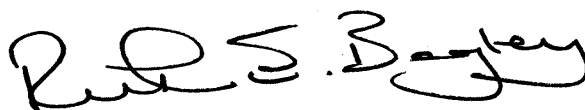


Date of issue: 2<sup>nd</sup> June 2015

<b>MEETING</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE AND TIME:</b>	WEDNESDAY, 10TH JUNE, 2015 AT 4.30 PM
<b>VENUE:</b>	MERCURY SUITE 1, ST MARTIN'S PLACE, 51 BATH ROAD, SLOUGH, BERKSHIRE
<b>DEMOCRATIC SERVICES OFFICER:</b> (for all enquiries)	NEIL FRASER 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

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2.	Election of Chair and Vice Chair	
3.	Welcome to new SACRE Members - Julie Siddiqi	
4.	Minutes of the last meeting held on 26th February 2015	1 - 6

<b><u>AGENDA</u></b> <b><u>ITEM</u></b>	<b><u>REPORT TITLE</u></b>	<b><u>PAGE</u></b>
5.	SACRE Membership update - Democratic Services	7 - 8
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7.	SACRE Member News - An update from Members regarding activities undertaken since the last SACRE meeting - Julie Siddiqi	
8.	Response to Lord Nash's Letter - Jo Fageant	9 - 10
9.	Report on Joint SACRE Meeting - Jo Fageant	11 - 16
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12.	SACRE Finance - Robin Crofts	19 - 20
13.	Supplementary Schools - Robin Crofts	21 - 22
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15.	Costed SACRE Action Plan discussed at the meeting at Montem Academy held on 13th April 2015 - Jo Fageant	25 - 26
16.	Date of Next Meeting - TBC	

#### 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. Please contact the Democratic Services Officer shown above for further details.

The Council allows the filming, recording and photographing at its meetings that are open to the public. Anyone proposing to film, record or take photographs of a meeting is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.

**Standing Advisory Council on Religious Education – Meeting held on Thursday, 26th February, 2015.**

**Present:-**

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

Julie Siddiqi (Chair), Waqar Bhatti, Zubayr Abbas-Bowkan, Sue Elbrow, Ashpreet Singh Nainu, and Hardip Singh Sohal

**Committee 2 – Church of England**

Rev Andrew Allen, Christine Isles, and Andrea Sparrow

**Committee 3 – Representatives of Teacher Associations**

Linda Lewis and Lynda Bussley

**Committee 4 – Representatives of the LEA**

Councillors Ajaib, Brooker, Cheema and Rana

**Other**

Jo Fageant – Professional Advisor

**PART 1**

**25. Apologies for Absence**

No apologies were received.

**26. Minutes of the Last Meeting held on 15th October 2015**

**Resolved -** That the minutes of the last meeting held on 15<sup>th</sup> October 2015 be approved as a correct record.

**27. Matters Arising from Minutes**

None.

**28. SACRE Member News - Julie Siddiqi**

Julie Siddiqi introduced the SACRE Member News item, and explained that this was to be a new standing item brought to each subsequent meeting of SACRE.

The purpose of the item was for SACRE members to advise on what had occurred, or what tasks had been undertaken, between SACRE meetings.

Jo Fageant advised SACRE that Lord Nash, Parliamentary Under Secretary of State for Schools, had recently written to SACREs highlighting, among other things, the importance of reaffirming the values of respect and tolerance in all schools. NASACRE had subsequently written to SACREs advising that SACREs should discuss the letter and its implications for their own Local

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Authorities, before writing a response. It was recommended that SACRE's response should include:

- Thanks for the letter;
- Support for the proposal to commission an analysis of Annual Reports and produce a report about SACREs nationally on that basis;
- A confirmation that SACRE members are not volunteers but appointed members of a statutory body and, that whilst they offer much to their local authorities (LA) in terms of social and cultural capital, their main purpose is to advise the LA on religious education and collective worship;
- A question for the Under Secretary of State how the Department for Education is going to hold local authorities to account in relation to their responsibilities to support and resource SACREs;
- A question for the Under Secretary of State about the relationship SACRE should have with Academies and Free Schools in light of the Academies Commission Report 2013 where local authorities are seen to be the champion of children and young people and therefore advocates for a broad and balanced curriculum, including RE which is the only curriculum responsibility of LA.

Jo Fageant advised that a copy of Lord Nash's letter would be forwarded to all SACRE members. In addition, the date of the next NASACRE AGM was confirmed as being 21<sup>st</sup> May 2015.

Finally, Ms Fageant confirmed that she would be retiring as of 31<sup>st</sup> March, though would remain in her role as Professional Advisor for Slough SACRE.

Christine Isles advised SACRE on 'Open The Book' - an organisation of volunteers who attended schools and performed stories of the Bible for the children. The group was highly recommended, and the Council was advised to review whether the group could be used at their own schools.

Councillor Preston Brooker advised that he had recently been made a Church Governor at Churchmead School.

### **29. SACRE Membership Update - Democratic Services**

The Clerk introduced a summary of current SACRE Membership, highlighting the remaining vacancies to be filled. Members advised that they were

## **Standing Advisory Council on Religious Education - 26.02.15**

continuing to actively attempt to fill the vacancies, but to date had been unsuccessful.

Lynda Bussley confirmed that she had emailed the Association of School and College Leaders requesting nominations, though had yet to receive a response. The importance of recruiting locally, rather than regionally, was highlighted.

Victoria Hall was confirmed as having emigrated to Dubai, and so would no longer be able to attend SACRE. A new vacancy for Church of England representation was therefore confirmed.

### **30. Constitution/Terms of Reference review - Democratic Services**

The clerk introduced a report on the SACRE Terms of Reference, following questions raised at the previous SACRE meeting.

SACRE members had sought clarity on the following points:

#### **1. Election of SACRE Chair and Vice Chair**

It was highlighted that in previous years, the election of the Chair and Vice Chair had taken place at the first meeting of the new Academic year. It was confirmed that Local Authority Members were appointed to SACRE at the Annual Council meeting, held in May. The subsequent meeting of SACRE following the Annual Council was therefore the first meeting of the new municipal year, and the Chair and vice Chair were elected at this meeting.

#### **2. Appointment of LA Members by thirds may mean they would not be present for the standard three year term of SACRE membership.**

It was confirmed that Local Authority Members were selected for appointment to meetings, such as SACRE, during a Group meeting prior to the Annual Council. During this meeting, meeting preferences could be stated and volunteers could be sought. As this occurred annually, elected Members were confirmed as a member of SACRE for a period of 1 year only. Thereafter, the process would be undertaken again, at the subsequent years Group meeting. At this time, it may be that the same Members would be appointed to SACRE for a further year, or there may be new Members appointed, based on Member availability and preference.

#### **3. The number of meetings required to be missed before SACRE membership was revoked.**

The Terms of Reference confirmed that “where a nominated representative fails to attend three consecutive meetings of the SACRE and fails to give their apologies, s/he shall cease to be a member of the SACRE and the nominating body shall be invited to nominate another representative.”

## **Standing Advisory Council on Religious Education - 26.02.15**

The clerk confirmed that, whilst attendance at SACRE had been an issue in the past, a review of recent meetings showed that attendance was now very good. In addition, it was felt that as there were only three meetings in each municipal year, it would be somewhat premature to instigate the revocation of membership process after one or two missed meetings, for which a member may have valid reasons for absence.

### **31. Joint SACRE Meeting Feedback - Julie Siddiqi**

Julie Siddiqi introduced a summary of the Regional Joint SACRE meetings that she had attended since the last meeting of Slough SACRE. During the meetings, discussions were held around the sharing of resources, as well as projects to take forward.

It was confirmed that one such project had been teacher visits, accompanied by a professional photographer, to places of worship in Reading and Wokingham. Photos of the sites were taken and had been distributed to all schools in the area as ready-made teaching aids.

The feasibility of carrying out the same exercise within East Berkshire was now being reviewed. It was likely that such an undertaking would require the use of a minibus, but that the same photographer could be used.

Additional training of hosts at the places of worship was also discussed, which would include the creation of shared documentation including shared booking forms or hosting guidelines setting out what learning outcomes were to be achieved from the visit. Funding for this had been applied for, for a final decision at a forthcoming Trustees meeting on 27<sup>th</sup> March. If this bid proved to be unsuccessful it was agreed that each of the attending SACREs could contribute a portion out of their annual budget. This was likely to be a portion of the total figure of approximately £2,000.00. In preparation, Robin Crofts was requested to confirm the remaining SACRE budget to the Chair by email.

With regard to the sharing of RE Resources, it was confirmed that St Mary's C of E School had a significant collection of religious resources, but that it was in need of cataloguing before such resources could be made available. Ashpreet Singh Nainu and Waqar Bhatti agreed to liaise with Linda Lewis to undertake a cataloguing exercise.

### **32. Collective Worship Briefing Paper- Jo Fageant**

Jo Fageant, Professional Advisor, introduced a paper designed to provide guidance on Collective Worship to schools. Feedback to the paper was sought.

It was confirmed that Collective Worship remained a legal requirement for schools, though not all schools were adhering to the requirement. Ofsted would likely review this and make comment on it during any inspection. It was noted that the Policy listed a requirement of Collective Worship to be "broadly Christian in character" and it was confirmed that schools could apply for a

## **Standing Advisory Council on Religious Education - 26.02.15**

determination should they not wish to deliver Collective Worship in this manner.

The question of how SACRE could help support Islamic Collective Worship in schools was raised, particularly for important rituals held on Fridays. It was confirmed that this would be separate from Collective Worship, which was designed to be broadly generic and encompass many different faiths. However, it was confirmed that schools often made a particular classroom or space available as a 'quiet room' where students or staff could undertake their own acts of worship. It was agreed that further guidance on this would be added to the next SACRE School Newsletter by Jo Fageant.

Feedback to the paper was positive, though it was requested that the document be condensed, retaining the policy itself. It was also requested that a list of approved external people who could deliver and run acts of Collective Worship be added. The request was received favourably, though it was noted that any such list would need to be rigorously maintained to avoid becoming obsolete. It was agreed that this list be added to the guidance paper, and that Julie Siddiqi be added as a main contact, responsible for the maintenance of the list.

### **33. Places of Worship Update - Jo Fageant**

It was confirmed that the topic of Places of Worship had been discussed as part of item 7 – Joint SACRE Meeting feedback.

### **34. SACRE Working Groups/ Committees - Jo Fageant**

Jo Fageant, Professional Advisor, confirmed that NASACRE had recommended that SACREs could form sub committees to act on projects between meetings. Such sub committees would need to be quorate, and therefore would require the attendance from one member of each of the 4 Committee groups.

It was agreed that a sub committee be formed, comprising of Councillor Preston Brooker, Lynda Bussley, Andrea Sparrow and Waqar Bhatti. The sub committee would arrange to meet once before the next meeting of SACRE, to discuss the work plan for SACRE moving forward. It was confirmed that this meeting would be hosted by Lynda Bussley, at Montem Primary School Jo Fageant would also attend.

### **35. Discover RE - Jo Fageant**

A Discover RE resource pack was brought to the meeting for members to review. SACRE noted the resource available within the Discover RE package. However, the Discover RE Newsletter was recognised as containing inaccuracies that were concerning – for example, the link to the Sikh religion included details on Hindu gods etc.

**36. SACRE- Future Actions**

Future actions of the SACRE were discussed, and confirmed as follows:

1. Jo Fageant was to email the group the draft of the next SACRE Newsletter, for comment, with the aim of forwarding the final version to schools before the end of the Summer term.
2. Jo Fageant was to email details of a forthcoming RE meeting on 9<sup>th</sup> March to Lynda Bussley, so that she may attend.
3. Robin Crofts/Neil Fraser were to review SBC's position in relation to the current SACRE website. The potential for building and maintaining a new website separate from Slough's main site was discussed. It was understood that the cost for such an endeavour would need to come out of the SACRE budget. Robin Crofts/Neil Fraser were tasked to provide an update to the Chair and Professional Advisor as soon as possible.

**37. Date of Next Meeting - TBA**

The date of the next meeting was confirmed as being Wednesday, 10<sup>th</sup> June. A venue was to be determined closer to the meeting date.

Chair

(Note: The Meeting opened at 4.30 pm and closed at 6.40 pm)



## **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

### **Committee 1 - Christian Denomination and other Faiths (12)**

The Free Churches (1)	Sue Elbrow (until 2017)
Black Free Churches (1)	Vacancy
The Roman Catholic Church (1)	Vacancy
Hinduism (1)	Vacancy
Islam (4)	Julie Siddiqi (until 2017) Zubayr Abbas-Bowkan (until 2017) Waqar Bhatti (until 2017) Vacancy
Judaism (1)	Vacancy
Sikhism (2)	Hardip Singh Sohal (until 2017) Ashpreet Singh Nainu (until 2017)
Baha'is (1)	Vacancy

### **Committee 2 – The Church of England**

The Church of England (4)	The Rev Andrew Allen (until 2017) Christine Isles (until 2017) Andrea Sparrow (until 2017) Vacancy – one nomination received, to be approved at July Council meeting
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### **Committee 3 - Associations representing Teachers (6)**

National Union of Teachers (1)	Lynda Bussley (until 2017)
VOICE (Formerly Professional Association of Teachers) (1)	Linda Lewis (until 2017)
National Association of Head Teachers (1)	Vacancy
Secondary Heads Association (1)	Vacancy
National Association of School Masters/Union of Women Teachers (1)	Vacancy

Association of Teachers and Lecturers (1)

### **Committee 4 – Representatives of Local Authority (5)**

#### **Professional Advisor**

Vacancy  
Councillors Brooker, Dhaliwal,  
Rana, Zarait  
(one Conservative vacancy)  
Jo Fageant

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Dear Lord Nash

The Slough SACRE thanks you for your letter about the importance of SACREs across the country. As members we are pleased to have the value of our work recognised.

We were pleased to read of your recognition of the vital importance of good religious education for all pupils. We have a responsibility to monitor and support RE in the schools we serve. The changing roles of local authorities and the current style of Ofsted reports makes this difficult for us, along with the focus, time and commitment schools have to attach to other areas of the curriculum for which they are more publically accountable. Linked with this we are also concerned about how we should relate with academies and free schools. The Academies Commission Report of 2013 made it clear that local authorities should champion children and young people in their areas including their access to a broad and balanced curriculum. As responsibility for RE is delegated to local authorities, their SACREs and Agreed Syllabus Conferences, we are interested to know how you recommend we should liaise with those schools now outside of local authority control?

Our SACRE is fortunate in the support it receives from the local authority. However, we work in partnership with a number of neighbouring SACREs which are not so well supported. You have judged the work of SACREs to be important and valuable so we are interested to know if there are any plans to call local authorities to account in relation to their responsibilities to support and resource SACREs?

We very much welcome the proposal to commission an analysis of Annual SACRE Reports so that a report about the work of SACREs nationally can be produced to support our continuing efforts.

Regards

Jo Fageant  
On behalf of the Slough SACRE

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## **Developing a Strategy of Regional Support for RE: Regional Expression of Interest (EOI) form**

### **Introduction**

This RE Regional Expression of Interest form should be read in conjunction with *Implementing a Strategy of Regional Support for RE*, the report and recommendations agreed by the Religious Education Council (REC), the National Association of Teachers of RE (NATRE) and Culham St Gabriel's Trust (CSTG). The report gives the background to the regional strategy, and is available on the CSTG website at ...,

Networks of RE practitioners in any region of England or Wales will be able to benefit from the regional strategy by expressing an interest in developing their work and by applying for resources to make their developmental ideas possible.

In the summer term of 2014, up to four regional pilots will invited to exemplify the regional strategy. In the academic year 2014-15, subject to evaluation and review of the pilots, practitioners in all regions of England and Wales may be able to use this Expression of Interest (EOI) form to apply for resources to support regional work in RE.

### **Background briefing for pilots and applicants**

The paper *Implementing a Strategy of Regional Support for RE* identifies the following aims for regional hub activity:

- (a) To create informing, connecting, inspiring and energising regional networks of teachers of RE;
- (b) To promote practical wisdom through two-way engagement between RE research and RE pedagogy, leading to improvement in standards of teaching and learning in RE;
- (c) To build capacity of RE leadership locally, regionally and nationally, by developing confidence, expertise and vision.

The paper is clear that regional hubs are definitely not intended to be a new organisation and should not become a new bureaucratic structure.

Pilots and applicants might also find it useful to bear in mind the following practical points that regional networks could think about and address:

- The central focus of regional activity needs to be the RE teacher's needs and intentions in improving teaching and learning.
- Hubs can be started and maintained by any RE partner but need a leader whose time to coordinate the activity is identified, recognised and paid for – a professional partner to 'hold the ring'.
- Hubs can be as small or large as they like. There is no 'right' size. It might help to think of regions as hubs, subdivided into smaller action research sets or action learning networks. Hubs and sets can be territorial but they can also link teachers in schools that are statistical neighbours, members of an academy consortium, partners with the same university, or RE teachers living in the same area.
- Linking teachers locally and nationally through carefully integrated use of social media, such as #Teachmeets, @reonline\_tweets, @rethinkREnow and #REchatuk can support and build insights.
- The difference that hubs can make to teachers' capacity could be crucial. Hubs can transcend discussions about 'what works in the classroom' and get to 'why it works' and 'how it can work better'. The action research element of critical questioning and quality assurance can be had through university/school interaction.
- Pedagogical understanding and commitment in teachers needs openness and inclusivity. Hubs may decide to focus on a particular pedagogical model offered by a nearby university; but it is also good to encourage teachers to be versatile pedagogically, and to keep developing their repertoire of different pedagogical models.

The paper *Implementing a Strategy of Regional Support for RE* also contains two regional 'scenarios' which give an idea of the diversity of approaches that can be used. On its final page, in Appendix 5, the paper offers a conceptual diagram of the possible ingredients of regional hub activity.

## Before you express an interest in funding

Before applying for resources to help develop a regional strategy for RE, it is strongly advised that applicants take the following three steps:

1. Read the paper *Implementing a Strategy of Regional Support for RE* in order to gain a strong shared understanding of the purpose of regional hubs.
2. Contact CSTG Consultants on regional strategy, Alan Brine on [alan@cstg.org.uk](mailto:alan@cstg.org.uk) or Mary Myatt on [mary@cstg.org.uk](mailto:mary@cstg.org.uk) , to organise a meeting or conversation that will help you with your aims.
3. Reflect on the three developmental questions:
  - a. What am I/are we trying to achieve for the improvement of RE?
  - b. How will I/we organise the improvement, and who are the strongest regional partners to work with?
  - c. What are the success measures?

## Expression of interest in funding (EOI)

After taking the three steps identified above, please complete this brief EOI form to express an interest in benefiting from Culham St Gabriel's resources to support regional development. Please note, the upper limit for each pilot is £2,000. Projects which require more substantial funding should use the normal individual or corporate grant application process.

Region: Berkshire (SACREs of six unitary authorities working together)
Your name and professional position: Jo Fageant, Adviser to West Berkshire and Slough SACREs Jan Lever, Adviser to Reading and Wokingham SACREs Anne Andrews, Adviser to Bracknell Forest and Windsor/Maidenhead SACREs
Your contact details: Jo Fageant: <a href="mailto:jefconsultancy@hotmail.co.uk">jefconsultancy@hotmail.co.uk</a> Jan Lever: <a href="mailto:jan@janlevereducationconsultancy.com">jan@janlevereducationconsultancy.com</a> Anne Andrews: <a href="mailto:anne.andrews@oxford.anglican.org">anne.andrews@oxford.anglican.org</a>
If successful, the details on the person or organisation to whom the funding should be sent: <u>Jan Lever Education Consultancy and Training Ltd</u> <b>Tel:</b> 01202 377192 or 07973 752250 <b>Web:</b> <a href="http://www.janlevereducationconsultancy.com">http://www.janlevereducationconsultancy.com</a> <b>Company Registration No.:</b> 07225363 <b>VAT Registration No.:</b> 169429665 <b>Address:</b> The Cabin, 8 Davenport Close, Upton, Poole, Dorset, UK BH16 5RE

In RE terms, I would describe my region as (delete as appropriate):  
An area where much is already happening but could be better joined up

Title and brief description of your proposed regional activity for improving RE (maximum 100 words):

**Improving the educational effectiveness of visits to places of worship.**

We aim to develop a training seminar for volunteers from faith communities who host visits to places of worship. The session will be run twice, once in each of east and west Berkshire. Invitations will go to a range of faith communities across Berkshire. Members of groups A and B from each of the six participating SACREs will take part so they can develop, along with other visit hosts, as leaders with expertise and vision in supporting school visits. They will also have a role in monitoring and evaluating the effectiveness of visits.

Next, please complete the questions below, making use of your conversations with CSTG consultants and your reflections on the three developmental questions.

Please write up to 200 words in answer to each of the following three developmental questions:

What am I/are we trying to achieve for the improvement of RE?

RE advice, local and national, advocates visits to places of worship for pupils of all ages. However, these experiences often miss their potential because teachers and hosts do not understand how they can best contribute to pupils' learning and progress in RE

This initiative aims to improve planning, teaching and evaluation of visits and, hence, learning outcomes. It will grow a group of visit leaders supporting confidence, expertise and vision in their host and teacher colleagues. It will do this by developing with visit hosts and members of SACRE Groups A and B improved understanding of the RE curriculum, particularly as found within the locally agreed syllabus shared by the six participating SACREs. It will explore age appropriate approaches and the development of interactive, pupil-centred presentations and materials. It will consider the necessary liaison between schools and hosts about learning objectives and intended outcomes and support the development of documentation to help this process. The intention is to increase the educational effectiveness of visits. The two sessions will be complemented by meetings funded by SACREs ie RE subject leaders meetings on the same theme in each of the six local authorities and a meeting bringing teachers and hosts together.

How will I/we organise the improvement, and who are the strongest regional partners (individuals,

Two sessions, in different locations, will be delivered for potential hosts of visits to places of worship including members of groups A and B from each of the six participating SACREs. These will be led by three advisers who serve these SACREs and lead teachers from the six SACRE funded teacher sessions. Other partners will include the *Welcome Days* workers at Reading Synagogue; members of *RE Inspired* who lead visits in East Reading and Wokingham, the



<p>schools, networks or organisations) to work with?</p>	<p>Muslim Chair of the Slough SACRE who organises mosque visits and providers of <i>The Jewish Way of Life</i> exhibition. Sessions will provide an opportunity to share expertise already developed amongst the 'hosts' and explore new/additional material prepared by the advisory/teacher team. They will involve presentations, group discussions and group work to develop shared documentation.</p> <p>In addition, and separately funded there will be: 6 sessions, one in each LA, between April and July on the same theme from teachers' perspectives Days of visits organised for teachers to some of the places of worship in East Berkshire from which hosts have been drawn (similar days have already taken place in Reading for teachers in parts of the west of Berkshire) The production of photographic resources.</p>
<p>What are the success measures?</p>	<ul style="list-style-type: none"> <li>• Recognised increase in confidence and expertise amongst visit hosts (and teachers from the SACRE funded sessions)</li> <li>• Improved clarity of intention between schools and visit hosts about RE learning objectives</li> <li>• The development by the places represented of information which can be shared with schools about facilities within each place and the types of visits possible</li> <li>• The development of a shared request/booking form which includes details negotiated with schools about visits including learning objectives</li> <li>• The development of a shared feedback form to affirm good practice and support continuing improvement.</li> <li>• Evaluation led by Group A and B members of SACREs working with lead teachers demonstrating increased educational effectiveness of visits through improved liaison between schools and hosts.</li> <li>• Alongside this, but separate from it, those attending individual LA meetings for teachers of RE will receive an update on this initiative, exemplars of documentation and contact details helpful in organising visits. This information will be also be made available to other teachers via LA websites. Sessions will also consider the importance of negotiated intentions/objectives of visits that specifically link with the RE curriculum.</li> </ul>
<p><b>Timescale:</b> Dates for the two seminars in the summer term will be set in March, fliers and invitations created before the end of the Easter holiday for distribution at the start of the summer term.</p> <p><b>Starting date:</b> A planning meeting of the three advisers will take place at the end of April 2015</p> <p><b>Finishing date:</b> End of July 2015</p>	
<p>Please identify the cost of the activity up to a maximum of £2,000, and break the cost down into specific actions. £800 - Planning meeting with three advisers and development of seminar resources</p>	

£1200 – Two seminars: Adviser time, venues, refreshments, travel expenses (£600 for each session)
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Once you have completed this EOI form, please send it by email to one of the CSTG consultants, Mary Myatt [mary@cstg.org.uk](mailto:mary@cstg.org.uk) or Alan Brine [alan@cstg.org.uk](mailto:alan@cstg.org.uk) . The trust will then decide on your EOI and respond to it as rapidly as possible.

## **Report on NASACRE AGM 2015**

### **Charles Clark at the NASACRE AGM 2015**

Introduction: Big time of reconsideration for RE. Professor of politics, not a man of faith. Gov doesn't understand well enough the place of religion in public life. SACREs work for links between education and faith communities.

Has authored with Linda Woodhead a book about relationship between religion and schools eg does present legislative framework work now in contemporary context of changed religious life and practices; also role of LAs having been diminished. Started from question about whether the current framework is the right one to promote good RE. RE has never been more important than it is now – just listen to the daily news! Students can't be prepared to live in the modern world without an understanding of religions and having a chance to consider their own responses. His experience is that religion has an importance in the lives and thinking of young people.

Questions addressed in the book: (also covers CW, admissions, faith schools etc)

**Should RE be a statutory requirement at all?** They maintain it is important to retain it because of the need for young people to understand religion and think about it in the formation of themselves. If dropped they think this would be very damaging. Should it be part of the NC? Sceptical that its inclusion would be helpful but it is a question for consideration.

**What should the subject be called?** RI/RE? Reasonable to have right to withdraw if RI. In Scotland it's Religious and Moral Education. Interesting balance between instruction, formation and education (*this compares with a debate within the National Society about whether the purpose of RE should be evangelism, faith nurture or academic study!!!*)

**Should it be right through the school curriculum - to end of sixth form?** Their conclusion is that 14-19 curriculum in schools and colleges is in a mess. He had supported the implementation of the Tomlinson Report for a more coherent approach. Real question about whether should be part of all KSs

**National or local determination of the structure of the subject?** His own family move from Hackney to Norwich highlighted the dislocation of different syllabuses. Not therefore convinced about different content but is convinced about the importance of local SACREs in building link between religion and schools/education. Limited support in some areas means the current situation is not acceptable. Either change or make the current structure work. (*CStG hub initiative potentially undermines SACREs*). IF a national structure, how will local SACREs work? The content should be influential in all schools faith/independent etc. because important that all children have a well-rounded understanding. Delicate situation to manage and very controversial. BUT cannot be off the agenda.

**Roles of SACREs if properly resourced?** Whether national or local syllabus it should be reviewed every 5-7 years and there should be local debate about how this would be worked out in local context. There should be more engagement between schools and local faith communities to develop understanding (*absolutely our hub project*). He suggests local SACREs should be driving this forward through visitors from communities into schools and students visiting faith communities/places of worship to implement syllabus so it's a breathing living learning.

Supports the idea that non-theistic systems of beliefs should be compulsorily part of RE.

Community cohesion is important and schools need to be properly resourced to support this and this can be promoted and driven by local SACREs. It should have revised weight of importance. This is particularly important in our society where many people are alienated and frustrated by how issues are not resolved.

For parents who do want their children to have RE, SACREs could help them find and access this.

**Need to question the continuing right of withdrawal.** Sensitive issue but our contemporary context raises this as a serious issue. However, how this sits with human rights of parents and children makes this very complex.

The status quo is not an acceptable situation. There are too many criticisms of the state of RE in our schools. The 1944 settlement needs to be revisited – relationship of religion and schools. This re-evaluation needs to be addressed early in the life of this new government.

*(CC suggests either proving the current system cannot work OR providing sufficient support to ensure SACREs do work. Later discussion also pointed out that to be effective local SACREs need to have decision-making powers as well as funding.)*

Post-presentation discussion:

- Good idea to approach local MP. CC thinks this area will be increasingly discussed in response to reports coming out. Need to contact new MPs to highlight APPG and find out how it is going forward without Stephen Lloyd. CC suggests limiting this initially to sharing situation in local community.
- Withdrawal can only be removed when it can be clear to everyone what is being taught. Can't be achieved quickly but important that extremists should not be able to opt their children out in order to avoid them studying a balanced RE curriculum.
- Group structure of SACREs needs to be looked at - Group B v Group A. CC raised issue of Humanist representation. Suggests rigid divides between churches and faiths is not so relevant today. Challenged by how the structure of SACREs could be reformed in a sensible way so this has not been covered in his book.
- If there is a national framework, decisions about implementation need to be made locally reflecting local context.
- CC promised immediate access to electronic copy of his book when it's published.
- Referred to value of a SACRE for every subject.
- Not supportive of inclusion of Humanists due to reduction in church attendance. Not just focused on Humanists but a wide range of religious and non-religious faith systems and beliefs should be included because fluidity between is more likely these days and children have these broad interests.
- Name of the subject – just 'religious' is not enough these days but no simple answer about what it should be.
- CPD is very important to make sure teachers have relevant and up to date understanding.
- Mismatch between RE and insisting on CW – CC's book raises issues about CW and future options.

***All italics are my additions – not what CC said***

**SLOUGH BOROUGH COUNCIL**

**REPORT TO:** SACRE      **DATE:** 10<sup>th</sup> June 2015

**CONTACT OFFICER:** Robin Crofts (Director of Education – Cambridge Education)  
**(For all Enquiries)** (01753) 787645

**WARD(S):** All

**TO NOTE**

**SACRE FINANCE**

1. **Purpose of Report**

Members of SACRE are requested to note the current SACRE Finances.

2. **Supporting Information**

2.1 There has not been any spend as yet in this financial year (2015-16).

In the previous financial year (2014-15) there was spend of £1,963.00 related to:

- Consultancy from Oxford Diocese
- Annual Report
- Newsletter
- Conference attendance
- Resources

2.2 There remains a total of £6,300.00 available for SACRE in this financial year, broken down as follows:

- £2,600.00 of core funding.
- £70 remains from the £1,300.00 retained from Montem.
- £3,630 from Dedicated Schools Grant

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## **SLOUGH BOROUGH COUNCIL**

**REPORT TO:** SACRE      **DATE:** 10<sup>th</sup> June 2015

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**(For all Enquiries)** (01753) 787645

**WARD(S):** All

### **PART I** **FOR COMMENT AND CONSIDERATION**

#### **SUPPLEMENTARY SCHOOLS – ADVICE, SUPPORT & GUIDANCE ON HOW TO PROCEED**

1. **Purpose of Report**

Members of SACRE are requested to discuss the report and offer any comments or advice on how to take the matter forward.

2. **Supporting Information**

2.1 Supplementary Schools offer educational support (language, core curriculum, faith and culture) and other out-of-school activities to children attending mainstream schools. They are established and managed by community members, generally on a voluntary basis. There are 3,000 – 5,000 such schools across England.

2.2 I am contacting all those involved in providing supplementary schools across the Slough community. The purpose is to bring together all who do so, with a view to developing a programme of support and engagement to address the following:

- promote children's educational achievements
- promote community language teaching and examination success
- reinforce positive identities
- engage parents in learning and school
- provide positive role models and opportunities for young people
- support the delivery of the national curriculum
- promote and support the strengthening of cohesive communities
- ensure effective safeguarding of children and young people
- where relevant, reduce the possibilities of radicalisation and extremism

2.3 As an initial step, I am proposing a meeting about what is provided across the community, how we can support each other and develop a more co-ordinated approach which includes fostering relationships with the maintained schools and academies across Slough.

- 2.4 I have asked the proprietors of supplementary schools if they would be willing to attend a meeting in the near future and to let me know of any particular issues to address in developing the quality and effectiveness of the educational offer and extending the impact and positive outcomes for children and young people.

3. **Background papers**

National Resource Centre for Supplementary Education

<http://www.supplementaryeducation.org.uk/supplementary-education-the-nrc/>



## **SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Standing Advisory Council on Religious Education

**DATE:** 27<sup>th</sup> March 2015

**CONTACT OFFICER:** Neil Fraser – Democratic Services Officer  
**(For all Enquiries)** (01753) 875015

## **FOR COMMENT/CONSIDERATION**

### **PROPOSED REFRESH OF THE SLOUGH SACRE WEBSITE**

#### **1. Purpose of Report**

- 1.1 To provide the SACRE with details of the proposed amendments to the Slough SACRE website.

#### **2. Recommendation(s)/Proposed Action**

- 2.1 That the SACRE endorse the proposed changes/additions to the webpage.
- 2.2 That the SACRE members discuss and suggest further content for inclusion on the webpage.
- 2.3 That SACRE nominate members to provide suggested content for inclusion by the SACRE clerk, subject to approval, and propose a final date for submission.

#### **3. Background Information**

- 3.2 At the meeting of SACRE held on 26<sup>th</sup> February 2015, it was requested that a new website be constructed for Slough SACRE. At a subsequent meeting between Democratic Services, Robin Crofts, Julie Siddiqi and Jo Fageant, it was agreed that the existing SACRE website, hosted by Slough Borough Council, be updated. The Slough SACRE webpage can be found at [http://www.slough.gov.uk/schools-and-learning/standing-advisory-council-for-religious-education-\(sacre\).aspx](http://www.slough.gov.uk/schools-and-learning/standing-advisory-council-for-religious-education-(sacre).aspx)
- 3.3 Currently, the page includes details of the role and responsibilities of SACRE, a breakdown of SACRE Membership groups, and a link to SACRE meeting agendas and minute documents.
- 3.4 It is proposed that the page be refreshed to include additional content. Suggestions for this content are set out below:
  - Catalogue of Religious Resources available to schools (with pictures)
  - Training Documents for new SACRE Members
  - Links to the Education and Children's Services including Headteacher meetings
  - Links to NASACRE
  - Testimonies and details of Places of Worship visits

- Details of SACRE Members (names, background etc)
- SACRE Newsletters
- SACRE Annual Reports

#### **4. Conclusion**

That the recommended actions found in point 2.1 onwards, be endorsed.

**Costed SACRE Action Plan discussed at the meeting at Montem Academy held on  
13<sup>th</sup> April 2015**

**Purpose of the meeting :**

To plan the work of the SACRE for 2015-2016 on a costed basis.

**Funds available:**

£5,000 is the SACRE budget

£1,300 is the money from the closure of the SRSC and can be carried forward.

**Adviser costs according to the agreed contract:**

Year 1: £400 per day

Year 2: £425 per day (2015-2016 is Year 2)

Year 3: £450 per day

Costs set out below are estimated costs only.

<b>Activity</b>	<b>Cost</b>
Meetings on 13/4 to plan for 2015-2016 (St Martin's Place and Montem Academy	£210
3 termly twilight RE subject leaders meetings – mainly primary focused	£660
1 meeting for secondary RE teachers focused on new GCSE and A level specs	£220
2 members to attend NASACRE AGM @£90 each + travel costs	Approx. £270
NASACRE membership	£100
3 newsletters (printed)	£1300
Induction material for new SACRE members – to be prepared and printed by 7 May	£425
Joint SACREs conference ( 1/6 of the costs) for prep and leading on the evening – JF	£100
Subsidised places for up to 10 teachers to attend the Joint SACREs conference	£350
½ day training session on collective worship + preparation time (delegate costs covered by course charge)	£425
½ day session (repeat of something already run for others around radicalisation)	£600
Preparation of the Annual SACRE Report	£425
Estimated total	£5085

Neil: please book 2 places for the NASACRE AGM, 1 for Jo F and the other for Lynda Bussley - <http://www.nasacre.org.uk/agm/conference-and-agm-2015>

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