

Date of issue: Tuesday, 27 February 2024

MEETING	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION Committee 1 – Christian Denominations and Other Faiths Ashpreet Singh Nainu (Chair), Sue Elbrow, Zubayr Abbas-Bowkan, Waqar Bhatti, Momade Faizal, Karen Appleby and Hardip Singh Sohal Committee 2 – Church of England Rev Gordon Briggs, Christine Isles and Andrea Sparrow Committee 3 – Teachers (Representing Primary, Secondary & Special Schools) Primary - Munsoor Malik and Priya Lamba Secondary - Nagina Ali, Ian Sharpe and Andrew Ramsey Committee 4 – Representatives of the Local Authority Councillors E Ahmed (Vice-Chair), Akram, Instone, Khawar, Mohindra, and Naveed Humanist Non-Voting Co-opted Member Robin Launder
DATE AND TIME:	WEDNESDAY, 6TH MARCH, 2024 AT 4.30 PM
VENUE:	AL MADANI INDEPENDENT GRAMMAR, 1 WHITTLE PARK WAY, SL1 6FE
DEMOCRATIC SERVICES OFFICER: (for all enquiries)	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
ITEM

REPORT TITLE

PAGE

AGENDA

PART I

AGENDA
ITEM

REPORT TITLE

PAGE

Apologies for absence.

- | | | |
|-----|---|---------|
| 1. | Minutes of the Last Meeting held on 2 November 2023 | 1 - 6 |
| 2. | Matters Arising | |
| 3. | Update on the Joint Syllabus Conference meeting held on 11 January 2024 | 7 - 14 |
| 4. | SACRE Action/Forward Plan 2023/24 - Updated to March 2024 | 15 - 16 |
| 5. | SACRE Finance Updated February 2024 | 17 - 18 |
| 6. | Slough SACRE Winter Newsletters Letter 2023-24 - To Note | 19 - 24 |
| 7. | SACRE Membership Update | |
| 8. | SACRE Membership News (An update from members regarding activities undertaken since the last SACRE meeting) | |
| 9. | Equality and Diversity - Resources | |
| 10. | SACRE Members' Attendance Record | 25 - 26 |

Date of Next Meeting: To be confirmed

Press and Public

Attendance and accessibility: You are welcome to attend this meeting, which is open to the press and public, as an observer. You will however be asked to leave before any items in the Part II agenda are considered.

In addition, law allows members of the public to take photographs, film, audio-record or tweet the proceedings at public meetings. Anyone proposing to do so is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non-hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.



Standing Advisory Council on Religious Education – Meeting held on Thursday, 2nd November, 2023.

Present:-

Committee 1 – Christian Denominations and Other Faiths

Ashpreet Singh Nainu (Chair), Sue Elbrow and Waqar Bhatti

Committee 2 – Church of England

Rev Gordon Briggs and Christine Isles

Committee 3 – Representatives of Teacher Associations

Andrew Ramsey – Secondary

Ian Sharpe - Secondary

Committee 4 – Representatives of the LEA

Councillors E Ahmed (Vice-Chair), Instone and Mohindra

Apologies for Absence:- Councillor Naveed and Zubayr Abbas-Bowkan, Karen Appleby, Hardip Singh Sohal, Andrea Sparrow, Priya Lamba and Robin Launder

PART 1

13. Minutes of the Last Meeting held on 4 July 2023

Resolved – That the minutes of the meeting held on 4 July 2023 be approved as a correct record.

14. Matters Arising

None.

15. Review of SACRE Membership Report

The Monitoring Officer, introduced the Review of SACRE membership report, which sought the SACRE's view on whether to make a recommendation to Council for a Humanist representative to be appointed to SACRE as a full voting member of Committee 1 (Christian Denomination and Other Faiths), in light of a recent High Court decision which confirmed the eligibility of Humanists to be members of SACRE.

The SACRE was invited to decide whether to recommend the appointment of a Humanist representative in Committee 1, and / or to review other representative faiths and beliefs represented in SACRE. Included in the report was information from the 2021 census as to the relative number of faith and other groupings in the Borough, including Humanists.

The SACRE professional adviser (Adviser) suggested that Committee 1 should be extended to include world views, as Humanist representation could

Standing Advisory Council on Religious Education - 02.11.23

be included under this category. He urged for a caution when reviewing the census, as it was imprecise.

After considering the report, Panel members broke into their respective groups to make a group decision as to whether to support the proposition that a Humanist representative be invited to join Committee 1 as a full voting member.

The votes cast were as follows:

Committee 1 – **No**

Committee 2 – **No**

Committee 3 – **Yes**

Committee 4 – **Yes**

In accordance with the outcome of the vote, the proposition was not carried.

Resolved -That the Council not be recommended to invite a Humanist representative to join Committee 1 as a full voting member.

16. Minutes of the Joint Syllabus Conference meeting held on 18 July 2023

Christine Isles reported that SACRE Hub had been renamed the Joint Syllabus Conference (JSC), which was working on the review of the Agreed Syllabus for Religious Education 2024-2029. The JSC had developed a draft Joint Syllabus with questions that needed to be reviewed by each of the six SACREs' Agreed Syllabus Conferences. Feedback and comments relating to the questions were expected to be provided by each ASC.

The SACRE acknowledged that an ASC was required to be set up and decided its membership (rather than the whole of SACRE members) from the following volunteers:

Sue Elbrow
Ashpreet Singh Nainu
Christine Isles
Andrew Ramsey
Councillor Mohindra

It was agreed that the ACS would meet immediately after the SACRE meetings, except for the first meeting, which would be arranged for Monday 20 November 2023.

Resolved that:

- I) The minutes of the Joint Syllabus Conference be noted.
- II) That an Agreed Syllabus Conference be convened.

17. SACRE Membership Update

Members welcomed Andrew Ramsey as a representative member of Group C - Teachers (Representing Primary, Secondary and Special Schools) to the SACRE.

Resolved – That the update on SACRE Membership be noted.

18. SACRE Action Plan 2023/24 - Updated October 2023

The Adviser introduced the SACRE Action Plan up to October 2023 and provided an outline of the various activities set out under the three categories set out in the Action Plan that had been circulated with the agenda.

The Chair welcomed the work that was being done in supporting teachers of Religious Education (RE) to continually improve RE learning in schools, and pointed out that Network Meetings were particularly helpful for non-specialist teachers in developing subject knowledge.

It was also highlighted that part of the £900 contribution to the Pan-Berkshire Hub was being used to fund the review of the Pan-Berkshire Agreed Syllabus.

Resolved – That the SACRE Action Plan 2023-24 Update up to October 2023 be noted.

19. SACRE Finance Update

The Chair agreed to vary the order of this item to be considered after item 8.

The Associate director of Education and Inclusion provided a verbal update on the SACRE budget. Members were advised that the total expenditure covered the costs set out in the SACRE Action Plan amounted to £5,805, of which £4,300 was the cost of the Adviser.

The Chair emphasised the need for due diligence in keeping within the SACRE budget of £5,000 up to March 2023.

Resolved – That the SACRE Finance update be noted.

20. Draft SACRE Annual Report 2022-23

The Chair agreed to vary the order of this item to be considered before item 7.

The Adviser presented the draft SACRE Annual Report which covered the work of the Slough SACRE during the academic year from September 2022 to August 2023.

It was noted that the table of GCSE exam results for 2022/23 would be included once they had been confirmed.

Standing Advisory Council on Religious Education - 02.11.23

Resolved – That the SACRE Annual report 2022-23 be approved subject to minor amendments and the inclusion of KS4 and KS5 Religious Education exam results.

21. Autumn RE Newsletter 2023 - To Note

Members received the Autumn RE Newsletters which had been circulated to headteachers via TheLink website for education professionals in Slough.

It was noted that items for inclusion in the next Spring Newsletter should be sent directly to David Rees, the Adviser.

In answer to a question as to whether the newsletter was effective and in getting feedback from teachers, the Adviser explained that it was a useful way of communicating information events and available resources to teachers. The newsletters were sent to headteachers, and there was therefore no guarantee that it would reach all RE teachers/co-ordinators.

Resolved – That the Autumn RE Newsletter be noted.

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

Rev Gordon Briggs announced that he had been invited to give a talk on the importance of Christmas to Christians at Castleview School in December 2023.

Christine Isles reported that a number of schools would be visiting St Pauls Church in Slough, as part of the 'Christmas Unwrapped.' programme to find out about what Christians believed about Christmas.

Ian Sharpe advised that he had been invited to help develop a leaflet to aid the learning journey for pupils at Key Stage 3 & 4.

Resolved – That the updates be noted.

23. Equality and Diversity - Resources

The Adviser reported that work was currently in progress to develop resources on equality and diversity and further details would be provided in January 2024.

The Chair asked for the details to also be included in forthcoming newsletters.

Resolved – That the update on Equality and Diversity - Resources be noted.

24. SACRE Members' Attendance Record

Resolved – That the Members' attendance record be noted.

Standing Advisory Council on Religious Education - 02.11.23

25. Information Item - To Note

Resolved – That the SACRE briefing 36 be noted.

26. Date of Next Meeting: 6 March 2024

Members agreed that the next meeting would be held at a place of worship/school, to be confirmed prior to the next meeting.

The date of the next meeting was confirmed as 6 March 2024.

Chair

(Note: The Meeting opened at 4.39 pm and closed at 6.12 pm)

This page is intentionally left blank

Key stage	Worldview	Question/Theme Th = Theology Ph = Philosophy HSS = Human and social science	Content in bold is intended to be CORE. The remainder is suggested content. NB this will probably need expanding with more detail as we go on.	Comments
EYFS 4s-5s	Christianity	Who is Jesus? What is the church? What do Christians celebrate? What do we learn from Christian stories?	Stories of Jesus – Nativity, Easter, <i>incarnation</i> Exploration of church life – worship and prayer Range of festivals – Christmas, Easter, Pentecost, Harvest Parables	Great starting from the beginning. Clear foundation of knowledge.
	Worldviews – religious and non-religious	Why are some people special? Why are some places special? Why are some times special? What can we learn from stories?	Stories of Abraham and Sarah, Moses, Muhammad and Khadijah, Guru Nanak, Bahá'u'lláh, Buddha, and contemporary examples Mandir, Mosque, Gurdwara, Temple, Vihara, Synagogue, and secular spaces Holi, Diwali, Eid, Ramadhan, Vaisakhi, Wesak, and some secular festivals Planet earth and the environment Add stories in due course...	Nice link to role models, shared experience.
KS1 5s-7s	Generic introductory unit (1 or 2 lessons)	<i>What is (organised?) religion? (Ph)</i>	<i>Establish the idea of Abrahamic and Dharmic religions. Explore some of the common features of religions building on the topics covered at EYFS – place, celebration, ritual.</i>	
	Christianity – in every year group	What do Christians believe about God and where do these ideas come from? (Th) What is the story of Jesus? (Th) What did Jesus teach his followers and how did he teach? (Th) How and where do Christians worship? (HSS) <i>How do Christians show that they belong to the church? (HSS)</i>	God as Creator and the beauty of Creation , and the early revelation of God to Abraham , Isaac, Jacob, and Moses . The Bible and its format (simple) The life of Jesus (simple) The parables of Jesus – particularly the Lost sheep, coin and son, Good Samaritan Christian worship at home and in the church , looking for some of the symbols in church that link to Christian teaching, particularly the life of Jesus. <i>Baptism and confirmation,</i> Different ways of praying and the Lord's Prayer ,	Solidifies the importance of the stories Links the Theology and belief together

		What do Christians believe about prayer? (Th, Ph)		
	Judaism	How do Jewish people (Jews) understand God? (Th) Who is important in Judaism? (Th) What is the synagogue? (HSS) What do Jewish people celebrate and why? (HSS)	God, Shema Abraham, Jacob, Joseph, Moses, current leaders in Judaism e.g., rabbis Role of the rabbi in the synagogue and role of the synagogues in the community. Passover, Shabbat, Rosh Hashanah, Yom Kippur, Bar and Bat Mitzvah,	Keeping a pattern helps students see the similarities in faiths
	Hindu Dharma	How do Hindus understand God? (Th) What is the Mandir and why is it important? (HSS) How do Hindus worship and celebrate and why? (HSS)	Brahman and the Trimurti, Rama and Sita, Ganesha, Hanuman, Gurus and Rishis. Symbolism The role of the mandir in Hindu life, worship in the mandir and worship at home. Divali, Holi, Navaratri	Happy to add in the information, if this is a format that will work
	Non-religious worldview	What do Humanists/other non-religious people believe?	All humans are equal because all are made the same way. Being kind to others make us and the others happy. Using common sense and kindness are the most important values. The natural world that we see around us, and which humans are a part of is important. Happy Human symbol Golden Rule – ‘Do to others as you would have them do to you’	
LKS2 7s-9s	<i>Generic introductory unit (1 or 2 lessons)</i>	<i>What is religion and what do religions have in common? (Th, PH)</i>	<i>Revise much of what taught in KS1 and extend to a wider range of practices. Begin to explore ideas about God and the similarities and differences between a range of beliefs. As far as possible keep to the religions introduced and those the pupils will meet this year.</i>	<i>We will need teachers to write this unit</i>
	Christianity	Who do Christians believe Jesus is? (Th) How did Jesus teach his followers to show friendship? (Th, HSS)	Trinity, Son of God, Messiah, Saviour, Nativity, Prophecies teaching of Jesus and his miracles. The role of sin and forgiveness. Range of bible stories – Zacchaeus, the Disciples, Forgiveness, Good Samaritan, Peter,	Nice to see the scholarship. Would be good to ensure that we have the

		<p>What are the key messages of Easter? (TH, HSS, PH)</p> <p>What difference does Pentecost make? (TH, PH)</p> <p>Where do ideas about right and wrong come from for Christians? (TH, PH, HSS)</p> <p>How and why do Christians try to make a difference in the world? (TH, HSS)</p>	<p>Easter and Holy week, communion, death and resurrection, God’s rescue plan and the role of confession and restitution.</p> <p>Acts chp 1- 2 and Holy Spirit, (Trinity) Change and proclamation, Gospel Parables of the Kingdom of Heaven in the book of Mark (chapters 4 and 13)</p> <p>The 10 commandments and other expressions of the rule of law – particularly in the teachings of Jesus. (Golden Rule)</p> <p>Modern Christian life and the work of the church in social justice (e.g. foodbanks, debt assistance and overseas aid charities) (local and global)</p>	<p>same standard across the other faiths too</p>
	Islam	<p>How do Muslims understand God? (Th)</p> <p>Who is Muhammad and why is he important to Muslims? (Th)</p> <p>What is the Qur’an and why is it important? (Th, HSS)</p>	<p>Tawhid, Allah, 99 names, Shahada Muhammad as the seal of the prophets, the night of power and the role of the angel Jibreel.</p> <p>Qur’an, Wudu, etc</p>	
	Sikhi	<p>How do Sikhs understand God? (Th)</p> <p>What is the gurdwara and how is it used? (HSS)</p> <p>How does someone demonstrate that they are a Sikh? (HSS)</p>	<p>Mool Mantra, Waheguru, Nam Japna, Guru Nanak and the other Gurus, including the Guru Granth Sahib Ji. Look at a range of Sikh stories and what they teach.</p> <p>The role of the gurdwara, especially Langar, Guru Granth Sahib Ji and worship.</p> <p>Khalsa, Vaisakhi, 5 K’s, Sewa, Vaand chakna, Kirat Karna.</p>	
	Non-religious worldview	<p>How do Humanists live good lives?</p>	<p>Golden Rule, ‘Think for yourself, act for everyone’.</p> <p>environment, human progression, and flourishing</p> <p>Stories – look at Humanism for schools</p>	
UKS2 9s-11s	<i>Generic introductory unit (1 or 2 lessons)</i>	<i>What is religion and non-religion? (Th, Ph)</i>	<i>Introduction to the vocabulary of religious, non-religious, faith, secular, atheist, and agnostic. Explore some of the features of religion that may be found in non-religious organisations – such as foodbanks and charities.</i>	

	<p>Christianity</p>	<p>Why is the Bible important in Christian worship both in church and at home? (Th, HSS)</p> <p>How is the Bible interpreted by different Christians? (Th, Ph)</p> <p>How does the Bible teach Christians to be wise? (Th, Ph)</p> <p>What are the big questions of life and death and how do Christians try to answer them? (Th, Ph)</p> <p>How and why do Christians show commitment to God? (Th, HSS, Ph)</p> <p>How do Christian beliefs influence the way people respond to local and global issues such as the environment? (Th, HSS, Ph)</p>	<p>The story of the Bible as a whole, its history and translations. The way Christians use the Bible, at home and in church, especially in worship but also as a basis for songs and hymns. Also, in preaching and inspiration in architecture – e.g., stained glass windows and symbols. Different readings of parables, miracles, and other teachings. The relationship between the Old and New Testaments and the role of prophecy, particularly as an interpretation of the Nativity and Easter stories. The wisdom literature - Psalms and Proverbs in particular.</p> <p>The big questions of life and death; resurrection, life after death, heaven and funeral practices and memorials.</p> <p>Church attendance, prayer, Bible study, good works, social justice, baptism, confirmation, etc.</p> <p>Care for creation, God as creator. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other global issues of social justice. Maybe explore issue that are of local relevance.</p>	<p>Same as above, good to have the same level of depth in the other lessons.</p>	
	<p>Judaism and/or Islam</p>	<p>What do believers learn about God and human life from their sacred text? (Th)</p> <p>How do different believers practise their faith in worship, at home and in the community? (TH, HSS)</p>	<p>Islam</p> <p>Core theological ideas from the Qur’an: Tawhid, Ummah, human life and flourishing.</p> <p>Use of the Qur’an in worship in the mosque, 5 Pillars, daily and Friday prayers, Role of the imam</p>	<p>Judaism</p> <p>Core theological ideas from the Torah: God, Shema, and covenant. Value of life</p> <p>Role of the synagogue in the Jewish community and the place of family, laws of kashrut, shabbat and other festivals. Role of the cantor.</p>	<p>Less information greater depth? <i>These questions could be combined to create one in-depth unit.</i></p>

		How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)	etc. Hajj, Eid; Rites of passage as appropriate. Muslim responses to care for creation, Red Crescent and other Muslim charities , eco/green Mosque in Cambridge	Rites of passage as appropriate. Rosh Hashanah, Yom Kippur, Purim Tu BiShvat – place of trees in Jewish teaching, Mitzvah Day, Jewish charities, etc		
	Hindu Dharma and/or Sikhi/ or Buddhism	What do believers learn about God and or human life from their sacred texts and stories? (Th) How do different believers practise their faith in worship, home, and community? (Th, HSS)	Hindu Dharma Smriti and Shruti . Explore some of the key stories and what is learned from them – e.g. Krishna and Arjuna, Rama and Sita, Prahlad and Holika etc. Explore range of Hindu practice in Mandir and at home, Ganesha as remover of obstacles, role of prayer and	Sikhi Guru Granth Sahib, Mool Mantra . Inclusion of hymns and prayers from other religious traditions, and equality. Stories of Guru Nanak... Explore how the GGSJ is treated in the Gurdwara, Langar, Khalsa, Rites of passage, Amrit, Golden Temple	Buddhist Life of Siddhartha Gotama (The Buddha), Three Marks of Existence, Four Noble Truths, Noble Eightfold Path, Five Precepts , stories including Kisa and the Mustard Seed, the Donkey in the Well, Three Jewels Monasteries, diversity , artefacts (used by some), meditation , chanting,	<i>These questions could be combined to create one in-depth unit.</i>

		How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)	meditation. Rites of passage, Pilgrimage Karma, vegetarianism etc.	Sikh charity work, sewa, langar, Khalsa Aid, etc.	Serving the community	
	Humanism	How and why do Humanists try to live good lives?	Exploration of the Golden Rule and its implication for moral choices. Explore some scenarios. Creating happiness for others makes a person happy, celebrating human progress, protecting the world for the future.			
KS3 11s-14s	Generic introductory unit (1 or 2 lessons)	What is meant by secular, atheist, and agnostic?	Definitions of Secular, atheist and agnostic and the recognition that humanists can be any one or more of those, There are different types of non-religious belief of which humanism is one. Explore a range of philosophers who have explored these ideas, how they have interpreted them and lived them out.			
	Christianity (select questions for a 2-year KS3) See P&E for further questions	How and why did Christianity become a global religion? (Th, HSS) Does following the teachings of the Christian church affect a person's lifestyle? (Th, HSS, Ph) What do Christians believe about the Jesus as Messiah and why are	Story of Pentecost and the birth of the church. The role of evangelism, and the Holy Spirit . Examine the role of preaching and teaching, and prayer. Acts 10, and the story of the Good Samaritan as well as other stories about Samaritans and outcasts. Diversity within tradition , e.g. liberation theology and other modern examples. Christianity as a global, diverse and living tradition . Explore issues of Christian Lifestyle , e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Messiah, Saviour, OT prophecies , Different models of atonement, Final judgement, heaven and hell, Revelation and reason. Different interpretations,			

		<p>there so many different interpretations? (Th, Ph) Can you be a scientist and Christian, and if so, how? (Ph, Th)</p>	<p>The perceived conflict between science and religion, particularly the question around creation, but also the reliability of the Biblical text with reference to sickness and miracles. Darwin et al</p>	
	Buddhism	<p>How does following the teachings of the Buddha impact on different Buddhists? (Th, Ph, HSS)</p> <p>How and why did Buddhism become a global religion? (HSS)</p>	<p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Refer to the Five Precepts and Noble Eightfold Path, Three Poisons</p> <p>Diversity within tradition, Theravada, Mahayana, Pure Land, Zen etc Bodhisattvas, Arhats, Dalai Lama</p>	
	Humanism	<p>How do Humanist beliefs impact on the way the people live? (Th, HSS)</p> <p>Which people have most influenced Humanists and how?</p>	<p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Historical view, beginnings of modern humanist thought, Hume etc.</p>	
	Islam	<p>How and why did Islam become a global religion? (Th, HSS)</p> <p>How does following Islamic teaching impact on different Muslims?</p>	<p>Spread of Islam, Islamic Scholarship, diversity within Islam, Schools of thought, Medieval ‘Crusades’,</p> <p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Qur’an and Hadith, Sharia, Jihad (lesser and greater)</p>	
	Ethical and Philosophical (Must include Christianity, but can bring in a range of religious tradition too including Baha’l,	<p>How do people make sense of suffering? (Ph) Do ‘Good’ and ‘Evil’ really exist? (Ph) Is there a God and does it matter? (Th, Ph)</p>	<p>Problem of suffering</p> <p>Definitions of good and evil</p> <p>Existence of God</p> <p>Justice and fairness</p>	

	Zoroastrian, Rastafari etc.)	What do we mean by a just and fair world and who decides? Th, Ph, HSS)		
--	------------------------------	--	--	--

Slough SACRE action plan: 2023-4 – Updated March 2024

Aim	Actions	Timescales	People Responsible	Cost	Spring 2024	Summer 2024	Autumn 2024
A. CORE BUSINESS 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 2024 Summer 2024 Autumn 2024	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	SACRE Adviser to prepare and attend 3 x1 day SACRE Clerk to administer each meeting	Wednesday 6 th March 2024, 4.30pm	Wednesday 3 rd July 2024, 4.30pm	Wednesday 6 th Nov 2024, 4.30pm
	3. Produce annual SACRE Report	Autumn Term 2024	SACRE Adviser and clerk with foreword by SACRE Chair (input welcome from members)	SACRE Adviser x ½ day	Send to NASACRE by Feb 2024		Bring draft to Autumn 2024 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 SACRE Adviser time to attend NASACRE conference x1 day</i>	<i>Strictly RE – Jan 2024</i> SW SACRE conference March 2024	NASACRE AGM 20 th May 2024? FtF or virtual?	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. To support teachers of RE to	1. Provide a termly RE network meeting for Slough teachers	ongoing	SACRE RE Adviser	Adviser time – prep and delivery 3x ½ days	20 th March 2024	TBD	TBD

continually 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 2024	April 2024	Sept 2024
	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		

C. To support the ongoing work of the Pan Berkshire Hub	Consolidate and develop the Pan-Berkshire SACRE Hub.	Next hub meeting – TBA (18 March?)	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		
	Contribute to the development of the 'Real People, Real faith' video clips	Ongoing (extended post 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		
	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		

SACRE FINANCE UPDATE – FEBRUARY 2024

COSTED ACTION PLAN 2023-24

Budget April 2023 – March 2024	£5,000
TOTAL	£5,000

ACTIVITY	COST
SACRE Adviser to prepare and attend x3 termly meetings – autumn, spring, summer,	3 days @ £455.55 + oncosts Total £1366.65
Production of basic annual SACRE Report	0.5 @ £262.50 + oncosts Total £262.50
Subscribe to NASACRE	£125
Provide a termly RE network meeting for Slough teachers	Adviser time – prep and delivery 3 x ½ days @ £262.50 Total £787.50
Produce an RE newsletter combining info, events and good practice – absorb NASACRE info	Adviser time to organise and design 3 x ½ day @ £262.50 Total £787.50
Consolidate and develop the Pan-Berkshire SACRE Hub. Part of the hub commitment - £900 paid to Oxford diocese – reviewed yearly	£900
Budget:	£5,000
Allocated:	£4,229.15
Remaining TBD:	£770.85
Total paid to date:	£2,916.65
Committed Expenditure to be spent by 31/03/2024	£1312.50
Remaining budget still be allocated and spent by 31/04/2024	£770.85
Total	£5000

This page is intentionally left blank

January 2024

Welcome to the new western calendar year and to the latest SACRE RE newsletter. We hope you all had a good winter break and managed to get some rest away from screens and marking for a while!

We always like to start the newsletter with a request for the direct email for the RE co-ordinator in school, particularly if the person has changed recently. We want to assure you that we will not bombard the RE lead with emails but will update them on free CPD and support provided by SACRE. It is so important for us all to be able to connect and keep up to date as the next year promises to include some major developments in RE and it would be great to be able to inform the relevant RE leader, so please could you let the SACRE adviser for RE, David Rees, know using the email below. We do still have quite a few gaps in our database and so are aware that some information about networks, newsletters and resources is not directly reaching the RE lead – it would be so helpful if you could let us know this term.

Please send the details to the SACRE Adviser for RE, David Rees - david@reesuk.onmicrosoft.com

We are very grateful to those schools who have already done this and look forward to seeing their RE leads at upcoming events which will hopefully be arranged this year.

One of the ways SACREs can support schools is by producing newsletters, like this, designed to inform RE teachers and leaders 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

SACRE is also pleased to provide primary RE support in the shape of free RE networks run by the SACRE RE adviser – dates have been fixed for this term.

- Wednesday 20th March

If you would like to attend or receive information about support for RE, please email David on david@reesuk.onmicrosoft.com - zoom links will be sent to those who confirm.

If you have anything you would like covered in any of the meetings, please do send suggestions through to David – we want the networks to be as useful as possible. We are always aware of the many demands on your time so thank you in advance for your attendance.

Local RE News

The Pan Berkshire Hub

The Pan Berkshire Hub (a group consisting of members of 6 Berkshire SACREs (namely Bracknell Forest, Royal Borough of Windsor and Maidenhead, Slough, Slough, West Berkshire and Wokingham) continues to meet under the expert leadership of Anne Andrews 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 produced Key Stage 1-3 classroom clips, these 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. SACRE is pleased to announce that the Humanism clips are now uploaded. Teacher notes have also been produced to accompany each video clip. They are hosted on the NATRE website <https://www.natre.org.uk/about-natre/projects/real-people-real-faith/> SACRE is delighted that the site has had over 4500 hits and hopes they will continue to be used.

The hub meets termly and is now reviewing the Pan Berkshire Agreed Syllabus. The hub has already gathered opinions on the existing syllabus and what changes might be needed to be included to reflect what has happened in the world of RE since the last syllabus was written. Please keep an eye open for updates and a timeline to the launch event.



Events, resources and links

Refreshing CREative RE conference

Don't forget to book your place on our fourth joint SACRE **CRE-ative, RE-inspiring Online RE Conference on Tuesday 19th March on Zoom**. It is a day filled with inspirational speakers and a choice of RE workshops.

Speakers include...

- Lat Blaylock – adviser for RE Today,
- Jen Jenkins – adviser to Coventry and Warwickshire SACRES and Coventry Diocese,
- Sarah Bareau – SW regional adviser for Jigsaw RE and Bristol Learn Teach Lead RE and
- Jane Kelly – adviser to Portsmouth and Winchester Diocese and SACRE member on BCP.

Content is valuable for teachers of all key stages. The cost is £60 including VAT and provides you and your school with recordings and resources from the six workshops to access for a full year. Incredible CPD! To see more content and to book, click here: <https://sdbe-onlinelearning.thinkific.com/courses/re-conf-24>

'Welcome to Worldviews' training webinars

A series of FREE webinars to enhance RE teachers' subject knowledge called 'Welcome to Worldviews' is being run by the Jigsaw Education Group. These are available free of charge to all schools not just Jigsaw RE or Discovery RE schools.

These sessions would be suitable for RE subject leaders and/or the class teachers delivering teaching different religions and worldviews to develop their subject knowledge.

These taster disciplinary subject knowledge sessions on religions and worldviews, showcase teaching and learning ideas from the new Jigsaw RE programme but there is no obligation to subscribe – details about Jigsaw can be found here <https://jigsaweducationgroup.com/>

Delegates will get a "Starter for 10" background information sheet about each topic covered as a takeaway.

- **Sikhi: 10th January 2024, 4:00PM-5:00PM**
- **Christianity: 15th January 2024, 4:00PM-5:00PM**
- **Islam: 24th January 2024, 4:00PM-5:00PM**
- **Judaism: 1st February 2024, 4:00PM-5:00PM**
- **Buddhist: 28th February 2024, 4:00PM-5:00PM**
- **Humanist: 5th March 2024, 4:00PM-5:00PM**
- **Sanatana Dharma (Hinduism): 13th March 2024, 4:00PM - 5:00PM**

Details on how to register for these free sessions can be found here.

<https://jigsawpshe.com/welcome-to-worldview-training-webinars>

NATRE and Strictly RE

NATRE, the subject teacher association for RE professionals, works to support those who teach and lead in all schools and institutions and at all stages of their career. NATRE has a website which includes a resource library - <https://www.natre.org.uk/resources/>

NATRE also organises the excellent **Strictly RE** conference which runs from **27th-28th January 2024 (Saturday and Sunday)** with other seminars being run at twilight times before and after these dates. 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 confidence when teaching RE, as there will be lots of downloads, presentations and ready-to-use resources for the classroom. There will be something for everyone, from Headteachers and Senior Leaders to Primary Teachers and ITEs. The Strictly RE 2024 event theme is 'Building a subject for the future!' SACRE RE Adviser will be attending and will be rolling out some of the key points in the Winter term networks.

Please follow the link for further details

<https://www.natre.org.uk/courses-events/strictlyRE-2024/>

Regional RE Hubs

Regional RE Hubs have been set up to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional providers of research, CPD, resources, places of worship and so on for the benefit of all Religion and Worldview stakeholders. The website signposts many useful RE links including REQM and a growing list of regional speakers for school visits – check out the website here <https://www.re-hubs.uk/>

RE Online

RE Online is a free quality-controlled website designed to support teachers with many different aspects of teaching and leading RE. The website has excellent knowledge essays designed to help teacher subject knowledge – these cover up to 15 different religions and worldviews and are written by experts in the field. These can be found at <https://www.reonline.org.uk/> under the knowledge tab.

A popular part of the website features **free** online courses run by Culham St Gabriel's Trust. These include short courses on

- Introduction to Religion and Worldviews
- Digging Deeper: Religion and Worldviews
- Introduction to Subject Knowledge
- Introduction to Research

These can be accessed by following this link - <https://courses.cstg.org.uk/>

Holocaust Memorial Day

Holocaust Memorial Day (HMD) takes place each year on 27 January. Holocaust Memorial Day Trust (HMDT) encourages remembrance in a world scarred by genocide. 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.
<https://www.hmd.org.uk/>

Fragility of Freedom is the theme for Holocaust Memorial Day 2024.

Holocaust Memorial Day (HMD) 2024 marks the 30th anniversary of the genocide in Rwanda.

HMD trust resources can help you learn more about the Holocaust and genocide and plan your own HMD activity. Explore life stories of survivors and those who were murdered, virtual activities, schools' materials, films, images and more using the filters below.

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

Birmingham Faith visits

Supported by a grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

These arts-related cross-curricular activities are designed to provide background information for teachers and to complement the RE curriculum for Key Stages 2 and 3.

They provide opportunities to explore the arts in places of worship and to help children to be more curious and reflective. They are deliberately not listed as relevant to a particular religion so that similarities as well as differences between religions may be appreciated.

The activities are grouped in three colour-coded sections:

RED: About Buildings

BLUE: Imagery and Symbols of Sacred Spaces

GREEN: Building Bridges with Communities

The website includes information and clips for Sikh, Muslim, Jewish, Hindu, Christian and Buddhist places of worship.

To access their free resources, follow the link... <https://birmingham-faith-visits.theartsociety.org/>

Teaching Humanism

On the 'Understanding Humanism' website you'll find a wide range of resources to support you to teach about humanism, a non-religious approach to life.

The humanist approach and understanding has been divided into five core areas of knowledge:

- Human beings (human evolution, human nature, and human potential)
- Understanding the world (naturalism and atheism, science and reason)
- The one life (freedom, happiness, and mortality)
- Humanist ethics (empathy and the impact of our actions)
- Society (motivations, actions, goals, and responsibility)

You will also find resources to support teaching about a number of other topics connected with humanism and non-religious worldviews.

To view these resources on teaching Humanism please check out the following link

<https://understandinghumanism.org.uk/>

'**Learn Islam** has been setup to help teachers by providing high quality materials related to Islam for free that has been verified, so that teachers are able to teach with more confidence.

Resources covering KS1-4 include:

- PowerPoint slides for Primary and Secondary Schools.
- Worksheets and Quizzes based on the slides to assess knowledge.
- 88 recorded words showing how to pronounce key Islamic terms.

Resources can be found at www.learn-islam.co.uk

Muslim Learner Services

'Promoting a better understanding of Islam in Schools and Colleges'

Muslim Learner Services based in visits schools (in-person or virtually) and supports primary schools with Islam assemblies, pupil workshops, staff training and Islam teaching resources.

<https://muslimlearnerservices.org/>

SACRE hopes that this newsletter contains useful ideas to help you in the coming term. We will send another newsletter out at the start of the Spring term when there will be more daylight to enjoy. SACRE sends very best wishes to you for the new term and as always commends you for all your hard work and dedication.

David Rees SACRE RE Adviser

January 2024

This page is intentionally left blank

SACRE MEMBERS' ATTENDANCE RECORD 2023/24

Member	Representing	04.07.23	02.10.23	06.03.24
Sue Elbrow	The Free Churches	P	P	
Zubayr Abbas-Bowkan	Islam	Ap	Ap	
Waqar Bhatti	Islam	Ab	P	
Shujah Hamid	Islam	Ab	Ab	
Momade Faizal	Islam	P	Ab	
Karen Appleby	Judaism	Ap	Ap	
Hardip Singh Sohal	Sikhism	*P	Ap	
Ashpreet Singh Nainu	Sikhism	P	P	
Rev Gordon Briggs	The Church of England	Ap	P	
Christine Isles	The Church of England	P	P	
Andrea Sparrow	The Church of England	P	P	
Munsoor Malik	Primary	P	Ab	
Priya Lamba	Primary	P	Ap	
Ian Sharpe	Secondary	Ap	P	
Nagina Ali	Secondary	P	Ap	
Robin Launder	Co-opted - Humanism	P	Ap	
Councillor E Ahmed	Slough Borough Council	P	P	
Councillor Akram	Slough Borough Council	P	Ab	
Councillor Instone	Slough Borough Council	P	P	
Councillor Khawar	Slough Borough Council	P	Ab	
Councillor Mohindra	Slough Borough Council	P	P	
Councillor Naveed	Slough Borough Council	P	Ap	
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

This page is intentionally left blank