

**Pan-Berkshire SACRE Hub Meeting
Summer Term 2018**

**Meeting Note and actions for SACREs from the meeting held at Shute End,
Wokingham on 24 April 2018**

ACTIONS AND PROMPTS FOR FORTHCOMING SACRE MEETINGS ARE HIGHLIGHTED IN GREEN

Agenda:

- 1. Future of the Pan-Berkshire SACRE Hub**
- 2. Agreed syllabus review: progress**
- 3. Agreed syllabus launch/intro events**

Present: Jan Lever, Michael Freeman, Stephen Vegh, Karen Butler, David Taylor, Alison Harris, Zvi Solomon, David Rees, Brian Crisell, Beth Rowlands, Mark Laynesmith, Anne Andrews, Natasha Airey

Apologies: Mobsshir Mushtaq; Julie Siddiqi; Hardip Singh Sohal; Madeline Diver
The Hub meeting was followed by an open meeting to discuss the syllabus review. Comments from both meetings have been incorporated into Draft 6 of the syllabus.

1. Future of the Pan-Berkshire SACRE Hub

ACTION

Discuss, and send thoughts/decisions to Jan Lever by Friday 22 June

JL outlined the question about the continuation of the hub and reiterated the rationale behind the hub when it was set up: to pool resources, offer consistency across the 6LA areas, to work on a joint project... the Crossing the Bridges Project, all of which would establish the Hub before it became the main conduit for revising the agreed syllabus.

Now the syllabus is almost completed, the question was posed as to whether the 6 SACREs wish to continue the Hub. Ongoing work could include moving forward with the Crossing the Bridges Project and building the body of online support and guidance materials to accompany the revised syllabus. Questions of ongoing work e.g. the Crossing the Bridges and the syllabus support and guidance material.

To continue the hub will need finance, unless a volunteer takes it on. SACRES need to decide whether they have the funding and if so, how they wish this to be spent.

There was general consensus that the hub is a good idea, but appreciation that there may not be funding sufficient for it to continue at the moment.

SACREs to discuss their position re continuation of the Hub, whether they can commit funding to it in this financial year, and if so, how much.

£900 contribution from each SACRE would be less than the £1700 from each contributed this year to cover the syllabus review work, but enough to achieve worthwhile work.

If this is manageable, how would SACREs like to spend this money (i.e. the pot of £5400)?

Possibilities

Hub management

- Hub management/co-ordination done by a consultant would cost £500 a term, to include preparing for each of the 3 termly meetings, following up with notes and action points, advising between meetings
- Hub management done by a SACRE member on a voluntary basis
- Another management arrangement.

Project work could be led/managed either by consultants @£500 a day or by a designated project leader who could be a volunteer or maybe a teacher with supply costs covered @ £250 a day paid to their school. A project Lead is a necessity with accountability and project plans monitored by the Hub. Suggested projects:

- Enhance and disseminate Crossing the Bridges Project
- Project work on guidance and online support materials to accompany the new syllabus

2. Agreed syllabus review

ACTION

Discuss Agreed syllabus, Draft 6, and send comments to Jan Lever by 25 May.

As the next round of SACRE meetings (excepting West Berkshire) are scheduled for June, please send Draft 6 to members for comment before those meetings as the deadline for comments to be with Jan Lever is 5pm 25 May.

Notes from the meeting:

JL talked through the summary document explaining the consultation/work so far.

See summary chart:

You said	We did
Make it smaller	Succinct statutory syllabus PLUS online guidance
Make the statutory aspects clearer	Each age phase on separate page/s
Keep the enquiry approach	Yes, more in guidance
Keep Believing, Behaving, Belonging	Made more explicit with the key questions
Keep the distinction between AT1 and AT2	Integrated into questions and outcomes. More holistic
2013 non-statutory framework: mixed responses	Syllabus not arranged by the 3 strands of this framework but all 3 are integrated into this syllabus questions and outcomes
Align EYFS to most recent EYFS framework	EYFS added and explained. More in guidance
More flexibility at Primary Phase	Divide between KS1 and 2 removed: Primary Phase, so more flexibility
Add Islam at Primary Phase	Done
Add Humanism at Secondary Phase	Done

Strengthen KS4 requirement	Wording to be agreed 24 April
Help us with assessment	Added clear outcomes
Make the 4-step planning cycle more explicit	More in guidance
Keep the Key Question approach but word the questions as OPEN questions	Most questions are framed as open questions. The couple that are not will not affect enquiry pedagogy as this is established already.
Re-word some of the questions	Done
No need for 'concepts' page	Taken out (Could move to guidance)
Give teachers as much guidance as possible	Guidance and support materials to be updated and uploaded as online documents, then added to

JL explained how the statutory aspects of the syllabus have been brought together into a succinct 12-page document which:

- Incorporates the 3 strands of the 2013 non-statutory national curriculum framework for RE,
- Has new key questions that are mostly framed as open questions and integrate attainment targets 1 and 2, maintain the enquiry approach and address the same content /subject knowledge as the previous syllabus questions, keep 'believing, belonging, behaving'.

This succinct document is designed to make it easy for teachers working in the different Key Stages to see what the expectations are for their particular Key Stage, by providing a 2-page 'pull-out' piece summarising the outcomes, questions etc.

The group discussed Draft 5 and useful points were made that have been incorporated into the attached Draft 6.

SV asked a question about the guidance and how soon it could be ready. Some will be ready by the syllabus launch dates and new material would need to be added during the coming year.

SACREs need to work out where the guidance will be hosted e.g. on their LA web pages?

JL asked if each LA wants to design their own syllabus in terms of appearance and logo but it was agreed that JL sources a graphic designer as this will keep consistency in what is, after all, a joint syllabus.

SACREs need to decide how many copies they will print, how it is bound and how they will disseminate it.

ML suggested that SACREs will need to form working groups to maintain, produce and work on the guidance.

DT requested that the requirement for all schools to teach RE is highlighted. (Now done in Draft 6)

SV requested information on withdrawal to make it clear what the expectation is. (Noted to include in guidance)

ML asked a question about the Foreword and the legal situation was clarified.

SV required that the requirement for Y9s who have started GCSE still to receive RS be made much clearer. (Now done in Draft 6)

Lively, informed discussion about the key questions leading to debate about the underpinning purpose of RE and the best approach and pedagogy. NA raised the question of humanism/non-religious world view/atheist/secularist – group agreed the wording: a non-religious worldview e.g. Humanism (Now done in Draft 6)

Syllabus review actions, next steps and deadlines:

- 1. SACREs and teacher Focus Group to discuss Draft 6 during May and send any last thoughts to JL by email by 5pm, 25th May. No amends/thoughts will be accepted after this date as the syllabus will need to be ratified and printed etc in time for launch events in July;**
- 2. SACRE Hub members to be sent the final copy early June to ratify;**
- 3. Forewords for the revised syllabus. Each SACRE will need to write its own Foreword for the revised syllabus. This will need to be signed off by the Chief Executive Officer/ Director of Education of each Council and be sent to Jan Lever by email by 5pm 15th June 2018;**
- 4. SACREs will also need to make their own decisions as to how they will disseminate the revised syllabus to their schools;**
- 5. Please send JL your current LA logo if it has changed since the printing of the current syllabus in 2012.**

3. Agreed syllabus launch/intro events

ACTION

Each SACRE to send ALL details of their launch event to JL so she can invite all Directory contributors to attend all the events.

JL needs confirmation of:

Date, time, venue, name and contact details of the person they should RSVP to

Send to JL by 5pm on 25 May so invitation can be sent out in time for the July events.

Each SACRE is organising its own launch/introductory event:

West Berkshire: 3 July

Wokingham 9 July

RBWM 9 July

Bracknell Forest 10 July

Slough 12 July

Reading tbc

Deadline dates: 25 May and 22 June

Thank you for all the comments and thought on the syllabus so far.

Jan Lever (Hub manager on behalf of Berkshire SACREs)

jan@janlevergroup.com

Feedback/comments on Draft 6

**Pan-Berkshire SACRE Hub
Spring Term 2018**

**Meeting Notes, Follow Up Actions and Discussion Points for the 6 SACREs
following the Hub meeting held 16th January 2018**

Agenda	
1.	Agreed syllabus review
2.	Revised syllabus launch events
3.	Annual conference 2018-01-17 Crossing the Bridges Directory
4.	Easthampstead Park RE Resource Centre
5.	SACRE Training sessions
6.	Next Hub meeting 24th April 2018

Attendance

Karen Butler (RBWM)
Julie Siddiqi (Slough)
Michael Freeman (Wokingham and Reading)
David Taylor (West Berks)
Anne Andrews
Jan Lever

Apologies received from:

Madeline Diver
Sue Elbrow
Zvi Solomons

1. Agreed syllabus review

THE DRAFT SYLLABUS WILL BE SENT TO ALL CHAIRS, VICE CHAIRS AND CLERKS BEFORE THE SPRING TERM SACRE MEETINGS AND NEED TO BE VIEWED IN THE LIGHT OF THESE NOTES AND DECISIONS.

Over-riding feedback: Change as little as possible please!

The feedback from all the consultations so far has been considered and suggested revisions brought to this Hub meeting for discussion and decisions to be made.

Key issues:

a) Early Years

Decision:

To align the revised syllabus with the most recent national Early Years Framework.

The EYFS section has now been updated in line with the 2017 EYFS Framework. We will add a sentence to say teachers have the responsibility to update EYFS RE in line with latest national guidance during the lifetime of the agreed syllabus.

b) Which religions to be mandatory when?

Decision:

Primary

Remove the divide between Key Stages 1 and 2 to give the syllabus a Primary Section, give teachers more flexibility as to which religions to teach alongside Christianity and how to group them.

Following mandatory requirement pattern was agreed:

Primary

By the end of Key Stage 2

Christianity in every year group plus

Hinduism, **Islam**, Judaism and Sikhism

Other religions e.g. Baha'i and other worldviews (e.g. Humanism) can be added but are not compulsory

So, the only addition on top of the current syllabus' required religions is that Islam must also be taught in the Primary Phase.

Key Stage 3

Christianity in every year group plus

Buddhism, Islam and **Humanism** (or another secular worldview)

Other religions e.g. Baha'i and other worldviews can be added but are not compulsory

So, the only addition on top of the current syllabus' required religions at KS3 is that Humanism (or another secular worldview) must be taught.

IN THE LIGHT OF THESE DECISIONS THE QUESTIONS GRIDS FOR EACH RELIGION WILL NOW BE GROUPED AS FOLLOWS, AS TEACHERS WILL NEED TO SELECT FROM ALL REQUIRED RELIGIONS AND HUMANISM AT EACH OF THE KEY STAGES 1-3:

Key Questions Overview KS 1-3 (currently page 20)

Learning from Questions KS1 (currently page 24)

Learning about Christianity KS1 (currently page 25)

Learning about Hinduism KS1 (currently in KS1 appendix)

Learning about Islam KS1 (currently in KS1 appendix)

Learning about Judaism KS1 (currently page 26)

Learning about Sikhism KS1 (currently in KS1 appendix)

Learning from Questions KS2 (currently page 30)

Learning about Christianity KS2 (currently page 31)

Learning about Hinduism KS2 (currently in KS2 appendix)

Learning about Islam KS2 (currently in KS2 appendix)

Learning about Judaism KS2 (currently in KS2 appendix)

Learning about Sikhism KS1 (currently page 33)

Learning from Questions KS3 (currently page 37)

Learning about Christianity KS3 (currently page 38)

Learning about Buddhism KS3 (currently page 39)

Learning about Hinduism KS3 (currently in KS3 appendix)

Learning about Islam KS3 (currently page 40)

Learning about Judaism KS3 (currently in KS3 appendix)

Learning about Sikhism KS3 (currently in KS 3 appendix)

Learning about Humanism KS3 (not in current syllabus)

The current key questions will be amended to add clarity and in light of consultation feedback. The key headline questions will remain consistent across all the religions and Humanism.

Believing, behaving, belonging foci will remain.

c) Key Stage 4

Decision:

Strengthen the expectation that ALL students have a statutory entitlement to RE at KS4 and that they should all have access to an accredited course e.g. GCSE

d) Attainment Targets 1 and 2 (Learning ABOUT and FROM religions and worldviews.

Should these be retained, or should the syllabus be re-aligned to the 2013 non-statutory NDCFRE (National Curriculum Framework for RE)?

Decision:

To acknowledge the 2013 NCFRE but to retain the Learning about and Learning from structure whilst taking away explicit references to AT1 and AT2, i.e. not labelling learning about and from so boldly, not making AT1 and 2 the basis for assessment, but retain the structure as teachers are used to shaping their RE planning integrating these 2 aspects of RE. Taking them away altogether was thought to risk losing emphasis on both aspects.

e) Enquiry approach

Decision:

Retain the enquiry approach and big questions and make more explicit the 4-step teaching and learning process.

This has been done.

f) Make it smaller

Decision:

Re-structure the statutory syllabus, make more concise and put the current syllabus' appendices online so they can be easily accessed and updated. The syllabus itself has been slightly re-structured to reflect the changes in Primary and KS3 'which religions when' (as above).

g) Assessment

Decision:

Guidance is needed.

This is still to be written as Hub decisions were needed before this could be structured.

Actions, next steps and deadlines:

- 1. SACREs will discuss the revisions so far at the Spring Term SACRE meetings and send further thoughts to JL by 29th March 2018;**
- 2. Final draft to be discussed at the Hub meeting on 24th April 4.15-5.30pm at Shute End, Wokingham;**
- 3. Opportunity for all SACRE members to be walked through the revised syllabus and discuss it at the pan-Berkshire SACRE 'training' event also on 24th April 6-7.30pm at Shute End, Wokingham;**

(Individual SACREs can arrange their own meetings with their advisers should they need more time than their meetings allow);

4. **Teacher Focus Group and SACREs to discuss final draft during May and send any last thoughts to JL by email by 25th May. No amends/thoughts will be accepted after this date as the syllabus will need to be ratified and printed etc in time for launch events in June/July;**
5. **SACRE Hub members to be sent the final copy early June to ratify;**
6. **Forewords for the revised syllabus. Each SACRE will need to write its own Foreword for the revised syllabus. This will need to be signed off by the Chief Executive Officer/ Director of Education of each Council and be sent to Jan Lever by email by 15th June 2018;**
7. **SACREs will also need to make their own decisions as to how they will disseminate the revised syllabus to their schools;
JL will need to know many printed copies, how many USB copies each SACRE needs if they want to participate in a Hub order for these. JL needs this information at the same time as the Foreword, so to JL by 15th June;
Approximate printing costs: £2-£5 per copy depending on numbers ordered (minimum order 300);
Approximate USB cost: between £5 and £8 depending on numbers ordered (this is for USB printed with Berkshire RE syllabus on it);**
8. **Please send JL your current LA logo if it has changed since the printing of the current syllabus in 2012.**

2) Revised syllabus launch events

Each SACRE to discuss the revised syllabus launch event they would like for their SACRE area and go ahead and organise their own events with their advisers. May be possible to arrange joint events across SACREs but this is not a Hub activity. SACREs to organise their own events. Chairs to report to Hub on April 24th what their SACREs are planning.

3) Annual conference 2018

SACREs to feed back at the 24 April Hub meeting as to whether they want a SACRE Hub conference during the academic year 2018-19, and if so, when, where etc

4) Crossing the Bridges Directory

Point of information:

The syllabus review is taking priority over any further work on the Directory and Crossing the Bridges Project this year, and the funding has run out. The Directory needs to be uploaded onto the different SACRE websites if not already done so and teachers informed it is there and ready to be used. There is still work to do to grow the Directory, particularly in relation to speakers to visit RE lessons but further funding is needed.

It is possible to apply for another NASACRE/Westhill Award again, especially as the focus for these Awards this year is 'education into diversity'.

Would any SACRE volunteer to write such an application as JL's Hub time is more than allocated to the syllabus review.

Please let JL know and she will send relevant details.

5) SACRE Training sessions

Until the end of this academic year the only 'training opportunity' for all SACRE members will be the session on the final draft of the revised syllabus, 24th April 6-7.30pm at Shute End, Wokingham.

SACREs can, of course, organise their own training with their advisers.

6) Next Hub meeting 24th April 2018, 4.15-5.30pm, Shute End, Wokingham

Jan Lever (Hub manager on behalf of Berkshire SACREs)

01202 377193 jan@janlevergroup.com