

Date of issue: Tuesday, 7 March 2023

<b>MEETING</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>  <b>Committee 1 – Christian Denominations and Other Faiths</b> Ashpreet Singh Nainu (Chair), Sue Elbrow, Zubayr Abbas-Bowkan, Waqar Bhatti, Shujah Hamid, Momade Faizal, Karen Appleby and Hardip Singh Sohal  <b>Committee 2 – Church of England</b> Rev Gordon Briggs, Christine Isles and Andrea Sparrow  <b>Committee 3 – Teachers (Representing Primary, Secondary &amp; Special Schools)</b> Munsoor Malik – Primary Priya Lamba – Primary Ian Sharpe - Secondary  <b>Committee 4 – Representatives of the LEA</b> Councillors Akbar, Bal, Basra, Brooker and Smith  <b>Humanist Non-Voting Co-opted Member</b> Robin Launder
<b>DATE AND TIME:</b>	WEDNESDAY, 15TH MARCH, 2023 AT 4.30 PM
<b>VENUE:</b>	VIRTUAL MEETING
<b>DEMOCRATIC SERVICES OFFICER: (for all enquiries)</b>	NADIA WILLIAMS 07749 709 961

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



**STEPHEN BROWN**  
Chief Executive



# AGENDA

## PART I

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### Press and Public

This meeting will be held remotely in accordance with the Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020. Part I of this meeting will be live streamed as required by the regulations. The press and public can access the meeting from the following link (by selecting the meeting you wish to view):

<http://democracy.slough.gov.uk/mgCalendarMonthView.aspx?GL=1&bcr=1>

Please note that the meeting may be recorded. By participating in the meeting by audio and/or video you are giving consent to being recorded and acknowledge that the recording will be in the public domain.

The press and public will not be able to view any matters considered during Part II of the agenda.





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**Standing Advisory Council on Religious Education – Meeting held on Thursday, 3rd November, 2022.**

**Present:-**

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

Ashpreet Singh Nainu (Chair), Sue Elbrow, Zubayr Abbas-Bowkan, Shujah Hamid, Momade Faizal and Karen Appleby

**Committee 2 – Church of England**

Lynda Bussley (Vice-Chair), Rev Gordon Briggs, Christine Isles and Andrea Sparrow

**Committee 3 – Representatives of Teacher Associations**

Munsoor Malik – Primary  
Ian Sharpe - Secondary

**Committee 4 – Representatives of the LEA**

Councillors Akbar, Bal, Basra, Brooker and Smith

**Apologies for Absence:-** Waqar Bhatti, Priya Lamba and Robin Launder

**PART 1**

**WELCOME**

The Chair welcomed everyone to the meeting. A warm welcome was also extended to the following:

- Momade Faizal who had formerly been appointed by the Council as a member on SACRE representing Islam
- Naresh Saraswat Pandit and Nagina Ali, who were attending this meeting as observers.

**12. Minutes of the Meeting held on 13 July 2022**

**Resolved** – That the minutes of the meeting held on 13 July 2022 be approved as a correct record subject to the following amendments:

Item 6 – SACRE Finance Update – third para, delete '*but was now of a broadly Christian worship*'.

Item 7 – SACRE membership Update – last para, replace '*Burham*' with '*Burnham*'.

Item 8 – SACRE Membership update date – para 7, replace '*University of London*' with '*University of East London*'.

**13. Matters Arising**

There were no matters arising.

**14. Pan-Berkshire SACRE Hub minutes of the meeting held on 5 September 2022**

The SACRE noted the Pan-Berkshire SACRE Hub minutes of the meeting held on 5 September 2022.

Sue Elbrow and Christine Isles highlighted the following:

- filming was still on-going.
- As part of the Pan- Berkshire Agreed Syllabus review, a proposal to create a concept chart with the current Agreed Syllabus questions had been proposed. The chart would be sent to each participating SACREs, to be circulated to Group A and B members. These members would be asked to complete the chart with their thoughts and to give feedback in relation to the content that pupils would need to have knowledge of, in order for them to be able to fully explore the Agreed Syllabus questions.

**Resolved** – That the update be noted.

**15. Draft SACRE Action Plan 2022-2023**

David Rees, the Professional Adviser (Adviser) presented the SACRE action plan updated to September 2022.

Members were advised that the budget allocation of £5,000 was expected to be confirmed in April 2023 and would adequately fund the actions set out in the action plan. The full allocation was expected to be spent.

The Adviser highlighted that the budget would also cover the annual contribution of £900 to the SACRE Hub. It was noted that there were proposals by the SACRE Hub to set up some training that SACRE members could attend. Further details would be circulated in due course.

*(Nagina Ali joined the meeting as an observer).*

In response to a query raised about the issue of monitoring and offering guidance to schools on Collective Worship, the SACRE Adviser reported that some SACREs had attempted to monitor Collective Worship by conducting school surveys. Although this was an option that was open to SACRE, it was noted that often, engagement on such issue in schools tended to be difficult.

**Resolved** – That the update be noted.

**16. Autumn Term 2022 RE Newsletter**

*(Cllr Smith joined the meeting – 16.52pm)*

Members received the RE Newsletter for the Autumn term. The Adviser reported that it will be circulated to schools, as well as the current list of RE Leads and Co-ordinator's on the database.

It was noted that there had been an increase in teacher engagement and greater feedback from teachers as a result of the termly circulation of the RE Newsletters.

Members were urged to submit items for inclusion in the next newsletter directly to David Rees by end of December 2022.

During discussion, it was noted that developing an easily accessible site for teachers, like Box Blog, where items and information could be uploaded would be helpful. It was acknowledged that whilst such a site would be helpful to teachers, the resources required to maintain the site was currently unavailable. The SACRE Hub was continuing with the exploration of this issue.

The Chair suggested that schools should be encouraged to apply for the RE Quality Mark (REQM) awards, which could be partly funded using surplus money in the SACRE budget to contribute towards the cost of £475 to gain the award.

All schools that express an interest in pursuing the REQM awards would be reported to the SACRE for funding to be agreed.

**Resolved that:**

- i) The Autumn Term 2022 RE Newsletter be noted.
- ii) That all expression of interest seeking contribution towards the cost of funding the Religious Education Quality Mark (REQM) award be reported to a SACRE meeting for the amount to be approved.

**17. Draft Slough SACRE Annual Report 2020-2021**

Members were asked to agree the final version of 2020-2021 SACRE Annual Report, which was drafted using the new annual report template for SACREs.

During discussion, the issue of monitoring schools to ensure that they were teaching RE in accordance with the Pan-Berkshire Agreed Syllabus was raised. It was noted that all maintained schools were required to follow a locally agreed syllabus, but academies and free schools could choose to either follow their locally agreed syllabus, or make their own provision for teaching RE.

Although RE was offered as an exam subject at Key Stage 4 and 5, the subject was less likely to be selected as an option at 'A' level, as students

## **Standing Advisory Council on Religious Education - 03.11.22**

could only choose one subject from option blocks. Additionally, RE was less likely to be selected by students, as it was not an EBacc (English Baccalaureate) subject.

The Adviser reported that this issue was currently being debated in Parliament and would keep SACRE members updated of any new developments.

**Resolved** – That the 202-21 Annual report be approved.

### **18. Collective Worship Document and Monitoring Update**

The Adviser reported that permission had been granted by Bournemouth & Poole SACRE, Collective Guidance for Slough SACRE to follow a similar framework of their collective worship guidance.

The document had previously been circulated to SACRE members to review and consider which aspects could be extracted and followed by schools in Slough. Alternatively, the SACRE could consider drafting a similar document following the same format, which once finalised, would be circulated to schools.

Members commented that devising a document with a similar structure would be helpful to teachers.

It was agreed that the Adviser would draft a reduced version (including relevant updates) to be circulated to schools, together with the current survey being carried out in relation to the review of the Pan-Berkshire Agreed Syllabus.

#### **Resolved:**

- i) That the SACRE Professional Adviser draft a reduced version of Collective Worship and Monitoring Update document.
- ii) That the Collective Worship and Monitoring Update document be circulated to schools together with the Pan-Berkshire Agreed Syllabus survey.

### **19. Equality and Diversity - Resources**

The SACRE was informed that awareness raising was on-going in relation to equality and diversity. Arising issues were being included in the SACRE newsletters on an ongoing basis.

It was noted that Momade Faisal would create slides to promote various annual celebration of events and projects to support schools.

**Resolved** – That the update be noted.



**20. SACRE Membership Update**

The Clerk advised that the Council had appointed Momade Faisal (representing Islam on Slough SACRE).

**Resolved** – That the update be noted.

**21. SACRE Membership News (An update from members regarding activities undertaken since the last SACRE meeting)**

Councillor Brooked advised that he was the Vice-Chair of Governors at St Mary's Farnham Royal School.

Momade Faisal advised that he had been appointed as a Co-opted Governor at Stoke Poges School. He also maintained the Learn Islam website, which could be accessed by all at [www.learn-islam.co.uk](http://www.learn-islam.co.uk).

**Resolved** – that the update be noted.

**22. SACRE Members' Attendance Record**

**Resolved** – That the Members' attendance record be noted.

**23. Information Item: Interfaith Week 2022: 13 - 20 November 2022**

**Resolved** – That the circulated information on Interfaith Week 2022:, from 13 – 20 November be noted.

**24. Date of Next Meeting: 15 March 2023**

The date of the next meeting was confirmed as 15 March 2023.

Chair

(Note: The Meeting opened at 4.30 pm and closed at 5.40 pm)

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## Pan-Berkshire SACRE hub meeting

13-12-2022

4pm – 5.30pm

Attendance: Madeline Diver (BF), Mark Laynesmith (R), Ashpreet Singh (S), Christine Isles (S), Sue Elbrow (S), Stephen Vegh (Wok), David Taylor (WBerks), Karen Butler (RBWM)

Advisers: David Rees (R, S & W Berks), Angela Hill (Wok), Anne Andrews (BF & RBWM)

Apologies: None

### Item 1:

#### Syllabus review and Concept charts

A long discussion was had over the concept charts that had been filled in by some SACRE members. RBWM, Slough and BF had responded quite well, with only one or two from W Berks and Wok. None had been received from Reading to date.

AA reported that many of the people who had completed the charts did not seem to understand either the questions or the educational context. This raises questions about the suitability of the questions, and the ease with which they can be interpreted. The vast majority received were from Christian members (13) with only a small number from other faiths and worldviews – Hindu dharma (1), Sikhi (1), Judaism (1), Humanism (2), Islam (2), Baha'i (1) and one which is unclear...

Some of the responses were unhelpful as rather than giving concepts specific to their faith, as requested, answers were generic often referring to the fact that different people would have different opinions.

The suggestion was made that we need to incorporate two perspectives: the faith and the educational, so we need the correct information.

The issue of a 'Knowledge Rich' curriculum was raised – this being the current terminology used by Ofsted, who are seeking for RE that prepares pupils for life in a 'multi-religious and multi-secular world'. It is clear from the responses that the current syllabus questions, with their broad enquiry lens do not make it easy for non-specialist teachers to identify the core knowledge.

Although the new census data shows an increase in the number of 'nones' it is not for SACREs to respond in their syllabus creation, especially as 'none' does not equal strident humanist. According to Theos data approx. 1/3 of those who identify as non-religious would also describe themselves as anti-religion.

So to some extent, we are still at the starting point, having not gathered the information that we need to assess the conceptual content of the current syllabus.

The proposal made and refined by several SACRE members is this:

- Gather from faith leaders and adherents (both SACRE members and others) the core concepts and facts of their faith that they think pupils should learn
- Decide ahead of this information gathering which key stages should focus on which religions and how much structure/ flexibility should the syllabus give
- This information is best gathered either in online or face-to-face meetings.

- Each SACRE therefore needs to identify some people from each faith group who they feel would best be able to contribute to such a discussion, and share their contact details (with permission) with AA.
- Initially an email will ask those we aim to invite about their preferred day/time and these will be organised into faith based events, accommodating as many as possible.
- AA, DR and AH will design a grid/series of questions that will unpick the core information to be gathered and share with hub members who will ultimately co-ordinate these meetings. This would be best done in pairs.
- Christianity will to some extent be the easiest to plan, as it is the only tradition which must legally be taught in all key stages and to every year group.
- The general feeling is that the other faiths should remain as they are. Over KS1 – 2 (age 5 – 11) pupils should encounter Judaism, Hindu Dharma, Islam and Sikhi, with appropriate reference to non-religious worldviews. At KS3 (12- 15) pupils should encounter Islam, Buddhism and Humanism.

Questions still to be answered:

1. Do we gather information about optional religions?
2. Do we specify what must be taught in non-examined KS4 and KS5?
3. Where do we bring in other religious traditions, such as Baha'i or Rastafari? What do we do with non-religious spirituality?
4. How do we help to clarify the time to be spent on RE?
5. How do we cater for both 2- and 3- year KS3? (Though Ofsted don't like 2-year KS3...)

We must not forget that the option to buy in and localise a different syllabus is a possibility. Buckinghamshire, for example, though it recommends a smaller range of religious tradition and does not specify knowledge, has quite a good cycle for covering the faiths:

Key Stage	Religions
Key Stage 1 (KS1)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> plus one other Abrahamic religion in depth (the syllabus recommends <b>Judaism</b>).</li> <li>• With reference to one Dharmic tradition and non-religious backgrounds (not necessarily a specific non-religious worldview).</li> </ul>
Lower Key Stage 2 (LKS2)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> plus one different Abrahamic religion and one Dharmic tradition in depth (the syllabus recommends <b>Islam</b> and <b>Hinduism</b>).</li> <li>• With reference to other religious traditions and non-religious perspectives as appropriate.</li> </ul>
Upper Key Stage 2 (UKS2)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> plus one other Abrahamic religion and one Dharmic tradition (these could either be a continuation from LKS2 or different ones, the syllabus recommends continuing with <b>Islam</b> and <b>Hinduism</b>) and <b>Humanism</b>.</li> <li>• With reference to other religious traditions and worldviews as appropriate.</li> </ul>
Key Stage 3 (KS3)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> and two other faiths, at least one from Dharmic traditions, (the Agreed Syllabus recommends <b>Buddhism</b> and <b>Sikhi</b>) plus <b>Humanism</b> in depth.</li> <li>• With reference to other religious and non-religious worldviews as appropriate.</li> </ul>

In this way pupils gain an understanding of all six principal faiths and Humanism. However, schools remain free to choose which religions other than Christianity to study and when, **although it is not good educational practice to study all religions over a single key stage, as this results in a lack of depth and conceptual understanding.**

## Item 2

Update on the films:

Humanist films are ready to go as soon as the notes are finished. The Buddhist films also need the notes to be written and the Baha'i films have been received but not yet watched. One humanist and one Buddhist film to be shared via WeTransfer with the hub member.

Other avenues have as yet proved unfruitful, but a Greek Orthodox will now be investigated.

The meeting closed at 5.30

**Slough SACRE action plan: 2023 – Updated March 2023**

<b>Aim</b>	<b>Actions</b>	<b>Timescales</b>	<b>People Responsible</b>	<b>Cost</b>	<b>Spring 2023</b>	<b>Summer 2023</b>	<b>Autumn 2023</b>
<b>A. CORE BUSINESS</b>  To be a supportive and proactive SACRE enjoying full and well-informed membership	1. Fill membership vacancies	Ongoing	SACRE Chair SACRE Clerk		This is an ongoing item – reviewed at each meeting		
	2. SACRE members attend termly SACRE meetings (3 per year) and teacher meetings and training events	Termly SACRE meetings: Spring 2023 Summer 2023 Autumn 2023	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	SACRE Adviser to prepare and attend 3 x1 day  SACRE Clerk to administer each meeting	15 <sup>th</sup> March 2023	TBD	TBD
	3. Produce annual SACRE Report	Autumn Term 2023	SACRE Adviser and clerk with foreword by SACRE Chair (input welcome from members)	SACRE Adviser x ½ day	Send to NASACRE by Feb 2023		Bring draft to Autumn 2023 meeting
	4. Review the action plan at each meeting	At each SACRE meeting	SACRE Adviser and SACRE	SACRE Adviser time	At each SACRE meeting	At each SACRE meeting	At each SACRE meeting
	5. Subscribe to NASACRE Representation at annual NASACRE conference & AGM Attend other relevant and useful events	Ongoing	SACRE members  SACRE Adviser  Adviser to find out and inform	Subscription to NASACRE £105 - <i>NASACRE Conference and AGM</i> <i>SACRE Adviser time to attend NASACRE conference x1 day</i>	SW SACRE conference 6 <sup>th</sup> March 2023	NASACRE AGM Monday 22 May 2023 - London	Annual Subscription rate £105
	6. Monitor and offer guidance on Collective Worship in schools	ongoing	SACRE	TBD	At each meeting SACRE to discuss ways of monitoring and supporting collective worship – Adviser to share guidance produced from other SACREs for member s to consider.		
<b>B. To support teachers of RE to continually</b>	1. Provide a termly RE network meeting for Slough teachers	ongoing	SACRE RE Adviser	Adviser time – prep and delivery 6x ½ days	Feb 7 <sup>th</sup> & March 22 <sup>nd</sup>	TBD	TBD

improve RE learning in their schools	2. Produce an RE newsletter combining info, events and good practice – absorb NASACRE info	Termly	SACRE Adviser – SACRE members to offer suggestions	Adviser time to organise and design 3x ½ day	Jan 2023	April 2023	Sept 2023
	3. Maintain a database of school RE leaders	Ongoing but instigated in Autumn term as roles change	TBD -Adviser will keep a copy for direct distribution of RE resources and updates.	TBD – admin role? Adviser to send updated list to clerk	Updates at each SACRE meeting – request for input ideas form SACRE members		
					An update could be given at each meeting – discussion needed as to how to obtain the information. Requests sent out to schools via newsletter		

### Slough SACRE action plan: 2023 – Updated March 2023

Aim	Actions	Timescales	People Responsible	Cost	Spring 2023	Summer 2023	Autumn 2023
C. To support the ongoing work of the Pan Berkshire Hub	Consolidate and develop the Pan-Berkshire SACRE Hub.	Next hub meeting – TBA	Slough SACRE members to attend where possible	Part of the hub commitment - £900 paid to Oxford diocese – reviewed yearly	To become a SACRE agenda item at each meeting		
	Monitor agreed syllabus and prepare for review	5-year cycle	ASC formed as part of the Hub	Advisor time? Or SACRE members on ASC?	Falls under the remit of the Pan Berks Hub as of writing		
	Consolidate and develop the Crossing the Bridges directory	ongoing	SACRE members to link with faith communities	Hub will need someone to take charge of this.	To become a SACRE agenda item intermittently  This could be housed on the Pan Berkshire blog		
	Contribute to the development of the 'Real People, Real Faith' video clips	Ongoing (extended due to lockdown)	SACRE members	Part of the hub contribution – follow up work could be commissioned	Updates at each meeting as part of Hub update  Videos now hosted by NATRE – new clips recently made and will continue to be made		
	Inform schools and contribute to /participate in Hub conference	Potentially TBD	SACRE members Hub links SACRE Adviser	Unknown?	Updates at each meeting 'Real People Real Faith' successfully launched – advertised in networks and newsletters – more clips to be added		

# **Collective Worship Guidance**

Advice for community and non faith-based  
schools

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## Definitions - What Collective Worship is and what it isn't

### Collective worship:

- is an **educational** activity – students should be engaged in and challenged by the process
- involves pupils of any faith and none as a school is a community of people holding different beliefs – is inclusive
- is a **statutory daily** activity – not necessarily all together and not at the same time but in a variety of different ways
- must be 'wholly or mainly of a broadly Christian character' except in schools with a religious character.
- has a reflective element running through it

### Collective Worship:

- is different from assembly e.g. not a time for notices.
- is not an attempt to convert people to a religion or worldview
- is different from corporate or church worship which is the shared experience of people belonging to a particular faith or denomination
- is not a platform for views to be imposed on others

### Opportunities should be provided to:

- celebrate together
- think deeply (reflect/meditate/worship/pray) together
- Hear wisdom from Christianity and other faith traditions and world views
- build community and foster a corporate identity
- affirm the individual, the community and share common values
- encourage a reflective approach to living
- deepen every individual's capacity for emotional responses
- look beyond the material and the physical
- share experiences and possibilities of the transcendent

## What 'wholly or mainly of a broadly Christian character' means.

- 'Broadly Christian' means reflecting the broad traditions of Christian beliefs, without being distinctively of any particular denomination.
- Schools with a religious character are the only schools permitted to offer corporate 'faith' worship, and they will normally work to ensure that this is also an educational experience which makes a contribution to pupils' Spiritual, Moral, Social and Cultural development (SMSC)

## The Law – legal requirements including a short section on the right to withdraw.

### Collective worship

- has been a legal requirement in maintained schools since 1944 and for academies and free schools, is set out in their funding agreement.
- must be provided for every pupil, every day, unless they are withdrawn by their parents
- is not part of the taught curriculum time of the school

- is specific in terms of content, i.e.: the majority of acts of collective worship in a term must be 'wholly or mainly of a broadly Christian character' except in schools with a religious character
- can take place at any time of the school day, in any place within the school and with any age or school grouping of pupils

## How Collective worship can /should be educational

In community schools, collective worship must have an educational purpose and should:

- be appropriate to the age, aptitude and family background of pupils
- contribute to pupils' spiritual, moral, social and cultural development
- supplement themes that children are already encountering through the curriculum

Collective worship provides opportunities for pupils and staff in the school to reflect together on:

- What is important in life
- What it means to be human
- exploring a range of beliefs and ideas and how the behaviour of some people gives an example of the best a human can become
- Ideas of right and wrong - applying these to current personal, school and external issues
- How people live and work together as communities, both in school and beyond
- Ways in which people in different places and times have experienced, responded to and expressed these issues and values

## Should it be 'worship'?

- Providing the opportunity is not the same as expecting everyone to worship and a response does not have to be a faith response.
- For pupils with a faith, it is about giving them a chance to reflect on explore the topic being considered within the faith aspect of their lives.
- For those who do not, it is an opportunity to reflect on and develop their own beliefs and values.
- There should be no expectation that children will pray

This educational purpose should inform clear principles about how collective worship is provided in schools.

## Developing a Collective Worship Policy

A policy for Collective Worship (CW) should set out the school's basic approach to CW; the legal context in which the worship is organised (including a note about the right of withdrawal); the purpose and educational value of CW as the school sees it; the components of acts of CW, and the way in which the school will monitor and evaluate its CW.

You will wish to set out in some way the organisational details of your worship pattern. Things like like times of day, groupings, themes and leadership. Such details are not, strictly speaking matters of policy; they are day to day organisational matters which will change from time to time. You might wish to include them in the policy document or you may prefer to set them down in an appendix which can then be changed easily without reviewing the whole policy

There now follows a model policy. This will serve to expand on the general areas outlined above and also provide ways of expressing them which might be useful. You'll also find fuller details of the legalities elsewhere in this guidance. There is no requirement to stick to the wording set out here and in your particular context you may feel that there are some other important aspects of CW which you'd want to be sure to include.

## A Model Policy for Collective Worship

### 1. Basic approach to Collective Worship

- 1.1 Gathering for Collective Worship is central to the life of any school community and xxxxx school embraces the legal requirement for all registered pupils to participate in an act of Collective Worship on each school day. It is a time where the whole school, or groups within the school, meet together to consider and reflect on common concerns, issues and interests. It is something which is separate from ordinary school activities and which draws a response from pupils. It is a profound and unifying moment which gives pupils space to develop a reflective approach to life, and to learn to express those reflections.
- 1.2 Collective Worship is an inclusive enterprise which seeks to engage and provide for all members of the school community. Collective Worship is wholly or mainly of a broadly Christian character and it is respectful of the variety of religious traditions (including 'no religion') of the pupils; it makes no assumptions about their personal commitments and will not seek to coerce them or require a response which is anything other than freely given. Collective Worship is not the same as the 'corporate' worship of adherents of a particular faith, in which all participants have chosen freely to be present and share basic assumptions and commitments.

### 2. Legal provisions and responsibilities for Collective Worship

*(See the Education Reform Act 1988 and DfES circular 1/94)*

- 2.1 All registered pupils must participate in an act of collective worship in school each day unless withdrawn by their parents. Worship may take place at any time of day and in varied groupings of pupils.
- 2.2 In any one term, acts of worship will be 'wholly or mainly of a broadly Christian character'. That is, most (or all) of the acts of worship must reflect the broad traditions of Christian belief without being distinctive of any one Christian denomination. Worship which is broadly Christian includes some elements which relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ and his teachings. This means that most school worship should reflect Christian beliefs, not necessarily Christian worship practices. It is not necessary for every act of worship to be wholly or broadly Christian;
- 2.3 Collective Worship will have regard to the family backgrounds, ages and aptitudes of the pupils;
- 2.4 Teachers are entitled to withdraw from participation in Collective Worship on grounds of conscience;
- 2.5 The responsibility for arranging Collective Worship rests with the Headteacher after consultation with the Local Governing Body.

*Withdrawal of pupils from Collective Worship*

- 2.6 Parents have the right to withdraw their children from Collective Worship should they wish to do so. Any parents who wish to withdraw their children from Collective Worship should submit their request to the Headteacher. The Headteacher will meet with the parents in order to ensure that they are aware of the Collective Worship Policy and Programme and its intention to be open to and respectful of all pupils' personal beliefs.
- 2.7 The decision to withdraw the pupil remains with the parents and they are not required to give any reason for withdrawal. The parents should state whether it is their wish that the pupil is withdrawn from all Collective Worship or from specific acts of worship only. It is for the school to arrange supervision of any pupils withdrawn; though not to provide extra teaching or to incur extra cost. If parents who choose to withdraw pupils from Collective Worship wish to provide material from another religious tradition for their children to read while withdrawn they may do so.

### 3. The Purpose, Value and Characteristics of Collective Worship

- 3.1 Collective Worship enables pupils to engage with and embrace the school's ethos and to celebrate the shared values and concerns of the school community; it promotes pupils' spiritual, moral, social and cultural development; it enables pupils to experience the place of worship and reflection in the lives of religious believers; to ponder the big questions of life, and to hear alternative approaches to them.
- 3.2 Collective worship will be characterised by the following:
- A shared sense of belonging through drawing the school community together to celebrate the values and ethos of the school;
  - A shared sense of wonder and awe and an appreciation of the transcendent which, for some pupils will be identified with God;
  - A shared concern for the needs of others locally, nationally and globally;
  - A shared insight about the varied aspects of life and death and the ability to foster empathy for others;
  - A shared opportunity to reflect on the wisdom; spiritual traditions, and writings of religious and non-religious belief systems;
  - The experience of being a part of a caring community and the confidence and trust to explore ideas and reflections;
  - The opportunity for celebration, thanksgiving and sharing emotional experiences and time to share successes and failures in personal, school and community life;
  - An opportunity for reflection on the fundamental questions of life, including such things as creativity, diversity, meaning, change and death and focus attention away from the concerns of the moment to those things which are of eternal concern to human beings;
  - An opportunity for pupils to experience 'spirituality' by enabling them to develop a worshipful attitude as demonstrated by feelings such as awe and wonder, elation, appreciation, gratitude, respect, reverence, trepidation, failure, forgiveness and of being uplifted;
  - An opportunity to begin to shape and articulate personal beliefs and spirituality;
  - Opportunities for pupils to develop an enquiring mind and express and explore their own views openly and honestly;
  - Opportunities for pupils to foster an awareness of the world around them and a sense of their place within it;
  - An opportunity to hear from visitors to the school (eg Clergy and representatives of other religious traditions). Visitors will always be briefed clearly on what to expect and what is asked of them and advised about how to make their contribution effective;

- An opportunity to reflect through use of a variety of resources, among them: story, drama, music, art, ICT, video material, artefacts.

3.3 The following may be described as Christian elements of collective worship:

- Using the Bible as a source of knowledge and inspiration for themes and stories;
- Observing the cycle of the Church's Year – Advent, Christmas, Lent, Easter, Pentecost, Harvest and Saints Days;
- Learning and saying Christian prayers from a number of sources, for example, the Lord's Prayer and the Grace;
- Singing a wide variety of Christian hymns and songs;
- Experiencing Christian symbolism in worship and reflecting on its meaning e.g. cross, crucifix, bread and wine and candles;
- Using prayer, silence and reflection;
- Celebrating the Eucharist/Holy Communion;
- Welcoming Clergy and others from the school's Parish Church and other Christian communities.

## 4 Implementation

4.1 The content of Acts of Worship will be carefully planned and structured with reference to school determined themes and resources, regular community events; the Christian calendar; national commemorations etc. and also with a view to making links with classroom Religious Education.

*[Either here or in an Appendix you should set out themes and practical arrangements as well as information about who takes responsibility for organising Collective Worship.]*

## 5 Monitoring and Evaluation

5.1 Regular monitoring and evaluation of Collective Worship will take place. This will include recording of the content of Acts of Worship and an initial assessment of its effectiveness; observations by the worship co-ordinator, and gathering the views and responses of pupils and, where relevant, parents and other stakeholders.

## Planning - How can Collective Worship be planned effectively?

Planning of collective worship across each school year should ensure coverage is 'wholly or mainly broadly Christian' in character and allow for a consideration of a range of themes and content.

In organising collective worship schools need to consider:

- when it is held and its duration
- who is to lead worship
- the number of pupils and the age of pupils involved
- the size of the room or hall
- the flexible grouping or seating of pupils
- the budget available
- the involvement of outside agencies, members of the community, and other visitors lead worship
- how will it be monitored.

Good Collective Worship planning supports:

- those who prepare and deliver collective worship
- the conceptualisation and development of ideas and themes
- progression and avoids unhelpful repetition
- a variety of styles and presentation and kinaesthetic learning
- links to the wider curriculum
- participation and leadership by the pupils and involvement with the wider community
- monitoring and evaluation

A 3 or 4 year collective worship plan can be repeated because the pupils— being older - will encounter the same materials again in a different way. If the material used is good then it will stand being repeated after 3 or 4 years when the pupils are more mature.

As with all curriculum planning there should be:

- A long term outline/plan which includes the themes for each half term (usually). This is most useful if it includes a context/intended learning outcome for the unit. The long term themes can be linked to the school's values and vision which will be consistent with the legal requirement for the collective worship to be "broadly Christian"
- A medium term plan that identifies for each week (or fortnight) a sub-theme that develops the overall theme progressively and re-visits these ideas from different perspectives which reinforces the learning.
- Daily planning —as planning for each act of collective worship is collected this will build into a useful resource

British Values and annual festivals should be recognised and celebrated through collective worship themes and sessions.

For further information on suitable resources for collective worship the school can consult local advisers to SACRE.

## Linking SMSC to Collective Worship

Ofsted reports on Collective Worship within the context of Spiritual, Moral, Social and Cultural development. Inspectors assess the extent of the support and enhancement of the corporate life of the school and the importance of celebrating that which is worthy and good within the school.

The following accounts of what is involved in promoting pupils' spiritual, moral, social and cultural development are as suggestions for schools to adapt as they wish and ensure that they are shared as part of Collective Worship times.

Defining spiritual, moral, social and cultural development

1. The spiritual development of pupils is shown by their:
  - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
  - sense of enjoyment and fascination in learning about themselves, others and the world around them
  - use of imagination and creativity in their learning
  - willingness to reflect on their experiences.
2. The moral development of pupils is shown by their:
  - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
  - understanding of the consequences of their behaviour and actions
  - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
3. The social development of pupils is shown by their:
  - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
  - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
  - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
4. The cultural development of pupils is shown by their:
  - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
  - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
  - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
  - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
  - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Source: p40 – p41 'Ofsted: School Inspection Handbook', September 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730127/School\\_inspection\\_handbook\\_section\\_5\\_270718.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf)

## Linking British Values to Collective Worship

British values can play an important role in education and how well a school promotes such values is an aspect of Ofsted's inspection process. British values are promoted in so much of what a school does in line with their ethos, school values and aims. Schools can use assemblies and *collective worship* sessions to address how *British values* are relevant to all pupils.

The British Values are:

- **democracy**
- **the rule of law**
- **individual liberty**
- **mutual respect**
- **tolerance of those of different faiths and beliefs**

It is good to consider promoting each of these five aspects in Collective Worships across the course of a year and should be considered when planning the long term themes. For example:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>What are British Values?</b> Children to create child speak British values and displayed around school.	<b>Democracy</b> Pupil Voice	<b>The Rule of Law</b> Understanding why we have laws. Keeping safe and secure. What happens when rules are broken?	<b>Individual Liberty</b> Making Choices	<b>Mutual Respect</b> Care, share and listen to others. How do our words affect others?	<b>Tolerance of those with different faiths</b>

As well as actively promoting British values, the opposite also applies: where schools should actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

*Schools are subject to a duty (Section 26, Counter-Terrorism and Security Act 2015) to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. At the foot of this page there is some information to support parents in discussions about extremism and preventing radicalisation.*



## Guide for Staff leading Collective Worship

When delivering Collective Worship consider the following points:

- Collective worship should usually last between 10 – 15minutes
- There should be a formal beginning and ending to the worship – these don't have to be the standard phrases but children should recognise that something special has begun and ended.
- Collective worships should include a variety of audio, visual and kinaesthetic learning opportunities. Multimedia resources are a brilliant way of hooking children in.
- Engage with the pupil's age, ability and concerns. Avoid explaining the moral of any story but support the children in thinking and making decisions for themselves.
- Child participation, whether this be them reading, acting, holding things up or pupils answering questions, it is still a great way of engaging pupils in the worship – it is not always appropriate but do try to involve pupils wherever possible.
- Focus one idea and avoid overcomplicating or deviating from it; include a link between the theme and the content to Christianity or another major religion. Link to the wider school values and curriculum.
- Be inclusive and don't assume or impose ideas, values or beliefs. Use inclusive phrases like *"Most Muslims/Buddhists believe..."* *"Some Christians believe that..."* *"I am going to read a prayer so please listen carefully to the words. Those who wish to can join in with the Amen at the end."* In this way pupils are not joining in prayers against their will but listen respectfully and possibly think about the prayer.
- Singing – this is a good opportunity for all to join in and for pupils to have a little stretch during an act of worship (sitting on the floor is not that comfortable)
- Class or year group collective worships are an opportunity to look further into the topic of the week – give the pupils a chance to share their understanding
- Consider the environment that the worship is taking place in – light levels, how the pupils are sat (lines, circle, disorderly pile...)
- Ensure that pupils have an opportunity to reflect, either through prayer or a time of structured silence.
- Evaluate the collective worship – consider what the impact on the children is and how it was received. As part of monitoring collective worship ensure that you have considered pupil voice.

**Make it clear – one point**  
**Make it interesting – have a hook**  
**Make it relevant – apply it**

## Reflection time as part of Collective Worship

There must be a time of silent prayer/reflection during the collective worship time for it to comply with legal requirements. Pupils must be allowed to respond in ways that are appropriate to them. In the Poole and

Bournemouth area there are children from a huge number of faiths, and relatively few withdrawals. The leader of the collective worship must respect the variety of faiths and therefore mainly Christian based prayer is not always suitable. We cannot pressurise children into praying, therefore you need to think of different strategies to introduce this part of the collective worship.

The leader should make it clear when the time to be silent has come. This can be done in a number of ways:

- The leader can say 'I am going to say a prayer from the..... faith now and I want you to listen and think about what I am saying'
- 'I am going to say some words found in the inspirational writings of the..... community which I want you to think about quietly'
- 'Now, while we are quiet, I would like you to listen to the words of a well-known prayer'
- 'I would like you to either say a quiet prayer now or think quietly about what we have heard this morning'
- Pupils could be trained that a gong, chime or Indian bells are an indication of the beginning and end of a time of silent reflection
- Lighting a candle could also be a sign that this is a time of silent reflection
- Using a suitable image displayed on a projector screen for pupils to focus on.

Different faith communities pray in different ways and in different positions, telling pupils to close their eyes and put their hands together may therefore not be suitable. It may be better to tell children to sit quietly and comfortably and to suggest that it may help to either close their eyes or focus on a visual aid you have chosen. It should be remembered that it is the private response of each participant that constitutes the worship and not the repetition of prayers or the use of a particular deity's name. If each person has the opportunity to make their own response then no one is excluded by their religious or nonreligious attitudes.



## Monitoring, Evaluating and Reviewing Collective Worship

Self-evaluation helps you to focus on an aspect of school life and as a community to set shared goals. Internal self-evaluation should be a built-in and on-going process which staff and pupils are happy to use, and which they believe will bring benefits and enhanced performance leading to school improvement. Evaluation can take place at any time.

## Inviting Visitors to lead Collective worship

It's good to invite visitors, having a range of different CW leaders can bring a richness and diversity to your worship and it's a good way of engaging with the local community too. Visitors who are from committed faith communities can speak to the pupils from the perspective of faith and provide living examples of what it means to adhere to that faith; welcoming a visitor from a minority faith can be really affirming for pupils of that faith. You might welcome people from local Churches and other faith communities; Governors; Councillors, or representatives of one of the groups that bring their prepared acts of worship to schools. As you get to know them you'll discover who's good at it and over time you can develop fruitful relationships. It's important that parents are kept informed about visitors to worship and also that best safeguarding practice is adhered to rigorously.

It's important to prepare well for welcoming a visitor. That means ensuring that the visitor is clear about what they're being asked to do and how the practical arrangements will be shared out. It's also important to ensure that the school community is ready to welcome them.

The school needs to ensure that:-

- the visitor is clearly briefed about a range of matters (see below)
- there is agreement about provision of resources (especially ICT – visitor's laptop or memory stick?)
- there is agreement on whether or not the visitor will be leading prayers; choosing songs and other music etc.
- the visitor is greeted on arrival and shown the arrangements
- the visitor is correctly addressed
- that pupils listen attentively and respectfully
- that sensitivity is shown towards artefacts the visitor may bring
- that the visitor is not leading the entire worship alone (though this may be appropriate as a deeper relationship develops)
- that the visitor is thanked publicly
- that the visitor is offered refreshment, expenses and feedback
- that a letter or email of thanks is sent, perhaps from pupils!

The visitor needs to be politely briefed on the following:

- An explanation of the nature of CW and in particular the difference between the 'collective' worship of a school and the 'corporate' worship of a faith community. This involves such things as understanding how to introduce prayers (ie NOT 'put your hands together and close your eyes' but something like 'let's be ready for prayer (or quiet time)' NOT 'let us pray' but something like 'I'm going to say a Christian prayer and if you would like to you may make it your own by saying 'Amen'); care to avoid proselytising; care to avoid using language that makes assumptions about the faith of the pupils.
- An outline of the school's approach to worship. This might, for instance involve a statement about the important place of worship in the life of the school and the fact that high quality educational provision is no less important in worship than it is in the classroom. It might involve explaining about diversity and

inclusivity, and about other aspects of the school's ethos which the worship should reflect. It might include a warning about inadvertently using language which criticises other traditions, or aspects of the life of the school.

- The theme of the proposed worship and information about how it might fit in with other acts of worship in that week or term.
- Particular subject matter appropriate for the specific act of worship.
- The age of the pupils
- The length of the worship and the importance of being disciplined about timing.

"The National Association of Teachers of Religious Education" has produced a Code of Practice for religious believers visiting schools. It is entitled ""Voices of Faith and Belief in Schools - Guidance and a Code of Conduct". You can find this fuller guidance on their website - [www.natre.org.uk/](http://www.natre.org.uk/) and you may wish to draw the attention of visitors to it.

In Appendix 2 you'll find a photocopiable sheet which you can use, if you wish, to give to visitors.

## Appendix 1 - Collective Worship Pupil/Staff Planning Sheet

Planning the message	
Date:	Theme for the week:
People responsible for leading:	
Key message or aim for this collective worship:	

Sharing the message (choose from the following stimulus)
Symbols/pictures/artwork to show and talk about:
Music to play (including entrance/exit music):
Song to sing?
Story/poem to share:
Activity (quiz/game/drama):
Bible text to share:

Receiving the message
Reflection time:
Prayer?

Evaluating the worship
What was the impact?
Pupil voice?

## Appendix 2 - Guidance for Visitors (do feel free to photocopy this)

### XXXXXX School - Some guidelines for Visitors leading Collective Worship

Welcome to our school and thank you for leading collective worship, we hope this guidance will help you.

School Collective Worship is different from corporate worship in faith communities Pupils and staff come from a variety of backgrounds; from different religions and from no religion at all. Please don't assume that they share your belief. They may have limited knowledge of Christianity, Jesus or Bible stories. This doesn't mean they know nothing and some may be knowledgeable about other religious traditions.

We would like you to share your beliefs and understanding but do not evangelise. If you express personal beliefs make it clear that it's what you believe, or what Christians (or Humanists or Jews etc) believe. Don't suggest that it is objectively the case or what 'everyone' believes.

Take care when saying prayers. Don't assume that it will be appropriate for everyone to adopt the same posture (eg 'hands together and eyes closed') for prayer. If you say 'Let us pray' that rather suggests that everyone will be sharing in it in the same way and this may not be the case. Instead you might like to say that you will be saying a Christian (or other) prayer and that pupils are invited to say 'Amen' if they wish to do so.

Don't assume pupils will accept religious answers to human questions but encourage them to think about them. Pupil's understanding can be enriched by seeing that a range of religious beliefs and practices are ways to respond to the world around them.

Collective worship usually lasts between 10 and 15 minutes.

Please do:

- share one simple and clear point from which we can all learn. whatever our background
- reinforce the same idea using a variety of media e g pictures video story and/or music etc.
- use visual aids large enough to be seen by all-preferably using PowerPoint. Small pictures, tiny writing and small objects may cause a loss of interest
- be friendly but not casual - pupils will see you as a teacher
- try to involve pupils as much as possible letting them take some leadership where appropriate.
- ensure that pupils are ready for learning at the end of collective worship It is good to be lively as well as reflective, but if pupils are excited during collective worship you will be able to assist school staff by making sure they are calm before the end of it
- do feel free to ask staff for help in doing this well. We know how challenging it can be.

Please take care not to:

- undermine the school or staff in the remarks that you make (e.g. never say things like "We all know how awful school dinners are don't we?")
- use sexist or racist language or behaviour (ask girls to help and answer questions as much as boys)
- make or imply derogatory comments about other denominations, faiths, agnostics or atheists

Practical matters:

- Behaviour issues will be dealt with by members of staff so do not feel you have to deal with discipline
- It is part of our good practice to evaluate all that we do so we will from time to time share feedback with you on the worship that you lead. We welcome feedback from you on aspects of school life.

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## Slough SACRE

### Winter RE Newsletter 2023

As the new western calendar year starts, we want to wish you all the best with the new term and offer some support to RE teachers and leaders.

SACRE wishes to send out a sincere thank you to all teachers and schools for the way in which you have shown and will undoubtedly continue to show dedication to children and education during the upcoming months. We recognise the challenges you have faced and want you to know that we are here to support you with your RE wherever possible.

SACRE wishes RE teachers to know that support is available. One of the ways SACREs can support teachers is by running virtual RE network meetings and producing newsletters designed to inform you of some or all of the following

- Local and national RE developments
- Free classroom resources
- Upcoming CPD opportunities
- News from faith communities – national and local

We are aware that RE co-ordinators sometimes change so we kindly request that if you have a new RE co-ordinator or leader please could you let the SACRE RE adviser know so that support can be offered, we usually like to send RE newsletters and information concerning networks and free resource ideas directly to the RE lead. Please send details including their school email address to David Rees on [david@reesuk.onmicrosoft.com](mailto:david@reesuk.onmicrosoft.com)

### Networks

SACRE is supporting RE by running virtual RE networks as twilight sessions each term – these are run by the RE Adviser to SACRE David Rees. If you would like to attend any of these or receive information about support for RE, please email David on [the above email](#)

The first primary RE network meeting will be on **Tuesday 7th February 4-5pm** and will be held online. If you would like to attend, please email David to book a place

The other network date for the Autumn term

- **Wednesday 22<sup>nd</sup> March 4-5pm**

### Pan Berkshire Hub update

The Pan Berkshire Hub (a group consisting of members of 6 Berkshire SACRES) continues to meet and work together to help provide support and resources to help Berkshire teachers. The Hub produced some excellent free teaching resources in the form of video clips and support notes.

The '**Real People, Real Faith project**' Key Stage 1-3 classroom resources have been available for teachers to use since April 2021. The project set out to ask believers from different places of worship and religion and worldview communities questions about their faith and how it impacts on daily life – these were professionally filmed and edited with the classroom in mind. Teacher notes were also developed to accompany each video clip.

The Questions asked were

KS1

*What Symbols are important to you?*

*What stories are important to you?*

KS2

*How special is your relationship with God*

*How does your belief in God affect your daily life?*

KS3

*In what ways do science, belief and religion interact and what difference might this make?*

*Why might it matter that sacred texts are open to interpretation?*

The clips filmed so far include the following worldviews

Church of England	Hindu tradition (Sanatana Dharma)	Judaism - Orthodox
Baptist	Islam – Shi'a	Judaism - reform
Roman Catholic	Islam - Sunni	Sikhi

A Humanism clip is currently in the process of being uploaded.

The clips are currently housed on the NATRE website – please access these by clicking the link below

<https://www.natre.org.uk/about-natre/projects/real-people-real-faith/>

SACRE would love to hear how these clips are being used so if you have any thoughts or information please contact the SACRE adviser David Rees and he will pass this on to SACRE.

Plans are afoot for more clips to be made focussing on diversity within traditions.

Each film has a page of notes outlining the key questions and concepts, with a brief summary of the answers and some suggested follow-on activities. Many of the clips will help schools address some of the big questions suggested in the locally agreed syllabus.

The resources are kindly hosted on the NATRE website and can be accessed by following the link below.

<https://www.natre.org.uk/about-natre/projects/real-people-real-faith/>

They can also be found on the Pan Berkshire blog page -

<https://berkshiresacrehub.blogspot.com/>

Please use these to help your teaching and feel free to feedback comments or suggestions to David. If any of you have developed teaching activities to link these further to the agreed syllabus questions then we would love to hear from you.

**CREative and REinspiring Annual RE Conference – Tuesday 21<sup>st</sup> March (8.45 - 3pm)**

This CRE-ative, RE-inspiring Conference is hosted by Salisbury Diocesan Board of Education and created by a Working Party including members of Wiltshire, Dorset and Bournemouth Christchurch and Poole SACRES. Content is suitable for all teachers and leaders of RE no matter where your school is based in the UK.

This is the third conference we have run in this virtual format. **It is high-quality training with a focus on practical, usable classroom ideas and resources valuable to teachers of RE from EYFS to KS4.**

The 2023 conference will build on your **understanding of the Worldview approach to RE** and will focus on how we can include 'lived-diversity' in our teaching -

including exemplification across the curriculum, but particularly that which supports teaching of the Hindu Worldview Tradition.

The conference is hosted on Zoom and is made up of:

- A Keynote and two other 'whole conference' inputs for all.
- Morning and Afternoon Workshops - a choice of 3 topics in each session. (These are recorded so that you can watch any other workshop you have missed, after the event.)
- A resource area free to access for a year.

The Conference Brochure has full details - coming out soon! Here is a taste of what is planned so far:

We are delighted to have **Lat Blaylock** as our Keynote Speaker. We know he will inspire you with his energy!

Workshop input from

- the RE Today team including **Adam Robertson**;
- RE Advisers/Jan Lever Group Consultants, **David Rees** and **Alison Harris**;
- Hub Lead Practitioners who teach RE and lead Local RE Networks including **Steph Rann**;
- Special Guests

This year's content will feature:

- Sanatana Dharma/Hindu worldview tradition - Some imaginative classroom ideas and resources to try out and input to deepen your subject knowledge and understanding of core concepts.
- Diversity within Christianity - exploring this global, organised, religious worldview.
- Exploring Justice and Courageous Advocacy through RE.
- How to provide great RE in the EYFS without breaking the bank!
- What does a strong school RE Curriculum look like and how is this evidenced in day-to-day teaching?
- How to enrich RE in your school through the effective use of trips and visitors (virtual and in-person)
- A conversation with people of faith who will share a 5-minute think-piece about their beliefs.

This is a virtual session being held at: 09:00 - 15:00,

Please follow this link to book

<https://sdbbe-onlinelearning.thinkific.com/courses/REConference-March23>

### **Holocaust Memorial Day 2023**

Holocaust Memorial Day Trust (HMDT) encourages remembrance in a world scarred by genocide. They promote and support Holocaust Memorial Day (HMD) – the international day on **27 January** to remember the victims of genocide past and present recognising that genocide must still be resisted every day. In the UK, prejudice and the language of hatred must be challenged by us all.

HMD is for everyone. Each year across the UK, thousands of people come together to learn more about the past and take action to create a safer future. We know they learn more, empathise more and do more.

*Ordinary People* is the theme for Holocaust Memorial Day 2023.

Genocide is facilitated by ordinary people. Ordinary people turn a blind eye, believe propaganda, join murderous regimes. And those who are persecuted, oppressed and murdered in genocide aren't persecuted because of crimes they've committed – they are persecuted simply because they are ordinary people who belong to a particular group (e.g., Roma, Jewish community, Tutsi).

Ordinary people were involved in all aspects of the Holocaust, Nazi persecution of other groups, and in the genocides that took place in Cambodia, Rwanda, Bosnia and Darfur. Ordinary people were perpetrators, bystanders, rescuers, witnesses – and ordinary people were victims.

Please check the website for information on classroom resources and regional activities

<https://www.hmd.org.uk/>

### **Strictly RE 2023 Online RE Conference - (Not free but still excellent)**

Hosted by NATRE, Strictly RE has become a key date in the diary for the RE community. With 400+ people taking part in over 25 online sessions, this event is a great place for RE professionals to come together to share ideas, gain new knowledge and further boost your confidence when teaching RE, as you will leave armed with lots of downloads, presentations and ready-to-use resources in the classroom. There will be something for everyone, from Headteachers and Senior Leaders to Primary Teachers and ITEs.

Strictly RE 2023 conference themes:

- Depth
- Diversity
- Abrahamic Worldviews

There are also a range of seminars on a wide variety of topics and across all key stages including:

- Thinking out loud- joining the dots to help children think more critically (Primary)
- Introducing Philosophy and Philosophers to the Primary Classroom (Primary)
- Dharmic Lenses on Climate Crisis (Secondary)
- Creating a core RE Programme for KS4 (Secondary)
- Interfaith conversations - exploring creative projects that deepen pupils understanding in RE (Crossphase)
- Special RE (Crossphase)
- Championing and advocating for RE with parents (for SLT's)

**Saturday 28 January AND Sunday 29 January 2023** (PLUS additional weekday twilight seminars leading up to Strictly!) – booking can be made from the following link <https://www.natre.org.uk/courses-events/strictlyRE-2023/>

### **News from RE Online**

**Telling My Worldview Story - <https://www.reonline.org.uk/resources/telling-my-worldview-story/>**

- The aim behind this series is to encourage people to share their own worldview story. The series recognises that our own worldview journey is personal and will be shaped by our own individual background, family, and cultural influences.

Our ability to understand and respect stories like these can lead to a greater understanding of how people arrive at their current beliefs and practices, as well as showing how our worldviews can change over time. The pieces add layers of understanding about what people believe and how they live their lives. They also help us to recognise and reflect on our own personal knowledge.

This new series complements an animation entitled 'Nobody Stands Nowhere' produced by the Theos Think Tank which aims to unpack the idea of worldview and invites the viewer to consider how their own unique view of the world might co-exist with other, sometimes quite different, vantage points held by those around them.

### **Resource of the Month - January 2023 - Subject Knowledge for Teachers – Islam**

- RE Online are delighted to kick off 2023 with a new book by popular author, teacher and adviser Dr Chris Hewer. For years Chris has researched, written and taught around the idea of 'Christian-Muslim relations', and the theological interaction between Islam and Christianity. Chris has gained a rich expertise in understanding Islam which makes him a valuable source of subject knowledge for teachers.

Chris's new book is of great benefit for teachers of Islam, especially at GCSE. The GCSE specification requires a knowledge of the differences between Sunni and Shi'a practices and subtle differences in belief, as well as an understanding of how these differences developed. However, these distinctions are important for teachers of Islam of all age groups.

Main website: <https://chrishewer.org/>

GCSE guidance: <https://chrishewer.org/g-c-s-e/>

Chris' materials are an excellent resource for those wishing to deepen their understanding of Islam

- **Developing a multidisciplinary curriculum through the use of knowledge organisers** - an innovative project developed by Katy McKay and colleagues at Dereham Primary School, developing a multidisciplinary curriculum through the use of knowledge organisers. Katy reports on the many positives she and colleagues found when introducing thinking and questions drawn from Theology, Philosophy and the human and social sciences  
<https://www.reonline.org.uk/leadership/resource-of-the-month/resource-of-the-month-archive/developing-a-multidisciplinary-curriculum-through-the-use-of-knowledge-organisers/>
- **Using sacred texts in the classroom** - Matthew Lane is RE Lead teacher in Norfolk and a Year 6 class teacher. In this presentation he introduces different ways to read sacred texts with Primary-age pupils to unlock varied and interesting layers of interpretation, personal knowledge and meaning -  
<https://www.reonline.org.uk/leadership/resource-of-the-month/resource-of-the-month-archive/secred-texts/>
- **An ambitious religion and worldviews curriculum for all** - Dr Kathryn Wright, Chief Executive of Culham St Gabriel's outlines her views on developing curricula in the light of moves towards a religion and worldviews paradigm and the focus on three types of knowledge -  
<https://www.reonline.org.uk/leadership/curriculum/>

### Promotional film collection

- Culham St Gabriel's are delighted to have commissioned a series of short films to promote an education in religion and worldviews across many areas of public life. Individuals from a range of different perspectives and from different walks of life explain why an education in religion and worldviews matters to them. The films are freely available for all to use to show the importance of religion and worldview literacy in a multi religious, multi secular world.
- <https://www.cstg.org.uk/campaigns/promoting-an-education-in-rwv/promotional-film-collection/>

### Resources round up

- The Shap working party **festivals calendar** is available on the RE Online website – here you will find upcoming festivals with information and links to some articles and activities which may be useful - <https://www.reonline.org.uk/festival-calendar/>
- **Humanists UK** – visit their website for free downloadable resources, including lesson plans, classroom activities, presentations, videos, and humanist perspectives on a range of topics discussed in school, see our website Understanding Humanism. Teachers can also find guidance and information about CPD opportunities. You can also request a visit from a free humanist school speaker  
There are also two free online courses to develop your subject knowledge. Visit these pages for all of the above information <https://humanists.uk/education/teachers/> and <https://understandinghumanism.org.uk/>
- **New Look True Tube!** - True Tube is an award-winning website for schools that provides free short films, lesson plans and assembly scripts for RE, PSHE and Citizenship at Key Stages 3 and 4, with more resources for Key Stages 1 and 2 on the way. Recently the website has been refreshed and new content added. If you have never visited True Tube, it is a great resource for teachers of all ages of Religion and Worldviews, PSHE and Citizenship. Find out more at <https://www.truetube.co.uk/> It is free to sign up.

SACRE hopes that there will be some useful items in the newsletter. Hopefully many of you will be able to attend the new syllabus launch – there will be networks to follow this so please keep an eye open for these dates (which should have been sent separately along with news about the syllabus).

SACRE hope that the rest of the term goes well and is always happy to hear how RE is going in your school – should anyone want to share their RE work with SACRE please contact the RE Adviser and we will make sure an invitation is sent.

David Rees – RE Adviser to SACRE

### How to be a Diversity Champion

(from Strictly RE session January 2023 – Charlotte Newman)

Core purposes of the Diversity Champion are

1. Promote within the school community a good understanding of, and respect for, the differences between people
2. Ensure that all members of the school community actively challenge prejudice and discrimination when they occur and
3. Promote the regular celebration of our diverse community

Other key points

- Recognise that there is diversity within tradition – there is not one uniform view – use language like some or most rather than all
- Use preferred labels rather than old colonial names – e.g Sanatana Dharma rather than Hinduism
- Avoid stereotypical language e.g., examine common everyday phrases – don't say things like stop gossiping girls (it reinforces the stereotype that all women gossip)
- Recognize that there is darkness within religion and culture – don't sugar coat things – RE needs to be a place to discuss and examine issues realistically
- Ensure all students feel safe and able to contribute to the session – support them if they need it
- ALWAYS tackle racist/stereotypical/sexist/homophobic language – call them out
- Allow students to present their worldview if they wish, however if there is one minority in your class don't assume they will want to share, and don't think they represent the entire worldview
- Allow students to respectfully challenge the views of others
- Ensure positive representation throughout the curriculum – not just RE
- Use external speakers from the community but only if they are good – if they are a bit preachy don't use them
- Celebrate different religious festivals in the calendar
- Check resources – remove old fashioned or stereotyped texts or images

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**SACRE MEMBERS ATTENDANCE RECORD 2022/23**

<b>Member</b>	<b>Representing</b>	<b>13.07.22</b>	<b>3.11.22</b>	<b>15.03.23</b>
Sue Elbrow	The Free Churches	P – IT issues	P	
Zubayr Abbas-Bowkan	Islam	P	P	
Waqar Bhatti	Islam	P	Ap	
Shujah Hamid	Islam	P	P	
Momade Faizal	Islam		P	
Karen Appleby	Judaism	P	P	
Hardip Singh Sohal	Sikhism	P	Ab	
Ashpreet Singh Nainu	Sikhism	P	P	
Rev Gordon Briggs	The Church of England	Ap	P	
Lynda Bussley	The Church of England	P	P	
Christine Isles	The Church of England	P	P	
Andrea Sparrow	The Church of England	Ap	P	
Munsoor Malik	Primary	P	P	
Priya Lamba	Primary	Ap	Ap	
Ian Sharpe	Secondary	Ap	P	
Robin Launder	Co-opted	Ap	Ap	
Councillor Akbar	Slough Borough Council	P	P	
Councillor Bal	Slough Borough Council	P	P	
Councillor Basra		P	P	
Councillor Brooker	Slough Borough Council	P	P	
Councillor Smith	Slough Borough Council	P	P	
David Rees	Professional Adviser	P	P	

P = Present for whole meeting  
Ap = Apologies given

P\* = Present for part of meeting  
Ab = Absent, no apologies given

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