

All Members of the Reading Standing
Advisory Council on Religious Education

Our Ref: n:\sacre\agendas\160614
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5 June 2016

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**NOTICE OF MEETING - READING STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION -
14 JUNE 2016**

A meeting of the Reading SACRE will be held on **Tuesday 14 June 2016 at 6.30 pm in Meeting Room South 1A**, Civic Offices, Bridge Street, Reading.

The Agenda for the meeting is set out below.

AGENDA

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6. WHAT MAKES A GOOD SACRE MEMBER ?	Questionnaire to be Tabled
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10.	PAN BERKSHIRE SACRE HUB - UPDATE:	11
	• Crossing the Bridges - Action Plan	17
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	• Hub/SACRE Schools Event - September 2016	Verbal Report
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12.	NATIONAL UPDATES: UNDERSTANDING CHRISTIANITY/NASACRE CONFERENCE NOTES	Verbal Report
13.	DATES AND TIMES OF FUTURE MEETINGS:	-
	• Thursday 24 November 2016	
	• Tuesday 28 February 2017	

SACRE Membership 2016/17

<i>Vacancy</i>	Free Churches (Group A)
Judith Crimmins (nominated Nov 15)	RC Diocese of Portsmouth (Group A)
Jeremy Peckham (nominated Dec 15)	Buddhism (Group A)
Ashok Khare	Hindu Faith (Group A)
<i>Vacancy</i>	Islam (Group A)
<i>Vacancy</i>	Islam (Group A)
Rabbi Zvi Solomons	Jewish Faith (Group A)
<i>Vacancy</i>	Sikhism (Group A)
<i>Vacancy</i>	Church of England (Group B)
Fiona Murray (nominated Nov 15)	Church of England (Group B)
Anne Cheeseman	Church of England (Group B)
Robin Sharples	Church of England (Group B)
Michael Freeman	ATL (Group C)
Vera Bodman	NUT (Group C)
Katie Livesey (nominated Nov 15)	
Mary Mallia (nominated Nov 15)	
Simone Tissot (nominated Nov 15)	
Cllr Jones	Reading Borough Council (Group D)
Cllr Khan	Reading Borough Council (Group D)
Cllr Livingston	Reading Borough Council (Group D)
Cllr O'Connell	Reading Borough Council (Group D)
Cllr Robinson	Reading Borough Council (Group D)
<i>Vacancy</i> (no longer any grant maintained schools in Reading)	Grant Maintained Schools (non-voting)

Emma Raven Humanist (nominated Aug 15)

Vacancy

Co-opted member (non-voting)

Co-opted member (non-voting)

Note - Humanists can't be included in Gp A, even if the constitution was changed. Baha'i (former co-opted members) could be, humanists would have to be co-opted member.

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Present:

Rabbi Zvi Solomons	Jewish Faith (Group A)
Anne Cheeseman	Church of England (Group B)
Robin Sharples	Church of England (Group B)
Councillor Ballsdon	Reading Borough Council (Group D)
Councillor Khan	Reading Borough Council (Group D)

Also in Attendance:

Fiona Murray	Teacher
Fiona Monger	Teacher
Simone Tissot	Teacher
Emma Raven	Humanist
Haji Khan	Muslim Community
Jan Lever	RE Consultant
Dan Neal	Senior Schools Adviser, Reading Borough Council
Richard Woodford	Reading Borough Council

Apologies:

Judith Crimmins	RC Diocese of Portsmouth (Group A) (nominee)
Michael Freeman	ATL (Group C)
Vera Bodman	NUT (Group C)
Councillor Ennis	Reading Borough Council (Group D)
Councillor Jones	Reading Borough Council (Group D)

As the meeting was inquorate, it was agreed that each item on the agenda would be discussed and noted by the SACRE, and that any items requiring a decision would be deferred to the next meeting of the SACRE or agreed by email.

1. MINUTES

The Minutes of the meeting held on 25 November 2015 were confirmed as a correct record and signed by the Chair.

2. MATTERS ARISING

(a) Reading and Wokingham Secondary Network Meeting

Further to Minute 5, Jan Lever reported that because of poor attendance the Secondary Network meeting that had been planned for the spring term 2016 would not go ahead and secondary teachers would be asked what they would like in its place.

AGREED: That the position be noted.

(b) Annual Report

Further to Minute 8 of the last meeting, Draft Annual Report, Jan Lever submitted the final version of the SACRE Annual Report and reported that it had been

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completed with the Chair's foreword and sent to NASACRE where it would be made available on their web site.

AGREED: That the position be noted.

(c) Crossing the Bridges Project

Further to Minute 9 of the last meeting, 'Crossing the Bridges' Project, Jan Lever informed the SACRE that the next steps in the project would be to ensure that teachers knew that the resource was available and to encourage more places of worship to take part. An online directory would be made available so that teachers could see which places of worship had signed up to the project, with the aim being to build on the directory over time.

AGREED:

- (1) That the position be noted;
- (2) That Jan Lever be thanked for her work on the Crossing the Bridges Project.

(d) SACRE Draft Action Plan and Budget

Further to Minute 10, the Chair reported that he and the Vice Chair would continue to investigate possible alternative sources of funding.

AGREED: That the position be noted.

(e) Membership

Further to Minute 10 of the last meeting, SACRE Draft Action Plan and Budget, the SACRE considered a table detailing the Membership of the SACRE for the 2015/16 Municipal Year and it was confirmed that a Decision Book Report would be produced to confirm the current nominees as members of the SACRE.

The SACRE were also reminded that they would need to be reappointed by the faith groups they represented in May 2016 as this would be the end of the current three year appointment period.

AGREED: That the position be noted.

3. MEETING OF BERKSHIRE SACRE CHAIRS/VICE CHAIRS

Jan Lever submitted a copy of the minutes for the meeting of the Berkshire SACRE Chairs/Vice Chairs meeting that had taken place on 15 December 2015.

Jan confirmed that the six Berkshire SACREs would continue to maintain their own identity but would come together for specific projects, for example, in a year's time the SACREs would need to have a plan in place as to how the syllabus would be reviewed.

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In order to take the Pan-Berkshire SACRE Hub forward a co-ordinator would be needed, funded by each of the SACREs, and the dates of SACRE meetings would need to be synchronised to support joint working. A project co-ordinator would also be needed to take forward the Crossing the Bridges project, again the SACREs would pool part of their budgets for the current year to facilitate the production of the directory and disseminating the project to schools.

With regard to the synchronisation of meetings Jan informed the SACRE that it had been suggested that meetings of the six SACREs take place in the second or third week of the second half of each school term, commencing from the autumn term 2016.

Jan reminded the SACRE that at the last meeting (Minute 10 refers) it had been agreed to support the development of the Pan-Berkshire Hub and the Crossing the Bridges Project including the allocation of budget monies to fund the appointment of co-ordinators to support both projects. Discussions had taken place as to whether to advertise for the co-ordinators or for the advisers of the six SACREs to work together and it had been suggested that Jan's company, Jan Lever Education Consultancy and Training Ltd (JLECT), should take on the management of both roles with the two other SACRE advisers providing support when they had capacity to do so and being paid accordingly. Wokingham had agreed to organise co-ordination of the funding from the six SACREs.

Jan also confirmed that it was still planned to have a teacher involved in the Crossing the Bridges project who would go out and meet people in places of worship to tell them what was needed, thus compiling the directory. This would be taken forward once confirmation of funding had been received.

AGREED: That the position be noted.

4 DEVELOPMENT PLAN 2015/16 - PROGRESS REPORT

Jan Lever submitted a copy of the Development Plan 2015/16 and informed the SACRE that looking forward to 2017/18 work would be focused primarily on reviewing the syllabus.

AGREED: That the position be noted.

5. DEVELOPMENT PLAN AND BUDGET 2015/16

Dan Neal, Interim Head of School Improvement, Reading Borough Council, informed the SACRE that the budget allocation for 2016/17 had been confirmed, stating that it was essential that the Pan-Berkshire Hub be set up with the review of the syllabus starting in a year's time. The allocation of budget monies for 2017/18 would be considered at a later date.

AGREED: That the position be noted.

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6. NASACRE CONFERENCE

Jan Lever informed the SACRE that the NASACRE Conference would take place on 17 May 2016 between 11.00am and 4.30pm at Central Hall in Westminster. The Chair confirmed that he would be able to attend and Jan asked the SACRE to let her know as soon as possible if anyone else wanted to attend.

AGREED: That the position be noted.

7. OTHER BUSINESS

(a) Subject Leaders' Manual

Jan Lever informed the SACRE that she had put together a Subject Leaders' Manual that had been designed to be the subject leader's evidence folder. It also came with a USB stick which had saved on it a sample policy which could be edited or used as a template.

AGREED: That Jan Lever be thanked for her work in producing the Subject Leaders Manual.

8. DATE AND TIME OF NEXT MEETING

Tuesday 14 June 2016

(The meeting started at 6.30 pm and finished at 7.30 pm).

Reading SACRE action plan April 2016-March 2017

Aim	Actions	Timescales	People Responsible	Cost	Summer 2016	Autumn 2016	Spring 2017
A. To be a supportive and proactive SACRE enjoying full and well-informed membership.	1. Fill membership vacancies	End July 2016	SACRE Chair Committee Services				
	2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher termly network meetings and training events e.g. annual SACRE conference	Termly SACRE meetings: Summer 2016 Autumn 2016 Spring 2017 Termly teacher network meetings Occasional training events	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	SACRE Adviser to prepare and attend x3 SACRE meetings a year @ £500 per term =£1500 SACRE Clerk to administer each meeting	Mtg 2016 Date 14/6/16	Mtg 2016 Date 24/11/16	Mtg 2017 Date 28/2/17
	3. Produce annual SACRE Report	Autumn Term 2016	SACRE Adviser and clerk	SACRE Adviser x1 day @£500		Bring draft to November meeting	Presented at March mtg and to Councillors on Date tbc
	4. Review the action plan at each meeting and update for next year	At each SACRE meeting	SACRE Adviser and SACRE	SACRE Adviser time included in A2 above			
	5. ~Subscribe to NASACRE ~ Representation at annual NASACRE conference, NASACRE AGM and ~local SACRE events including the annual pan-Berkshire SACRE conference	Ongoing	SACRE members SACRE Adviser to organise with other Berkshire RE advisers (Jo Fageant and Anne Andrews)	Subscription £95 Conference/s and AGM budget £500 SACRE Adviser time if needs to be the SACRE representative at NASACRE conference x1 day shared with Wokingham £250 plus travel Pan-Berkshire SACRE	JL to attend NASACRE conference in London. May 17 th 2016		

	<p>6.Consolidate and develop the Pan-Berkshire SACRE Hub</p> <ul style="list-style-type: none"> • Appoint a Hub co-ordinator • Termly Hub meetings with the 6 Chairs 	<p>Discuss at Spring 2016 SACRE mtg</p> <p>Hub meeting dates: Summer 2016: May 18th Autumn 2016: September 15th Spring 2017: January 10th Summer 2017: April 25th</p>	<p>SACRE members SACRE adviser 6 Chairs from all Berkshire SACREs</p>	<p>conference: 1 day prep and attendance shared with Wokingham £250</p> <p>Appoint Hub co-ordinator to work x3 days per term Summer term 2016 onwards for a year £750 (Reading share)</p>	<p>JL appointed Hub Co-ordinator May 2016</p> <p>First mtg held May 18th</p>		
<p>B. To support teachers of RE to continually improve RE learning in their schools and</p> <p>C. To support the implementation of the revised Berkshire Agreed Syllabus for RE</p>	<p>1. Provide a termly primary RE network meeting for Reading teachers, 4-5.30 hosted by schools. SACRE members welcome.</p>	<p>Summer term 2015:</p> <p>Summer term 2016: Wed 18 May 2016 Venue: Thameside Primary 4-5.30pm</p> <p>Autumn term 2016: Tues 4 October Venue: Caversham Primary: 4-5.30pm</p> <p>Spring term 2017:</p>	<p>Led by Jan Lever Education Consultancy</p>	<p>SACRE Adviser x3 half days @£250 = £750</p>	<p>Summer 2016 mtg held.Notes to mtg</p>		

		Thurs 8 Feb Venue: tba 4-5.30pm (Summer 2017 Wed 17 May)					
	2. Provide a 'start of year' secondary RE network meeting, 4-5.30, hosted by a school. RE teachers and SACRE members to be invited	Autumn term 2016: Tues 27 September 2016 Venue: tba 4-5.30pm		SACRE Adviser half-day days @ £500 = £250.			
	3. 'Crossing the Bridges' Project	Training event for West of Berkshire (West Berks, Reading, Wokingham) Date: tba Venue: tba Appoint a Project co-ordinator 3 days per term for year 2016-17 Develop the speakers/places of worship directory 2 days per term for year 2016-17	SACRE Adviser and SACRE members plus Faith Communities and teachers	9 days @£500 for consultant in this role Reading share of cost: £750 6 days @£200 for teacher role, managed by Project co-ordinator Reading share of cost: £200	Hub notes and discussion Summer mtg		

	4. Subject Leader Training x1 half-day sessions (joint with Wokingham)	Autumn term 2016 Wed 12 October 1-4pm Venue:tbc		1 day adviser time @ £500 a day..shared with Wokingham £250 for Reading	To be advertised September 2016		
	5.To work with School Improvement and Lead Councillor for Education to embed RE development in the RBC 3-5 year Education Improvement Plan To improve school engagement and support them to make RE contribute significantly to the British Values, prevent radicalisation and SMSC agendas.	Reviewed at each SACRE meeting Could we have a sub- committee to work on this?	SACRE Chair, SACRE Adviser, Lead Councillor for Education, School Improvement Service	Tbc			

Costs:

Adviser/consultant time for 2016-17

X3 SACRE meetings £1500

Annual Report £500

National NASACRE Conference £250 plus Travel £50

Pan-berkshire conference prep/attendance £250

Hub-co-ordinator role £750

Primary networks £750

Secondary network £250

Crossing the Bridges Co-ordinator role £750

Primary subject leader training £250

Total: £5300 plus VAT (£1060)

£6360

Other costs:

Pan-Berkshire SACRE/teacher evening conference £500

NASACRE subscription £95

Crossing the Bridges teacher role £200

Total: £795 plus VAT (£159)

£954

Reading RE Network

18th May 2016

Minutes

1. Wows and worries

- There were ongoing concerns about assessment and how to record progress in RE whilst fitting in with individual school systems
- Staff who were new to teaching and new to RE leadership felt support through the network is helpful especially when it comes to motivating other staff to deliver good RE

2. National updates

- **Right to withdraw from RE**- a very brief sharing of opinions ensued - waiting for developments as to whether the current situation changes

3. Suggestions

- **REQM (RE Quality mark)** - bronze award criteria was handed out and examined, very useful as an audit tool. All criteria are available on the REQM website
- **Humanism resources** - <http://understandinghumanism.org.uk/> - new resources have been produced to help teachers explain the humanist views on key parts of the RE curriculum like celebrations, behaviour and happiness. These resources are freely available and can be downloaded and edited for classroom use. We had a quick look at the 'Why is happiness so important to humanists?' section and resources provided.

4. Focus on aspects of subject leadership.

- **Subject leader handbook update** - copies of the handbook were distributed for examination which lead to discussions about
 - i. RE policy,
 - ii. Resources (suitability, availability and cost implications)
 - iii. leading staff meetings and inspiring other staff - helping staff with gaps in their RE knowledge
 - iv. *Crossing the bridges* - examining the need to visit places of worship and deepen the learning when at a special place - focussing on a key concept and engaging directly with the faith communities

5. Next time... What would you like?

- Always looking for help with speakers in schools
- Sharing practice with assessment - comparing answers and looking at end of level/age expectations

6. AOB

- none

Meeting of pan-Berkshire SACREs Hub
4.15 - 6.00pm 18th May 2016
Civic offices, Wokingham Borough Council

Minutes

Present:

Karen Butler - vice chair, Windsor and Maidenhead SACRE
Mary Harwood - chair, West Berkshire SACRE
Stephen Vegh - chair, Wokingham SACRE
Zvi Solomons - chair, Reading SACRE
Madeline Diver - vice chair, Bracknell SACRE
Anne Andrews - RE advisor to Bracknell, and Windsor and Maidenhead SACREs
Jan Lever - RE advisor to Wokingham and Reading SACREs
Alison Harris - Jan Lever consultancy
Emily Waddilove - LA link officer for Wokingham SACRE

Apologies:

Jo Fageant - RE advisor to Slough and West Berks SACREs

Not present:

Lynda Bussley - vice chair, Slough SACRE

The meeting was chaired by Jan Lever, who has now been appointed as Hub co-ordinator.

1. Welcome and introductions

Jan invited each SACRE representative to introduce themselves and to mention the current priorities for their SACRE. Priorities mentioned were:
Wokingham: developing the Hub; further developing the Crossing the Bridges project

West Berkshire: ensuring full membership of the SACRE

Windsor and Maidenhead: supporting secondary RE teachers with the new GCSE

Bracknell Forest: finding a new chair person. David Fawcett, the previous chair, resigned, and Madeline informed the meeting that she discovered recently that he has passed away.

Reading: developing the Hub; developing support for teachers; working with academies

2. Background and context for the Hub

Jan explained that the 6 Berkshire SACREs have been working together for some time, having collaborated on syllabus reviews and held joint summer conferences. She feels that the more the SACREs can collaborate the greater the benefits, as resources can be maximised.

Ad hoc SACRE Hub meetings were arranged, leading up to more formalised collaborative working on the Crossing the Bridges project during the last year.

3. Update on achievements so far i.e. synchronising meeting dates; Crossing the Bridges project

The Crossing the Bridges project aims to support teachers' main concern and need: developing links with places of worship. The project was launched at the joint SACREs conference last June, to which teachers were invited. Materials have been developed, including interactive booklets to support visits to places of worship, and documents to support the process of booking visits to places of worship. The directory of places of worship is not yet complete, and further work is required to engage more places of worship and to disseminate the project materials more widely.

The syllabus review will need to begin next year, and Jan, as Hub co-ordinator, will be responsible for organising meetings and meeting follow up, and driving the review forward. She will produce a proposed plan for the review, which can be discussed at SACRE meetings.

In order to facilitate the efficient working of the Hub, the SACREs have agreed to synchronise their meeting dates, with meetings taking place during the second or third week after half term breaks.

4. Updates from SACREs on their current position regarding committing to the Hub (funding etc)

All 6 SACREs have agreed that they would like to be part of the Hub. In terms of funding, four of the SACREs have confirmed that they are able to contribute the necessary funds. Bracknell has not yet got official confirmation but are confident that they will be able to secure the funds. Jan believes that the Slough SACRE has the funds but will confirm this. Action: Jan to confirm that Slough SACRE can contribute funding to the Hub.

A document outlining the funding required was reviewed (see appendix). Jan explained that Crossing the Bridges will just be a one year project during the financial year 2016-17. All agreed that they would like to fund the Hub co-ordinator for 3 days per term. Therefore the total sum required from each SACRE for the year is £1,700. It is proposed that a teacher (or two) works on developing the directory over 6 days during the year. This will involve developing relationships with places of worship.

Zvi suggested that other neighbouring LAs could be involved in the Hub and contribute funding. The meeting agreed that this could be considered in the future but, for the coming year at least, it would be best to work as a group of 6 SACREs.

Wokingham can issue invoices for Hub funding to the other SACREs, and be responsible for paying Jan for Hub work.

Actions:

- Jan to write a plan for the Crossing the Bridges project ready for sharing at forthcoming SACRE meetings. The plan will involve members of Jan's team who live more locally than Jan, including Alison who was present at the meeting. Anne Andrews will also be involved.
- Emily to send invoices to the other 5 SACREs for Hub funding as soon as possible

5. Principles, aims and terms of reference for the Hub

Discussion took place about the mission statement/ aims of the Berkshire SACREs Hub. Aims agreed were:

- To support the provision of outstanding RE for all pupils in Berkshire
 - To provide effective support for teachers of RE
 - To provide support to places of worship to enable them to contribute effectively to the RE curriculum
 - To support effective collaboration between schools and places of worship
 - To enthuse and inspire pupils through visits to and visitors from places of worship
 - To support SACRE members
 - To support SACREs to have complete membership
 - To bring together SACRE members and teachers
 - To publicise and raise awareness of the work of the SACREs
- (Wokingham SACRE has focussed on this recently and could share its work with the other SACREs. The chair and advisor have given presentations at council meetings, governor meetings etc; the SACRE has been publicised at teacher network meetings; a leaflet explaining the SACRE has been produced -the template for this could be shared, for adaptation by the other SACREs)

An introduction to the terms of reference was discussed, which will explain the aims and also the ways in which the Hub will fulfil its aims. It was suggested that this could be divided into three sections:

- support for SACREs
- collaboration between SACREs (e.g. support and training)
- support for hosts/ places of worship/ visitors.

It was suggested that the Hub should also develop and maintain opportunities for gathering feedback from pupils. The teacher(s) working on the directory could gather feedback from both pupils and places of worship. (A feedback form for the project has already been developed)

Possible wording was discussed:

The Berkshire SACREs Hub will provide effective support for SACREs in a number of ways. It will:

- nurture the development and effectiveness of the 6 SACREs

The principles of the Hub were discussed and agreed:

- Willingness to share (e.g. training courses could be publicised across the 6 SACREs)
- Commitment and communication within the Hub and back to SACREs: i.e. commitment to attending Hub meetings, communicating between meetings, reading documents related to meetings, and carrying out actions agreed at meetings
- Commitment to synchronising the dates of SACRE meetings

Jan will support effective communication within the Hub and between the Hub and the SACREs.

6. Discussion and Planning:

- o Annual SACRE Hub conference?
- o Agreed syllabus review
- o Other ideas

Ideas for activities for the Hub were discussed: In addition to the Crossing the Bridges project, how will the Hub achieve its aims?

Training for new members/ Conference:

It was agreed that the Hub could deliver induction sessions for new SACRE members. This would be more cost-effective than each SACRE organising sessions independently, and would also enable relationships to be developed by members across the SACREs. The session could be a 'refresher' for existing members as well as an induction for new members. Such a session is particularly important bearing in mind the syllabus review, the Crossing the Bridges project, and the desire to raise the profile of the SACREs.

It was agreed that it would be good to organise a conference-type event which could incorporate this training for new members. Teachers could be invited as well as SACRE members, and could give presentations sharing their work. Faith representatives could also be invited. It was felt that early in the autumn term would be a good time for such an event, which could take place instead of the usual summer conference which has not been organised for this year. The possible dates of 28th and 29th September were agreed. Stephen suggested that Waingels College could be the venue for the meeting.

Action: Stephen to look into booking Waingels College on either the 28th or 29th September from 6/ 6.30 - 9.00pm

Syllabus review:

Jan will produce a project plan ready for work to begin next spring. There are currently many variables in the education context, with discussions taking place about whether there should be a national curriculum for RE. Two areas for consideration during the syllabus review are likely to be British values and assessment. (British values could perhaps be a focus of the autumn conference). There may not need to be much change, if any, to the main content of the syllabus.

Other ideas:

- Working with trainee teachers (especially necessary for primary teachers who get very little, if any, RE training). Perhaps the SACREs could be the provider of RE training for student teachers?
- Support for teacher networking? - although network meetings are already offered within each LA. Syllabus review meetings will provide opportunities for teacher networking across the 6 LAs, as will Crossing the Bridges training events.

7. Next meeting date

Scheduling of Hub meetings: It was agreed that Hub meetings should take place during the first half of each term. Feedback can then be provided to SACRE members at SACRE meetings which will take place in the second half of each term.

The following dates were agreed:

Thursday 15th September 2016 4.15 -6.00pm

Tuesday 10th January 2017 4.15 - 6.00pm

Tuesday 25th April 2017 4.15 - 6.00pm

- all to take place at Wokingham Borough Council civic offices

Action: Emily to arrange for meeting rooms to be booked.

8. AOB

Westhill Award: Jan explained that there is one award of £4,000 remaining. The deadline for applications is the end of July. Jan suggested that she could write an application to be submitted on behalf of the Hub. The funds would enable the Crossing the Bridges project to be developed even further.

Action: Jan to draft a Westhill Award application to be shared at forthcoming SACRE meetings.

Appendix: Funding for pan-Berkshire Hub activities

Hub co-ordinator

2-3 days per term @ £500 a day:

2016-17:

3 days a term = £1500 = £4,500 a year = £750 per SACRE

OR

2 days a term = £3,000 a year = £500 per SACRE

Crossing the Bridges project

Project co-ordinator:

2016-17: 6 days during school year @ £500 a day = £500 per SACRE

Directory:

2016-17: Teacher time of 6 days @ £200 a day = £1200 = £200 per SACRE

Annual training for hosts:

2016-17: Adviser time 6 half days to plan and deliver 4 x half days training = £1500
= £250 per SACRE

Total required for 2016-17 per SACRE = £1,450 (for 2 days per term of Hub co-ordinator time) or £1,700 (for 3 days per term of Hub co-ordinator time)

NB Funding for the syllabus review is not included here. For previous reviews, each SACRE has contributed approx £4,000 over two financial years. The advisors feel that this would be a sufficient amount to cover the costs of the forthcoming review.

The Hub co-ordinator role could be partly or wholly funded from syllabus review budgets?

Pan-Berkshire SACRE Hub

Crossing the Bridges Project

Action plan April 2016-March 2017

Aim	Actions	Timescales	People Responsible	Cost	Summer 2016	Autumn 2016	Spring 2017
<p>A. To increase the number of visits by schools to places of worship and visitors into RE lessons</p>	<p>Facilitate by:</p> <ul style="list-style-type: none"> • Producing a Project Plan for the SACREs • Providing a common booking form and publicising to schools, hosts and speakers • Providing a Directory of places of worship hosts and visiting speakers 	<p>June 2016</p> <p>Form produced Spring 2016</p> <p>Autumn 2016: Publicise through e.newsletters in LAs and Diocese, SACRE and Diocesan web pages, teacher networks and host/speaker training events</p> <p>Appoint teacher assistant Summer Term 2016. Teacher collates Directory pages Autumn 2016- Spring 2017</p>	<p>Hub Co-ordinator (sent to SACRE Chairs)</p> <p>Hub-co-ordinator with SACRE advisers and chairs</p> <p>Hub co-ordinator, SACREs, Teacher Directory assistant</p>	<p>Half-day Hub co-ord time £250</p> <p>1 day Hub co-ordinator time £500 for the year</p> <p>1 day Hub co-ordinator time to appoint teacher assistant and to manage his/her work on Directory Summer/Autumn Terms 2016 £500</p> <p>5 days teacher assistant time to collate Directory</p>			

	<ul style="list-style-type: none"> Engaging schools in the project by dissemination of information Evaluating visits and visitors using the common feedback forms 	<p>Autumn 2016: Publicise through e.newsletters in LAs and Diocese, SACRE and Diocesan web pages, teacher networks and host/speaker training events</p> <p>Autumn 2016 – Spring 2017 Collate feedback forms and report to hosts, schools and SACREs</p>	<p>Hub co-ordinator with SACRE advisers</p> <p>Teacher assistant and Hub co-ordinator</p>	<p>£1000</p> <p>1 day Hub co-ord time to edit, finalise and oversee graphic design of Directory Spring Term 2017 £500</p> <p>1 day Hub co-ord time over the year £500 plus 1 day teacher assistant time £200</p>			
B. To improve the quality of the RE learning experiences children and young people receive during visits or with visitors	<p>Facilitate by:</p> <ul style="list-style-type: none"> Giving presentation to Culham St Gabriel's Conference, Birmingham (Conference presentation available for SACRE meetings Summer 2016) 	June 30 th 2016	Hub co-ordinator and SACRE Adviser Anne Andrews	<p>1.5 days to prepare and deliver presentation and attend conference @ £500 = £750</p> <p>Total Hub co-ord time 6 days @ £500 = £3000</p>			

	<ul style="list-style-type: none"> • Providing interactive teaching materials using an enquiry approach to enhance agreed syllabus delivery, and sample materials to support teachers. • To disseminate these materials through teacher network meetings and LA and SACRE web pages and through Discovery RE website (and offer them to RE Online to publicise nationally) • To offer training for teachers and hosts and speakers 	<p>Produced in Phase 1 of project and disseminated through networks and websites Spring/Summer 2016</p> <p>Autumn 2016</p> <p>Autumn 2016 Half day in East Berks Date tbc Venue tbc</p> <p>Half day in West Berks Date tbc Venue tbc</p> <p>(Possibly repeat in</p>	<p>Hub co-ord and SACRE advisers</p> <p>Hub co-ord and SACRE advisers</p> <p>SACRE Adviser to be nominated or Hub co-ordinator</p>	<p>Plus x6 teacher assistant days @ £200 = £1200 Sub total: £4200</p> <p>Costed above</p> <p>1 day preparation 1 day delivery 1 day admin and co-ordination 3 days adviser time @ £500 a day £ 1500</p> <p>Total Hub co-ord time</p>			
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		Spring Term 2017 if more funding available through Westhill Bid)		<p>6 days @ £500 = £3000 Plus x6 teacher assistant days @ £200 = £1200 Sub total: £4200</p> <p>Plus 3 days adviser/hub co-ord time to prepare and run training @ £500 a day = £1500</p> <p>Total 9 days adviser/hub co-ord time @ £500 6 days teacher assistant time @ £200 =£5700</p>			
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Pan-Berkshire SACRE Hub

Notes for SACREs May 2016

Hub co-ordinator role

9 days, 3 per term.

Suggested use of time April 2016 - March 2017

2-3 days to plan, administer and deliver the event/conference September 2016 (venue and refreshments paid for by SACREs or by funding gained through the bids currently submitted)

3 days to plan, prepare, Chair and follow up the 3 termly meetings (first one held 18/5/16)

1 day to write and follow up Westhill/NASACRE bid for a 2016-17 award to enhance the Crossing the Bridges Project

1 day to write agreed syllabus review tool/process to bring to Hub meeting Spring term 2017

1-2 days unallocated as yet

Crossing the Bridges Co-ordinator role

6 days, 2 per term.

Suggested use of time April 2016-March 2017

1.5 days to prepare and deliver presentation 30/6/16 at Culham St Gabriel's Conference in Birmingham

0.5 day Write Crossing the Bridges Project Plan

1 day to manage/edit the teacher work on the Directory

1 day to finalise and edit the Directory

1 day to collate feedback from schools and hosts and write report for SACREs

1 day to organise publicity for project to schools, hosts etc

Teacher time to work on Directory April 2016- March 2017

6days @ £200

5 days to work on Directory

1 day to collate feedback to inform project

Plus 1 day prep and 2 days' delivery of host/teacher training for Crossing the Bridges Project

Total

9 days Hub co-ord

6 days Crossing the Bridges co-ord

3 days host/teacher training

18 days @ £500 = £9000 plus VAT (£1800)

Plus 6 days teacher time @ £200 = £1200

Total for both roles/projects for the Hub : £12,000

To be invoiced at end of each term to Wokingham Borough Council

Wokingham B C will invoice SACREs in the Hub for their share of the cost of this work.

Jan Lever

May 2016

WESTHILL/NASACRE Awards 2015/16
Application Form

Name of SACRE: The Pan-Berkshire SACRE Hub

(the 6 SACREs across Berkshire have formed a Hub, pooling resources to appoint an Hub co-ordinator,(9 days a year), and working closely together to maximise their resources. This Hub is not funded by an outside Trust or Agency)

SACRE Chair: The 6 SACRE Chairs come together at termly Hub meetings led by Jan Lever, the Hub co-ordinator

Lead SACRE is Wokingham, Chair Stephen Vegh
(All names of Chairs can be supplied if needed)

SACRE Clerk/Administrator & Contact Details

Wokingham SACRE Clerk is Anne Coffey anne.coffey@wokingham.gov.uk

Please send correspondence relating to the application to the Hub Co-ordinator, Jan Lever jan@janlevergroup.com

Project Manager/Co-ordinator & Contact Details

Jan Lever, adviser to Reading and Wokingham SACREs and Pan-Berkshire Hub co-ordinator

jan@janlevergroup.com

01202 377193

07973 752250

Email contact

jan@janlevergroup.com

Date of commencement of project _____September
2016_____

(This should not be earlier than September 2015.)

Estimated date of completion of project _____July 2017_____

Amount of Award applied for __£4000_____

Name of Bank Account: _Wokingham Borough Council

Details _____ can _____ be _____ supplied _____ when
needed)_____

Date(s) when payment of the Award is requested:

First tranche__early September 2016

(This should not be earlier than October 1st 2015.)

Second tranche ____January
2017_____

Title and brief description of project.

Crossing the Bridges in Berkshire

The need to enable RE learning by facilitating compelling learning experiences through visits to places of worship and dialogue in classrooms through visits from faith/belief group members was flagged up by teachers time and time again.

The Pan-Berkshire Hub made this its first priority and has started bringing teachers and faith/belief communities together, crossing the bridges to better understanding of RE, easier access and communication between them, and more valuable learning experiences as a result.

The award is requested to enable the excellent initial project to be developed:

- An online directory of quality-assured and relevantly trained hosts from places of worship and faith/belief communities, and speakers to schools to be collated for the whole of Berkshire
- Teaching and learning materials encouraging an enquiry-approach to visits disseminated to schools across Berkshire and offered to all schools nationally (maybe through REOnline and/or NASACRE website)
- Training offered through a conference which would also facilitate relationship-building between schools and faith/belief communities
(This would be followed up through the teacher network meetings already happening as part of the SACRE action plans in most of the LAs)
- Project co-ordinator time to drive the project
- Teacher time to research, build relationships with faith/belief communities and to collate the online Directory
- Professional development day for teachers: a tour of 5 or 6 places of worship to enter into dialogue, visit before taking pupils to these places, and deepen own subject knowledge before planning RE learning experiences for pupils. Teaching and learning resources would be produced after this and disseminated to all schools (photographic images especially)

(Please attach a fuller account on another page, as per the briefing notes.)

I hereby apply for a SACRE Award for 2015/16, as set out above.

I agree to keep NASACRE informed of the progress of the project, and in particular to furnish NASACRE with at least one written interim report, and a final written evaluation

report, including a summary of expenditure and income, for the whole project. (The material posted on the Westhill website may form part of this.)

If the project produces significant teaching aids or other materials, I agree to make these available to NASACRE and other SACREs, subject to suitable arrangements being made to take into account any costs and copyright issues.

Signed (by SACRE Chair)

Date:

NB The Chair's signature may be scanned in electronically if such a facility exists within the Local Authority. Failing this, the application should be submitted electronically anyway, and also a hard copy of this form with signature should be posted by surface mail to the Awards Panel Convenor.

To be submitted by 31st July 2016 to:

**NASACRE
Awards Panel Convenor
196 Stone Road
Stafford
ST16 1NT**

Email: treasurer@nasacre.org.uk

Background

Berkshire demographic

6 LAs: Slough/RBWM/ Bracknell Forest/ Wokingham/ Reading/ West Berkshire

Slough

Total population of 140,205 people. 99.6% of these live in a household, 0.4% live in a communal establishment. This is the lowest proportion living in communal establishments of any area across England and Wales. Population density is 29th highest across England and Wales, at 43.1 persons per hectare.

9.1% of residents are aged 0-4 years old. This is the second highest proportion of any of the 348 local authorities. Generally, Slough has a much younger population than the norm, with smaller proportions of older people.

Slough has high proportions of single adults at 34.8% of all usual residents aged 16 and over, and very low proportions of registered same-sex civil partnerships (135 people, 0.1% of all residents).

Slough is a highly diverse area, with just 34.5% of residents of White 'British' ethnicity. 17.7% of residents are Pakistani - the second highest proportion for this ethnic group across England and Wales. 15.6% of residents are Indian. Just 56.2% of households have all household members of the same ethnic group. 60.5% of residents evinced no English identity.

10.6% of residents are Sikhs - making Slough the area with the single highest concentration of this faith group. Slough also has the 7th highest concentration of Muslims (23.3% of residents) and 10th highest for Hindus (6.2% of residents). 0.5% of residents are Buddhists, 0.1% Jewish, 41.2% Christian and 12.1% follow no religion. Some 482 residents follow other religions.

Slough has a particularly higher than average proportion of employment in 'Administrative and support service activities' (8.0% - ranked 2nd of 348) and 'Transport and storage' (12.6% - ranked 3rd of 348).

Royal Boroughs of Windsor and Maidenhead

The 2013 mid-year population estimates indicated that the Borough has 146,335 residents. In terms of overall breakdown, RBWM's population profile is similar to the national picture. The health of people in Windsor and Maidenhead is generally better than the England average. Deprivation is lower than average, however about 8.8% (2,400) children live in poverty. Life expectancy for both men and women is higher than the England average. Life expectancy is 6.4 years lower for men in the most deprived areas of Windsor and Maidenhead than in the least deprived areas.

The main and most reliable indicator of the Ethnic background of the total people living in an area is the national Census. The latest Census, which was conducted in 2011, indicates that the majority of the population living in the Borough are White British (79%).

The next largest ethnic group is Asian or Asian British - primarily Pakistani and Indian at 2.9% and 4.1% respectively. There is a higher proportion of people from most ethnic minority groups living in the Royal Borough than there are nationally and in the South East region. The exception to this is people from a Black or Black British background and 'Other' background (Office for National Statistics 2012).

A Census of pupil characteristics is also taken in mainstream schools each term, and this shows the ethnic background of the school population. This is often used in addition to the national Census as some of the information contained within can become quickly out dated. The Department for Education's school Census not only tells us about the current younger population but gives us some indication of what the future population may look like. Figures from the January 2013 School Census tally with that of the National Census with approximately

70% of school-aged children (across Primary and Secondary ages) coming from a White Ethnic Background.

Again, the second largest ethnic group is Asian or Asian British. As in the National Census, there are proportionally more children from Minority Ethnic background than there are nationally or in the South East region as a whole. Many children in local schools are from neighbouring areas with some schools drawing a sizeable percentage of their intake from neighbouring boroughs.

The population of the royal borough at the 2011 census was 144,560

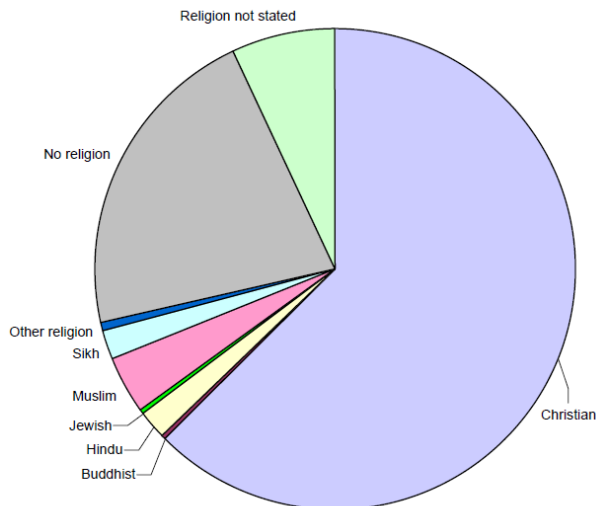
- 49.3% were male and 50.7% female.
- 77.53% of the population were White British, 1.42% Irish, 7.02% were Other white, 4.05% Indian and 2.93% Pakistani (See Table C above)
- 67% of the population were Christian, 4.2% were Muslim and 2.2% were Sikh. 23.3% had no religion and 6.82% did not declare a religion.

The overall proportion of children in borough schools that do not come from a white British background (31%) is higher than the figures for the borough population, partly because of the age demographics and partly because a significant number of children come to the borough's schools from Slough (which has a much higher than average ethnic minority population). The majority of children in borough schools have English as their first language (82.4% in May 2014, excluding Pupil Referral Units). There is, however, a substantial minority with another primary language.

Ethnic group



Religion



Bracknell Forest

113,205 people are permanent residents in the borough and the average age is 37.4 years old. 60.5 per cent of the population identifies themselves as Christians; 4.5 per cent of the population identify with a religion other than Christianity, while 35.0 per cent of the population doesn't identify with any religion.

84.9 per cent of the population consider themselves White British, while 15.1 per cent of the population considers themselves to be in a Black and Minority Ethnic (BME) group.

Hinduism is the third largest and fastest growing religious group in Bracknell Forest, growing by 736, from 0.99 per cent (1,088) of the population to 1.61 per cent (1,824). It is proportionally slightly bigger than the national average which is 1.44 per cent.

Islam is the fourth largest religious group in the borough. Although the group has grown by 532, from 0.68 per cent (744) to 1.13 per cent (1,276) since 2001, it is still proportionally much smaller in Bracknell Forest than the national average (4.74 per cent).

Buddhism is the fifth largest group, having grown by 521 people, from 0.28 per cent (304) to 0.73 per cent (825) since 2001. Buddhism in Bracknell Forest is proportionally larger than the national average (0.43 per cent)

Sikhism is the sixth largest group, growing by 247, from 0.19 per cent (208) to 0.40 per cent (455). This is proportionally smaller than the national average (0.75 per cent).

Judaism is the smallest major world religion in the borough. The population is stable having decreased by just four people since 2001. The total for the borough is 176 (0.16 per cent).

Religion	Total (2001)	Percentage (2001)	Total (2011)	Percentage (2011)	Change	% Point Change
All people	109,607	100%	113,205	100%	3,598	0%
Christian	78,936	72.02%	68,524	60.53%	-10,412	-11.49%
Buddhist	304	0.28%	825	0.73%	521	0.45%
Hindu	1,088	0.99%	1,824	1.61%	736	0.62%
Jewish	180	0.16%	176	0.16%	-4	-0.01%
Muslim	744	0.68%	1,276	1.13%	532	0.45%
Sikh	208	0.19%	455	0.40%	247	0.21%
Other religion	320	0.29%	490	0.43%	170	0.14%
No religion	19,687	17.96%	32,184	28.43%	12,497	10.47%
Religion not stated	8,140	7.43%	7,451	6.58%	-689	-0.84%

Source: Census 2001 – Table KS07, Census 2011 – Table KS209EW

In terms of ethnicity the population is predominantly White British with a smaller than average but growing Black and Minority Ethnic (BME) population.

Ethnicity	Bracknell Forest		England	
	White British	BME	White British	BME
2001	99,272 (90.6%)	10,345 (9.4%)	42,747,136 (87.0%)	6,391,695 (13.0%)
2011	96,198 (84.9%)	17,007 (15.1%)	42,279,236 (79.8%)	10,733,220 (20.6%)

Source: Census 2001 – Table KS06, Census 2011 - Table KS201EW

Wokingham

In the 2011 census the population of Wokingham was 154,380 and is made up of approximately 50% females and 50% males. The average age of people in Wokingham is 39, while the median age is higher at 40. 83.6% of people living in Wokingham were born in England. Other top answers for country of birth were 1.9% Scotland, 1.8% India, 1.6% Wales, 0.7% South Africa, 0.7% Pakistan, 0.7% Ireland, 0.5% Northern Ireland, 0.4% Kenya, 0.4% United States.

95.1% of people living in Wokingham speak English. The other top languages spoken are 0.5% Panjabi, 0.4% Urdu, 0.4% Polish, 0.2% Arabic, 0.2% All other Chinese, 0.2% French, 0.2% Spanish, 0.2% Hindi, 0.1% German.

The religious make up of Wokingham is 59.5% Christian, 25.4% No religion, 2.8% Muslim, 2.1% Hindu, 1.3% Sikh, 0.4% Buddhist, 0.3% Jewish, 0.1% Atheist. 11,220 people did not state a religion. 609 people identified as a Jedi Knight and 12 people said they believe in Heavy Metal.

57.2% of people are married, 9.8% cohabit with a member of the opposite sex, 0.5% live with a partner of the same sex, 19.8% are single and have never married or been in a registered same sex partnership, 6.5% are separated or divorced. There are 6,167 widowed people living in Wokingham.

The top occupations listed by people in Wokingham are Professional 25.7%, Associate professional and technical 16.3%, Managers, directors and senior officials 14.2%, Administrative and secretarial 11.7%, Science, research, engineering and technology professionals 10.8%, Corporate managers and directors 10.4%, Business and public service associate professionals 9.7%, Skilled trades 8.3%, Administrative 8.3%, Caring, leisure and other service 7.5%.

Reading

Overall, the population increase in the UK in the year to June 2014 was driven by both international migration (accounting for 53% of the increase) and natural change (46%). Local authority level data for Reading suggest similar trends locally, with population increase split almost equally between international migration (49.5%) and natural change (50.5%).

International migration is also likely to have an effect on patterns of ethnicity, and census data from 2001 and 2011 indicate that Reading's population has become more ethnically diverse, with the largest increases occurring amongst those identifying themselves as Other White, Black African, Other Asian and Indian (See Table below).

Table: Ethnicity in Reading - Census data 2001 and 2011

Ethnicity Group	Reading 2001	Reading 2011	England 2011
White British	86.8%	66.9%	80.9%
Other White	4.2%	7.9%	4.6%
Mixed	2.4%	3.9%	2.2%
Indian	1.7%	4.2%	2.6%
Pakistani	2.7%	4.5%	2.1%

Other Asian	0.8%	3.9%	2.3%
Black Caribbean	2.2%	2.1%	1.1%
Black African	1.6%	4.9%	1.8%
Black Other	0.4%	0.7%	0.5%
Chinese	0.7%	1.0%	0.7%
Other ethnic group	0.7%	0.9%	1.0%

Ethnic group 2011

Variable	Measure	Reading	South East	England
All Usual Residents (Persons) ¹	Count	155,698	8,634,750	53,012,456
White; English/Welsh/Scottish/Northern Irish/British (Persons) ¹	Count	101,725	7,358,998	42,279,236
White; Irish (Persons) ¹	Count	2,269	73,571	517,001
White; Gypsy or Irish Traveller (Persons) ¹	Count	90	14,542	54,895
White; Other White (Persons) ¹	Count	12,303	380,709	2,430,010
Mixed/Multiple Ethnic Groups; White and Black Caribbean (Persons) ¹	Count	2,718	45,980	415,616
Mixed/Multiple Ethnic Groups; White and Black African (Persons) ¹	Count	802	22,825	161,550
Mixed/Multiple Ethnic Groups; White and Asian (Persons) ¹	Count	1,428	58,764	332,708
Mixed/Multiple Ethnic Groups; Other Mixed (Persons) ¹	Count	1,232	40,195	283,005
Asian/Asian British; Indian (Persons) ¹	Count	6,514	152,132	1,395,702
Asian/Asian British; Pakistani (Persons) ¹	Count	6,967	99,246	1,112,282
Asian/Asian British; Bangladeshi (Persons) ¹	Count	695	27,951	436,514
Asian/Asian British; Chinese (Persons) ¹	Count	1,603	53,061	379,503
Asian/Asian British; Other Asian (Persons) ¹	Count	5,382	119,652	819,402
Black/African/Caribbean/Black British; African (Persons) ¹	Count	6,087	87,345	977,741
Black/African/Caribbean/Black British; Caribbean (Persons) ¹	Count	3,279	34,225	591,016
Black/African/Caribbean/Black British; Other Black (Persons) ¹	Count	1,104	14,443	277,857
Other Ethnic Group; Arab (Persons) ¹	Count	680	19,363	220,985
Other Ethnic Group; Any Other Ethnic Group (Persons) ¹	Count	820	31,748	327,433

Last Updated: 30 January 2013
Source: Office for National Statistics

West Berkshire

West Berkshire makes up over half of the geographical area of the county of Berkshire - covering an area of 272 square miles. The mid-year population estimate of 2013 showed the West Berkshire population as 155,392. West Berkshire has one of the most dispersed populations in the South East with 255 people per hectare.

The 2011 Census shows that when compared nationally, there is a significantly lower proportion of people in West Berkshire who define themselves as coming from a black or minority ethnic (BME) background - 5% of West Berkshire residents as a whole, compared to 14% of people in England and Wales more generally, reflecting the spatial concentrations of ethnic minorities in the UK. Although this is a relatively small proportion of the total population, this amounts to some 8,000 residents in the district. The proportion of people classifying themselves as 'white' has declined by 2 percentage points between 2001-11, compared to 5 percentage points across England and Wales as a whole. The largest increase in ethnic group over the last decade is 'Asian or Asian British', an increase of 1.7 percentage points, compared to an increase twice that in England and Wales.

Ethnic Origin (2011)			
	West Berkshire	South East	England & Wales
White	95% (-2%)	91% (-4%)	86% (-5%)
Mixed	1.6% (+.7%)	1.9% (+.8%)	2.2% (+.9%)
Asian or Asian British	2.4% (+1.7%)	5.2% (+2.5%)	7.5% (+3.5%)
Black or Black British	0.9% (+.4%)	1.6% (+.9%)	3.4% (+1.3%)
Other	0.2% (-.4%)	0.6% (+.2%)	1% (+.1%)

Source: [WCB Population Statistics - Census 2011, ONS](#)

West Berkshire has a low proportion of children under 16 in poverty. 10.10% were in this category in 2012 compared to 19.2% nationally. Of the total pupil population in West Berkshire 1,804 pupils are eligible

Aims of the Crossing the Bridges Project

To build relationships between schools and faith/belief communities so that pupils' RE learning is improved and they can readily celebrate diversity.

The 6 SACREs will work together, co-ordinated through their newly-formed Pan-Berkshire Hub, to enable members to share their expertise, contacts, own faith and beliefs from the respective communities they represent on the SACREs, and to bring teachers and faith/belief communities together.

The ongoing Hub and the RE teacher networks already commissioned by the SACREs give a dissemination and engagement model and enable the sustainability and development of the Crossing the bridges project past July 2017 as well as during the Project 2016-17.

We aim:

1. To facilitate deeper and richer RE learning experiences for children and young people by bringing them into dialogue with members of faith/belief communities both in the classroom and at host places of worship, this promoting their understanding of diversity in their own local communities
2. To make organising visits to places of worship and visits to the classroom, easier for teachers enabling this to happen more frequently
3. To ensure RE learning is maximised by using an enquiry approach and by training and quality assuring hosts at places of worship and visitors to schools.

How will we do this?

1. Provide template and exemplar interactive teaching/learning tools, easily differentiated for use in different settings and with pupils of all ages and stages.
2. Engage teachers in using these and disseminating their own examples of these and their own good practice through the SACRE web pages

The initial tools have already been developed (attached) but not disseminated fully.

This project would enable us to engage teachers in using the materials and most importantly to share their examples of successful usage of them and of how they differentiated them for their own settings.

This work would then be disseminated through web pages and through network meetings.

Costs: x 2 days teacher time @ £250 a day plus 1 day Project co-ordinator to manage and edit the work produced £500

Total : £1000

3. Offer teachers a one-day training event, 'on location' visiting 5 or 6 places of worship to enter into dialogue to increase their own subject knowledge and then produce teaching resources to disseminate to all schools
This event will also engage hosts at places of worship, who will be SACRE members or sourced by them.

Costs: 2 days Project co-ordinator time to prepare and delivery the day. 2 days @ £500 = £1000

2 days teacher time to collate images into powerpoints for dissemination £500

Subsidised transport costs, a coach for the day, and donations to places of worship (£300)

Total : £1800

4. Provide common evaluation forms for both hosts and schools and a mechanism for collating these and learning from them. The Pan-Berkshire Hub is keen to take on this collation/evaluation role.

(Forms already available from first year of the project)

5. Offer 2 training events during the year, one in east Berkshire and one in West Berkshire for both teachers and places of worship hosts to ensure everyone involved understands how to maximise RE learning through visits and visitors, and how to link this to the shared pan-Berkshire agreed syllabus.

(Pan-Berkshire Hub would pay for this aspect of the Project)

6. Launch this Crossing the Bridges Project, Phase 2, with a pan-Berkshire event for the 6 SACREs and teachers from all 6 areas, an evening event in late September to help engage people and kick-start the project. This would also provide an opportunity to strengthen the relationships between the 6 SACREs and between schools and SACREs

Costs: Venue and refreshments £1000

(The pan-Berkshire SACREs would provide speakers and pay for the Hub co-ordinator time to organise, administer and deliver the event)

7. Collate an online Directory of host places of worship and speakers and in so doing build relationships. The Directory could be added to in subsequent years and all teachers could access it through SACRE web pages.

(The pan-Berkshire Hub would pay for this work)

8. Build community cohesion by publicising the events and project in local press and through both education and local authority channels.

(The 6 SACREs would use their local channels of communication to make this happen and the Hub would drive it)

Funding is hereby requested to:

- engage teachers in work with and for teachers by them leading on collating examples of good practice from visits and visitors for web pages and to share at network meetings (items 1 and 2 above Cost: £1000)
- enable this project to deliver more training to teachers (through the 'on location' training event) to strengthen that side of the bridge (item 3 above Cost: £1800), and produce teaching materials to disseminate to all schools.

- to strengthen the relationships between the 6 SACREs and between schools and SACREs by holding an evening launch/training event in September 2016
Cost: £1000

A total of £3800 is requested to enable the existing crossing the Bridges Project to properly engage teachers to work with and for each other, to increase the involvement of places of worship and build relationships from both sides of the bridges.

The initial project has been successful but to an extent will not be made full use of if we cannot afford to properly disseminate the materials and build the relationships and systems that will enable visits and visitors to become a rich and compelling learning experiences in RE that engender better understanding of local and global diversity.

Shaping the Future

NASACRE Conference and AGM

Tuesday 17th May 2016

Methodist Central Hall, Westminster, London

11.30 Welcome and Introductions - David Hampshire

“May you live in interesting times”

Could be considerable unintended consequences from the White Paper and the changing education context e.g. academisation

11.40 Keynote address

The Rt.Hon Baroness Elizabeth Butler - Sloss GBE

The Rt Hon Baroness Elizabeth Butler-Sloss GBE, formerly President of the Family Division of the High Court was the first female Lord Justice of Appeal and until 2004, was the highest -ranking female judge in the United Kingdom. She has chaired many high profile enquiries and inquests. Baroness Butler-Sloss served as Chair for the recently published Commission on Religion and Belief in British Public Life.

‘Religion and Belief in British Public Life’ - report December 2015

Commission covered 2013, consisted of 20 representatives from faith/belief groups.

Need a new settlement for religion and belief.

Vision : a society at ease with itself in which everyone is valued

Need greater religion and belief literacy. Lack of this feeds antagonism. Urgent action required to combat stereotyping of religion belief groups.

Young people should be equipped with religion and belief literacy for economic and moral reasons.

World is a global village: business, arts etc.

Report has practical suggestions to improve the national religion and belief literacy.

“What you teach will be crucial because of its impact on the young people who will be leaders of tomorrow”.

Education

Many agreed syllabi present 'sanitised' pictures of religions and often have very little reference to non-religious worldviews.

Recommends - Introduction of a statutory entitlement to a nationally agreed framework for RE.

Training for teachers of RE needs to be overhauled. Attention should be given to training for RE on a similar level to the training in English and Maths.

Recommends - the repeal of statutory requirement for Collective Worship and possibly replacing with time for reflection which would be inclusive to equip young people for global village and enable their SMSC development.

Negative consequences to selecting pupils/staff on grounds of religion - recommend this is reduced.

Schools of a particular religious persuasion must widen their pupils' understanding of belief of others.

All staff should have training in discussing sensitive and controversial matters relating to religion and belief.

Recommendation-

"All pupils in state- funded schools should have a statutory entitlement to a curriculum about religion, philosophy and ethics that is relevant to today's society, and the broad framework of such a curriculum should be nationally agreed. The legal requirement for schools to hold acts of collective worship should be repealed, and replaced by a requirement to hold inclusive times for reflection"

"We must not allow schools to become introspective"

Question Time

- 1) Are SACRES putting the Report's recommendations into practice?
- 2) To what extent does the local determination of RE need to be continued?
Can this manage to address the diversity of different communities?

12.45 NASACRE Business Meeting

- Minutes of AGM held 21 May 2015
- Chair's report
- Accounts and Treasurer's report
- Secretary's report
- Changes to the constitution
- New Exec. members: announcement
- Matters arising on the minutes
- A.O.B

Chair's Report

(David Hampshire)

Local authorities need to fulfil their statutory responsibilities. NASACRE trying to have stronger voice nationally and to ensure all SACREs are consulted.

Income £12.5k

Budget includes:-

- Travel 6k
- Admin and website
- Membership of other organisations
- Exec. Meetings

Changes to the Constitution

The constitution has been changed to reflect more clearly roles and responsibilities and to enable appropriate and timely responses on local SACREs' issues and national issues relevant to RE and SACREs.

77 of 154 SACRE's represented at the AGM 17/5/16

2.15 Keynote address

Professor Adam Dinham

Professor Adam Dinham is Professor of Faith and Public Policy at Goldsmiths, University of London. He is also Chair of the British Sociological Association Sociology of Religion Study Group (Socrel), Professor of Religious Literacy, Diakonhjemmet University College, Oslo, Norway and Honorary Stephenson Professor of Leadership, Religion & Society, Sheffield Institute for Interdisciplinary Biblical Studies, Sheffield University, UK. With Martha Shaw, Professor Dinham is the co-author of RE for RE al: The future of teaching and learning about belief

RE for RE al: The Future of teaching and learning about religion and belief

Dinham - Shaw, November 2015

Context

- Policy
- Teaching and Learning
- Young people's thinking
- The next generation in wider society

1944 settlement for RE is over 70 years old and changes in religion/belief running faster than the changes being made to RE.

Migration, globalisation - increasing diversity which needs religion/belief literacy, but we have a 20th century settlement for a 21st century reality

RE can be marginalised

What happens in schools now?

Purpose, content, place, curriculum model?

Conroy (Glasgow) £1 per pupil per year on RE where annual spend per pupil is £4000 per year even in lowest funded area.

Impacts of this in wider society

- Anxiety, indifference, hostility towards RE
- Loudest voice = from new atheists
- Religions literacy and fuzzy secularity

3 reports in the last year - all 3 recommend national coherence

RE for R.E.al

Role of SACRE = important alongside other professional and relevant bodies - a national panel to create a national framework for RE.

Recommendations-

“ A statutory National Framework for Religion and Belief Learning should be developed and be applicable to all schools, balancing shared national approaches with school level determination.”

“Since SACREs currently play a leading part in religion and belief learning, there is an urgent need for review of their role, and the role of others, such as professional bodies, local authorities, schools themselves, and other experts, in the forming of learning. This should inform and result in the appointment of a national panel to develop the framework.”

Issues of representation - who represents faith/belief communities?

How are they chosen?

Who speaks for whom and with what knowledge and experience?

Clarifying the muddle

- Collect worship
- Right to withdraw
- Faith Schools admissions policies
- Clarify religion in the life of the school

Is RE education formational, confessional?

How to clarify the muddle?

Purposes - content - structure of RE

Purpose

- Educational force in its own right

- Instrumental/useful eg. Cohesion

Content

- More breadth i.e. stretchy definition of religion and belief Structure
- Compulsory RE plus optional GCSE - what goes where?

Sort the purpose of RE and then content and structure will follow.

Assumption that better understanding of others leads to more love for them. Is this so?

- Churches (especially CofE) have role (culturally and historically many people still attached to Christianity, part of their identity)
- Politicians

Religious Literacy

- Attitude
- Disposition (how do you feel about)
- Knowledge (stretchily defined)
- Skills (questioning skills)

Challenge for

Everybody, regardless of religion, belief or none

Question time

- Is RE about improving the quality of our disagreements?
- Are there any other countries ahead of England with their RE /religious literacy?

4.10 Westhill/NASACRE awards

Awards given to

- 1) Liverpool
- 2) Newham
- 3) North Yorkshire
- 4) There is a further £4000 award still available, submission deadline 31st July 2016

(Could the Pan-Berkshire Hub submit an application to embed and extend the 'Crossing the Bridges' Project?)

4.20 Closing remarks from the Chair (David Hampshire)

Thanked all the organisers and all SACRE members for their continued work for RE.

Notes by Jan Lever

Adviser to Reading, Wokingham, Poole and North Somerset SACREs

18th May 2016