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Words from the Chair of SACRE

It has been a privilege working with members of SACRE this year, most of whom are volunteers and have given their time freely. The artefact’s project together with the preparation of a locally agreed syllabus has dominated our time. SACRE members have taken an active and vocal part in the writing of the syllabus, and I am grateful for all who have been diligent in this important task. My thanks go to Anne Andrews our RE adviser who has ably steered us through the complex process, patiently explaining to those of us who are not teachers or members of a particular religion how to participate in a meaningful way. It has been an enjoyable if challenging process resulting in a detailed syllabus that reflects the views of all our religious and secular worldviews and yet is accessible to children and those tasked with the responsibility of teaching it. I commend it to you as it will be implemented in schools from September 2025.

The other major achievement has been the placing of religious artefacts from the Open Learning Centre to the Library in Bracknell. This has been a joint project between SACRE, the Library, schools and Bracknell Council and has resulted in the artefacts from six major religions being available for members of the public to see. It is an important addition to the work of SACRE as it raises our profile whilst informing local people about the religious practises of people who are living in their community. It has been great fun identifying relevant artefacts to place in the cabinets and writing a short description for each. There is a summary about each religion in each cabinet to assist with understanding. Local teachers are currently working on a faith trail to support the units.

There are more artefacts available to borrow from the OLC by teachers. The artefacts have been individually documented and updated to reflect current practises. This has been a labour of love by our faith representatives, and I am so grateful for their involvement. Some local schools have already used them and are delighted with the way it supports the teaching and learning of RE. We see this as a gift to our local schools and look forward to hearing about how they have been used.

Both these significant achievements are reflected in the SACRE Action Plan.

I hope you enjoy reading this report and get a sense of the work we have completed this year.

Respectfully,

Vicki Gibson Chair (appointed November 2023)

Summary of SACRE meetings

- Bracknell Forest SACRE has met three times during the year 2023 -24, on 15th November 2023, 14th March 2024 and 9th July 2023. The first two meetings were well attended, but the third meeting of the year, as last year, was poorly attended, with no members of Group B, C or D in attendance for the whole meeting. Each of the meetings this year was also followed by an Agreed Syllabus Conference, which was convened at the first meeting of the year. The last meeting of the year focused by default on the artefacts project, which mostly involved Group A members, who were the main attendees, alongside the officers of SACRE.
- Each ASC meeting has discussed the content of the syllabus as being developed by the Joint SACRE hub. This hub includes the chair of each of the 6 SACREs across the Berkshire region, along with the three advisers. This has been the steering and co-ordinating group for the SACRE. Each revision has been sent to the ASCs for feedback, particularly from Group A and Group C members. There has been a lot of interaction between ASC members and the steering group, and many revisions have been made as the process continued. The Bracknell ASC was an active participant in the process. Discussions covered the overall picture of the syllabus and the detail of questions and content on particular religions.
- All meetings of the SACRE and the ASC have been held online and broadcast on YouTube. Each meeting has continued to ask for verbal feedback from members engaged with schools' work, either as teachers or visitors. This has kept SACRE informed of the challenges that schools continue to face, such as timetabling for RE and collective worship, and staff subject knowledge.
- There has been a change of personnel in some groups, and some stubborn vacancies, which repeated efforts have not been able to address. Health issues have affected the attendance of some members, and we hope this is going to improve next year.
- The chief success for SACRE has been the initiation and completion of the artefact project. This involved moving the religious artefacts that were previously stored at the Education Centre when it was based at Easthampstead Park conference centre, but which had been boxed up and stored since the move that took place shortly before the pandemic. After a few explorations the smaller artefacts were sorted, boxed up and labelled. They are now ready to be accessed and borrowed by schools. The larger artefacts, and those that are too delicate or valuable to be handled by pupils have been moved to the central library, where they are on display for teachers, schools and the public. Alongside the syllabus this has been the focus of the work of SACRE.

RE (statutory responsibilities)

The locally agreed syllabus

- The Locally Agreed Syllabus (LAS) review is nearing the end and there have been extensive consultations with teachers and faith reps across the 6 Local Authority areas. Conversations have been robust around the content of some of the content for different religions and much discussion about the phrasing of questions.

- Some specific units to promote a worldviews approach have been included, with the content written by teachers working together with an adviser. These units are core, but the suggested content throughout the syllabus is non-statutory.
- The syllabus has responded to feedback from teachers that said that they wanted more precise content, and the option to include Hindu Dharma at KS1, and to offer greater depth. The decision to suggest specific religions for specific phases is to ensure that there is continuity and progression as pupils transition from one phase of learning to the other.
- With more schools having joined academies, there are fewer schools that fall directly under the remit of SACRE or the requirements of the Locally Agreed Syllabus

Standards and monitoring of RE

- The 2023 examination data was presented late to SACRE, for some very good reasons, and so detailed discussions have been delayed until the next year. The headline data is that the LA is broadly in line with national statistics. This means that the proportion pupils taking RE at GCSE is down, as it is nationally. We know that there have been difficulties recruiting teachers locally for secondary RE, and that one school where data was improving has undergone staffing changes leading to a reduction again in the amount of RE offered.
- No LA schools have received a deep dive in RE from Ofsted, and no SIAMS inspections of VC schools took place, so standards have not been explored that way. No reports have been received from LA school Standards in Education Partners (STEPS) from Ofsted feedback sessions.
- No schools in Bracknell have applied for or achieved REQM awards.
- SACRE advertises local and national training to schools through the termly newsletter. This newsletter also contains information about resources that are available, and information about faith traditions. The initiative to include a report on the RE network meeting from the previous term, so that teachers unable to attend can see what has been discussed has continued to pay dividends, resulting in better attendance at meetings.
- SACRE has not received any complaints about RE in schools.
- The LA has been advised that SACRE should be informed of any Deep Dives that take place in RE, or where RE is mentioned in feedback, as part of the broad and balanced curriculum. SACRE has not been informed of any deep dives in RE and no feedback has been received from any of the STEPs. This is partly due to the large number of academies in the borough, that sit outside of the LA remit.

Collective Worship (CW) (statutory responsibilities)

- The LA has been advised that they should report to SACRE on any schools visited where they observe good Collective Worship, or where they are aware that it is not being adequately provided. No reports or feedback has been received.

Determinations

- No determinations currently exist in Bracknell Forest, and none have been applied for.
- No Teacher training on collective worship has been provided, but materials and advice for schools are communicated in the SACRE newsletter.

- No complaints have been received about collective worship. SACRE does not have the capacity to monitor collective worship formally, therefore SACRE has not advised the LA on any matters connecting to worship, other than the requirement to feedback. It seems that LA officers visiting schools currently have different priorities and no reports have been received.

Links with other bodies

- Bracknell SACRE continues to be a subscribed member of NASACRE and has also purchased the training package. Members have attended some of the training and the new members have been given the NASACRE handbook and encouraged to attend the 'So you've joined your local SACRE' webinar that runs at least twice a year. Members were also booked for the AGM, and the adviser is a member of the NASACRE executive committee. The NASACRE briefings are distributed to SACRE and many of the items are discussed in SACRE meetings and used to inform the agenda.
- The RE Adviser is a member of AREIAC, and information is shared where it is relevant.
- The RE networks are NATRE linked and NATRE resources are shared. The RE networks are also advertised on the new RE Hubs website. Faith communities have also been invited to participate in the hub training for speakers and places of worship. At least one member has taken up the opportunity to register for the training for next year.
- The RE adviser is also adviser to the local Diocese and so training opportunities are shared. Bracknell SACRE works in partnership with the 5 other Berkshire SACREs on the Real People Real Faith film project and on the revision of the Agreed Syllabus, which is a joint syllabus.
- Many of the members of Groups A and B are also members of the local interfaith committee and members were invited to speak at the event during interfaith week. The session, which focused on responses to sickness across a range of worldviews, was also advertised to schools.
- Members were informed of the opening of a new Hindu Mandir and cultural centre in the town, and this is turn was advertised to schools, some of whom have already taken up the opportunity to visit a local place of worship. A report on the visit has been included in the SACRE newsletter.

Local SACRE involvement

- No Governor training has been provided, but as the professional adviser is a local governor, the place of RE often gets mentioned when she is present on LA training events.
- Ramadan advice was issued using the NASACRE guidance as a basis.

SACRE's own arrangements (statutory responsibilities)

LA support for SACRE

- SACRE pays for a professional adviser for 5 days per financial year. This covers preparation for and attendance at meetings, preparing and running the three RE network meetings, writing and editing the termly SACRE newsletter and writing the annual report. This does not cover adviser time for visiting or supporting schools, other than as additional work, paid for by the schools.
- SACRE is ably supported by a knowledgeable clerk. The local authority officer attends meetings and RE networks, as well as providing the booking facilities and communication processes. Both LA officer and Clerk are involved in the agenda planning meetings with chair and adviser.

Membership

- Membership of SACRE has been more stable this year, with more of the Group C vacancies filled though as the attendance list (Appendix 1) shows, attendance from teachers continues to be patchy. The vacancy for Buddhist representation remains unfilled. On the advice of SACRE to the LA a fourth councillor has been appointed to SACRE, as the clerk discovered that there had not been a conscious choice to only appoint 3 members to 5 vacancies. Attendance in Group B has been better this year, but one vacancy remains, and one member has been appointed to a clergy post elsewhere, which has meant that he has had to tend his resignation. A new Muslim representative has taken been appointed. Group A representatives continue to offer strong support to all that SACRE does.
- Training for SACRE (and ASC) members has been offered through the delivery of the NASACRE presentation on ASCs. Members have also been encouraged to attend NASACRE webinars. Members were also made aware of the Culham St Gabriel’s online training courses that would give them background on RE and Worldviews. Conversations demonstrate that a small number of people availed themselves of this opportunity.
- Financial arrangements for SACRE (and where appropriate, ASC). SACRE budget remained the same as last year. The cost of the clerk and the adviser are covered, as well as membership of NASACRE and the training package. The ASC was funded from the SACRE hub funds which were built up from SACRE donations to the hub over the last three years, from all 6 SACREs, ensuring that there were sufficient funds to cover the cost of the ASC. Across all 6 SACREs the syllabus review has cost £13 042.50, mainly in adviser writing time, and including 6 writing sessions with teachers. Additional funds of £7866 have been kept aside for a syllabus launch conference and training day for teachers, involving all four advisers. This has been funded by the hub, because the money saved during the pandemic was always intended for use for a conference. The syllabus launch will involve teachers from all 6 local authorities.

Appendices

Appendix 1 Attendance 2023-24 SACRE and ASC

Name	Group	15-11-23	14-03-24	09-07-24	Total
Vicki Gibson	A – Free Church	y	y	Y	3/3
Ron Bailey	A – Free Church	y	y	Y	3/3
Abi Mclean	A – Free Church	y	y	Y	3/3
Vacancy	A - Catholic				
Jo Perret	A - Catholic		y	Y	2/3
Sevde Gundogan (from 14-03)	A - Muslim		y	A	1/3
Dilip Ladwa	A - Hindu	y	y	Y	3/3
Rajdip Marok-Dhanju	A - Sikh	y	y	Y	3/3
Vacancy	A - Buddhist				
Ossie Anderson-Peled	A - Judaism	y	y	Y	3/3
Kathy Hadfield	A - Bahai	y	y	Y	3/3
Alan Montgomery	A - Humanism	y	y	Y	3/3
Vacancy	B – C of E				

Father David Clues	B – C of E	?	A	?	0/3
Oduolapu Ogunbawo	B – C of E	y	y	?	2/3
Jill Hanson	B – C of E	y	y	A	2/3
Ruth Jackson	C – Primary HT	y	A	A	1/3
Clare Hawkins	C - Secondary	y	y	A	2/3
Anna Kennedy	C – Primary HT	y	y	A	2/3
Tim Griffith	C – Secondary HT	y	A	A	1/3
Jo Roclawski	C – Primary -SEN	A	?	A	0/3
Gareth Barnard	D - LA	y	A	?	1/3
Ryan Frost	D - LA	y	y	A	2/3
Tricia Brown	D - LA	y	y		2/3
Roy Bailey	D - LA	y	A	Y – (left early)	2/3
Vacancy	D- LA				
Tracey Bradshaw	LA officer	Y	Y	A	2/3
Lizzie Rich	Clerk	Y	Y	Y	3/3
Anne Andrews	Adviser	Y	Y	Y	3/3
		21/29	19/29	12/29	

Appendix 2 Meeting agendas

Full agendas and Minutes for all SACRE meetings can be [here](#).

Appendix 3 GCSE A/S & A Level RS results

Validated data

Religious studies/Religious Education 2023-2024

FFT Data lab report based on result day data that:

Entries in GCSE religious studies have decreased a little across the UK over the last five years. The -2.1% change compared to a change of +6.4% in all GCSE entries over the last five years. Over the same period, the 16-year-old population has changed by approximately 9.0%.

- Across the UK, a greater proportion of students achieved good passes in religious studies in 2023 compared to all GCSE subjects. A total of 72.8% of pupils achieved grade 4/C or higher in religious studies compared to 68.2% for all subjects.
- Entries in religious studies at A-Level have decreased across the UK over the last five years. The -13.2% change compared to a change of +8.3% in all A-Level entries over the last five years. Over the same period, the 18-year-old population has changed by approximately 4.5%.
- Across the UK, a broadly similar proportion of students achieved the top grades in religious studies in 2023 as did so across all A-Level subjects. A total of 26.3% of pupils achieved A*-A grades in religious studies compared to 27.2% for all subjects.

Bracknell Forest Data KS4

School	Cohort taking	%9-5	%9-4	Average Point Score
National – state funded		60%	71%	
National – all schools		61%	72%	
LA	20%	61%	72%	5.0

	Validated Results				
	2017	2018	2019	2022	2023
National % of pupils				17%	
LA Number of pupils	279	219	400	259 (21%)	269 (20%)
National Average Point Score			5.0	5.3	5.1
LA Average Point Score	5.0	5.3	4.6	5.4	5.0
National % Grade 4+			71%	77%	71%
LA % Grade 4+	75%	70%	64%	82%	72%
National % Grad5+			59%	67%	60%
LA % Grad 5+	57%	60%	50%	69%	61%

Bracknell Forest Religious Studies (RS) Average Point Score is broadly in line the national average, however our attainment in RS at both grades 4+ and 5+ is slightly above the national average for both.

As a Local Authority we have seen a slight increase in the number of pupils entered. 259 – 267. We have seen a decrease in our average point score across the LA and a decrease in the percentage of pupils attaining grade 9-5+ and 9-4+. This decrease in average point score and attainment reflects what is being seen nationally both for average point score and attainment.

Points to consider:

Schools use different boards for their RS courses.

Most of Year 11 learners undertake the GCSE accreditation at a CE school compared to our other schools.

The above points have an impact on the data presented and therefore members should be careful not to make judgements based upon them. Members should also be cautious of interpreting this data as it is the first set of data post the different processes that were in place in 2020 and 2021, related to Covid.

Berkshire - NATRE data analysis

Bracknell Forest SACRE Annual report 2023-24

On a national scale Berkshire was ranked 8th highest for pupils attaining 9-4 at GCSE for RS (77.8%) and have outcomes higher than the national average of 72.2%

KS5

School	Cohort taking	%A*-C	Average Point Score
National	748	76%	34
LA	40	68%	33

Like with GCSE, we should be cautious when analysing this data as the number of pupils in Bracknell Forest that are entered for A-Level RS is small in number. We have seen a decrease in the number of pupils entered at A-Level by 8 pupils this year. We must however recognise that this is still 17 pupils greater than 2019.

Bracknell Forest Schools were in line with the national average for Average Point Score (APS) in Religious Studies. We have seen a reduction in the APS from 2022, however this follows the trajectory seen nationally.

In Bracknell Forest we have seen a 20% reduction in the percentage of pupil attaining A*-C between 2022 – 2023. Nationally we have also seen the percentage of pupils attaining A* - C in Religions Studies has reduced, however only by 10%.

Points to remember:

Members should be cautious of this data due to the small cohort numbers but also with interpreting this data as it is the first set of data post the different processes that were in place in 2020 and 2021 related to Covid.

	Validated Results				
	2017	2018	2019	2022	2023
National Number of pupils				982	748
LA Number of pupils	47	37	23	48	40
National Average Point Score			34	39	34
LA Average Point Score	32	35	34	38	33
National % A*-C				86%	76%
LA% A*-C	72%	73%	70%	88%	68%

Berkshire – NATRE data analysis

Berkshire was 10th highest ranking county out of 37 for grades A*-C (83.5% of pupils achieved A* - C) 425 candidates took Religious Studies from 19, 310 with an uptake of 2.2 - 0.12% higher than the national average uptake. Based on uptake we are ranked 11th out of 37 counties for entries.

A	C	E	F	G	H	I	J	K	L
School name	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	% hours - RE
Sandhurst School	Academies	0	0	0	0	1.21		0	0.26
Garth Hill College	Local authority maintained schools	2.28	2.27	0	0	0	0	0	0.73
Ranelagh School	Academies	5.64	6.41	6.5	5.71	6.06	4.76	4.25	5.66
Edgbarrow School	Academies	5.33	5.28	5.32	2.17	1.89	1.93	1.95	3.31
King's Academy Binfield	Free Schools	0	0	0	3.82	2.39	0		1.15
King's Academy Easthampstead Park	Academies	0	4.8	2.44		0	0	0	1.18

SACRE received the workforce data as issued by NATRE, and while on the face of it some schools appear to have 0 hours of RE teaching, SACRE is aware that this is often because RE is reported under other subjects, or has a different subject title, such as Philosophy and Ethics, so does not get properly recorded. One of the main tasks of SACRE will be to follow up on those schools to gain an accurate narrative, and where necessary to offer support to ensure that future reporting gives an accurate picture.

Appendix 4 Details of CPD provided to schools.

All CPD is overseen by the LA and linked to the priorities of the education department. Bookings are made through the central Can-Do booking, as for all Bracknell school CPD. It is the only CPD provided free of charge to schools.

Autumn Term: this session gave teachers a chance to have a look at the syllabus as it stood and give feedback on what they wanted to see. This was useful information for the syllabus review process.

Spring Term: This session looked at how to audit and assess the curriculum; it also gave an update on the syllabus progress so far.

Summer term: This meeting took place in person at a school on the hottest day of the year. This was an opportunity for teachers to learn about new resources, such as the RE Hubs. There was also a chance to look at the latest version of the syllabus again which teachers really liked the look of.

Appendix 5 Sample Newsletter to schools



SACRE Newsletter

Supporting RE and Collective Worship in Bracknell Forest

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Pan-Berkshire Syllabus

The review of the Pan-Berkshire syllabus is making good progress. SACRE hopes to have a draft version available by the end of the summer term, with the final launch planned for April next year. If you are a community or Voluntary Controlled school then this syllabus will be the legal basis for the RE curriculum that you teach, at all phases and key stages. Academies need to be providing similar or better.

If you are considering making changes to your curriculum, or purchasing any new schemes, SACRE recommends that you wait until the publication of the new syllabus to ensure that what you choose is compliant with the new syllabus.

Below is a brief outline of what is proposed, but please note that this is not yet finalised.

As in the current syllabus, the content will be led by enquiry questions, but will also contain suggested content, some of which will be identified as core.

- There will be a compulsory introductory unit in each year group, which will introduce the key concepts of religion and worldviews. This unit will contain more detailed guidance and the ideas explored in the unit should be revisited during the course of the academic year.
- Christianity will be taught in every year group.
- By the end of Year 4 pupils will also have encountered Hindu Dharma, Islam, Judaism and Sikhi, as well as non-religious worldviews. The recommendation will be to alternate Abrahamic and Dharmic traditions. This should facilitate teaching in mixed age classes.

- In Upper Key Stage 2 teachers will have the choice of which of the previously taught traditions to cover, again with the recommendation to alternate between Dharmic and Abrahamic traditions. The opportunity to cover both Judaism and Islam in one year group and Hindu and Sikh Dharmas in the other will be offered. There will be an option to include Buddhism. There will be a requirement to cover Humanism as well.
- At Key Stage 3 Islam, Buddhism and Humanism are the main religions offered alongside Christianity.
- There will also be some philosophical and ethical questions that can be explored at KS3 with reference to any religious traditions that the school chooses.
- For Key Stage 4 the syllabus will recommend that all students should follow an accredited course in RS (GCSE full or short course).

There is still some work to be done, finalising the content and the exact wording of the questions, but this broad outline is unlikely to change much as all six Berkshire SACREs have agreed the design. An invited working party of teachers from across the six SACRE areas will be involved in the process.

A draft copy may be available for the RE Network meeting on 26th June.

Summer Term RE Network Meeting

Wednesday 26 June, 4pm - 5.30pm

Venue - Birch Hill School

Teach Meet Style - sharing experiences, resources, questions, and work examples.

Book your place on Can Do.

Spring Term RE Network Meeting – A Report

The spring term RE Network Meeting looked at the tools and questions that might be used to audit the school's RE curriculum.

We began with the challenge laid down by the Ofsted Annual Review:

- **Pupils are rarely taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and non-religion play different parts in different people's lives)**

- **Too often, schools do not teach topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter.**

Teachers were asked to consider whether these accusations could be levelled at their school curricular and in the rest of the session we explored where and how evidence could be gathered.

For most schools this means beginning with the Locally Agreed Syllabus, checking that the correct range of religions and topics are being covered. There are also wider questions that can be asked of the curriculum:

- Do pupils know more of an expanding domain of content about religion, including non-religious traditions?
 - Can you prove that they know more and can do more?
 - Do they cover a breadth of traditions, but not so much that they are confused?
 - Do they encounter diversity within as well as between religions?
- Does the RE curriculum develop pupils' knowledge about the ways in which knowledge of religions is formed? In other words, do pupils have the opportunity to:
 - Ask questions of believers?
 - Observe practices and ways of living?
 - Read sources of wisdom?
 - Debate truth claims?
 - Explore the emotional and sensory world of religion?
 - Analyse data and statistics?
 - Handle various degrees of certainty about religious claims?
- Does the RE curriculum allow pupils to understand their own relationship to the subject matter?
 - Are they aware of the assumptions they make?
 - Can they express their own worldview appropriately?

Assessing pupil progress also gives a teacher and subject leader knowledge about the effectiveness of the curriculum, as it informs us whether teaching and learning are having an impact. This is because to be effective, assessment needs to link directly with the curriculum and must assess what pupils are **actually** learning. Do they know more, and can they do more? This will be encompassed in ongoing formative assessment which will identify what the pupils know, understand, remember, and can do, as well as what misconceptions they have and what they need to do next.

Summative assessment, used less frequently, will assess what has been retained and good practice will ensure that summative assessment looks at the overall journey that the pupils have made in their learning. It is important to be realistic about how much progress pupils can make on between 36 and 45 hours a year. For summative assessment to be effective it needs to be sufficiently well-spaced to allow learning to happen and supported along the way by frequent retrieval practice. The more coherent the curriculum, the easier it is to build in opportunities to revisit learning.

National RE Updates

The recent publication of the [National Content Standard](#) has been widely reported on social media. It has links to the [Religious Education Council \(REC\) Worldviews Resource](#) and the REC worldviews project.

Both these documents contain a proposal for a National Statement of Entitlement for RE, which sets out a standard for the type of content an RE curriculum should contain. While this is aimed mostly at syllabus writers and other RE professionals, it is not irrelevant to teachers, and some RE organisations are already drawing heavily on its proposals. Please note that currently this statement has no statutory force, so the below is for information only. You do not need to assess your school's curriculum in the light of this, though I expect that you already cover some of these elements in your curriculum.

National Statement of Entitlement

Content

- a) Nature/formation/expression: What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences.
- b) Organised/individual: How people's individual worldviews relate to wider, organised or institutional worldviews.
- c) Contexts: How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.
- d) Meaning and purpose: How worldviews may offer responses to fundamental questions raised by human experience.
- e) Values, commitments and morality: How worldviews may provide guidance on how to live a good life.
- f) Influence and power: How worldviews influence, and are influenced by, people and societies.

Engagement

- g) Ways of knowing: The field of study of worldviews is to be explored using diverse ways of knowing.
- h) Lived experience: The field of study of worldviews is to include a focus on the lived experience of people.
- i) Dialogue/interpretation: The field of study of worldviews is to be shown as a dynamic area of debate.

Position

- j) Personal worldviews reflexivity: Pupils will reflect on and potentially develop their personal worldviews and make scholarly judgements in the light of their study in the light of their study of religious and non-religious worldviews.
- k) Personal worldviews impact: Pupils will reflect on how their worldviews affect their learning.

The other notable feature of the National Content Standard is the appendix at the back, containing a summary of the most recent reports into the state of RE teaching in England. If you want to ensure that you are informed about the history of RE, this is a good place to start.

The REC Worldviews project resources are due to be launched on 2 May 2024. Three consortia have been working on resources and curricula using the proposed Statement of Entitlement. It will be interesting to see how widely these statements have been interpreted and whether there will be any significant changes as a result.

Local Updates

Artefact Collection

If you have been teaching in Bracknell Forest for any length of time, you may remember the fabulous artefact collection that was housed at the Education Centre when it was located at Easthampstead Park Conference Centre. You will probably also be aware that these artefacts seem to have vanished. They are in fact safe, and Bracknell Forest SACRE has been working to make these available again.

The cabinets, housing many of the biggest objects, are being moved to the Central Library where they will be on display. SACRE's next project, working with teachers, will be to design a series of trails for use by different ages groups. The resources will be available to view from 18th April.

The loan boxes are being sorted and repackaged and will soon be available for schools to borrow from the Open Learning Centre on Rectory Lane. Each box will contain artefacts linked to one religion, rather than curated on teacher choice. There is still some work to do on this, but we will let you know as soon as the boxes are available to borrow.

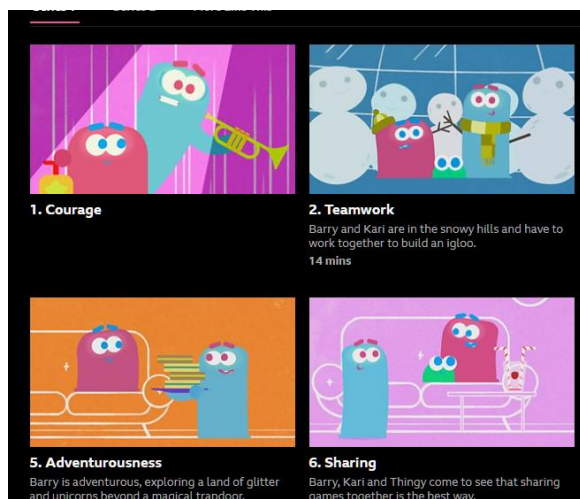
If, however, you want to purchase some Christian artefacts for your school, then visit the [Jerusalem Trust](#), who will give grants of up to £600. There are a limited number of grants available each term, and primary school grants are more highly sought after than secondary.

RE Resources

Please note that Bracknell Forest SACRE does not offer an endorsement of any of the resources listed. Please use your professional judgement to decide whether these materials are suitable for your school.

SACRE is also interested in your feedback as well as any other resources that you encounter.

EYFS



The BBC mixed animation and film series [Treasure Champs](#) offers an opportunity to introduce values such as courage, teamwork, loyalty, sharing, obedience and wisdom. While not directly an RE resource, many of the values relate to those covered in RE. Could you use it as an introduction to philosophical thinking for very young children? If you do, please let SACRE know how you find it.

Primary RE

Schemes of Work

There are several new Schemes of Work available to purchase: Jigsaw RE and RE Today are now producing schemes that come complete with PowerPoints and lesson plans. Both are subscription models, based on the number of pupils in the school, so you will need to consider the school's ongoing financial position, as well as the arrival of the new Pan-Berkshire Locally Agreed Syllabus, before you buy. The summer RE network meeting will be a great place to find out what other schools are using and how they find the resources.

Springs Dance Company

Several schools have had sessions from Springs Dance company. Have a look at the website to see if one of this term's sessions would suit your school.

"Thank you for doing that amazing lesson with us. I loved it!" - Pupil, Seabrook school

This term Springs Dance company are offering Creation, Easter and Parable. Further details can be found at <https://springsdancecompany.org.uk/index.php/join-in/schools-workshops>

To book and to find out more please email touring@springsdancecompany.org.uk or call 07775 628 442.



YOU ARE SPECIAL

Curriculum-linked dance workshops with a focus on values

Exploring Max Lucado's book *You Are Special*, children will follow the story of Punchinello as he struggles to fit in with other wooden wemmicks in the village. One day his life changes forever as he learns the meaning of the words 'You are special!'.

This creative, fun-filled dance workshop provides lots of opportunity for children to explore how everyone is uniquely made and tackles the big issues of self-worth and of how we treat others.

Children will experience storytelling through dance linked to PSHE and Literature with an optional RE focus.

Watch the video here: https://youtu.be/SsXbD4U_rzs

'The children were totally engaged... a joy to behold.'

Very professional staff who were engaging, personable and enthusiastic. The dance workshop was inclusive and age appropriate... Excellent, would highly recommend.'

Mrs Hartley, Headteacher at St Mary's, Primary School, High Crompton



SPRINGS DANCE COMPANY delivers RE and PSHE through dance, creative exploration and discussion. Our curriculum linked workshops support children's spiritual, moral, cultural, mental and physical development.

*** Our workshops are a great way to utilise your Sports Premium Funding. ***

Other popular workshops available include: A Christmas Story; Refugee, Creation and, EASTER.

Why not try something new with our *Parable Interactive Performance*? An adventurous, interactive and exciting opportunity for children to encounter and overcome creative challenges, accomplish tasks and influence the outcome of a professional performance, whilst absorbed in a vibrant world of dance and theatre.

'Superb workshop - accessible to all... Thank you so much...'

Passionate dance teachers who made learning fun and accessible to all...'

Wonderful to see my Y6 boys so engaged.'

Toni Handson, Y6 Class Teacher & Senior Leader, Good Samaritan workshops at St William Stukeley School, Holbeach.



The structure and length of the workshops is tailored to the needs of the school and age of the pupils.

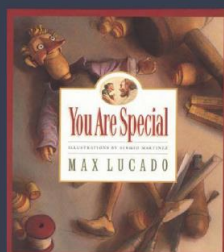
We can visit for a single day and teach lots of classes, or for a number of days, resulting in a sharing of work or children's performance.

To book or for a friendly chat about our work, please call us on 07775 628 442 or email: touring@springsdancecompany.org.uk

www.springsdancecompany.org.uk

"I usually get embarrassed by dancing but then I did not want to leave."

Pupil, Seabrook Church of England Primary School



SPRINGS
DANCE COMPANY

'From the first few minutes of the workshop I knew that Springs had something special about them. They just had a way of engaging every child with enthusiasm, passion and hard-work. It was faultless.'

Head Teacher, Easter Project at St Andrews School, Streattham.

Key Stages 1 – 3

Real People, Real Faith

The Pan-Berkshire SACRE hub, funded by a NASACRE/Westhill Award is pleased to announce that the most recent films in the [Real People, Real Faith](#) Series are now available on the NATRE website.

Humanist, Baha'i and Buddhist films have been added to the collection and so offer teachers the opportunity to engage their pupils in a wider range of religions and worldviews.

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For each worldview there are six films – two for each of KS1, KS2 and KS3. Each film is accompanied by a brief introductory document with summary and suggested activities.

The full list of films is as follows:

Baha'i
Buddhist,
Christianity – Anglican, Baptist and Catholic.
Hindu
Humanist
Islam – Sunni and Shia
Jewish – Orthodox and Reform
Sikh



Filmed in locations across Berkshire, mostly in places of worship, these films explore some of the key features of these traditions, offering a wide diversity of voices within each worldview. Build them into your planning, especially if you are finding visits to places of worship hard to fund and organise.

Upper Key Stage 2 – 3

The Eagle and the Magpie

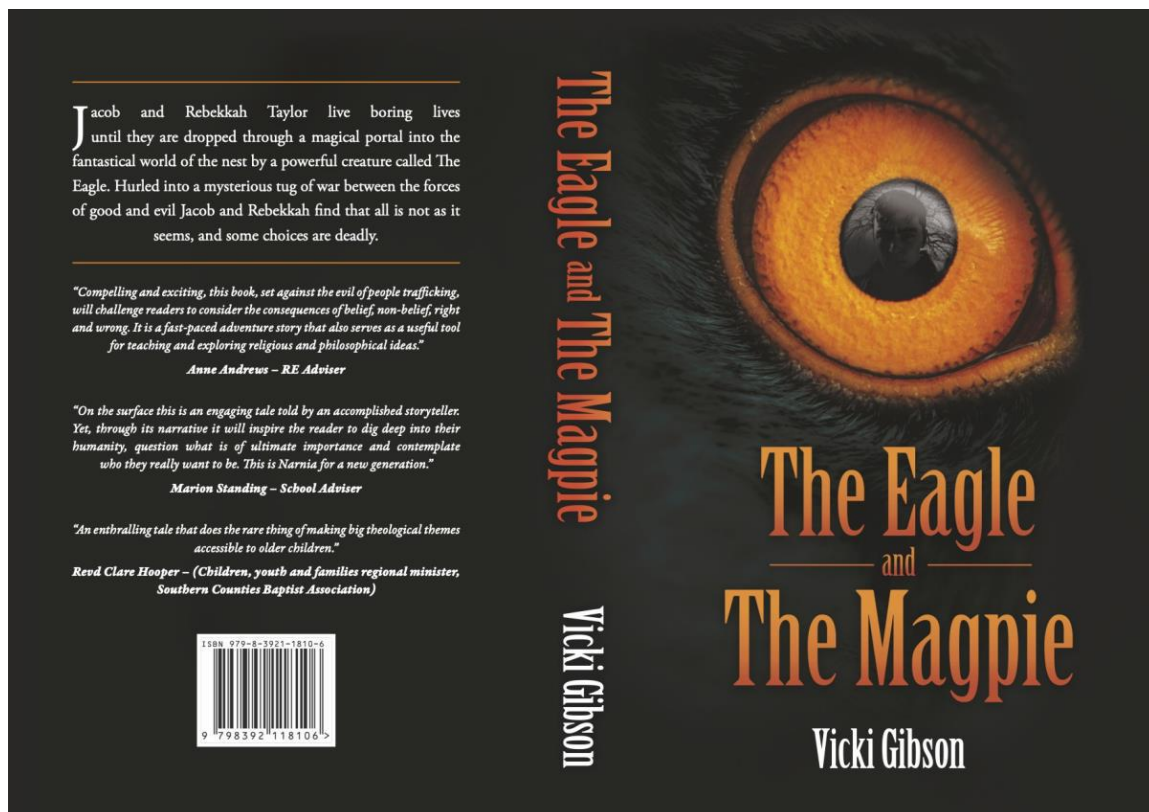
If you are looking for a book to engage your pupils in some philosophical thinking, this may be just what you want. Vicki Gibson is Chair of Bracknell SACRE and has written a fast-moving adventure story which has been endorsed by school advisers. She was a Head of RE for many years and would have valued such a book to support religious literacy in her teaching. It is an adventure story written in three parts and each section explores a variety of theological and philosophical themes in a thoughtful way. There are questions for discussion at the end of the book.

Tommy, aged 12 writes:

This book is a compelling adventure story which cleverly ties in themes of religion and philosophy in an accessible way as well as dealing with the harsh realities of human trafficking. The characters are relatable and feel like real people you care about. The plot is exciting and flows well with a good number of twists. This is a must read for all 10-15 year olds - especially big thinkers!

It has had excellent reviews and can be bought on Amazon for £15.

<https://amzn.eu/d/e6DshJv>



Upper Key Stage 2 - 5

God and The Big Bang



EXPLORING THE INTERACTION OF SCIENCE AND FAITH

Based at the University of Durham, God and the Big Bang gives students in Year 5 to Year 13 the opportunity to discover, discuss and debate the compatibility of science and faith



The workshops equip students with the tools to form their own opinions on some of life's biggest questions, exploring curiosity, evidence and human responsibility

Enquiries and Bookings
sarah.moring@durham.ac.uk

 www.gatbb.co.uk
 @GatBB_UK
  @GatBB_UK

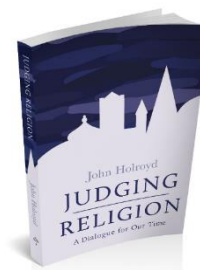
RE CPD

Judging Religion

This book by John Holroyd offers a dissection of what religion means today.

The publishers say this about the book:

There is good reason why some people don't want to talk about religion in polite company. Like conversations about politics, discussions about religion all too often set people at odds with each other in ways that are hard to predict and difficult to control.



For all the controversy involved with such debate, this book invites the reader to engage with an ethical appraisal of religion(s) as they are practised today. It is written in the belief that this is an important dialogue for our time. It claims, despite the emotive character of the subject, that the free exchange of ideas and experience between people of differing views and commitments can with practice generate more light than heat.

Particular effort is made to answer the question: how can we fairly evaluate the ethical character of religion(s)? It focuses especially but not at all exclusively on the religions of Christianity and Islam, being critical of them in many respects; but it also offers sharp rebuke to some of the perspectives of Richard Dawkins and others among the new atheists.

For an RE teacher, this may be likened to a mini university module for anyone who feels that their own education in RE needs a little refreshing. The paperback version, published by SilverWood Books costs £16.99 and is available from a variety of booksellers. Perhaps you want to add that to your summer holiday reading list?

RE Online

Whatever stage you are at in your career, there is something for you to explore in the professional development area of the RE online website. Click the picture below to visit the site.

<p>FREE Online Courses</p> <p>Need CPD? Short of time? Our new short courses are interactive and designed for teachers to introduce you to current thinking in our field.</p> <p>Read more ></p>	<p>Scholarship Programmes</p> <p>Culham St Gabriel's offer Masters, Doctoral, CTeach and Leadership Scholarships</p> <p>Read more ></p>	<p>Religion and Worldviews Career Journey Professional Development and Support</p>  <p>Read more ></p>	
<p>Events</p> <p>All the latest events from Culham St Gabriel's.</p> <p>Read more ></p>	<p>For ITT Providers</p> <p>Support and resources for Initial Teacher Training providers</p> <p>Read more ></p>	<p>Signposts Teacher Training Module</p> <p>A Religion and Worldviews teacher education resource</p> <p>Read more ></p>	<p>Expert RE Mentor Programme</p> <p>Free pilot CPD programme for mentors of both ITE students and early career teachers who are RE specialists</p> <p>Read more ></p>

Collective Worship

What counts as Collective Worship?

Which of the following activities do you do in collective worship?

- Prayer is as simple and honest, as liturgical and responsive as you want it to be. The range of resources is enormous but it's worth remembering that possibly the best resource is the children themselves when they freely write/offer their prayers in their own words.
- Singing/music: there are amazing resources available. Kevin Mayhew (<https://www.kevinmayhew.com/collections/praise-worship>) is one of the top publishers of resources of music books and CDs. New songs written every year that are appropriate for collective worship. It is important never to get trapped into relying on the old ones from yester-year or deciding that all the old songs are part of the past and not relevant to the present day in school worship. Out of the ark (www.outoftheark.co.uk) music and Redhead Music (www.redheadmusic.co.uk) are both popular resources with schools – go to their websites for songs for Easter or Harvest or everyday assemblies and music for all occasions. They also publish other songwriters for both KS1 and KS2, offering rich material to facilitate excellent musical worship. Although musicians in the school are of great value in supporting worship, there are obvious benefits to using CDs: they can be used in any room or corner in which you may find yourself whether it be the computer area, classroom carpet corner or the hall with the whole school and, of course they can be available simultaneously for different groups gathered in different parts of the school for worship. Using actions and repetitive action routines, often choreographed by pupils themselves, allows everyone, even those who cannot read the words or speak English, to join in and have fun.
- Story telling: Schools are good at selecting stories from a wide range of sources, including religious texts, to use in collective worship. It is important to remember that stories specifically from religious traditions are used within faith communities not just to teach moral messages but to communicate something of beliefs about God. When used in inclusive collective worship, their origin should be made clear and that they are sharing the

perspective of a particular religious group. That doesn't devalue their use because children and adults who do not share the particular religious faith can still find something of value in a good story. The Bible, for example, can be a rich resource for collective worship. There are so many different children's or youth versions of the Bible appropriate for use in collective worship for all different ages. The Street Bible by Rob Lacey is an example which brings the Bible alive with prose that conveys the meaning with an approach that will resonate with children who want to be surprised by the Bible making such sense and impact rather than old language and irrelevance to life. The Bible offers stories of adventure, journey, poetry or songs of lament, creation, friendship, parables and miracles, fights and famines.

- Art: art, religious paintings and pictures offer a rich resource for collective worship, particularly with the ease of access we enjoy through the internet. There is an example of a school which used the painting of I stand at the door and knock to great effect to get children to ponder what it was they would allow into their lives and what it was they would keep out and to which the door would be kept shut. This was a secondary school act of collective worship and it resonated with so many of them as they later discussed what it was that they needed to allow in and keep out.
- Visitors provide information on causes and organisations, personal testimony and interview opportunities. They can be an enriching source of ideas. It is wise to brief them carefully and share the school's understanding of collective worship. Some visitors might lead an act of worship; others will contribute to worship which is being led by someone else.
- Stillness/Silence: there are few, if any, moments in which complete stillness can descend on a school community without a test or exam being in progress. In collective worship silence and stillness create powerful moments for thinking and listening. 'Drop thy still dews of quietness till all our strivings cease' is a truth to be experienced by the whole school community as they face the usual busy, urgent, rolling programme of learning and achieving. The gift of silence is a gift that can be learnt and practised in any school and collective worship. It is best learnt when it is not the predictable pattern of every assembly but skilfully used with symbols such as light or water or candle flames and a guided intention of how to use the time of stillness.
- Celebrations/Remembrances: Collective worship provides opportunities to celebrate the key festivals that are part of the cyclical yearly pattern of worship. Harvest, Christmas, Easter, Pentecost, Eid, Divali, Vaisakhi or Passover – celebrations are all important, and so much of living faith is about celebration and fun. Collective worship must represent the fun as well as the stillness and reflection.
- Ritual but not habitual: the best collective worship is where there are repetitive symbols, songs or signs that single out the time of collective worship as a special recognisable time for the school community, but it should never become so repetitive that it becomes predictable and boring. There is a necessary tension between predictability and creativity, between safeness and adventure during the times that the school sets aside for collective worship each day.
- Other activities can legitimately be called worship. Amongst these are:
 - reflection on the meaning of life

- pondering ultimate questions
- developing a sense of transcendence
- responding to a challenge
- learning from the experience of others

Remember, you don't need to use a scheme but allow collective worship to be an expression of your community, who you are as a school. There is no minimum (or maximum) time. There is no tick list, no specified content. The only requirement is that it should be daily, for every pupil at every key stage, at every school.

What do you do? What impact does it have on pupils and adults? Why not share your good news stories?

Appendix 6 Distribution List

- This Annual Report should be circulated to the following groups:
 - SACRE members
 - Council members
 - Education Department and schools
 - Libraries
 - NASACRE
 - Department for Education