

BRACKNELL FOREST SACRE ANNUAL REPORT

2020-2021

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AN INTRODUCTION:

FROM THE CHAIR OF SACRE

During the past year, as set out in the report, Bracknell Forest SACRE has continued to meet virtually owing to the ongoing constraints of the Pandemic. Our meetings have been well attended and we have had great involvement and participation from members. The really encouraging aspect of this is that SACRE members draw from their knowledge of working in schools and wider faith based communities. I would like to thank them for their work.

One of the key pieces of SACRE's work that we have been working on during the year is a forward plan for Bracknell Forest SACRE. This was an initiative started before the pandemic and is designed to set out how we would like to work with our schools in the years ahead and align the rich and diverse resources at in our wider community to bring the curriculum to life. It is my hope in the year ahead as face to face meetings, engagement and visits become more possible that we can progress this further.

The range of resources that are now available to schools include videos, informal coaching support and artefacts, that are all available to enrich the curriculum and help deliver the curriculum requirements in an imaginative way.

We recognise the enormous amount of work our School Curriculum leads and teachers have invested in delivering the RE curriculum during the pandemic and in doing so overcoming the many challenges in their schools. We thank them for all their work in inspiring young minds.

As Bracknell Forest becomes more diverse SACRE is also focusing on how we can best explore and represent a multifaith and world views approach to supporting this curriculum as we acknowledge that this is an important part of building and maintaining strong community cohesion.

Reflecting the evolving priorities around RE teaching in government and the need to make sure that the RE curriculum is relevant and inspirational, we have started work on the next curriculum review and I would encourage you all to get involved when asked as the quality and relevance of any changes will really depend on those that deliver and lead teaching.

As chair of SACRE I look forward to a challenging and rewarding year ahead and we work to support our schools in delivering the RE curriculum and growing knowledge and understanding in our children and young people.

Cllr Gareth Barnard
Feb 2022

- In 2020 – 2021 Bracknell Forest SACRE met four times – each time online and streamed live on YouTube. Meetings were held on 30 September, 3 December, 17 March and 5 July from 5 – 7 pm. In each meeting the standing items, such as feedback from RE Network meetings, and any NASACRE updates were addressed, but the focus this year has been on creating and adapting a more coherent forward plan. The steering group for this project has met several times and progress in this has been made, despite the difficulties of getting into schools. Attendance at meetings has been much higher since we have been online, and several new members have joined. A humanist rep has been co-opted, following robust discussions at a specially convened meeting and an introduction to SACRE session was held for those new to SACRE
- An ASC will be convened during the academic year 2021-22 in accordance with the 5 year revision cycle.

RE (STATUTORY RESPONSIBILITIES):

THE LOCAL AGREED SYLLABUS AND RE IN SCHOOLS

- The Locally Agreed Syllabus is well established in schools, having been issued in 2018. With schools closed for much of the academic year, monitoring of the syllabus has not been a priority. It is not clear whether all schools are currently using the Locally Agreed Syllabus, but as SACRE begins to prepare for the next review, due 2023, a survey is planned which will draw out this information.

STANDARDS AND MONITORING OF RE

- Website trawls have revealed that RE has continued to be delivered in some face-to-face lessons and remote learning, but many teachers attending RE Network meetings admitted to little or no RE having been taught. The inability to visit schools and the absence of Ofsted and SIAMS data has meant that standards in schools have not been monitored. The forward plan, on which SACRE has started work, is redefining the ways that SACRE aims to gather information about standards.
- Conversations with teacher representatives at SACRE meetings have highlighted some of the challenges facing schools with scheduling all the different subjects and topics, while also supporting student and teacher wellbeing.
- No schools have applied for REQM.

TEACHER TRAINING AND MATERIALS AND ADVICE FOR SCHOOLS

- Despite the lockdown, the main teacher training events, the RE networks have continued to be well attended as they have been delivered online. Three sessions have been offered online, in conjunction with the Forest Learning Alliance, the local teaching alliance. The first session explored ways to get RE back onto the curriculum and how to identify and address gaps in learning. The second session looked at how to plan a coherent curriculum in RE and in the summer term we explored the different types of knowledge, relating to the Ofsted RE Research review and linking specifically to the Pan-Berkshire Locally Agreed syllabus.
 - 29 September 2020 – Putting RE back on the map – a twilight session looking at how schools can reintegrate RE into their curriculum.
 - 10 February 2021– Designing a coherent Curriculum – a twilight session on the need to ensure coherence as the key to effective quality first teaching.
 - 22 June 2021 – RE, Ofsted, Knowledge and Worldviews – this was a change to the originally published RE network in response to the Ofsted RE Research Review
- In April 2021 the Real People, Real Faith films were launched at an online conference, and films have been shared in the ensuing RE networks. Suggestions on how to use the films and opportunities to work in Key stage groups were
- The Local Authority has been advised that despite the pandemic RE remains a statutory subject for all pupils in all schools. The LA has continued to support the delivery of the RE networks and ensure that LA officer is available to support at each of the sessions. The RE adviser has also been included in the Subject Network training sessions run by the Forest Learning Alliance.
- Advice for schools on RE teaching is also offered in the termly newsletters, that are produced by SACRE. The three editions in the academic year 2021-21 covered the new Real People, Real Faith Westhill funded films, summaries of the Re network meetings, suggestions on links between the current situation and RE, a summary of the Inter-faith week event on Faiths and Healing, as well as advertising new resources and training events
- Training offered by Oxford Diocese and NATRE, locally and nationally, was advertised to RE leaders.

COLLECTIVE WORSHIP (STATUTORY RESPONSIBILITIES):

STANDARDS AND MONITORING OF CW

- There have been no Ofsted or SIAMS reports for SACRE to monitor, but feedback from teacher representatives on SACRE suggest that collective worship has had a higher value during the period of remote learning as it has been an opportunity to bring pupils together

DETERMINATIONS

- There are no determinations currently in force and none have been requested during the last year. The [policy for determinations](#) is available on the Bracknell Forest Democratic Services website.

TEACHER TRAINING PROVIDED

- No specific collective worship training has been provided, though there is [guidance and a sample policy](#) available on the Bracknell Forest Democratic Services website.
- Information and support for collective worship are provided in the termly SACRE newsletters. Recent articles have highlighted the link between wellbeing and collective worship, referencing resources from the Baha'i community and the Diocese of Oxford and publicising the Jack in the Box resource from Imaginor.

OTHER INFORMATION

- SACRE has not been informed of any withdrawals from collective worship this year. In the past cases have been referred to SACRE by the LA advisory team. Monitoring of Collective Worship forms one of the key parts of the SACRE forward plan but is likely to be deferred until schools are able to welcome visitors.

ADVICE TO THE LA

- No particular advice has been passed to the LA about collective worship other than through the newsletters.

LINKS WITH OTHER BODIES

NATIONAL BODIES

- SACRE members attended the NASACRE AGM
- A presentation on the Real People, Real Faith film resource was given at the NASACRE AGM
- The Real People, Real Faith resources are hosted on the NATRE website and the RE networks are NATRE linked.

LOCAL BODIES

- There are close links between Bracknell Forest SACRE and the local Inter-faith group. Members of SACRE attended the evening discussion on Faiths and Healing, and a report on this inter-faith event was reported in the SACRE newsletter.
- The SACRE funded RE Networks are supported by the local teaching school alliance, Forest Learning Alliance.
- Bracknell Forest SACRE continue to work with the Pan-Berkshire SACRE hub on the Real People, Real Faith films and resources and is planning to continue collaboration on the next syllabus review.

- A pan-Berkshire BlogSpot has been created by the chair of one of the other local SACREs, but Bracknell Forest SACRE has yet to engage fully with it.

SACRE INVOLVEMENT LOCALLY

- SACRE has not been involved in governor training at all this year.
- The Bracknell Forest Interfaith Forum and SACRE work closely together with the nominated Sikh, Hindu, Christian and Baha'I representatives serving both groups.
- All SACRE Members support the objectives of our Forward Plan. We hope this will enhance the delivery of the Pan-Berkshire agreed Syllabus to encourage religious education becoming the basis for wellbeing into adulthood.
- Schools have welcomed the prospect of relevant, local people from the religious groups being able to share understanding and practice through collective worship or specific lessons. The plan allows for focus groups to monitor student's opinion of their learning.
- SACRE established a subgroup to implement the actions required. This included representatives from the Local Authority (Officer and Counsellor), Designated Member Groups (Teachers Representative, Hindu, Sikh, Anglican and Free Churches) and the Adviser. The subgroup met 4 times to implement the actions and prepare a progress report for SACRE meetings. We are now including teachers within the Network Meetings.
- The pandemic has inevitably limited the achievement of as including our plan. In the interests of safety for all in our schools. Members from every group are now engaging with online presentation and means of monitoring the impact of our plan with deferred completion.
- Optional addition.
- Online resources are currently Religion specific including a lesson on the Jewish Passover and [Safeguarding issues](#) from the local Islamic Community.

SACRE'S OWN ARRANGEMENTS (STATUTORY RESPONSIBILITIES):

- Bracknell Forest SACRE continues to fund a professional adviser for 5.5 days per year, a clerk and LA officer who plays an active role in meetings, training and agenda setting.
- Several vacancies, particularly among the free churches have been filled this year and all meetings have been quorate. A vacancy remains for a Buddhist representative. The members of groups B and C have found it hard to attend all meetings this year for work, health, and family reasons. A humanist representative was co-opted to SACRE after robust discussions and has contributed to debates around the inclusion of non-religious worldviews.
- An induction session was run for members new to SACRE
- SACRE was given £1,710. Funding for the clerk and the adviser is taken from a different source.

APPENDICES

- Table of GCSE – short and full, A/S & A Level RS results – not available this year
- SACRE Development plan (pp 5-8)
- Circulation details for this AR –
 - SACRE members & co-optees
 - LA Education officers
 - Parish Councils

- Press
- An inspection is copy available at Time Square (though not during COVID)
- Libraries
- County Archivist

Sample CPD flier:

ODBE partnership

Designing a Coherent Curriculum in RE

Using the Pan-Berkshire Locally Agreed Syllabus 2018-2023

Wednesday 10 February 4.00 – 5.30pm

<https://can-do.bracknell-forest.gov.uk/Event/132812>

What are the core concepts we should be teaching?

How do concepts relate to content in RE?

How do concepts relate to the outcomes?

How should we sequence the learning?

What do we teach online?

Serving our communities in a Christ-like way where education enables all to flourish

SACRE Forward Plan 2019-2023 as of 5 July 2021

Priority 1 Understanding the local context for schools and communities.					
	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When? RAG rating
1.	Find school catchment area, demographics, amenities and environment LA Community Leaders Faith Leaders	a) Assess community structure and school reach b) Map community buildings; places of worship c) Map open spaces and leisure facilities	LA Admissions; Census data, Public Health & Better Care Fund Narrative; LA Planning; Elected Members Faith Leaders LA Parks and Gardens Local Community Groups	Provides age profile and ethnicity and possibility for healthy journeys to school. Clarifies facilities and amenities & potential for leisure, relaxation and social activities. Shows potential for exercise and healthy activities outside. Inclusivity	Red July 2021
2.	Understand school ethos and what the children think Schools Community Leaders	a)Review prospectus and available reports b)Establish focus groups *	School website and published documents Ask pupils, teachers, parents (PTA) and governors. Ask Community Leaders	Gives the vision, aims and expectations of the school. Indicates happiness and what the community thinks Shows Inclusivity	Red Summer term 2021 maybe
3.	Assess relationship between schools and local places of worship LA Faith Leaders	a)Ask which faith leaders fill governor roles b)Find which schools have visiting faith speakers	LA Schools Dept Ask Faith Leaders	Allows for spiritual input Permits broadening of CW and RE teaching. Transparency of faith and belief	Red Start Summer 2021 maybe
4.	Arrange for SACRE meetings In different settings. Adviser + LA	a)Visit different schools in reality or virtually.	RE Adviser and LA Officer	Increases SACRE understanding of the variety of establishments. Promotes visibility of SACRE	Amber ongoing
*	Prepare questions		SACRE subcommittee	Consistency of the brief.	

Priority 2: Promote the development of good religious education across the local authority area					
	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When? RAG
1.	Enhance the role of network meetings Adviser + LA	a) Enhance SACRE newsletter to include progress on the Action Plan b) Arrange Webinars	LA SACRE Officers & Members RE Adviser RE Adviser, RE Leads & LA Admin	To raise awareness and share information To encourage support amongst practitioners	Ongoing Amber Ongoing Amber
2.	Share best practice SACRE members Adviser Faith Groups Schools	a) Collect examples for Newsletters b) Use network meetings for sharing	Input from Faith Groups and SACRE members + teachers Schools including RE Leads	To provide exemplars and materials To offer mutual support and help.	Enhance Amber Current structures Amber
3.	Enable faith speakers to share their perspective Adviser Faith Leaders Community Leaders	Provide digital expressions a) UTube b) Interactive livestream talks e.g. Zoom c) Facebook	Faith practitioners and Youth Workers Online – Adviser direction	To expand pupils horizons to appreciate different cultures and ways of expressing what people believe and think.	As available on line Red
4.	Enable trips/ visits Faith Leaders	Virtual tours/visits to places of worship/ speakers	Use specific Faith areas to clarify their background and beliefs See Westhill Project films	Clarify the culture, beliefs and social strengths of each group.	Jan 21 online Amber Jan 21
5.	Create understanding between faiths Schools Faith & Community Leaders	Enable digital sharing at collective worship	School Facilitators and Governors Local Faith & Community leaders	To work towards a strong sense of community cohesion and interaction with tolerance.	From Sept 2021 Amber
6.	Provide teachers with resources to enlighten aspects of the syllabus Adviser	a) Ascertain teachers needs from subject leaders b) Use newsletters to specify available resources	RE Adviser, Faith Groups, UTube, Westhill Films. Advertise Artefacts at Open Learning Centre	Teachers able to present different faiths accurately and confidently. Pupils will have clearer picture of the different practices of each faith and their commonality	Ongoing Amber Ongoing

Priority 3: Monitor religious education and collective worship					
	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When? RAG rating
1.	Find place of RE in school plans Schools	a)Analyse programmes of work b) Plot the religions studied	RE Leads and attached LA advisers Teachers	Ascertain where RE sits in the teaching schedule	Jan 2022 Amber
2.	Review pupil engagement with RE and CW, Community Leaders Schools	a)Prepare questions on understanding of purpose of faith rituals and diversity b)Consider impact of CW on community cohesion	Plan focus groups led by Governors, staff &/or parents Compose a feedback Form* Ask views of Head Teachers and senior staff	Encourage pupils to respect and understand the beliefs of others Help pupils to appreciate diversity	Summer 2022 Red
3.	Develop/use App(s) to gather insights to pupil understanding of the strengths of Faith activities.	Build or purchase a smart device for interactive presentations	6 th Form IT project Mentimeter Pupil discussion opportunities	To collect and present views, data and opinion Acquisition of knowledge regarding different opinions'	Early 2023 Red
4.	Convert insights from RE to importance of life skills in good working practice	Integrate into life skills in discussion forums on moving forward	Individual pupils and opinions	Help the development of well rounded individuals.	2022 to 2023 Red
5.	Review and consider the place of CW Schools; Community Leaders	Ask Head Teachers and Faith Leaders	Visit or ask Headteachers	To enable social relationships and community cohesion Inclusivity	2022 to 2023 Red
*1	Questions	Prepare briefing sheet			
*2	Views presentation	Arrange for App presenter and recording of data			

Coding key: indicates the primary source of the information

SACRE Black.

Local Authority Blue

Schools Red

Community Leaders Purple

Adviser Gold

Faith Leaders Green