

Notice of Meeting

Standing Advisory Council on Religious Education

Tuesday 31st October 2023 at 4.30 pm
in Meeting Room F2 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 Sadie Owen on 01635 519052, or e-mail: Sadie.owen1@westberks.gov.uk



**Agenda - Standing Advisory Council on Religious Education to be held on Tuesday, 31
October 2023 (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

Guests: Reverend Angela Brennand and Mr Robin Launder

Agenda

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1 Welcome & Apologies - David Taylor Including Reverend Angela Brennan and Mr Robin Launder as observers.	
2 Membership - Sadie Owen	
3 Election of Chair and Vice Chair for 2023/24 academic year - Sadie Owen	
4 Minutes - Sadie Owen To sign and approve as a correct record the Minutes of the meeting of SACRE held on 6 June 2023.	5 - 8
5 Annual Report 2022-23 - Amanda Bedding	9 - 10
6 Contact with Schools - David Taylor Here we will all share the results of our attempts so far to contact RE leads and those responsible for Collective Worship in schools. What do we learn?	11 - 12
7 New Agreed Syllabus - David Rees 7.1 Update from the Hub: David Rees 7.2 Comments on the current draft: All	13 - 18



**Agenda - Standing Advisory Council on Religious Education to be held on Tuesday, 31
October 2023 (continued)**

- 8 **2023-24 Action Plan Update - David Rees** 19 - 20
- 9 **Schools**
9.1 Secondary and Primary Networks: David Rees, Amanda Bedding
9.2 Academies and the Agreed Syllabus: David Taylor
- We have asked RE Leads in secondary academies whether they follow the AS.
- 10 **Newsletter - David Rees** 21 - 26
- 11 **2024 Meeting Dates and Venues - Sadie Owen**
Suggestions:
20 February (hybrid)
4 June (in person at a school)
22 October (hybrid)
- 12 **Equality and Diversity - David Taylor**
- 13 **Any Other Business - David Rees**
13.1 NASACRE event 17 November 6.00-7.30pm

PART II

- 14 **Support for Individual Schools**

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, 6 JUNE 2023

VENUE: NEWBURY MOSQUE, 33 POUND STREET, NEWBURY, RG14 6AE

Present:

Group A – Other Faiths Members

Mobasshir Mushtaq (Muslim) 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) and Chris Ward (NEU)

Group D – WBC Councillors

Councillor Paul Dick and Councillor Billy Drummond

Also Present: Rose Carberry (Local Authority Advisor), David Rees (Consultant) and Jack Karimi (Clerk)

Apologies for inability to attend the meeting: Clare Hawkins (NASUWT), Dilip Ladwa (Hindu), Roseanna Obsiye (NASUWT), Rabbi Zvi Solomons (Jewish) and Councillor Tony Vickers

73 Membership

Welcome to new Group D Members

The Chairman welcomed Councillor Paul Dick to SACRE. It was noted that there was a vacancy within Group D which would be filled by either Councillor Clive Taylor, or reallocated proportionally among the political parties.

Group B Members

Val Bolan reported that she had contacted four potential Church of England Members who had each declined. The Chairman requested that SACRE contact potential Church of England Members.

Local Authority Advisor

The Chairman queried the appointment of a Local Authority Advisor with Rose Carberry. Rose Carberry responded that Kate House had had to stand down from the role, and that a new headteacher would be sought in time for September. Rose Carberry noted that a church school had recently received an Ofsted inspection and so had more capacity, so the headteacher could be contacted.

74 Minutes

The Minutes of the meeting held on 21 February 2023 were approved as a true and correct record and signed by the Chairman.

75 Actions

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - 6 JUNE 2023 - MINUTES

The Chairman noted that he had not yet asked each SACRE Member to contact schools about their arrangements for Collective Worship.

The Chairman additionally noted that he and David Rees had been tasked with contacting other SACREs for advice regarding Collective Worship.

David Rees noted that he had contacted the SACREs he had worked with, and each did not have a clear picture of what they intended to do regarding Collective Worship. Some SACREs were waiting for further clarification from either central government or the National Association of SACREs (NASACRE), whereas Bournemouth and Christchurch SACREs had published a document setting out what Collective Worship was. Each SACRE was additionally struggling to contact schools.

The Chairman asked Councillor Paul Dick what his experience was from being Headteacher of Kennet School. Councillor Dick responded that sending forms would not be received as well as being contacted and spoken to directly, although schools would always be hesitant to respond.

The Chairman asked Mary Stagg what her experience was from being a primary school teacher. Mary Stagg responded that it had changed during the Covid-19 pandemic, from being a daily occurrence to being less common and typically over Zoom. The format of the assemblies would incorporate a number of faiths and stories, but had become increasingly PSHE-led.

The Chairman stated that the main concern was ensuring that SACRE was fulfilling its role.

Amanda Bedding noted that assemblies had become less common at Calcot Junior School since the Covid-19 pandemic, and was held three times a week in the hall. As hers was a diverse school, it was largely focused on the PSHE aspect.

Rose Carberry noted that she could send out an email to schools noting that they will be contacted by SACRE and what to expect.

Councillor Dick added that many secondary schools have no religious teachers willing to hold assemblies, and that for them it was a question of having the right resources and support. Councillor Dick noted that parents had the right to withdraw their child from religious education and so many schools had to strike a balance that was more focused towards the Personal, Social, Health and Economic Education (PSHE) aspect. Mary Stagg concurred that schools needed better resources.

It was agreed that the Chairman would task Members of SACRE with contacting primary schools regarding Collective Worship, and contact the secondary schools himself. The allocation of the primary schools would take into account the wards represented by Group D Members.

76 Equality & Diversity (David Taylor)

The item was not discussed.

77 SACRE Overview 2023 (David Taylor)

The Chairman pointed Members towards the SACRE Overview, which set out the purpose of SACRE and the committee's main role. The main task was to produce a new syllabus, which had been put on hold due to the Covid-19 pandemic. Additionally, a key role was to attend the Berkshire Hub, which was where a significant amount of work that SACRE undertook was.

78 2023-24 Action Plan (David Rees)

David Rees presented the 2023-24 Action Plan, which contained the core business actions (Section A), as well as the work to support RE teachers (Section B) and to support the work of the Berkshire Hub (Section C).

David Rees assured SACRE that a number of SACREs were having difficulty with recruiting new Members (Action 1), specifically when finding Church of England or Roman Catholic representatives. David Rees noted that NASACRE was providing additional resources to SACREs, and their relationship with NASACRE was good, although he was unable to attend the Annual Conference.

David Rees noted that Action 6 would be fulfilled soon, and was a rolling five-year obligation. There were a number of resources and formats to consult when monitoring and reviewing the syllabus.

David Rees noted that there were two primary network events, and a secondary network event, although the format was different. Primary network events were run by David Rees, whereas secondary network events were more independent and collaborative in nature.

Councillor Paul Dick asked whether SACRE Members could receive the termly newsletter. David Rees responded that he regularly sent it to SACRE Members, and invited them to contribute items.

79 **2023-24 Budget (David Taylor)**

The Chairman reported that the 2023-24 Budget had been increased to £5,000 from £4,840 the previous year. The additional £160 had not yet been allocated, and the Hub contribution had been formally separated from the remainder of the Budget.

Val Bolan proposed that SACRE consider what to do with the additional £160, noting that Clare Hawkins may have an idea.

The Chairman noted that his request to the Council for £5,000 to review the syllabus had been accepted.

The Chairman raised the NSACARE membership fee. David Rees responded that the resources were useful and the Audit tool had been used by a number of schools.

SACRE agreed the Budget for 2023-24. SACRE would consider what to do with the additional £160.

80 **Schools**

10.1. Secondary and Primary Networks

Amanda Bedding reported that she was the Network Lead for the Berkshire Leadership Development Programme (BLDP) and was in contact with around 15 schools to discuss issues and share resources. The syllabus had been raised, as well as the newsletter. Schools asked for feedback from the networks, and raised that they were pleased to be linked to SACRE through Amanda Bedding. Amanda Bedding noted that she was supporting Denefield School, Little Heath School and the Willink School.

David Rees reported that he had held a networking event on 9 May, with the next on 28 June. David Rees noted that there was a regular attendance at the events, but work was being undertaken to extend that pool, and the events were now being recorded to widen participation. David Rees noted that assessment was a regularly raised issue, with no right model being proposed by Ofsted.

The Chairman stated that he hoped that the networks were being expanded as schools were contacted. David Rees responded that he would be happy for his contact details to be passed on to new schools.

10.2. Support for Individual Schools

The Chairman asked whether Councillor Billy Drummond would be willing to take on working with Park House School, which was not teaching RE. Councillor Drummond agreed.

The Chairman reported that he had visited John O'Gaunt School that day, which was struggling without an RE teacher.

The Chairman noted that schools were aware of their obligations, but were finding it difficult to work out a model.

10.3. Contacting RE Leads in Primary Schools

The Chairman asked SACRE to ascertain primary schools' RE Leads when contacting them.

81 Newsletter (David Rees)

David Rees introduced the Spring 2023 Newsletter, noting that the newsletter went out on the second week of each term.

82 Date of Next Meeting

Tuesday 31 October 2023, on Zoom.

Tuesday 20 February 2024, *venue TBD*.

Tuesday 14 May 2024, *venue TBD*.

83 Any Other Business

No additional business was raised.

84 Agreed Syllabus Conference (David Rees)

The Chairman opened the Agreed Syllabus Conference, noting that West Berkshire had adopted a very short syllabus five years ago after a period of having a longer one. David Rees noted that from his discussions at the Berkshire Hub, the preference was for a slightly longer and more detailed one, with further supporting documents for teachers.

David Rees set out that the options were between a number of different syllabus models, and the issue of who would be tasked with writing one needed to be addressed. Consultants could be tasked with writing a basic, statutory syllabus, or one could be purchased from a company such as RE Today. David Rees stated that he would not recommend the RE Today model, and instead proposed writing it. Ann Andrews, who ran the Berkshire Hub and had written the previous syllabus, was not able to do it again.

Councillor Billy Drummond asked how much it would cost to have somebody write it. David Rees responded that it depended on what type of syllabus SACRE asked for. David Rees highlighted BCP (Bournemouth, Christchurch and Poole) Council, which had commissioned a consultant, Jan Leamer, to write the syllabus. Val Bolan noted that she had highlighted the BCP model as a good idea at the previous meeting, and that it would help make it easier for Berkshire SACREs to coordinate. David Rees noted that there were a number of other consultants who could write a syllabus, but that he thought that the BCP syllabus could work for Berkshire. Val Bolan proposed that the BCP Council model be looked at.

It was agreed that David Rees would circulate the BCP Council syllabus for consideration.

SACRE Annual Report 2022 - 23

1. Introduction and Overview

David Taylor was re-elected as Chair for Academic Year 2022/23. David Taylor noted that it would probably be his last year as Chair, as he had become busier, and required help if he was to be re-elected as Chairman, with somebody attending the Hub in his place and working on the new syllabus.

Clare Hawkins stated that she would be standing down as Vice Chair due to upcoming maternity leave. Amanda Bedding was proposed as Vice Chair by Val Bolan, seconded by Clare Hawkins. Amanda Bedding was elected as Vice Chair for Academic Year 2022/23. Pamela Voss introduced herself as the Equality, Diversity and Inclusion Officer, and leader of the EMTAS (Ethnic Minority and Traveller Achievement Service), and noted that EDI related strongly to the work of SACRE.

It was noted that exam results were omitted from the previous annual report. It was stated that exam results were not included as it was no longer possible for Democratic Services to get them. The Chairman expressed surprise that this had become an issue, as it was key information for SACRE. Clare Hawkins noted that the issue was raised at the last meeting, and that it was up to the schools whether they wished to declare their exam results. David Taylor noted that SACRE's inability to get exam results was a difficulty for the committee and proposed contacting NASACRE for further information.

2. Statutory Responsibilities in RE

In West Berkshire we produce our Locally Agreed Syllabus (LAS) in conjunction with the other five SACREs in Berkshire once every five years. The LAS is well-established in most of our schools, and most academies have also adopted it. The LAS is to be published in 2024. It was suggested that the recently published Bournemouth, Christchurch and Poole Locally Agreed Syllabus could be used. The question was raised whether it would be adopted by the other LAs in Pan Berkshire Hub. It would be possible for West Berkshire to come out of the Pan-Berkshire Hub and adopt the Bournemouth, Christchurch and Poole Locally Agreed Syllabus, if it was felt to be the best thing to do. West Berkshire SACRE continues to work closely with the Pan-Berkshire Hub on the LAC. It was enquired about the budget for the new LAC, and it was confirmed that extra budget had been requested and agreed from West Berkshire Council.

3. Statutory Responsibilities in Collective Worship

SACRE is aware of the need to monitor collective worship and continues to engage with local religion and worldview communities to provide appropriate speakers to help schools hear the lived experience and lead reflections. It was agreed that several members of SACRE would contact different schools across West Berkshire to gain information and a better understanding of the state of collective worship in the area. This will be used to inform the support that SACRE will offer to support collective worship in the future.

4. Links with Other Bodies

As mentioned above West Berkshire SACRE works closely with our sister SACREs in the Pan-Berkshire Hub. David Rees and David Taylor attend regular meetings of the Hub. We include membership of NASACRE in our budget each year. David Rees helps us stay in touch with RE Online and the Holocaust Memorial Day Trust. Links to other organisations

are actively being sought and SACRE members are encouraged to investigate local and national contacts.

5. Local Involvement

As well as our teacher members, our Chairman David Taylor and other members of SACRE are involved in a number of local schools in various ways, for example organising and chairing panel discussions with faith and worldview representatives in secondary schools. These sometimes make the local press.

6. SACRE Arrangements

David Rees continued to serve as our Professional Adviser, and we benefit hugely from his expertise and involvement. Jack Karimi from West Berkshire Council now serves as our Clerk. Both of them keep in contact with the Chair between SACRE meetings in order to share relevant information. Our new LA Adviser is Kate House, a local headteacher. All four membership groups are regularly represented at meetings, and there were no issues with quoracy this year. No formal training for SACRE members was accessed this year. In the financial year beginning April 2023, SACRE was granted £4840, the same figure as the previous year. The autumn 2022 and spring 2023 meetings were online, but the summer 2023 was one face-to-face and was very kindly hosted by Mobasshir Mushtaq at Newbury Mosque. It was agreed that one meeting a year would face-to-face, with the other two remaining online.

Questions for Staff Member in charge of Collective Worship

Do you have a clear idea of the nature and purpose of Collective Worship in your school?

DT: A mixed picture. At least one school expressed the need for help here.

PD: All the schools had a very clear idea of the nature and purpose of collective worship. There was also a strong understanding of the importance of focusing on Christianity but not to the exclusion of other religions. There was also a clear theme in the schools about enabling reflection.

MS: A mixed picture. The Church school was very clear.

VB: Yes. Linked to school vision and reflects the diverse school community. A balance between Belief, period of reflection and worship in assembly.

How well do you think your current practice is fulfilling this purpose?

DT: Schools which had a clear sense of purpose were reasonably happy with what they were doing. However there was some frustration that parental pressure against religion in general was limiting what they could do.

PD: The schools I visited felt comfortable in general terms, but the discussion was a timely reminder for a few that the programmes were not complete. The best practice existed where the year was planned out and fully integrated into the whole curriculum. Much was made of the various religious festivals, from a variety of religions where possible.

MS: The schools had a clear programme and schedule of assemblies (Head teachers assembly, celebration assembly, singing assembly for example) and assemblies were delivered every day. The Church schools appeared to have more of a spiritual nature with the LA schools being more PSHE based. The Church school felt it could do more around other faiths and, in conversation, the LA school felt there wasn't much awe and wonder.

VB: Happy with results from recent survey of parents.

What resources do you use that you would recommend to others?

DT: Several schools had resources which they said they would recommend to others. Often these were resources which individual headteachers had written themselves over time. Those schools which regularly invited in local faith leaders were very appreciative of these visits. One school recommended continuing the lockdown practice of beaming her assembly into individual classes.

PD: As one might expect, schools found the resources which best suited their own individual approach, and were comfortable in their use, but all hoped that the new syllabus would have complementing resources of high quality, to follow.

MS: the Church school had a published resource and the others had resources from other sources.

VB: Assemblies.org.uk – class reflection and picture news used weekly. School development plan gives high priority, using Building Bridges, Real People Real Faith and would like to see the place of worship behind the speaker. Wokingham booklet -Pebble in the Pond; Discovery RE a main resource.

What are the gaps in your provision? And what external support would you value?

DT: The main challenge is to find enough time for a truly reflective activity in time available. External support from faith communities is broadly welcomed.

PD: Again, schools were generally content, but where there was any doubt, it was to do with external visitors and support. Generally this meant local clergy and leaders of other faiths. Schools would welcome assistance with this.

MS: Schools were satisfied with their provision but would welcome more visitors.

VB: No gaps for church schools – happy with Diocesan provision. Assembly by local C of E Vicar fortnightly. Difficulty contacting other religious leaders, would like to invite more recommended visitors to speak as finding visits to places of worship expensive and difficult to organise.

Are you happy for us to include your email address in a list of those currently in charge of Collective Worship in W Berkshire schools?

DT: All happy for this.

PD: All keen to be involved in the local network and I will attach addresses at the end of this document. Some did not get the newsletter.

MS: Happy for this.

VB: On email list. Likes the SACRE newsletter.

Questions for RE Lead (or Headteacher if none exists)

How closely does your RE syllabus follow our Agreed Syllabus?

DT: All took good notice of the AS, though church schools also follow SIAMS guidelines.

PD: Clearer in secondary schools, which have a lead dedicated to that single subject and often intensively trained. Generally, schools were positive about how they used the Agreed Syllabus. They were happy to share. A few found the discussion especially helpful in the realisation that some parts of their practice needed revisiting.

MS: one school used the Hampshire syllabus as that was the one the head teacher had brought with them.

VB: Pretty close. The current syllabus doesn't give a lot of content for non-church schools. More detail in previous syllabus, current RE syllabus slimmed down too much. Likes the Behaving Believing Belonging approach and focus on world views.

In what ways would you like the new Agreed Syllabus to be different from the current one?

DT: Schools want more concrete ideas within the syllabus as to how to teach it. A progression map and supplementary material would be helpful.

PD: There is a clear desire to see the New Syllabus developing wider interpretations of religious themes and practices, and to encourage more integration of other religions.

MS: Very similar to DT comments above, and a document that was neither so large it was hard to navigate nor so slimmed down that it meant much more research was needed. Also some resources that could be used.

VB: Would like clearer progression for Christmas and Easter story for each stage. Would like more content with links to resources. More choice of resources please. Liked a question based approach.

In general, what training or resources would you value to support you in this role?

DT: Schools asked for training in relation to delivering the new AS. They were very interested to hear about "Real People, Real Faith" video series.

PD: Resources, other than the ones on the questionnaire (some were not aware of some! Primary schools need more input from the team), would be welcome. The launch of the new syllabus is a golden opportunity to get people together and get their attention, with well researched and presented resources. Help to have meaningful contact with clergy and other faith leaders was mentioned by all.

MS: Training in the new AS.

VB: Training very good when staff have time to attend termly network meetings. Appreciate the SACRE newsletter recommending resources.

A possible evolution from the current Pan-Berkshire Syllabus – draft 3.

Dear SACRE member,

Below is some suggested content and structure for the **new syllabus**. The questions from the **current syllabus** are included for comparison purposes, not for comment. You will see that there are now specific questions focused on Christianity (enough for three per year group) and other questions that at the moment cover the other worldviews to be taught. More worldview specific questions need to be created. The aim is to finish with a balanced syllabus that allows for about 50% Christianity to be taught so that Voluntary Controlled schools are able to deliver it.

We need to ensure that the syllabus is coherent and allows for progress so there need to be some golden thread or themes that hold it together. We need to ensure that non-religious worldviews, including humanism are included. A syllabus that did not include these ideas would likely be illegal under current legislation.

If you are in group A or B (faiths/worldviews and C of E) please consider carefully if the questions are appropriate for your tradition and suggest alternatives. Please also suggest (very briefly at this stage) the core content that these questions would cover. You can see my examples in the right-hand column. Please think of this in the light of the group conversations you had (where applicable). Please note that for each year group there three questions one for each of the core disciplines of RE - Theology or Believing, Human and Social Science or Living, and Philosophy or Thinking). This idea is based on the Ofsted RE Research Review from May 2021.

Could all ASC members please consider the proposals in the two right hand columns.

- Does the range of faiths/worldviews seem right? Do you have alternatives?
- Do you think creating worldview specific questions is better than creating generic ones?
- Should there be 'Core' content and 'Optional' questions? If so, how do we ensure coherence and progression?
- Should the content to be covered in each question be outlined?

Please let your SACRE chair have your comments to forward on to the SACRE hub (currently renamed Joint Syllabus Conference) so that all ideas can be considered and incorporated where possible. SACRE chairs will forward items receive to the JSC co-ordinator.

NB – there will need to be 'how to use this syllabus' guidance and 'a guide to the disciplines' but these cannot be drafted until we have some more concrete content for the syllabus.

Current syllabus			Proposal (very draft!)	
<p>Stage 1 - Key Questions</p> <p>Qu.1 How do some religions demonstrate that everyone is special?</p> <p>Qu.2 Why are religious celebrations important to some people but not to others?</p> <p>Qu.3 Does everyone believe the same things about God?</p> <p>Qu.4 Why do symbols and stories play important roles in religions?</p> <p>Qu.5 Why do some people follow religious leaders and teachings?</p> <p>Qu.6 How do some people’s religious beliefs encourage them to care for the world?</p>	<p>Core concepts</p> <p>Identity</p> <p>Celebration</p> <p>Belief in God/the divine</p> <p>Symbol</p> <p>Story</p> <p>Leaders, Teaching and Authority</p> <p>Creation and the world</p>	<p>Current worldviews</p> <p>Christianity in every year group</p> <p>Hindu dharma</p> <p>Islam</p> <p>Judaism</p> <p>Sikhi</p>	<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y1 – Abrahamic faith (either Judaism or Islam)</p> <p>Y2 – Dharmic faith (either Hindu or Sikhi)</p>	<p>KS1 Christianity:</p> <ul style="list-style-type: none"> • What do Christians believe about God and what symbols are used to express these ideas? (Theology) • What stories are important to Christians and why? (Theology) • What does family life look like for some Christians in modern Britain? (Human and Social Science) • How and why do Christians pray? (Human and Social Science) • What do Christians believe about how the world began? (Philosophy) • What is ‘good’ and ‘bad’ for Christians? (Philosophy) <p>KS1 and LKS2 Core questions for Judaism, Islam, Hindu Dharma, and Sikhi:</p> <ul style="list-style-type: none"> • What do believe about God and what symbols are used to express these ideas? (Theology) • What does family life/daily routine look like for some...in modern Britain? (Human and Social Science) • What do ... believe about where the world came from? (Or how the world began?) (Philosophy) <p>For Judaism focus on Shabbat, symbolism and family life</p> <p>For Islam focus on the oneness of God, daily routine and community</p> <p>For Hindu dharma focus on symbols for God and worship in the home</p> <p>For Sikhi, focus on the oneness of God and stories of service and equality.</p>

<p>Key Stage 2 - Key Questions Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? Qu.3 How can music and the arts help express and communicate religious beliefs? Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? Qu.6 How well does faith help people cope with matters of life and death? Qu.7 What difference might it make to believe in God as Creator? Qu.8 How might beliefs and community shape a person's identity?</p>	<p>Core Concepts Identity Worship Rites of Passage Creative expression Lived Reality Leaders, teaching and authority Life and death Creation and the world</p>		<p>Proposed worldviews Christianity in every year group Y3 – Abrahamic – Islam or Judaism (different to Y1) – include non-religious ideas Y4 – Dharmic – Hindu or Sikhi (different to Y2) include non-religious ideas Y5 – Abrahamic (choice) + Humanism Y6 – Dharmic (choice) + Humanism</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>LKS2 Christianity:</p> <ul style="list-style-type: none"> • Why do most Christians read the Bible? (Theology) • How do Christians express their beliefs in creative ways? (Theology) • What are the most important markers in Christian's life? (Human and Social Science) • How do Christian rituals and practices help to build community? (Human and Social Science) • What do people gain by following a leader? (Philosophy) • How do Christians know how to behave? (Philosophy) <p>UKS2 Christianity:</p> <ul style="list-style-type: none"> • What are the key teachings of Christianity and where do they come from? (Theology) • What is the significance of the life, death and resurrection of Jesus? (Theology) • How might a Christian describe a good life? (Human and Social Science) • How and why do many Christians try to make the world a better place? (Human and Social Science) • What are the most important things in life for some Christians? (Philosophy) • What do Christians believe about life and death? (Philosophy) <p><i>For LKS2 Core questions see KS1</i> UKS2 Core Questions for Abrahamic worldview, dharmic worldview and Humanism.</p>
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				<ul style="list-style-type: none"> • What are the key teachings of ... and where do they come from? (Theology) • How might ... describe a good life? (Human and Social Science) • What are the most important things for ...? (Philosophy) <p>For Judaism focus on Authority, Torah and Covenant. For Islam focus on Tawhid, Prophethood and Ummah, (including the 5 pillars) For Hindu dharma focus on Dharma or duty, Murtis and samsara and karma. For Sikhi focus on Guru Nanak, Guru Granth Sahib, Equality and Service. For Humanism focus on happy human symbol, golden rule, 'Head, Heart and Hands' and evolution.</p>
<p>Key Stage 3 - Key Questions Qu.1 Is there more than one way to be spiritual? Qu.2 How far does a person's understanding of God influence their sense of purpose?</p>	<p>Core concepts Spiritual Identity Purpose Morality</p>	<p>Current worldviews Christianity in every year group Buddhism Islam</p>	<p>Proposed worldviews Christianity in every year group Y7 – Buddhism, Islam or Humanism Y8 – Humanism, Islam or Buddhism</p>	<p>KS3 Christianity (Select questions for a 2-year KS3)</p> <ul style="list-style-type: none"> • Why do Christians believe that Jesus is God on earth? (Theology) • What is the impact of Pentecost on Christians beliefs? (Theology) • How biblical are the concepts of Judgement, Heaven and Hell? (Theology)

<p>Qu.3 How might beliefs shape concepts of truth, right and wrong? Qu.4 In what ways do science, belief and religion interact and what difference might this make? Qu.5 To what extent should people from different belief systems manage their differences and co-operate for the common good? Qu.6 To what extent do religious or non-religious beliefs affect personal relationships? Qu.7 Why might it matter that sacred texts are often open to interpretation? Qu.8 How might belief affect people’s responses towards social and global issues?</p>	<p>Science, belief and truth Common Good Personal relationships Sacred text (teaching and authority) Social and global issues</p>	<p>Humanism or another non-religious worldview</p>	<p>(both to be covered order up to school) Y9 – Buddhism, Islam or Humanism or tradition to be covered at GCSE</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p> <p>Possibly give schools a choice of which of the three religions in each year group.</p>	<ul style="list-style-type: none"> • How do Christians live out Jesus’ teaching in relation to ‘love they neighbour’? (Human and Social Science) • To what extent is Christianity inclusive? (Human and Social Science) • How far should personal relationships be influenced by beliefs? (Human and Social Science) • Are Christian beliefs about creation logical? (Philosophy) • Are Biblical revelation and prophecy compatible with wisdom? (Philosophy) • Can the Bible be reliable if it has been translated and interpreted? (Philosophy) <p>KS3 (Y7 & 8) Buddhism and Humanism:</p> <ul style="list-style-type: none"> • What do ... read to help them understand the world? (Theology) • How do ... relate to the problems and challenges of living in society? (Human and Social Science) • What role do reason and logic play in the life of a ? (Philosophy) <p>For Buddhism focus on the Buddha, the four noble truths and the eightfold path, meditation and social action. For Humanism focus on theories of knowledge, science, reason, observation, evidence and enquiry, relationship with science, social action, and campaigns.</p> <p>Y9 Islam (if 3-year KS3)</p> <ul style="list-style-type: none"> • What does it mean for Muslims that God has 99 names? (Theology)
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A possible evolution from the current Pan-Berkshire Syllabus – draft 3.

				<ul style="list-style-type: none"> • How does the lived reality of being a Muslim in Britain today reflect the teachings of Islam, and how has this changed over time? (Humans and Social Science) • How well can science and Islamic views coexist comfortably? (Philosophy)
KS4 – none currently as pupils should be following an accredited course such as GCSE)			Proposed Worldviews (Core RE – not recommended as pupils should be following an accredited course) Christianity in every year group Y10 – Wider traditions – e.g., Baha’l, Zoroastrian, Pagan... Y11 – Abrahamic as appropriate	If we think content is needed here it could be thematic, with a focus on diversity within as well as between religious traditions and worldviews covered.
KS5 – none currently			Proposed Worldviews School choice with a focus on diversity, morality and ethics.	

West Berkshire SACRE action plan 2023-4, updated Oct 2023

Aim	Actions	Timescales	People Responsible	Cost	Autumn 2023	Winter/Spring 2024	Summer 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: Autumn 2023 Spring 2024 Summer 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 31 st October 2023 4.30pm	Tuesday 20 th Feb 2024 4.30pm	Tuesday 6 th June 4.30pm
	3. Produce annual SACRE Report	Autumn Term 2023	SACRE Chair/vice chair	SACRE chair	Bring draft to Autumn 2023 meeting.	Complete by feb 2024 Send to NASACRE by feb 2024	
	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	Subscription rate £105	SW SACRE conference – March 2024 <i>DR to attend? feedback to network and SACRE – SACRE members welcome – small cost.</i> Strictly RE January 2024 – DR will attend	NASACRE AGM TBA 2024
	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	28 th November 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	Sept 2023	Jan 2024	April 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 2023/4?</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 Oct 2023

Agenda Item 10

West Berkshire SACRE Newsletter – Autumn Term 2023

Welcome to the new academic year and to the latest SACRE RE newsletter. We hope you all had a good summer, despite the weather, and managed to get some rest away from screens for a while!

We are aware that a new school year sometimes also means a new RE co-ordinator – at SACRE we are keen to make contact to all the RE leaders in schools so kindly ask if you could let the SACRE adviser for RE, David Rees, know the name and school email for the RE lead, even if there is no change it is useful for us to know the RE leaders so we can keep our records up to date – it will also enable SACRE to send information about RE developments and opportunities directly to RE leaders as well as being able to offer support should it be required. We do still have quite a few gaps in our database and so are aware that some information about networks, newsletters and resources is not directly reaching the RE lead – it would be so helpful if you could let us know this term. During this term SACRE members will be attempting to make contact with RE leads, just to offer support, hopefully you will hear from them soon.

Please send the details to the SACRE Adviser for RE, David Rees, - david@reesuk.onmicrosoft.com

We are very grateful to those schools who have already done this and look forward to seeing their RE leads at upcoming events which will hopefully be arranged this year.

One of the ways SACREs can support schools is by producing newsletters, like this, designed to inform RE teachers and leaders of some or all of the following...

- Local and national RE developments
- Free classroom resources
- Upcoming CPD opportunities
- News from faith communities – national and local

SACRE is also pleased to provide primary RE support in the shape of free RE networks run by the SACRE RE adviser – dates have been fixed for this term

- Tuesday 3rd October 4-5pm
- Tuesday 28th November 4-5pm

If you would like to attend any of these or receive information about support for RE, please email David on david@reesuk.onmicrosoft.com - zoom links will be sent to those who confirm

If you have anything you would like covered in any of the meetings, please do send suggestions through to David – we want the networks to be as useful as possible. We are always aware of the many demands on your time so thank you in advance for your attendance.

Local news

The Pan Berkshire Hub

- The Pan Berkshire Hub (a group consisting of members of 6 Berkshire SACREs (namely Bracknell Forest, RB Windsor and Maidenhead, Reading, Slough, West Berkshire and Wokingham) continues to meet under the excellent leadership of Anne Andrews and work together to help provide support and resources to help Berkshire teachers. The Hub produced some high-quality free teaching resources in the form of video clips and support notes. **The ‘Real People, Real Faith’** project produced Key Stage 1-3 classroom clips, these have been available for teachers to use since April 2021. The project set out to ask believers from different places of worship and religion and worldview communities questions about their faith and how it impacts on daily life – these were professionally filmed and edited with the classroom in mind. SACRE is pleased to announce that

recently filmed Humanism clips are now uploaded. Teacher notes have also been produced to accompany each video clip. They are hosted on the NATRE website <https://www.natre.org.uk/about-natre/projects/real-people-real-faith/> SACRE is delighted that the site has had over 4,500 hits and hopes they will continue to be used.

The hub meets termly and is now in discussion about the Pan Berkshire Agreed Syllabus review process – there will be opportunities for Pan Berkshire teachers to be involved. The hub has already gathered opinions on the existing syllabus and what changes might be needed to be included to reflect what has happened in the world of RE since the last syllabus was written. Please keep an eye open for opportunities and let David Rees know if you wish to be involved.

News – national

Regional RE Hubs

New regional RE Hubs have been set up to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional providers of research, CPD, resources, places of worship and so on for the benefit of all Religion and Worldview stakeholders.

SACRE Adviser David Rees will be involved in these and will keep you updated through networks and newsletters – it is a really exciting development which could really help RE teachers and leaders connect more locally and hopefully nationally. The website is now up and running and signposts many useful RE links including REQM and a growing list of regional speakers for school visits – check out the website here <https://www.re-hubs.uk/>

Interfaith week

Inter Faith Week takes place this year from **Sunday 12 to Sunday 19 November**.

The Week begins on Remembrance Sunday to encourage the remembering together of service of soldiers and civilians of different faiths and beliefs from Britain and the Commonwealth and to reflect on peace.

The Inter Faith Week website www.interfaithweek.org has lots of activity ideas, with examples and illustrations drawn from the many successful activities held for the Week to date by faith and belief bodies; local inter faith organisations; community and voluntary organisations; workplaces and staff networks; local authorities; emergency services; SACREs; schools, colleges, universities and youth organisations; chaplaincies; sports organisations; libraries; museums and art galleries; hospitals and hospices; and many others. It also includes practical guidance and links to further information. Ideas for activities can be found here: <https://www.interfaithweek.org/resources/ideas>

Culham St Gabriel's

Culham St Gabriel's NEW theme of the term is the Abrahamic faiths. They are kicking off with a FREE textbook on Shia Islam which teachers can download. Keep an eye on CSTG postings which will be exploring interesting aspects of teaching Islam, Christianity and Judaism for the rest of the term.

They have recently added a new course on Subject Knowledge and one more is planned for this Autumn: <https://courses.cstg.org.uk/>

The Introduction to Religion and Worldviews course is designed for teachers and non-teachers so. It will help them be up to date in current thinking about RE.

Also coming up is a free conference for Primary RE hosted by the Institute of Ismaili Studies in London.
CPD: Islam in the RE Classroom

This CPD event aims to enhance the quality of learning and teaching about Islam in Primary and Secondary RE classrooms in the UK. All KS1-3 mainstream schoolteachers/subject leaders who would like to learn about RE in general and Islam in particular are invited to join. An excellent opportunity to engage with the aesthetic, artistic, mystical and poetic expressions of a faith tradition that has evolved over time and geography.

Date and Time: 23 September 2023 (Saturday) 10:00 am - 4:30 pm

Venue: The Ismaili Centre, London - 1-7 Cromwell Gardens, South Kensington, London SW7 2SL

Register here: <https://www.eventbrite.co.uk/e/islam-in-the-re-classroom-tickets-696829885947>

RE Online

RE Online is a free quality-controlled website designed to support teachers with many different aspects of teaching and leading RE. The website has excellent knowledge essays designed to help teacher subject knowledge – these cover up to 15 different religions and worldviews and are written by experts in the field. These can be found at <https://www.reonline.org.uk/> under the knowledge tab.

A popular part of the website features the SHAP festivals calendar. As many of you will be aware the autumn term includes many festivals from a variety of religions and worldviews including

Some of this term's festivals include...

September 18th - Ganesh Chaturthi (birthday of Ganesh) – Hindu tradition

September 24th – Harvest – Christianity

September 25th – Yom Kippur – Judaism

November 8th – Birthday of Guru Nanak – Sikhi

December 8th – Bodhi Day – Buddhism

The website has information about the beliefs and practices behind each festival available here

<https://www.reonline.org.uk/festival-calendar>

Holocaust Memorial Day

Holocaust Memorial Day (HMD) takes place each year on **27 January**. Holocaust Memorial Day Trust (HMDT) encourages remembrance in a world scarred by genocide. HMD is for everyone. Each year across the UK, thousands of people come together to learn more about the past and take action to create a safer future. We know they learn more, empathise more and do more. <https://www.hmd.org.uk/>

Fragility of Freedom is the theme for Holocaust Memorial Day 2024.

Holocaust Memorial Day (HMD) 2024 marks the 30th anniversary of the genocide against the Tutsi in Rwanda. 49 years after the Holocaust ended, 19 years after the genocide in Cambodia, the world stood by as Hutu extremists shattered the fragile freedom in Rwanda, following decades of tension and violence, culminating in the murder of over one million Tutsis in just one hundred days.

HMD trust resources can help you learn more about the Holocaust and genocide and plan your own HMD activity. Explore life stories of survivors and those who were murdered, virtual activities, schools' materials, films, images and more using the filters below. <https://www.hmd.org.uk/resources/>

There will be local and national events as usual – more details on local events will be included in the January newsletter.

Resource and event news (often quoted from the providers)

- Jigsaw RE, the enquiry approach to Religious Education

'A one-of-a-kind, exciting way to teach RE across the primary school!

Jigsaw RE is the big sister of Discovery RE and turns Discovery RE's medium term planning into lesson-by-lesson plans and adds lots more enquiries giving lots of choice as to which religion/worldview to teach when.

Jigsaw RE is a comprehensive Scheme of Learning for Religious Education for the primary school, ages 3-12. Written by RE specialist teachers in the Jigsaw Team and trialled by 100 schools, the weekly lesson plans with all the resources needed to deliver them, and integral assessment process make Jigsaw RE the vehicle to transform statutory RE in the primary school. It adopts an enquiry-based Worldviews approach to teaching and learning with much flexibility and choice of which religion/worldview to include when.

This means Jigsaw RE is compatible with, and a huge help to implementing locally agreed syllabi across the UK. Our complimentary mapping documents transparently share how we see Jigsaw RE supporting each agreed syllabus and flag up gaps if there are any. Schools access Jigsaw RE by purchasing an annual or 3-yearly subscription. Prices relate to the number of pupils in the school.

See www.jigsaweducationgroup.com or contact us office@janleveragegroup.com and we will be happy to help you.'

- The hugely popular annual **CREative, REinspiring Virtual RE Conference** will run again all day on **Tuesday 19th March 2024**, it will once again be open to all schools and will have inputs covering EYFS-Key Stage 4 – it will have a mixture of familiar faces and fresh new people too. Please hold the date, further details will follow in the January newsletter.
- Humanists UK – visit their website for free downloadable resources, including lesson plans, classroom activities, presentations, videos, and humanist perspectives on a range of topics discussed in school, see our website Understanding Humanism. Teachers can also find guidance and information about CPD opportunities. You can also request a visit from a free humanist school speaker.

There are also two free online courses to develop your subject knowledge.

Visit these pages for all of the above information

<https://humanists.uk/education/teachers/> and <https://understandinghumanism.org.uk/>

- 'Learn Islam is a group of doctors, trustees, professionals, teachers and volunteers, which has been setup to help teachers. We work to provide high quality material related to Islam for free that has been verified, so that teachers are able to teach these topics in schools from young years to teenagers with more confidence and ease. These include:
PowerPoints slides for Primary and Secondary Schools.
Worksheets and Quizzes based on the slides to assess knowledge.
Covering KS1 through to KS4.
These are aligned to the RE syllabus, based on SACRE guidelines for Primary Schools and GCSE for Secondary Schools
88 recorded words on how to pronounce them based on the curriculum.
Resources can be found on the website www.learn-islam.co.uk
- Muslim Learner Services
'Promoting a better understanding of Islam in Schools and Colleges'

Muslim Learner Services based in visits schools (in-person or virtually) and supports primary schools with Islam assemblies, pupil workshops, staff training and Islam teaching resources.

Muslim Learner Services aims to:

- Promote a greater understanding of Islam in schools and colleges to foster better relationships between learners of all faiths and no faith.
- Help learners understand how to keep themselves safe from radicalisation and extremism.
- Support learners' spiritual, moral, social and cultural development, so that they are well prepared to respect others and contribute to wider society and life in Britain today.

Information and contact details can be found in the website below

<https://muslimlearnerservices.org/>

- NATRE, the subject teacher association for RE professionals, works to support those who teach and lead in all schools and institutions and at all stages of their career. NATRE has a website which includes a resource library - <https://www.natre.org.uk/resources/>

NATRE also organises the excellent **Strictly RE** conference which runs from 27th-28th January 2024 (Saturday and Sunday) with other seminars being run at twilight times before and after these dates. Strictly RE has become a key date in the diary for the RE community. With 400+ people taking part in over 25 online sessions, this event is a great place for RE professionals to come together to share ideas, gain new knowledge and further boost confidence when teaching RE, as there will be lots of downloads, presentations and ready-to-use resources for the classroom. There will be something for everyone, from Headteachers and Senior Leaders to Primary Teachers and ITEs. The Strictly RE 2024 event theme is 'Building a subject for the future!' SACRE RE Adviser will be attending and will be rolling out some of the key points in the Winter term networks.

SACRE hopes that this newsletter contains useful ideas to help you in the coming term. We will send another newsletter out at the start of the Winter term. In the meantime, SACRE sends very best wishes to you for the new term and as always commends you for all your hard work and dedication.

David Rees SACRE RE Adviser

September 2023

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