRE Adviser time	At each SACRE meeting	At each SACRE meeting	At each SACRE meeting
	5. Subscribe to NASACRE Representation at annual NASACRE conference & AGM Attend other relevant and useful events	Ongoing	SACRE clerk SACRE Adviser	Subscription £105 <i>SW SACRE conference fee and advisor time</i> NASACRE Conference and AGM - SACRE Adviser time to attend NASACRE conference	SW SACRE conference –March 2024 <i>DR to attend? feedback to network and SACRE – SACRE members welcome – (£15)</i> Strictly RE January 2024 – DR will attend	NASACRE AGM <i>TBA 2024</i>	Subscription rate £105
	6. Monitor the locally agreed syllabus – especially in the lead up to review	Ongoing Part of the Pan Berkshire Hub plan	SACRE	Increased budget when review process begins again – next syllabus review began 2021/2 through the Hub	review initiated through the hub – questionnaires considered; feedback collated	Falls under the remit of the Pan Berks Hub as of writing – latest developments include reaching out to religion and worldview groups – teachers consulted through networks	
	7. Monitor and offer guidance on Collective Worship in schools	ongoing	SACRE		At each meeting SACRE to discuss ways of monitoring and supporting collective worship – Adviser to share guidance produced from other SACREs for members to consider. Short document produced and circulated 2023		

<i>B. To support teachers of RE to continually improve RE learning in their schools</i>	1. Connect with RE leaders through primary networks	Ongoing –	SACRE Adviser	Adviser time	20 th March 2024 4-5pm	TBD	TBD
	2. Make connections with RE leaders through secondary networks	Ongoing	SACRE Adviser/ SACRE Chair/ Teacher rep	Adviser time if needed	TBD	TBD	TBD
	3. Collate and Distribute a termly newsletter	Termly	SACRE Adviser – SACRE members to offer suggestions	Adviser time	Jan 2024	April 2024	Sept 2024
C. To support the ongoing work of the Pan Berkshire Hub	Consolidate and develop the Pan-Berkshire SACRE Hub.	Next hub meeting – TBA	SACRE members to attend where possible	Part of the hub commitment - £900 paid to Oxford diocese – reviewed yearly	To become a SACRE agenda item at each meeting		
	Contribute to the development of the 'Real People, Real faith' video clips	Ongoing (extended due to lockdown)	SACRE members	Part of the hub contribution – follow up work could be commissioned	Updates at each meeting as part of Hub update		
	<i>Inform schools and contribute to /participate in Hub conference</i>	<i>TBD 2024? Syllabus launch event</i>	<i>SACRE members Hub links SACRE Adviser</i>	<i>Unknown?</i>	<i>Updates at each meeting</i>		

Italicised points are up for consideration

DR Feb 2024

Key stage	Worldview	Question/Theme Th = Theology Ph = Philosophy HSS = Human and social science	Content in bold is intended to be CORE. The remainder is suggested content. NB this will probably need expanding with more detail as we go on.	Comments
EYFS 4s-5s	Christianity	Who is Jesus? What is the church? What do Christians celebrate? What do we learn from Christian stories?	Stories of Jesus – Nativity, Easter, <i>incarnation</i> Exploration of church life – worship and prayer Range of festivals – Christmas, Easter, Pentecost, Harvest Parables	Great starting from the beginning. Clear foundation of knowledge.
	Worldviews – religious and non-religious	Why are some people special? Why are some places special? Why are some times special? What can we learn from stories?	Stories of Abraham and Sarah, Moses, Muhammad and Khadijah, Guru Nanak, Bahá'u'lláh, Buddha, and contemporary examples Mandir, Mosque, Gurdwara, Temple, Vihara, Synagogue, and secular spaces Holi, Diwali, Eid, Ramadhan, Vaisakhi, Wesak, and some secular festivals Planet earth and the environment Add stories in due course...	Nice link to role models, shared experience.
KS1 5s-7s	Generic introductory unit (1 or 2 lessons)	<i>What is (organised?) religion? (Ph)</i>	<i>Establish the idea of Abrahamic and Dharmic religions. Explore some of the common features of religions building on the topics covered at EYFS – place, celebration, ritual.</i>	
	Christianity – in every year group	What do Christians believe about God and where do these ideas come from? (Th) What is the story of Jesus? (Th) What did Jesus teach his followers and how did he teach? (Th) How and where do Christians worship? (HSS) <i>How do Christians show that they belong to the church? (HSS)</i>	God as Creator and the beauty of Creation , and the early revelation of God to Abraham , Isaac, Jacob, and Moses . The Bible and its format (simple) The life of Jesus (simple) The parables of Jesus – particularly the Lost sheep, coin and son, Good Samaritan Christian worship at home and in the church , looking for some of the symbols in church that link to Christian teaching, particularly the life of Jesus. <i>Baptism and confirmation,</i> Different ways of praying and the Lord's Prayer ,	Solidifies the importance of the stories Links the Theology and belief together

		What do Christians believe about prayer? (Th, Ph)		
	Judaism	How do Jewish people (Jews) understand God? (Th) Who is important in Judaism? (Th) What is the synagogue? (HSS) What do Jewish people celebrate and why? (HSS)	God, Shema Abraham, Jacob, Joseph, Moses , current leaders in Judaism e.g., rabbis Role of the rabbi in the synagogue and role of the synagogues in the community. Passover, Shabbat, Rosh Hashanah, Yom Kippur, Bar and Bat Mitzvah,	Keeping a pattern helps students see the similarities in faiths
	Hindu Dharma	How do Hindus understand God? (Th) What is the Mandir and why is it important? (HSS) How do Hindus worship and celebrate and why? (HSS)	Brahman and the Trimurti, Rama and Sita, Ganesha, Hanuman, Gurus and Rishis. Symbolism The role of the mandir in Hindu life, worship in the mandir and worship at home. Divali, Holi, Navaratri	Happy to add in the information, if this is a format that will work
	Non-religious worldview	What do Humanists/other non-religious people believe?	All humans are equal because all are made the same way. Being kind to others make us and the others happy. Using common sense and kindness are the most important values. The natural world that we see around us, and which humans are a part of is important. Happy Human symbol Golden Rule – ‘Do to others as you would have them do to you’	
LKS2 7s-9s	<i>Generic introductory unit (1 or 2 lessons)</i>	<i>What is religion and what do religions have in common? (Th, PH)</i>	<i>Revise much of what taught in KS1 and extend to a wider range of practices. Begin to explore ideas about God and the similarities and differences between a range of beliefs. As far as possible keep to the religions introduced and those the pupils will meet this year.</i>	<i>We will need teachers to write this unit</i>
	Christianity	Who do Christians believe Jesus is? (Th) How did Jesus teach his followers to show friendship? (Th, HSS)	Trinity, Son of God, Messiah, Saviour, Nativity, Prophecies teaching of Jesus and his miracles . The role of sin and forgiveness . Range of bible stories – Zacchaeus, the Disciples, Forgiveness, Good Samaritan, Peter,	Nice to see the scholarship. Would be good to ensure that we have the

		<p>What are the key messages of Easter? (TH, HSS, PH)</p> <p>What difference does Pentecost make? (TH, PH)</p> <p>Where do ideas about right and wrong come from for Christians? (TH, PH, HSS)</p> <p>How and why do Christians try to make a difference in the world? (TH, HSS)</p>	<p>Easter and Holy week, communion, death and resurrection, God’s rescue plan and the role of confession and restitution.</p> <p>Acts chp 1- 2 and Holy Spirit, (Trinity) Change and proclamation, Gospel Parables of the Kingdom of Heaven in the book of Mark (chapters 4 and 13)</p> <p>The 10 commandments and other expressions of the rule of law – particularly in the teachings of Jesus. (Golden Rule)</p> <p>Modern Christian life and the work of the church in social justice (e.g. foodbanks, debt assistance and overseas aid charities) (local and global)</p>	<p>same standard across the other faiths too</p>
	Islam	<p>How do Muslims understand God? (Th)</p> <p>Who is Muhammad and why is he important to Muslims? (Th)</p> <p>What is the Qur’an and why is it important? (Th, HSS)</p>	<p>Tawhid, Allah, 99 names, Shahada Muhammad as the seal of the prophets, the night of power and the role of the angel Jibreel. Qur’an, Wudu, etc</p>	
	Sikhi	<p>How do Sikhs understand God? (Th)</p> <p>What is the gurdwara and how is it used? (HSS)</p> <p>How does someone demonstrate that they are a Sikh? (HSS)</p>	<p>Mool Mantra, Waheguru, Nam Japna, Guru Nanak and the other Gurus, including the Guru Granth Sahib Ji. Look at a range of Sikh stories and what they teach.</p> <p>The role of the gurdwara, especially Langar, Guru Granth Sahib Ji and worship. Khalsa, Vaisakhi, 5 K’s, Sewa, Vaand chakna, Kirat Karna.</p>	
	Non-religious worldview	<p>How do Humanists live good lives?</p>	<p>Golden Rule, ‘Think for yourself, act for everyone’. environment, human progression, and flourishing Stories – look at Humanism for schools</p>	
UKS2 9s-11s	<i>Generic introductory unit (1 or 2 lessons)</i>	<i>What is religion and non-religion? (Th, Ph)</i>	<i>Introduction to the vocabulary of religious, non-religious, faith, secular, atheist, and agnostic. Explore some of the features of religion that may be found in non-religious organisations – such as foodbanks and charities.</i>	

	<p>Christianity</p>	<p>Why is the Bible important in Christian worship both in church and at home? (Th, HSS)</p> <p>How is the Bible interpreted by different Christians? (Th, Ph)</p> <p>How does the Bible teach Christians to be wise? (Th, Ph)</p> <p>What are the big questions of life and death and how do Christians try to answer them? (Th, Ph)</p> <p>How and why do Christians show commitment to God? (Th, HSS, Ph)</p> <p>How do Christian beliefs influence the way people respond to local and global issues such as the environment? (Th, HSS, Ph)</p>	<p>The story of the Bible as a whole, its history and translations. The way Christians use the Bible, at home and in church, especially in worship but also as a basis for songs and hymns. Also, in preaching and inspiration in architecture – e.g., stained glass windows and symbols. Different readings of parables, miracles, and other teachings. The relationship between the Old and New Testaments and the role of prophecy, particularly as an interpretation of the Nativity and Easter stories. The wisdom literature - Psalms and Proverbs in particular.</p> <p>The big questions of life and death; resurrection, life after death, heaven and funeral practices and memorials.</p> <p>Church attendance, prayer, Bible study, good works, social justice, baptism, confirmation, etc.</p> <p>Care for creation, God as creator. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other global issues of social justice. Maybe explore issue that are of local relevance.</p>		<p>Same as above, good to have the same level of depth in the other lessons.</p>
	<p>Judaism and/or Islam</p>	<p>What do believers learn about God and human life from their sacred text? (Th)</p> <p>How do different believers practise their faith in worship, at home and in the community? (TH, HSS)</p>	<p>Islam</p> <p>Core theological ideas from the Qur'an: Tawhid, Ummah, human life and flourishing.</p> <p>Use of the Qur'an in worship in the mosque, 5 Pillars, daily and Friday prayers, Role of the imam</p>	<p>Judaism</p> <p>Core theological ideas from the Torah: God, Shema, and covenant. Value of life</p> <p>Role of the synagogue in the Jewish community and the place of family, laws of kashrut, shabbat and other festivals. Role of the cantor.</p>	<p>Less information greater depth? <i>These questions could be combined to create one in-depth unit.</i></p>

		How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)	etc. Hajj, Eid; Rites of passage as appropriate. Muslim responses to care for creation, Red Crescent and other Muslim charities , eco/green Mosque in Cambridge	Rites of passage as appropriate. Rosh Hashanah, Yom Kippur, Purim Tu BiShvat – place of trees in Jewish teaching, Mitzvah Day, Jewish charities, etc		
	Hindu Dharma and/or Sikhi/ or Buddhism	What do believers learn about God and or human life from their sacred texts and stories? (Th) How do different believers practise their faith in worship, home, and community? (Th, HSS)	Hindu Dharma Smriti and Shruti . Explore some of the key stories and what is learned from them – e.g. Krishna and Arjuna, Rama and Sita, Prahlad and Holika etc. Explore range of Hindu practice in Mandir and at home, Ganesha as remover of obstacles, role of prayer and	Sikhi Guru Granth Sahib, Mool Mantra . Inclusion of hymns and prayers from other religious traditions, and equality . Stories of Guru Nanak... Explore how the GGSJ is treated in the Gurdwara, Langar, Khalsa, Rites of passage, Amrit, Golden Temple	Buddhist Life of Siddhartha Gotama (The Buddha), Three Marks of Existence, Four Noble Truths, Noble Eightfold Path, Five Precepts , stories including Kisa and the Mustard Seed, the Donkey in the Well, Three Jewels Monasteries, diversity , artefacts (used by some), meditation , chanting,	<i>These questions could be combined to create one in-depth unit.</i>

		How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)	meditation. Rites of passage, Pilgrimage Karma, vegetarianism etc.	Sikh charity work, sewa, langar, Khalsa Aid, etc.	Serving the community	
	Humanism	How and why do Humanists try to live good lives?	Exploration of the Golden Rule and its implication for moral choices. Explore some scenarios. Creating happiness for others makes a person happy, celebrating human progress, protecting the world for the future.			
KS3 11s-14s	Generic introductory unit (1 or 2 lessons)	What is meant by secular, atheist, and agnostic?	Definitions of Secular, atheist and agnostic and the recognition that humanists can be any one or more of those, There are different types of non-religious belief of which humanism is one. Explore a range of philosophers who have explored these ideas, how they have interpreted them and lived them out.			
	Christianity (select questions for a 2-year KS3) See P&E for further questions	How and why did Christianity become a global religion? (Th, HSS) Does following the teachings of the Christian church affect a person's lifestyle? (Th, HSS, Ph) What do Christians believe about the Jesus as Messiah and why are	Story of Pentecost and the birth of the church. The role of evangelism, and the Holy Spirit . Examine the role of preaching and teaching, and prayer. Acts 10, and the story of the Good Samaritan as well as other stories about Samaritans and outcasts. Diversity within tradition , e.g. liberation theology and other modern examples. Christianity as a global, diverse and living tradition . Explore issues of Christian Lifestyle , e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Messiah, Saviour, OT prophecies , Different models of atonement, Final judgement, heaven and hell, Revelation and reason. Different interpretations,			

		<p>there so many different interpretations? (Th, Ph) Can you be a scientist and Christian, and if so, how? (Ph, Th)</p>	<p>The perceived conflict between science and religion, particularly the question around creation, but also the reliability of the Biblical text with reference to sickness and miracles. Darwin et al</p>	
	Buddhism	<p>How does following the teachings of the Buddha impact on different Buddhists? (Th, Ph, HSS)</p> <p>How and why did Buddhism become a global religion? (HSS)</p>	<p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Refer to the Five Precepts and Noble Eightfold Path, Three Poisons</p> <p>Diversity within tradition, Theravada, Mahayana, Pure Land, Zen etc Bodhisattvas, Arhats, Dalai Lama</p>	
	Humanism	<p>How do Humanist beliefs impact on the way the people live? (Th, HSS)</p> <p>Which people have most influenced Humanists and how?</p>	<p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity.</p> <p>Historical view, beginnings of modern humanist thought, Hume etc.</p>	
	Islam	<p>How and why did Islam become a global religion? (Th, HSS)</p> <p>How does following Islamic teaching impact on different Muslims?</p>	<p>Spread of Islam, Islamic Scholarship, diversity within Islam, Schools of thought, Medieval ‘Crusades’,</p> <p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Qur’an and Hadith, Sharia, Jihad (lesser and greater)</p>	
	Ethical and Philosophical (Must include Christianity, but can bring in a range of religious tradition too including Baha’l,	<p>How do people make sense of suffering? (Ph) Do ‘Good’ and ‘Evil’ really exist? (Ph) Is there a God and does it matter? (Th, Ph)</p>	<p>Problem of suffering</p> <p>Definitions of good and evil</p> <p>Existence of God</p> <p>Justice and fairness</p>	

	Zoroastrian, Rastafari etc.)	What do we mean by a just and fair world and who decides? Th, Ph, HSS)		
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Agenda Item 8

SACRE Budget 2024-25

Assuming allocation stays the same at £4840

Item	Provider	Service Provided	Cost (£)
1.	Oxford Diocesan Board of Education	Contribution to SACRE Pan-Berkshire Hub	900
2.	David Rees	Consultancy at 3 SACRE meetings @ £500 each	1500
3.	David Rees	3 Primary Network Meetings @ £300 each	900
4.	David Rees	3 Secondary Network Meetings @ £300 each	900
5.	David Rees	Zoom licence/Travel Expenses	200
6.	David Rees	Newsletter	300
7.	NASACRE	NASACRE Membership fee	105
8.		Contingency	15
	TOTAL		4840

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SACREs, working to develop high quality curricula for the study of Religion and Worldviews

1:00 - 4:00pm Mon 4th March 2024 (via Zoom)

Keynote speaker: Jen Jenkins

Team leader for REC Religion and Worldviews curriculum framework project

Developing a religion and worldviews syllabus

Workshops offering 'something for everyone' across the whole range of SACRE membership groups:

- **What is the National Content Standard for RE ([NCS](#)) and why is it so important** (Deborah Weston, REC and RE Policy Unit)
- **So, you've joined your local SACRE** (Belinda Twiggs, Devon SACRE)
- **Developing and engaging with SACRE membership** (Jeremy Roberts and Ed Pawson, Devon SACRE)
- **Interfaith and SACREs: how to build relationships with faith and belief groups in the community** (Julia Watts, South Glos SACRE)
- **NASACRE: community, coherence and creativity** (Linda Rudge et al, NASACRE)
- **Using the [Big Ideas for RE](#) to plan a Religion and Worldviews curriculum** (Dave Francis)

Cost: £15 per delegate

To register for the conference, contact your SACRE clerk who will arrange bookings. Alternatively, contact Ed Pawson directly: efpawson@gmail.com

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