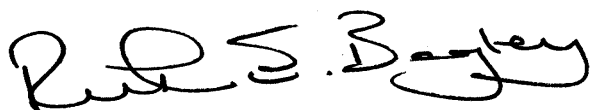


Date of issue: Tuesday, 04 October 2011

<b>MEETING</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE AND TIME:</b>	WEDNESDAY, 12TH OCTOBER, 2011 AT 4.30 PM
<b>VENUE:</b>	COMMITTEE ROOM 2, TOWN HALL, BATH ROAD, SLOUGH
<b>DEMOCRATIC SERVICES OFFICER:</b> (for all enquiries)	SIMON FULLWOOD 01753 875015

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



**RUTH BAGLEY**  
Chief Executive

AGENDA

PART I

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>
	Apologies for absence.	
1.	Election of Chair and Vice Chair	
2.	Minutes of the Last Meeting Held on 14/06/2011	1 - 4
3.	Matters Arising	

**AGENDA**  
**ITEM**

**REPORT TITLE**

**PAGE**

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|-----|---|--------|
| 4.  | Membership update   |        |
| 5.  | RE Trail update (Lynda Bussley)   |        |
| 6.  | CPD update (discussion of plans for shared meetings with RBWM)            |        |
| 7.  | NASACRE news (Jo Fageant)   |        |
| 8.  | Joint SACREs Conference Report  | 5 - 12 |
| 9.  | Annual SACRE report (Simon Fullwood/Peter Quinn) – (Report to follow)     |        |
| 10. | SACRE Development Plan (outline to be tabled at the meeting - Jo Fageant) |        |
| 11. | Date of Next Meeting  |        |
| 12. | Agreed Syllabus Conference  |        |
| 13. | ASC: Apologies for absence  |        |
| 14. | ASC: Election of Chair  |        |
| 15. | ASC: Update on syllabus review (Jo Fageant)                               |        |

**Press and Public**

You are welcome to attend this meeting which is open to the press and public, as an observer. You will however be asked to leave before the Committee considers any items in the Part II agenda. Special facilities may be made available for disabled or non-English speaking persons. Please contact the Democratic Services Officer shown above for further details.



**Standing Advisory Council on Religious Education – Meeting held on Tuesday, 14th June, 2011.**

**Present:-**

**Committee 1 – Christian Denominations and Other Faiths**

Sue Elbrow (Free Churches)

**Committee 2 – Church of England**

Reverend A S Allen, Alan Bignell, Jo Fageant (Chair), Christine Isles

**Committee 3 – Representatives of Teacher Associations**

Lynda Bussley (NUT)

**Committee 4 – Representatives of the LEA**

Councillor Balvinder Bains, Councillor Mewa S Mann, Councillor Sohail Mun  
Councillor Mohammed Basharat

**Apologies for Absence:-** Councillor Stacey

**PART 1**

**31. Minutes of the Last Meeting held on 9th February 2011**

The minutes were approved as a correct record subject to an amendment to the sub-heading of minute 23 to read Mrs Elbrow.

**32. Matters Arising**

Funding - It was confirmed that there was £2,500 of funding available to SACRE. SACRE would need to make a decision on how the funding should be allocated. It was noted that there would need to be a review of the agreed syllabus which would be shared with the six Berkshire SACREs. A contribution of £2,700 from Slough would need to be agreed. It was noted that the printing of the syllabus was not included in the cost but was left to be determined by each local authority. The Education Representative agreed to look into the funding situation.

Membership – SACRE was advised that new Muslim and Sikh representatives were being sought. The Chair confirmed that she would advise the Clerk regarding a Jewish representative.

Omission of RE from the EBac – The Chair advised that the RE community was backing its inclusion. However there had been no changes at present but a resolution was expected shortly.

Joint SACRE Conference – The conference was due to take place on the 28<sup>th</sup> June. According to previous agreements each local authority funded 5 delegates. However in the past Slough had not filled all places. A number of

## **Standing Advisory Council on Religious Education - 14.06.11**

Members expressed an interest in attending the conference and were advised to confirm with the Chair by the end of the week.

Concert for Jo Osbourne – SACRE was advised of a concert which was due to take place in October in memory of Jo. It was agreed to circulate an email regarding the concert to SACRE Members who may wish to attend.

RE Centre – The SACRE was advised that all resources from the centre had now been relocated. Sacred books had been taken into the care of St. Bernard's Grammar School and would be loaned to other schools. Remaining funds for the RE centre would be used for an RE trail.

### **33. Report on NASACRE Conferences - Verbal update by Jo Fageant**

The Chair provided a verbal update on the NASACRE conference held in March 2011 around the theme "Whose RE is it anyway?". The conference was well attended by delegates from across the country and the Chair advised that she led a workshop at the conference on the contribution of different faith communities to SACREs. There was a full report available on the NASACRE website which members could access if they wished. There was an award presented at the Conference to Clare Dempsey a year 11 pupil who produces videos for YouTube and has a blog promoting RE.

The NASACRE AGM which took place in May focussed on the work of young people and members of a youth SACRE spoke to the meeting about a project they had worked on. The Chair of the RE Council spoke to the AGM on the challenges facing RE and issues arising due to spending cuts such as the uncertain position for NASACRE and SACREs losing professional support were also discussed. A member raised a query about professional support for primary school teachers and was advised that the National Association of Teachers of Religious Education ran courses and offered support to local groups.

### **34. CPD opportunities for next year**

SACRE felt that it would be useful to have some training as the Locally Agreed Syllabus was approaching. A Member suggested that having a slot with NQT training may be useful. It was noted that the Oxford Diocese would be providing a training course each term of the next academic year. There would be sessions on Philosophy for Children in RE, Able, Gifted and Talented and Assessment for RE. Whilst this was devised by the diocese it would be open to all schools.

### **35. RE syllabus review and the establishment of an Agreed Syllabus Conference**

The SACRE were advised that normal practice for the establishment of the agreed Syllabus conference was for each nominating body to be asked if they would like their existing SACRE Member to be a member on the agreed Syllabus Conference. There was a general consensus that all those present

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at the meeting would agree to represent their particular group. The Chair advised that as she would be leading the review she would need to step down from her constituent group for the conference. It was usual practice for the conference meetings to run back to back with SACRE meetings. The final version of the Syllabus would go to a Conference meeting following the June SACRE meeting which would then enable it to be finalised before it would need to be adopted by full Council. Responses to a questionnaire on the agreed syllabus were tabled at the meeting.

**Resolved:** - That the Clerk write to Members to ascertain whether they wish to act for the constituent group for the Agreed Syllabus Conference.

### **36. Training for SACRE members led by Jo Fageant**

It was previously agreed by Members that it would be useful to have some basic training for SACRE and it was agreed that a short training session would be led by the Chair using the Resource CD from NASACRE. It was noted that everyone had a responsibility to be an effective SACRE Member and further information was provided on how this could be achieved. Members raised a number of interesting queries about the role that an effective SACRE could play including issues around community cohesion, the responsibilities of academies and how a SACRE could support them and issues regarding collective worship. Further issues were raised regarding the production of the Locally Agreed Syllabus. A number of suggestions were made for future development. A number of members agreed to provide documents on RE schemes of work in the respective schools.

**Resolved:-** That an item be added to the agenda for the next meeting on a SACRE development plan.

### **37. Date of Next Meeting**

The date of the next meeting was confirmed as Wednesday, 12<sup>th</sup> October, 2011.

Chair

(Note: The Meeting opened at 4.30 pm and closed at 6.08 pm)

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## **Joint SACREs Conference 2011 Reviewing our RE syllabus**

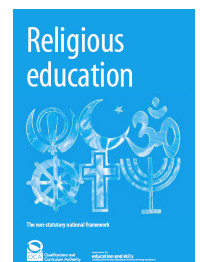
We set out to answer 4 questions:

- Are we properly familiar with the syllabus we have and will be reviewing?
- What are some of the factors influencing our syllabus review?
- Do we fully understand our responsibility?
- How are we going to undertake this review?

The syllabus:

It is based tightly on the 2004 Non-statutory National Framework for RE (NSNFRE).  
A full version of this document can be downloaded as a pdf from:

[http://betterre.reonline.org.uk/good\\_re/Non-Statutory\\_National\\_Framework\\_for\\_RE\\_0410.pdf](http://betterre.reonline.org.uk/good_re/Non-Statutory_National_Framework_for_RE_0410.pdf)



A copy of the 2006 Pan-Berkshire syllabus can be found at:

<http://www.westberks.org/GroupWorkspaces.asp?GroupId=610&WorkpaceId=90142>

The introduction section of the syllabus contains:

- Legal requirements
- Aims and attainment targets ('learning about' and 'learning from' religion)
- Contribution of RE to the wider curriculum
- Attitudes to be developed in RE
- Links with SMSC, Citizenship, PSHE, Key skills, language, ICT and inclusion
- Planning and assessment and level descriptions
- Key questions, which form the heart of the syllabus, across the key stages (KSs)

Guidance on RE programmes:

- The allocation of religions to KSs is as it has been in the previous two local syllabuses in line with teachers' requests not to change this (largely because of the resourcing implications)
- The themes set out in the NSNFRE for each KS were turned into key questions which form the backbone of the syllabus

Foundation Stage:

RE is seen here as working towards Early Learning Goals ie RE in the service of the FS aims and learning. There is a discrete section which outlines requirements:

- p20 RE statutory for all preKS1 pupils registered on school roll
- p21 Christianity + at least one other religion
- p22 Explored through religious: figures, stories, times, places, objects

KS1-3

Each of these key stages is summarised in a diagram which sets out the religions required at each stage and the themes (key questions) to be addressed ie:





KS1: At least Christianity and Judaism through

- What do people believe about God, people and the natural world?
- How and why are some stories and books sacred and important in religion?
- Why am I special?
- What does it mean to belong?
- What can people learn from religious leaders and teachers?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

KS2: At least Christianity, Hinduism and Sikhism through

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?
- Why and how are people influenced and inspired by others?
- What is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- How do people's beliefs about life after death influence the way they live?
- How and why are religious and spiritual ideas expressed and in the ways they are?

KS3: At least Christianity, Buddhism and Islam through

- How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?
- How do religions help believers decide what is right and wrong?
- Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?
- How do religions understand one another?
- How do people live as believers in the modern world applying their beliefs to everyday life and relationships?
- How do religions and, where appropriate, secular philosophies promote a balance between rights and responsibilities?
- Why and how might believers accept they have responsibilities to care for the world in which they live?
- How and why do people of different faiths engage together in activities to help the wider community and sometimes come into conflict?
- How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

In each KS the key questions are grouped and colour coded into three bigger areas of focus:

- Key beliefs and teachings
- How key beliefs and teachings are applied in everyday life
- How key beliefs and teachings are expressed in worship, symbolism and art

Schools are required to address each of the key questions in a key stage in relation to Christianity and at least some questions from each colour coded section for the other compulsory religions. Other religions may be explored without insistence on this balance. No guidance is provided about the relative amounts of time or attention to be given to different faith traditions in any of the key stages. Choices can be made in response to the nature of school communities.



14-19:

- Examinable courses compulsory at KS4
- Examinable courses encouraged for Post 16
- Minimum time stipulation for Post 16

#### Appendix

There is an appendix outlining an approach to the Baha'i faith. During this review and subsequently other faiths could be added in the same format later eg Humanism.

Developments we need to consider:

- NSNFRE – is this still what we want to use as the basis for our syllabus
- RE in English schools: Non-statutory guidance 2010 – do we need to consider any advice found in this document?
- Assessment in RE – there is a national working party currently reviewing the level descriptions and the nature of assessment in RE. We will need to keep this in our sights as the review progresses
- Review of the NC – to what extent do we aspire to develop a syllabus that will sit comfortably alongside the National Curriculum. At present we don't know what a review of the NC will result in so this is something else to try to be informed about as the two reviews go forward
- EBacc – will RE's omission or inclusion influence what we require in KS4

Teachers responses and suggestions – summarised below and found in full, by LA, at:

<http://www.westberks.org/GroupWorkspaces.asp?GroupId=610&WorkpaceId=90142>

What teachers say:

Responses were received from: 21 secondary schools, 2 middle schools, 54 primary schools, 2 special schools

Of those responding, 6/54 primary schools and 1/21 secondary school said they were not confident with the syllabus. All others were either reasonably or very confident with it.

Few had made use of the supplementary guidance on planning published to schools in some LAs but those who had used it found it helpful.

Most schools use the syllabus creatively and flexibly to create their own questions based on those in the syllabus

Schools identified the following as strengths of the current syllabus:

- Questions
- Breadth
- Flexibility
- Detail
- Exemplar expectations
- Colour coding
- Clearly set out, good clear structure

Schools/teachers included amongst the things they want:

- More flexibility
- Less content, more explanation of content
- Less repetition
- More skills based

- More concise
- More for EYFS
- More guidance eg what, when, how etc
- More thematic approach
- Separate out for each year group
- More guidance on Christianity
- More cross curricular links
- Links with PLTS
- More ideas and suggested activities
- Levelled assessment tasks
- More on assessment
- Exemplification of levels
- Pupil friendly level descriptions
- Exemplar plans
- Resource suggestions including websites and contact details for places of worship
- Resources – eg DVD
- More training including in questioning skills
- Make it more child friendly
- Recognise many children don't have a religious faith
- DON'T MAKE MUCH CHANGE

The statutory responsibilities involved in a syllabus review:

Each LA must establish an Agreed Syllabus Conference (ASC) which comprises 4 groups exactly as a SACRE. There is no facility for co-options on an ASC but it can seek and take advice as needed. Members of each group have particular areas of expertise and influence to bring to the review process:

- Groups A and B- valued advice on presentation of each religion
- Group C – valued advice on what will work in schools
- Group D – ensure no hiccups at the final stage when the syllabus has to be approved and published by the council in each LA
- Each group has one vote and all groups must approve the revised syllabus

The process:

- Joint SACREs Conference 2011 – 28th June @ Easthampstead Park Conference Centre
- September (date to be confirmed) a meeting for Chairs and LA officers, together with other SACRE members who would like to be involved. This meeting will consider the big key principles on which the shared syllabus will be based
- KS working groups meet during October
- First ideas to ASCs in November
- Faith groups meet to ensure representation of their religions are acceptable in early spring
- Refinement and first draft for ASCs in Feb
- Support material and final draft by late May
- Council approvals by end of June
- Publication July 2012
- (website sharing throughout the process)

This timetable is very tight and is dependent on no major disagreements. With more debate, timings might need to be amended. A review can take as long as is needed. This timetable is proposed just so a new syllabus might be in place for September 2012 and also takes account of when money has been scheduled to be available.

Key issues:

- Dates of ASC meetings – these need to be co-ordinated into the first two weeks of November and February
- Selection of teachers from each KS by early September ready for working group meetings in October
- Teachers' responses and requests – what could each SACRE do? Could SACREs share out work on the development of support material so that cost and effort might be spread realistically reflecting budgets and capacity
- Publication – each SACRE/ASC needs to consider how it wants the syllabus published eg hard copy, CD, web. Funding requests need to be made in plenty of time for a July 2012 publication date
- Dissemination/launch – how will the syllabus get to schools? Will there be a launch? In each LA? Will it be combined with some training for teachers?
- Training – initial and on-going. What commitments might/can be made?

Suggestions/questions arising from discussion groups:

- Cross-SACRE co-operation to share resources, expertise, the development of support materials and the provision of training is to be welcomed.
- It would be good to raise awareness of what each SACRE identifies it can best offer any shared initiatives.
- Chairs and LA officers with responsibility for the six SACREs should consider meeting maybe twice a year to facilitate such sharing.
- Training in relation to a revised syllabus is important especially for those who are nervous about change or new to the syllabus altogether.
- There should be a brief sheet which sets out the differences between the 2006 syllabus and the new one when it is available.
- Delegates were in favour of a launch for the syllabus to raise the profile and status of RE. Perhaps Headteachers as well as RE subject leaders should be invited. Governors?
- NQTs should have access to good RE CPD.