

Swindon Borough Council

Standing Advisory Council on Religious Education

Monday, 26 March 2018

Venue: Gateway Church, The Trinity Centre, Stonehill Green, Westlea, Swindon
SN5 7AR

At 6.00 p.m.

Group A: Christian Denominations and Other Religions or Religious Denominations	Jo Backus, Buddhist Community Mr Gurchoran Singh Lyal, Sikh Community Mr David Burbidge, Baptist Church Reverend David Howell, Swindon Evangelical Alliance Mr M S Khan, Muslim Community Mr Tony McAteer, Catholic Community Mr Dinesh Patel, Hindu Community Michelle Howard, United Reformed Church
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Group B: The Church of England	Reverend Clive Deverell Miss Janet French Reverend Norma McKemey Ms Steph Mundin
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Group C: Teacher Associations	Mrs Tracy Mason, NUT Mrs Lottie O'Brien, NASUWT Mrs Mandy Sandleton, NASUWT Mrs Emma McCarthy, NUSUWT
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Group D: The Local Authority	Councillor Fionuala Foley Councillor Fay Howard Councillor Barbara Parry Councillor Matthew Courtliff Councillor Gary Sumner
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Co-Opted:	Jo Garton, Swindon Humanists Fidelma Meehan, Baha'i Community
Support Officers:	Peter Nathan Katy Staples, SACRE Advisor Sarah Foulkes, Commissioner for Education

Committee Officer: Rita Glen-Gallo (Telephone 01793 463611
email: rglen-gallo@swindon.gov.uk
Swindon Borough Council can be contacted at the Civic Offices, Euclid Street,
Swindon, SN1 2JH (Telephone 01793 445500)

AGENDA

1. **Apologies for Absence**
2. **Brief talk from Gateway representative**
3. **Brief remembrance of Steph Mundin**
4. **Declarations of Interest**
Members are reminded that at the start of the meeting they should declare any known interests in any matter to be considered, and also during the meeting if it becomes apparent that they have an interest in the matters being discussed.
5. **Public Question Time**
See explanatory note below. Please phone the Committee Officer whose name and number appears at the top of this agenda if you need further guidance.
6. **Election of Vice-Chair**
7. **Chair's Announcements**
8. **Minutes** (Pages 5 - 10)
To receive the minutes of the meeting held on 5th December 2017.
9. **Annual report** (Pages 11 - 20)
10. **Feedback from the Collective Worship working party** (Pages 21 - 38)
11. **Website compliance checking - a proposal.** (Pages 39 - 46)
12. **Feedback from the Religious Education hub meetings**
Verbal update.
13. **Date and Time of the Next Meeting**
The next meeting of the SACRE is on 26th June 2018. Members of the SACRE are asked to suggest venues or indicate where this and future meetings of the Panel should be held.

Date of Despatch: 14 March 2018

Public Question Time - Swindon Borough Council is committed to increasing its accountability to the public and to promoting active citizenship. Up to 15 minutes will be allowed at the start of all Council meetings for questions to the Chair from members of the public about the work of the Committee (except for confidential matters and specific planning applications). Questions must be relevant, clear and concise. Because of time constraints Public Question Time is not an opportunity to make speeches or statements. Prior notice of a question to the Director of Law and Democratic Services is desirable - particularly if detailed background information is needed.

Access Arrangements – *The Venue is wheelchair accessible and an infrared receiver hearing system is provided. If you would wish to attend the meeting but have any special requirement to enable you to do so please contact the Committee Clerk above, as soon as possible prior to the date of the meeting.*

If you would like to receive any of the pages contained in this agenda in a larger print size please contact the Committee Officer whose name appears on the first page of this agenda.

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

TUESDAY, 5 DECEMBER 2017

PRESENT:-

Group A: Jo Backus (Buddhist Community), Mr David
Christian Denominations and Burbidge (Baptist Church), Reverend David
Other Religions or Religious Howell (Swindon Evangelical Alliance), Mr M S
Denominations Khan (Muslim Community) and Mr Dinesh Patel
(Hindu Community)

Group B: Reverend Norma McKemey
Church of England

Group C: Mrs Tracy Mason and Mrs Emma McCarthy
Teacher Organisations

Group D: Councillors Fay Howard (Chair),
Councillors Matthew Courtliff and Gary Sumner

Also in attendance: Katy Staples (SACRE Advisor) Jo Garton and
Fidelma Meehan (Baha'i Community)

Apologies for absence were received from Peter Nathan, Reverend Clive Deverell, Mr Gurchoran Singh Lyal, Miss Janet French, Ms Steph Mundin, Mrs Lottie O'Brien, Mrs Mandy Sandleton, Mr Tony McAteer, Sarah Foulkes, Councillor Fionuala Foley, Councillor Barbara Parry and Michelle Howard

12. Appointment of Chair

Resolved: That Councillor Fay Howard be appointed Chair for the remainder of the Municipal Year 2017/18.

13. Appointment of Vice-Chair

Resolved: That Jo Garton be appointed Vice-Chair for the remainder of the Municipal Year 2017/18.

(Following the meeting and after consulting the SACRE Constitution, it was noted that a Vice-Chair would need to be appointed from one of the four Representative Groups. As Jo Garton was a co-opted member and not from one of the four Representative Groups, she was not eligible to be Vice-Chair. A new appointment would be made at the next SACRE meeting)

14. Declarations of Interest

The Chair reminded Members of the need to declare any known interests in any matters to be considered at the meeting. No declarations were made.

15. Public Question Time

No public questions were received during the meeting.

16. Chair's Announcements

The SACRE were reminded that the annual South West Conference for SACREs is being held on Monday 5th March 2018 at Dillington House, Ilminster. The theme for the conference is 'Religious Education: What are we doing? Where are we going?'. Fidelma Meehan and Jo Backus expressed interest in attending the event.

17. Minutes and Matters Arising

Resolved: That the minutes of the meeting held on 27th June 2017, be confirmed and signed as a correct record, subject to the following amendments:

- To amend the spelling of Jo Garton's name in Minute 7, Resolved (2) and (6);
- To remove the word 'secondary' in Minute 7, Resolved (2).

Matters Arising:

1. Commission on Religious Education – Draft Response – Minute 8/17

The SACRE Advisor confirmed that a copy of the draft letter to the Commission on Religious Education had been forwarded to the local MP's for comment, as requested at the last SACRE meeting.

The SACRE noted that the local MP's had not responded to the letter within the timescales given, and therefore the SACRE Advisor had forwarded the letters to the Commission on behalf of the SACRE.

The Chair explained that she would contact the local MP's asking for comments on the original letter.

2. Guidance on Responses to National and/or Local Crises

The SACRE Advisor reminded members that she had been asked at the previous SACRE meeting, to prepare guidance for RE Teachers about how they could respond to national and/or local crises. She advised that suitable material was currently available on this matter and she was proposing to signpost schools to this guidance.

18. Interim CoRE Report and SACRE's Response

The SACRE considered an interim report from the Commission on Religious Education about Religious Education for All.

The SACRE Advisor informed the SACRE that the Commission on Religious Education had asked for responses to a number of questions raised within the interim report. The SACRE then made the following comments on the specific

questions within the interim report:

1. The National Entitlement for RE:

- Members were concerned that there was an absence of explicit reference to Spirituality and Spiritual Development in the description of Religious Education.
- The explicit expectation of the inclusion of Dharmic religions as well as Abrahamic ones was omitted. A phrase like “young people should be enabled to understand a variety of world views in order to make meaning. These should include Dharmic religions such as Buddhism, Hinduism, and Sikhism as well as Abrahamic faiths such as Judaism , Christianity and Islam and non- religious world views” was suggested.
- The possible omission of the epistemological approach to the study of religions which would include an exploration of truth and truth claims.
- The relationship and contribution of Religious Education to the greater educational endeavour of exploring “What makes a good human being?” and “What can religions and beliefs offer in terms of what it means to be a human and how we can we all get along together” could be strengthened.
- Support for the proposal that there would be a new KS4 entitlement for RE in the form of a nationally expected accredited qualification that was achievable by most schools in less curriculum time than the current GCSE. This course would need to include sufficient RE content and pedagogical rigour that it could not be squeezed into a few token “drop down days” shared with PSHE.

2. Name for the subject:

- a. SACRE was keen not to lose the word Religion from the title of the subject. It felt that any title should be sufficiently simple that a Year 1 class had a hope of understanding the content of this curriculum area. Therefore terms such as “Religion Beliefs and Spirituality” were all discussed - but no conclusion was reached.

3. Agreed Syllabus Conference:

- a. Swindon has adopted an “RE Today” Syllabus within the last Academic year.
- b. It is acknowledged that the Syllabus has seen an improvement in the teaching of RE and schools are reporting a higher level of engagement from pupils.
- c. At the time of the last Agreed Syllabus Conference it was decided that there was not enough capacity within Swindon Council to write and devise a local syllabus and that adopting a syllabus written by “RE Today” Services was the best and most affordable option available.
- d. There is insufficient local funding, capacity or talent to realistically write a locally agreed syllabus and therefore either the Government needs to ensure sufficient earmarked funding for SACREs or to accept that SACREs may need a Nationally Agreed syllabus for RE.

- e. It is felt that, in real terms, what is occurring is “market led” RE curriculums. This may offer greater subject expertise and be preferable to successive Secretaries of State deciding what Religious Education should be, and what service it should provide to the prevailing political agenda.
 - f. If the Government has no will to change the National Settlement for Religious Education and it seeks that RE should remain locally determined by SACREs and Agreed Syllabus Conferences, then it needs to support this current legislative framework by funding these bodies adequately.
4. A renewed and expanded role for SACREs:
- a. Swindon is a small Unitary Authority with very few schools that are not Academies (all Secondary Schools are now Academies). It has to make further quite radical cuts to its services in the next year.
 - b. Swindon SACRE has a current budget of £5000 a year.
 - c. Swindon SACRE is supported by a team of committed volunteers who work hard but it is barely functional as it currently exists and fulfills its duties to schools with the help of charitable giving through the Jerusalem Trust and St Matthias Trust “Learn Teach Lead” project whose funding is finite and will finish in the next year.
 - d. The possibility of a renewed and expanded role for Swindon SACRE would be impossible without considerable ring-fenced National funding.

The SACRE Advisor explained that she would prepare a written response based on the discussions and issues raised at this meeting. A copy of the draft letter would be circulated to SACRE members for comment prior to a final version being sent to the Commission on Religious Education.

Resolved – That the SACRE Advisor prepares a draft response to the Commission on Religious Education interim report, based on the discussions and issues raised at this meeting. A copy of the draft letter would be circulated to SACRE members prior to a final version being sent to the Commission on Religious Education.

19. Development Plan 2016-2018

The SACRE received the updated Swindon SACRE Development Plan 2016-18, which was simplified at the last meeting to ensure the Plans deliverability.

The SACRE Advisor set out how the goals included in the Development Plan had been delivered during 2017 and how the remainder would be delivered during 2018, as follows:

- Goal 1 – Improving Standards of pupil engagement and attainment.
 - Hub meetings taking place to offer more effective support to schools and improve the quality of Religious Education.
 - Example of work undertaken by Wanborough Primary School during Inter Faith Week.
 - Annual RE Conference 2018 being held in Bristol on 26th January 2018, with a focus on “Clearing the Fog” – Demystifying Key Beliefs of World Faiths.
- Goal 2 – Assess the impact of the new locally agreed syllabus launched in 2016.

- Interviews with school children undertaken by Jo Garton. It was noted that children enjoyed RE lessons if the teacher enjoyed teaching the lessons.
- An electronic survey would be sent to schools in March 2018.
- Goal 3 – To develop and enhance the possibilities for spiritual, moral, social and cultural development offered through Collective Worship.
 - Meeting to undertake a review of Collective Worship planned for 2nd January 2018. Contributions from SACRE members was welcomed.
- Goal 4 – Enhance the vital role that RE must play in contributing to understanding diversity, including through offering direct opportunities for engagement for pupils.
 - Directory of key speakers and places of worship in Swindon being developed.
 - The importance of diversity amongst speakers and places of worship was highlighted.

Resolved – That the Development Plan actions taken during 2017 and to be undertaken during 2018 be noted.

20. Feedback from Hub Meetings

The SACRE received an update from Emma McCarthy, Hub Leader, about the recent RE Hub meeting. The Hub Leader explained that both primary and secondary schools attended the meeting and two of the teachers spoke about their recent attendance at the Learn, Teach, Lead RE conference.

Other highlights from the meeting included:

- Support for new RE co-ordinators,
- A new Hub Facebook Group
- Visit from Fidelma Meehan – SACRE Co-opted member

The SACRE members also raised the following general issues:

- The use of Discovery RE schemes of work by some Swindon schools following the launch of the new agreed syllabus.
- Accessing the link to the new agreed syllabus.
- The need to investigate the use of the new agreed syllabus by all Swindon schools.

Resolved – (1) That the feedback from Hub meetings be noted.
 (2) That the link to the new agreed syllabus be circulated to SACRE members.
 (3) That details of the Swindon RE Teachers Facebook Group be circulated to SACRE members.
 (4) That each SACRE member be allocated a number of schools to investigate their usage of the new agreed syllabus, with feedback at the next SACRE meeting in March 2018.

21. Date and Time of the Next Meeting

It was noted that the next meeting of the SACRE would be held on Monday,

26th March 2018, commencing at 6.00pm at the Gateway Church, Swindon.



Swindon's SACRE's Annual Report 2016 -17



Bridlewood Primary School year 4 pupils visit the Church at Christmas



Chair's foreword

2016 - 17 was an extremely productive year for Swindon SACRE as we launched a New Agreed Syllabus (an RE Today Services Model Syllabus) and the hub meetings for teachers grew. The sense of a shared RE community created through the hard work of hub leaders Emma McCarthy (Primary leader from Orchid Vale School) and Emma Ainsley-King (Secondary leader from Commonweal School) represents an enhanced service to schools. This is organised through the "Learn, Teach, Lead RE" programme funded by the Jerusalem Trust and St Matthias Trust. The hub meetings have taken place in the schools of the hub leaders and at the Hindu Temple.

This was a year of stability for Swindon SACRE, as thankfully the key positions of chair, clerk and adviser saw no changes and so we could consolidate our work and support.

It has also been another year where we worryingly, have to report paucity in GCSE RE entries compared to national figures. Four schools entered no students at all for a public examination as far as we can tell. Of the seven schools that did enter students, only three centres entered the majority of their cohort. We have written to those schools to enquire what and how much RE the pupils in their schools are being offered.

As retiring Chair of Swindon SACRE, I am grateful that SACRE continues to work as a body that takes its duties seriously and is striving to ensure outstanding Religious Education is taught to the children and young people in Swindon schools in the months and years to come. I am also particularly grateful for the hard work and services offered by Stuart Figini (retiring clerk) and Katy Staples (adviser).

Sarah Lane-Cawte

Chair of Swindon SACRE



What is SACRE?

SACRE is the abbreviation for the **Standing Advisory Council on Religious Education**. Its composition is specifically multi-faith and includes serving primary and secondary school teachers. There is also a representative from the British Humanist Association.

It is a statutory requirement for every Local Authority to have a SACRE and to support its work. The purpose of SACRE is to advise on the effective provision of RE and Collective Worship.

Swindon SACRE believes that Religious Education is unique because it is the only subject where the curriculum is not prescribed nationally but agreed locally. This means that we can ensure that the syllabus we offer children and young people gives examples of belief lived and practiced by people who have lived and currently live in their locality.

SACRE takes an active part in the review of the Locally Agreed Syllabus every five years. This Academic year 2016-17 we launched a new Agreed Syllabus which was written by RE Today Services. This agreed syllabus will be reviewed in 2021 and is available on request from Katy Staples :

katy.staples@bristoldiocese.org

How SACRE is funded and administered

SACRE receives funding of £5,000 per annum from Swindon Council. As a statutory board SACRE is clerked through the council's services.

All SACRE's members are volunteers who give up their time freely and enthusiastically to help SACRE with its work.

SACRE Adviser

The SACRE Adviser advises SACRE and enacts its decisions. Since 2009 Katy Staples (Bristol Diocese) has provided the advice and support for Swindon SACRE. She invoices the local authority three times a year and keeps within the budget set. This has provided SACRE with a dedicated and experienced resource. Katy also advises Bristol and South Glos. SACRE and has extensive expertise in education and working in schools. During this period, the Local Authority was represented at SACRE meetings by both Elected Members, Sarah Foulkes, Commissioner for Education and Peter Nathan, Head of Education.

SACRE works to the non-statutory guidance in the 1994 document: Circular 1/94. Parts of that document have been replaced with the guidance: 'Religious Education in English Schools: Non- statutory guidance 2010'.

South Gloucestershire Council has approved a constitution for SACRE. A copy of the constitution may be obtained from the Clerk to SACRE Rita Glen-Gallo RGlen-Gallo@swindon.gov.uk

A new agreed syllabus for RE in Swindon

During 2016 a wholesale review was held of the agreed syllabus. This is a key responsibility of SACRE, and therefore the key activity for this period. After discussion with members of SACRE, and teachers more widely, it was decided to move to a new model of syllabus provision. Rather than revise the current syllabus, which had been in place since 2005 with some revisions in 2011, SACRE decided to work with the organisation '*RE Today*' to develop a bespoke syllabus for the authority. The following reasons guided SACRE's decision in this matter:

- Feedback from teachers (particularly in the primary sector) for more detailed plans and resources to address lack of subject knowledge and confidence in teaching RE.
- The changing landscape of RE in the future, particularly in terms of the development of a national entitlement for RE, or even a national curriculum. Therefore a wish to work with a national organisation to create an agreed syllabus that is 'future proof' and will serve the needs of Swindon teachers and pupils for the next five years.

To this end, SACRE and RE Today have together developed a wholly new syllabus that will guide religious education from Early Years – Key Stage 3. It is based on an enquiry-led pedagogy that enables children to answer complex and detailed questions about the nature of religion and belief, whilst also developing their own responses. This syllabus specifically introduces children to religion and non-religious viewpoints. It also includes a Swindon specific unit about Swindon Food Bank.

Support for schools

In line with its key priority to raise attainment in RE through advising and training teachers, SACRE undertook the following work in 2016 – 2017:

Launch of agreed syllabus

The agreed syllabus was launched at a special conference held on 8th November 2016 at the Tadpole Farm CofE Primary Academy. The keynote speakers were Fiona Moss and Stephen Pett, who are the main authors of the syllabus and have a national profile in RE. 86 delegates attended the launch, with 100% of respondents saying the event was 'good or excellent'.

A further session to target schools that had not been able to attend the initial launch was held in December 2016. 5 teachers from Swindon attended that session. The response to the agreed syllabus has been very positive, with teachers specifically commenting that they can see the improvement in the quality of children's engagement and learning about religion and belief.

Best Practice Forums and Learn, Teach, Lead RE

A very exciting development in RE has been the *Learn, Teach, Lead RE (LTLRE)* project. This is a project that has run successfully in Devon and Cornwall, and has been extended to include Somerset, Bristol, South Gloucestershire and Swindon. It has secured funding from external sources with the aim of creating a network of RE 'hubs' that will train 'hub leaders' to offer support and training to all teachers, both primary and secondary to improve the teaching of RE.

The inaugural conference for the LTLRE project was held from 30th June – 1st July 2016 at Tortworth Court in Gloucestershire and a second conference at Bailbrook Hotel in Bath on the 29th - 30th June 2017. 62 delegates attended the first conference and 103, the second, with a good cohort from Swindon schools. Speakers had a national profile and the conferences which are a one night residential were very well reviewed and helped to forge a tighter RE community.

The Best Practice Network meetings, run by SACRE for many years, have now been rebranded as the 'Swindon RE Hubs'. It meets 3 times per year and is free for all primary and secondary Swindon teachers and teaching assistants. Swindon SACRE has used some of its budget to support these hubs and is delighted that a member of SACRE and teacher at Orchid Vale Primary School, Emma McCarthy, has become an accredited hub leader for the Primary phase. Emma Ainsley-King, a Secondary RE teacher at Commonweal School, co-ordinates the secondary group. The SACRE adviser, Katy Staples, assists in supporting and briefing delegates. The new hub met three times over 2016 - 2017 an average of 15-19 per session, which is an increase on previous years. Thanks go to both Emmas for their drive and organisation!

Support for schools through Governor training

As part of its role to offer advice on effective RE, SMSC and Collective Worship SACRE runs training for Governors who serve Swindon schools.

On February 10th 2017 Katy Staples led a Governor training evening, 20 delegates from 16 schools attended, the feedback was 98% Good or Outstanding.

Monitoring of RE provision in Swindon

A key task for SACRE is to monitor the overall provision of RE in South Gloucestershire schools. This is quite a difficult task, as it is some years since individual school Ofsted reports specifically commented on RE. The main evidence

base that SACRE has to work from is the data from examinations. The data is presented and analysed below.

Public Examination Results

Swindon Schools entered 623 Students for GCSE Religious Studies out of a possible 2,039 Key Stage 4 pupils (31%). The average % of entries in England is 47%. This is an improvement from last year when only 23% of Swindon pupils were entered for a GCSE.

426 of these students gained a C grade or above (68% of entries). This is slightly lower than the national average for the subject (71%)

It should be noted that performance measures for RE now only include full course results and not short course.

The entries were from eight schools, with the largest cohorts from St Joseph's, Lydiard Park and Warneford. The remaining six schools entered between 6 students and 62 candidates.

GCSE Religious Studies at end of KS4

School/provider	Number of entries	Number of pupils	% entered
Warneford	173	175	99%
Nova Hreod	6	147	4%
Lydiard Park	147	170	86%
Abbey Park	11	213	5%
Kingsdown	15	228	7%
St Joseph's	192	221	87%
Commonweal	62	226	27%
Ridgeway	17	187	9%

UTC Swindon, Dorcan, Lawn Manor, Swindon Academy and the special schools had no entries in RE qualifications included in KS4 performance measures.

At A level, 55 students entered Religious Studies, of whom 98% gained A*- E and 22 (40%) students achieved A*- B. This compares with the national average which is 55%

A-level Religious Studies (LA figures provisional only)

Provider	Number of entries			
New College	26			
St Joseph's	14			
Swindon Academy	3			
Commonweal	2			

Ridgeway	10			
		A*-A	A*-B	A*-E
Swindon	55	9.1%	30.9%	98.2%
England	22066	24.3%	55.1%	98.7%

We are grateful to Hannah Twitchell Senior Performance Analyst (Education)

Data Intelligence Team Swindon Borough Council for this information

Attendance by SACRE members at outside events

South West Regional SACRE conference

Two SACRE members Sarah Lane Cawte (Chair) and Katy Staples (adviser) attended the March 2016 conference of South West SACREs held in Dillington, Somerset and reported back to the following SACRE meeting.

The keynote speaker was Rudolph Elliott the chief Executive officer of the REC (the Religious Education Council) he was speaking about the possible need for a new settlement for Religious Education.

National Association of SACREs (NASACRE) Annual General Meeting,

17th May 2016:

This was attended by our SACRE members: and Katy Staples.

The keynote speech was by **Rt. Hon. Baroness Elizabeth Butler-Schloss**, chair of the recently commissioned Commission on Religions and Belief in British Public Life. This is a key piece of work that may have significant ramifications for the state of religious education in the UK, and the role of SACREs in the future.

Statutory matters

SACRE has a statutory role to decide on any determinations. These are requests by schools to move away from the requirement for collective worship to be wholly, broadly or mainly of a Christian character. During the period of this report, there have been no requests for determinations.

Where a complaint has been made about the RE curriculum in a South Gloucestershire school, it should be referred to Swindon Council for it to deal with. Swindon Council has undertaken to seek SACRE's advice on any such complaint. There have been no formal complaints within this reporting period.

SACRE has a complaints procedure to deal with any complaints made against SACRE. There were no such complaints in the reporting period.

National Association of SACREs (NASACRE) Annual General Meeting,

The keynote speech was given by **The Rt Hon Baroness Elizabeth Butler-Sloss GBE** speaking on Religion in Public life and the impact historical changes should have on the teaching of RE.

This was attended by the SACRE adviser who offered SACRE a report about the conference and the possible repercussions for RE in Swindon.

Statutory matters

SACRE has a statutory role to decide on any determinations. These are requests by schools to move away from the requirement for collective worship to be wholly, broadly or mainly of a Christian character. During the period of this report, there have been no requests for determinations.

From time to time, local authorities receive Freedom of Information requests from national journalists about the work of their SACREs. During 2014-15 Swindon Council had received two Freedom of Information requests asking how many schools in our area have an exemption from the legal requirement to hold a daily act of collective worship of a "wholly or mainly of a broadly Christian character". SACRE sent a nil return.

Where a complaint has been made about the RE curriculum in a Swindon school, it should be referred to Swindon Council for it to deal with. Swindon Council would then seek SACRE's advice on any such complaint. There have been no formal complaints within this reporting period.

SACRE has a complaints procedure to deal with any complaints made against SACRE. There were no such complaints in the reporting period.

Members of SACRE September 2016 - 2016

Committee A: Christian and
other religious denominations

9 Members

Mr David Burbidge (Baptist Church),

Mrs Sarah Lane Cawte (United Reformed Church),

Reverend David Howell

(Swindon Evangelical Alliance),

Mr M S Khan (Muslim Community)

Mr Tony McAteer (Catholic Community)

	Dinesh Patel (Hindu)
	Mr Gurchoran Singh Lyal, (Sikh)
	Teresa Clerck (Jewish)
	Jo Backus (Buddhist)
Committee B – Church of England –	Reverend Clive Deverell,
	Miss Janet French
	Ms Steph Mundin
	Reverend Norma McKeeney
Committee C – teachers nominated by the South Gloucestershire TCC	Mrs Tracy Mason,
	Mrs Lottie O'Brien,
	Mrs Mandy Sandleton
	Mrs Emma McCarthy
Committee D – Local Authority representatives	Councillors
	Fionuala Foley,
	Matthew Courtliff
	Gemma McCracken
	Alan Bishop
	Fay Howard
	Barbara Parry
	Gary Sumner
Committee E – non voting Co-opted	Fidelma Meehan (Baha'i Community)
	Jo Garton (Humanist)

During the reporting period, SACRE was chaired by Sarah Lane Cawte and Lottie O'Brien was vice chair. SACRE was supported by Katy Staples (SACRE Advisor), Peter Nathan (Head of Education), Sarah Foulkes (School Improvement Adviser)

The three SACRE meetings in 2016-17 were held at:

Tadpole Farm CofE Academy November 1st 2016

Main agenda items were :

1. RE and Collective Worship at Tadpole Farm,
2. The launch of the Agreed Syllabus,
3. The Development Plan ,
4. National Developments

Holy Cross RC Primary School March 7th 2017

Main agenda items were :

1. Collective Worship at Holycross
2. The Agreed Syllabus launch - feedback
3. The Annual Report
4. The Development Plan

Oliver Tomkins CofE VA Infant and Junior Schools 27th June 2017

Main agenda items were:

1. Welcome from Oliver Tomkins
2. Development Plan
3. Commission of Religious Education - collating Swindon SACRE evidence
4. Feedback from Hub Meetings
5. Thanks and farewell to our chair Sarah Lane-Cawte

All SACRE meetings are open to members of the public who should contact the Clerk for details of forthcoming meetings.

The Swindon SACRE can be contacted via its Clerk:

Rita Glen-Gallo RGlen-Gallo@swindon.gov.uk

Swindon SACRE Guidance on Collective Worship 2018

Time to Breathe

Quick Summary

1. Collective worship is good for the life-blood of the school
2. It provides a platform for the communication of the shared values and expectations of the school or academy.
3. It is the coming together and the knitting of the community
4. It offers a rhythm and a set-aside space, time and place for spirituality and stillness
5. It offers stories of inspiration and hope and a time to share when times are sad or hard.

There is a legal requirement for Collective Worship

- A. All schools and academies have a legal duty to provide a daily act of Collective worship
- B. This can take part at anytime of the school day and in any grouping
- C. Acts of worship should be ‘wholly or mainly of a broadly Christian character’.
- D. Where worship which is wholly or mainly of a broadly Christian character is inappropriate, the Headteacher and governors may apply to the local SACRE for a “determination”:to arrange assemblies/ worship this is not wholly mainly of a broadly Christian character.
- E. Parents (and pupils over the age of 16) have the right to withdraw from Collective Worship (see further guidance)

Swindon SACRE has an expectation that each maintained school or academy within the unitary authority will have developed their own Collective Worship Policy which can be found on the school’s website.

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Swindon SACRE Guidance on Collective Worship 2018

Time to Breathe

This guidance aims to support schools in Swindon to develop a collective worship policy to ensure that pupils have effective and reflective experiences in collective worship. It offers an explanation of the legal obligations including the right to withdrawal and explains the rich opportunities that assemblies offer students for spiritual and moral social and cultural development.

I. Why Do Collective Worship?

Schools are regularly reminded that Collective Worship is a legal requirement but here are some reasons why, even without this requirement, it is good to hold Collective Worship in schools.

Collective worship:

- gives time to breathe, offering space and stillness before, during or at the end of a hectic and pressured day to be oneself, to reflect or just to sit at rest;
- helps to foster a spirit of community in a school, year group or class;
- can enable the joys and sorrows of those present, those local to the school, and the joys and sorrows of national and international news, to be reflected upon and shared in a way which is otherwise not possible in school;
- enables the overall personality and ethos of the school to come across to everyone;
- is an opportunity to share and reinforce the values the school seeks to live by;
- enables individuals and groups of staff and pupils to share their concerns, interests and reflections;
- can help pupils ponder on the many ultimate questions life presents, and know that others of all ages ponder these too;
- can be a time of sharing those things that unite, whilst acknowledging or celebrating the diversity of beliefs and values within and beyond school;
- may provide an opportunity for pupils (and staff) to come close to God and to reflect on the most important directions and values for their lives;
- may provide a time which pupils can make their own;
- is one of the few occasions in a week of schooling that offers, or should offer, space for the spirit.

The content of Collective Worship is almost completely open. There is no National Curriculum for Collective Worship.

2. The Legal Requirement for Collective Worship

1. All maintained schools and Academies, whether or not they have a religious character, are required to have daily acts of Collective Worship and to teach religious education as part of their curriculum. Schools with a religious character provide denominational Collective Worship in line with their foundation and are not subject to the requirement to provide 'wholly or mainly broadly Christian' acts of Collective Worship.
2. All registered school pupils (5 - 18) are required to take part in an act of Collective Worship on each school day (unless withdrawn – see below). Pupils in special schools should take part in an act of Collective Worship as far as it is practicable.
3. Collective worship may be held at any time during the school day.
4. Separate acts of Collective Worship may be arranged for different age or school groupings.
5. Collective worship must take place on school premises, but governors of aided and religious foundation schools may, on special occasions, arrange Collective Worship elsewhere.
6. In any one term in a community or a non-religious foundation school or academy, acts of worship should 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. (See detailed section below)
7. Collective worship must be appropriate having regard to the family backgrounds, ages and aptitudes of the pupils.
8. Where worship which is wholly or mainly of a broadly Christian character is inappropriate, the Headteacher and governors may apply to the local SACRE (and in the case of Academies will need to refer to the terms of their funding agreement), for permission to arrange worship for all or some of the pupils which is not wholly or mainly of a broadly Christian character (see Determinations).
9. Parents have the right to withdraw their children from Collective Worship (see below).
10. Teachers cannot be compelled to lead or participate in Collective Worship, but it is the responsibility of the Headteacher and Governing Body to ensure that it takes place.

Every school under Local Authority control must have a policy for Collective Worship that is drawn up in accordance with the law, and reflects as far as possible the consensus of views of the various stakeholders i.e. staff, governors and the community.

All Academies, in accordance with their funding agreements, must have an act of daily worship and will be inspected under Ofsted criteria which look to make judgements about SMSC and so Collective Worship may play a part of their decisions.

Within the legal framework the responsibility for arranging Collective Worship rests with:

- the Headteacher after consultation with the Governing Body in community schools;
- the Governing Body in consultation with the Headteacher in VC and VA schools.

DFE Circular 1/94 is not legislation but offers guidance. See 'What is Collective Worship?'

The Diocese of Bristol also produces guidance on planning Collective Worship for Church of England/ Methodist schools. The Diocese of Clifton will provide guidance for Roman Catholic Schools

How can schools introduce collective worship?

The Swindon Standing Advisory Council on Religious Education would hope teachers of any religious persuasion, or of none, to feel able to participate in and lead acts of Collective Worship which are genuinely spiritual in a general sense.

Non-faith schools are a secular space. This does not mean a non-religious space, but a space where no one religious or non-religious world view takes precedence over another. As a secular space, the school is a forum where expressions of religious and non-religious faith together with dialogue and discussions about and between different faiths and worldviews can take place. Swindon SACRE believes this should be encouraged – that a healthy school community includes open and respectful exchanges of and about different faiths and worldviews.

We favour a **broad** definition of worship which allows children to reflect upon their shared human experience and feelings of joy and sadness, thankfulness and need, their reflections on shared values and concerns and the exploration of the spiritual area of experience.

As with all areas of the curriculum, Collective Worship should be a valid educational experience. There is also the need to respect the different beliefs of teachers, parents and children. Worship can only be inclusive if it is broadly enough defined to include those who have no belief in divine beings or powers

'Wholly or Mainly of a Broadly Christian Character'

The Act states that the Collective Worship organised by the school is to be '*wholly or mainly of a broadly Christian character*'. We should note that this means that most school worship should reflect Christian **beliefs**, not necessarily Christian worship practices.

These beliefs encompass:

- an underlying purpose to creation and human responsibility for it: (*for example an interest in the environment and stewardship of the earth's resources arises from this belief*)
- human beings' responsibility before God and yet the failure to meet those demands fully; (*for example opposition to prejudice, cruelty,*

violence, arise from this belief)

- the uniqueness and value of each human being and the possibility of new beginnings: *(for example value of human life, concern for self knowledge, co-operation, respect arise from this belief)*
- The teachings of Jesus, who promoted concern for the needs of others (particularly minorities), gratitude, and forgiveness, and who opposed hypocrisy, exploitation, and the harsh judgement of others

These Christian beliefs are reflected in the life and teaching of Jesus, but also give rise to values which are in harmony with the broad spiritual and moral concerns that are shared by the world's religions and other worldviews.

In selecting *broadly Christian* material or any other material, it is important that schools ensure that acts of worship are 'inclusive'. It must be remembered that it is not the role of the school to nurture religious faith. Assemblies that raise the beliefs suggested provide opportunities for '*broadly Christian*' Collective Worship as well as stimulating all young people to reflect, to feel awe, to learn to be still and to consider the direction and meaning of their lives.

Content and Presentation

Swindon SACRE's approach should help schools to facilitate a version of collective worship that eases and promotes a polite and vigorous expression of faiths and a dialogue between them. It should emphasise a community ethos that celebrates all that is shared.

The unifying element for each act of collective worship will be a central theme focusing the attention of all taking part on a single idea. School or local events, a topic explored by one class, the lives and experiences of people past and present, current religious festivals, national and international days, and the school's agreed shared values are examples of suitable themes for collective worship.

The methods used to present particular themes may include:

- Spoken word: story, poetry, interviews, discussion, readings from the Bible and from other religious and secular literature and choral speaking,
- Music and singing - hymns popular songs, chants, or singing games
- Visual stimuli: pictures, posters, artefacts, natural objects, religious objects, personal objects, works of art, or film clips.
- Performance: dance, music, mime, drama, role play, or puppets
- Music: either performed or played
- Preparing and sharing food;
- Silence: stilling, reflection, contemplation, meditation and, if appropriate, prayer.

In today's plural society a creative silence may well be considered to be more inclusive than vocalised prayer. It can give an opportunity for prayer, without insisting on it. People can be guided to be still, to quieten their mental chatter and to discover their deeper self, the ground of their being, that place which some spiritual writers identify as the dwelling of

God. If done well, such acts of collective worship could encourage a less frenetic, more peaceful ethos in a school.

3.The Right of Withdrawal

We hope that by adopting an inclusive stance, Collective Worship (Assemblies) , will be broadly accepted by a wide variety of people. Many parents see the provision of acts of worship by a school as part of its expression of care for the well being of its pupils. However, there may be occasions when a parent insists on their right to withdraw their children from Collective Worship.

Parents have the right to withdraw their child from attending an act or acts of Collective Worship. Parents should make their wishes known to the Headteacher who will arrange that any pupils who are withdrawn will be supervised appropriately during the acts of Collective Worship.

Schools should ensure that parents who want to withdraw their children from Collective Worship are aware of the programme and its intention to be open to and respectful of all pupils' personal beliefs. They should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 16 or over), and it should be made clear whether it is from all or some specific acts of Collective Worship. No reasons need be given, though parents may make arrangements for *alternative religious worship* to take place for their child provided that such arrangements can be made at no additional cost to the school and provided the effect would not be to replace the statutory non-denominational Collective Worship in the school.

Parents have the right to choose whether or not to withdraw their child from Collective Worship without influence from the school, although a school should ensure parents or carers are informed of this right (for example through the school prospectus) and are aware of the educational objectives and content of the Collective Worship programme. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected.

If parent and the school agree that the pupil should be allowed to remain physically present during the Collective Worship but not take part in it, nothing in the law prevents this.

Pupils should not be withdrawn so that they may participate in other activities. Schools have a duty to supervise pupils who are withdrawn from Collective Worship, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Determinations

The Education Reform Act of 1988 (sections 6, 7, 9, 12) entitles schools to apply to the SACRE for a 'Determination' if, in the opinion of the Headteacher, the requirements to have 'broadly Christian' Collective Worship is inappropriate for either the whole or particular groups within school. A 'Determination' will allow the school to adjust the legal requirements and allow worship of a different character to take place.

Applying for a Determination:

1. The Headteacher consults with the governors to determine the extent to which the requirement for Collective Worship to be 'wholly or mainly of a broadly Christian character' is not appropriate for the school or groups of pupils within the school. It is also advised that the matter is brought to the attention of the adviser responsible for RE and Collective Worship.
Katy Staples katy.staples@bristoldiocese.org
2. The Headteacher and the governors consult with parents.
3. A decision to seek a Determination has been reached, the Headteacher must apply to the SACRE in writing, outlining the reasons why a Determination is being sought and giving evidence to support this. In the case of Academies agreement for a determination must be sought from the sponsors.
4. The SACRE will consider the application for a Determination and may request the Headteacher to present the application in person to clarify any issues and answer any questions.
5. In considering the application, the SACRE will take account of the views of:
 - a) the Officer representing the Director of Education;
 - b) the family background of the pupils concerned.
6. The SACRE may accept or reject an application, but cannot modify it. Each constituent group on the SACRE is allowed one vote, with the decision being reached on a majority.
7. The SACRE will notify the Headteacher and the governors of its decision in writing.
8. A determination will last for 5 years from the date of its effect, after which time it must be reviewed.
9. If a Determination is accepted, it will be the Headteacher's responsibility to decide what form the alternative worship will take, and inform SACRE, the governors and parents. In the case of Academies the Principal will need to inform the sponsor what form the alternative worship will take.
10. Where such a Determination is made in respect of all or some of the pupils in the school, daily Collective Worship must still be provided for them. Where a determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative Collective Worship may be provided for

those pupils as a whole. It may not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion. Parents continue to have a right to withdraw their children from the Collective Worship.

Please note: Although Swindon Local Authority encourages and supports 'inclusive' acts of Collective Worship which should be appropriate for the whole school community, irrespective of belief, non-belief or life stance, this does not remove a school's right to apply for a Determination.

SACRE chair

SACRE adviser

SACRE clerk

Date

Appendix I - Framing Approach

Swindon SACRE recommends a '*framing approach*'. When children or adults share a text, artwork, piece of music, or saying they should introduce the piece with words which clearly identifies the tradition from which it comes so that a safe boundary is created from which all can freely respond to it.

For example:

'I/we are sharing this reading from the Gospel of Mark in the Bible. While this has special meaning for Christians we can all listen and respond in the way which is right for each of us.'

'I am sharing this reading from the Gospel of Mark in the Bible. While this has special meaning for me as a Christian I hope you will hear something in it which is helpful to you.'

'I/we am/are sharing this hadith which is important for many Muslims so that we can understand what it says and let it effect us in the way that is right for each one of us'

'I am going to tell you this fable from Aesop's fables which have particular meaning for many people, and are also strongly connected to stories from Hinduism and Buddhism. Let us all reflect on what this story says about greed.'

2. After leading the group to a period of calm silence, we recommend saying: *'Now we can use this quiet that we have made to reflect, meditate or pray according to our own beliefs.'*

Swindon SACRE believes that this is the most appropriate way to provide the opportunity for all to worship including those whose tradition focuses on worshipping God, without compromising anyone's integrity.

3. When festivals are celebrated SACRE recommends that children and adults present and share aspects of the festivals of their own traditions. It may be that if a culture of mutual respect is developing some children will still feel unsure about public recognition of their affiliation with a faith tradition. This may be the case particularly if there are very small numbers in the school or if the child has witnessed negative responses to their tradition during their life.

4. SACRE recommends that adults and children make decisions about collective worship and choose the content and format together, using these guidelines.

5. Individuals or groups need to be mindful of sensitivities of members of the whole school community in the choices they make and in the way they present material.

6. The teacher with responsibility for collective worship needs to ensure that there is a balance of material from different traditions through a term.

7. When members of local faith communities are invited to lead collective worship it is important that they comply with points 1 and 2 of these procedures.

Appendix 2

Model Draft Policy

This is an example policy that sets out what a school policy might look like. It would need to be adapted to your particular school, and would also have different emphases if your school is a faith or community school. Phrases in italics are recommended for faith schools only.

Insert : Name of School

Required Review Frequency	
Next Review Due:	May 2020
Committee Responsible:	
Document Location	

Version	Approved By	Date of Approval	Key Changes

Philosophy of collective worship at xxxxxx: (Some quotes you might like to use)

"The fact that I can plant a seed and it becomes a flower, share a bit of knowledge and it becomes another's, smile at someone and receive a smile in return, are to me a continual spiritual journey"- Leo Buscaglia

"To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God". William Temple (1881-1894)

"Stillness is the altar of spirit" Paramahansa Yogananda(1893-1952)

"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light"
Albus Dumbledore (J.K. Rowling)

xxxxxx School is a Community school/Church of England Voluntary Controlled School. Collective worship is an important part of the school day as it gives us the opportunity to come together as a school community. It is attended by all students, staff and any visitors in school are very welcome to join in.

Collective Worship and the Law

In accordance with legal requirements (School Standards and Framework Act 1998) an act of collective worship, taking into account of the age, aptitude and background of the pupils, is provided daily for all pupils except those withdrawn by parents. The school expects that withdrawal will be only made following discussions with the head teacher, followed by written confirmation of withdrawal. Special arrangements will be made by governors to supervise children withdrawn from acts of worship. In addition, staff have the right to withdraw from the act of collective worship.

"The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups."

The School Standards and Framework Act 1998

Rationale

Inclusion is important to our vision and we aim for acts of worship to be inclusive of all pupils. There is an expectation that all pupils will be present. Careful planning and preparation ensure that there are clear learning intentions for all pupils at different levels of understanding. Collective worship is first and foremost for the educational benefit of all pupils. It is a shared activity that allows for a variety of responses and provides an opportunity for those of any religious faith or none to focus and reflect on stimuli which allow the human spirit to respond with integrity. The school is committed to respect the integrity of the backgrounds from which pupils come.

The school will also offer the opportunity to explore, reflect upon and respond to the mystery and meaning of the Christian faith.

At School Collective Worship we aim to:

- Strengthen and support the school community and celebrate each unique individual member (Church school might add – 'as made in the image of God'.)

- Give expression to reaffirm and practise the values of the school community
- Allow reflection and response to fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals
- Contribute to the spiritual, moral, social and cultural development of pupils
- Foster and enable a concern for the needs of others – recognition of the vulnerability of self and others
- Lead pupils to a deeper knowledge and understanding of different faiths and world views
- Provide members of the school community with the opportunity to;
 - A Church school might say – ‘Praise and reach out to God’
 - Experience stillness and quiet
 - Experience a variety of forms of music, art, drama, story that lead to personal reflection
 - Provide a foundation for a mature understanding and practice of worship in the future

At we arrange Acts of Collective Worship/assemblies in the following ways;

Day	Time	Grouping	Place	Leadership	Theme / pupil's role
Monday	3:00 – 3:20	Whole school	Hall	Head teacher	<i>Value of the term</i>
Tuesday	9:10 – 9:30	KS1 or KS2	Hall	Key stage assembly led by teacher or children	<i>Open the Book</i>
Wednesday	10:15 – 10:30	Whole school	Hall	Head teacher Music teacher	Singing assembly
Thursday	3:10 – 3:30	Whole school	Classrooms	Class Teacher	<i>Value of the term</i>
Friday	3:00 – 3:30	Whole school	hall	Deputy Head teachers	<i>Celebration Together</i>

Leadership, Planning and Evaluation of Collective Worship/Assemblies

There is a Collective Worship planning group led by the Headteacher as collective worship Coordinator and including representatives of the children, parents, teachers, and governors. This group meets regularly to plan, monitor and evaluate Collective Worship. The calendar for Collective Worship draws on *the Church year* and the school values.

Collective Worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. All those leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity. Staff are given appropriate training and mentoring to equip them in their roles as worship/assembly leaders.

All pupils attend an Act of Collective Worship/Assembly each day. These are organised on a rota and include whole school, phase-based and class-based worship.

A record is kept of Collective Worship. The Worship Coordinator is responsible for keeping this record.

The Collective Worship Planning Group is responsible for monitoring and evaluating Collective Worship. Children, teachers, and governors are all involved in evaluation of Collective Worship. The group reports to the Headteacher and the Governing Body.

Special services

We join together as a community at special times, e.g. Leavers' service, special times of celebration such as Red Nose Day and Poppy Day of Remembrance.

Music and art as part of our act of worship

Music is played before and after our assemblies to highlight that this is a special time for us to be together. We use music as part of our act of worship where appropriate to the theme as we see music as a medium able to evoke deep, intense feelings that are a part of an individual and theirs alone; memories, emotions of visual images.

The music, instrumental or vocal, may be selected to enhance the atmosphere for worship, stillness and reflection or to inspire thought and talking points in the areas of spiritual, moral, social and cultural development.

This listening time is also used to introduce children to;

1. Music of a variety of styles, cultures and traditions
2. A range of composers and famous works
3. Recognition and appraisal of a range of musical elements

Visitors to school

Visitors leading collective worship must be given clear instructions concerning age and ability of the pupils, purpose of occasion and appropriate delivery (content and material used).

The school will ensure that checks are made about connections with the school e.g. parent, charity representative, clergy from another denomination, adviser, colleague before the day

There will be a sharing of the aims and objectives of the visits and links made to the overall scheme for Collective worship.

The visitor's method will be reviewed before another invitation is extended

A follow up session will be linked where considered appropriate to the developing theme.

Visitors should report to the office to announce their arrival. All visitors must sign the visitor's book and may not be left with the children unless member of the school staff is present. They will be thanked as they leave the building.

Appendix 3 Websites for Collective Worship

The following websites provide suggestions for schools to supplement their Collective Worship programme. Swindon Council is not responsible for the reliability of these links or for the content of these sites.

http://www.worshipworkshop.org.uk/	The National Society's Worship Workshop website. Intended for CofE schools but others may find useful material here for Collective Worship that is 'wholly or mainly of a broadly Christian character'.
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http://www.hibbert-assembly.org.uk/	Good starting points for sensitive assemblies from the Hibbert Trust, including advice to those leading assemblies by the Reverend John Harley.
http://learn.christianaid.org.uk/	Teaching resources from Christian Aid, with assemblies for primary and secondary.
http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/teachingandlearning/assemblies/	Teachernet resources are now held on the national archives database. This is a bank of over 100 resources written by teachers for teachers. The search engine no longer works but you can access the examples via 'Assemblies A – Z'.
http://www.assemblies.org.uk	Primary and secondary school assemblies with a broadly Christian perspective 'for every season' from SPCK. Contains a section on assemblies to celebrate festivals of a good range of religions and a 'rapid response' feature to help schools address big issues in the news.
http://www.stapleford-centre.org/resources/assemblies/assembling-citizens	Secondary school assemblies for active citizenship and personal development from The Stapleford Centre, a Christian education organisation. Some free samples but requiring subscription for full access.
http://www.bbc.co.uk/cbeebies/stories/	CBeebies stories for primary school age children that could be used in assemblies – includes 'Seasonal' stories reflecting religious festivals and 'World Stories' reflecting different cultures.
http://www.bbc.co.uk/schoolradio/	Audio programmes from BBC learning for the 5-7 and 7- 11 age ranges. Listen again within 7 days of broadcast or order the CD. Sets of notes for teachers also available for free download.
http://www.bdeducation.org.uk/schools/teacher/collective-worship/	Collective Worship ideas and advice from the Diocese of Blackburn.
http://www.cafod.org.uk/resources/worship	Reflections on social justice and poverty for worship activities from the Catholic charity CAFOD. Prayers, liturgies and reflections across Church seasons and a wide range of themes.
http://www.creativeproverbs.com/	Franklin C. Baer's 'Quotations for creative thinking' searchable website.
http://www.fischy.com/	Music for emotional, social and spiritual health and wellbeing from Fischy Music.
http://www.hmd.org.uk/	National website for ideas on remembering the Holocaust.
http://www.humanismforschools.org.uk/	Assembly ideas and humanist perspectives from the British Humanist Association.
http://www.ibiblio.org/zen/	Zen Buddhist site with 'Koan of the Day.'
http://www.inspirationalarchive.com/inspirationalstoriesblog/	Archive of mostly Christian inspirational stories – a mixture of material, not all suitable for school assemblies.
http://www.irinnews.org/	Humanitarian news and analysis service of the UN Office for the Co-ordination of Humanitarian Affairs.
http://www.oxfam.org.uk/education/res	Oxfam's downloadable resources for primary and

ources/	secondary assemblies featuring issues of social justice. PowerPoint presentations, ideas for workshops, assembly scripts etc.
http://www.prayingeachday.org/reflect.html	De La Salle Brothers ('Christian Education in a Christian Community') collection of reflections and prayers for every day of the year. Click on a date for stories, questions and prayers for reflection.
http://www.primaryresources.co.uk/assembly/	Scripts for primary school assemblies, contributed by teachers.
http://www.reonline.org.uk/	Religious education website with search engine to find materials for use in assemblies.
http://www.request.org.uk/	Resources for most of the Christian denominations – not specifically for Collective Worship but can be adapted.
http://www.retoday.org.uk/	Downloadable resources associated with RE Today publications (<i>password required - available free to RE Today subscribers</i>).
http://www.teachingideas.co.uk/subjects/assemblies/	Mark Warner's Teaching Ideas site contains a range of interesting downloads for assemblies for primary schools.
http://www.tere.org/index.php?id=59	Catholic Teachers Enterprise for Religious Education assembly ideas for primary schools.
http://www.theotherpages.org/	Quotations, poems and images for personal and non-commercial use.
http://www.lifesavers.co.uk/collectiveworship/	(helping children to manage money wisely) 20 individual worship resources 5 on each of the values generosity, wisdom, thankfulness and justice.

Swindon SACRE

Collective Worship Working Party

2nd January 2018

10 am - 11.30 am

Bethany Green Lane

Wroughton

SN4 0RJ

Attendees:

Revd Norma McKemey, David Burbridge, Katy Staples , Janet French

Apologies

Janet French

Decisions made

The group met and decided what we wanted the outcome to be :

1. New slimlined updated guidance for CW for Swindon
2. A one page summary sheet
3. On offer of training for Swindon Schools and Governors

Actions Taken

- A. KS rewrote guidance and a quick summary sheet
- B. JF and NMK updated and refreshed the website information (Appendix 3)
- C. KS included CW as a key component of Governor training on 26th February 2018
- D. KS to make offer to Swindon Community Schools and Academies Staff re CW training in term 6 2018

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School website information on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development

School contact details

School	Name of Head / Principal	Postal address	Telephone number	Member of staff who deals with queries from parents and members of the public

1. Religious Education

Content of curriculum in each academic year in Religious Education. Are there any curriculum maps or schemes of work published for each KS? Ref to Agreed Syllabus? Is this current and correct? Is there a named Subject Leader?	If KS4, does it show RE as a course at GCSE? Which Board?	Secondary - Is there a non-GCSE KS4 RE curriculum shown?

2. Collective Worship

Is there a statement about collective worship in the school, such as a map of themes or topics to be covered?

3. Is there a statement about the right to withdraw children from RE & collective worship?

RE statement:

Collective Worship statement:

4. Values and ethos: is there any reference to spiritual, moral, social and cultural development including British Values?

Statement

5. SECONDARY ONLY. Exam and assessment results: KS4 and where relevant 6th Form results. Are RE results shown?

KS4

6th Form

6. Request for copies - How can parents or other members of the public find out more about the school's curriculum?

How can hard copies be obtained?

Links to other relevant and up-to-date policies?

For example:

- Safeguarding and Child Protection policies on the website.
- Links to Prevent and how diverse and controversial issues can be heard, understood and challenged in ways that value freedom of speech and freedom from harm.
- References to where school enables students to deal with philosophical and ethical issues.
- SMSC and British Values.
- Collective Worship/assemblies?
- Links to relevant curriculum areas/PSHE/Citizenship or subjects that appropriately link or contribute to RE curriculum.
- Showcasing Gallery of events – any RE events shown?
- Are there references to organisations, speakers and visits to places of worship that the school uses?
- Reference to Religious Education publications, for example RE Today or REC Code of Conduct for RE teachers:
http://religiouseducationcouncil.org.uk/media/file/Practice_Code_for_Teachers_of_RE.pdf

Links to other relevant and up-to-date policies

Overall impression of RE on school website:

Recommended actions:

- Contact school?
- Support to be offered:

Name of SACRE reviewer:

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SACRE Member	Schools to check their website				
David Burbridge	Abbey Meads Community Primary School	Hugo Way	Abbey Way	Swindon	SN25 4GY
	Beechcroft Infant School	Beechcroft Road	Upper Stratton	Swindon	SN2 7QE
	Bishopstone CE Primary School	Icknield Way	Bishopstone	Swindon	SN6 8PW
	Bridlewood Primary School	Chartwell Road		Swindon	SN25 2EX
	Brimble Hill Primary School	Tadpole Lane	North Swindon Learning Campus, Redhouse	Swindon	SN25 2NB
Michelle Howard	Brook Field Primary School	Cartwright Drive	Shaw	Swindon	SN5 5SB
	Catherine Wayte Primary School	Elstree Way	Abbey Meads	Swindon	SN25 4TA
	Chiseldon Primary School	Castle View Road	Chiseldon	Swindon	SN4 0NS
	Lawn Manor Academy	Salcombe Grove		Swindon	SN3 1ER
	Colebrook Infant School	Towcester Road	Coleview	Swindon	SN3 4AS
The Rev David Howell	Colebrook Junior School	Towcester Road	Coleview	Swindon	SN3 4AS
	Covingham Park Primary School	The Harriers	Covingham Park	Swindon	SN3 5BD
	Croft Primary School	Hesketh Crescent		Swindon	SN3 1RY
	Crowdys Hill School	Jefferies Avenue		Swindon	SN2 7HJ
	Drove Primary School	Drove Road		Swindon	SN1 3AH
Mr M S Khan	East Wichel Community Primary School	Staldon Road	East Wichel	Swindon	SN1 7AG
	Eastrop Infant School	Eastrop	Highworth	Swindon	SN6 7AP
	Eldene Primary School	Colingsmead	Eldene	Swindon	SN3 3TQ
	Even Swindon Primary School	Pasture Close	Raybrook Park	Swindon	SN2 2UJ
	Ferndale Community Primary School	Wiltshire Avenue		Swindon	SN2 1NX
Reverend Norma McKemey	Goddard Park Community Primary School Academy Trust	Welcombe Avenue		Swindon	SN3 2QN
	Gorse Hill School and Children's Centre	Avening Street		Swindon	SN2 8BZ

	Grange Infant Community School	Delamere Drive	Stratton St Margaret	Swindon	SN3 4XE	
	Grange Junior School	Grange Drive	Stratton St Margaret	Swindon	SN3 4JY	
	Greenmeadow Primary School	Pen Close	Haydon Wick	Swindon	SN25 3LW	
Janet French	Haydon Wick Primary School	The Brow	Haydon Wick	Swindon	SN25 1HT	
	Haydonleigh Primary School	Haydon Court Drive	Haydon Wick	Swindon	SN25 1JP	
	Hazelwood Academy	Stokesay Drive	Toothill	Swindon	SN5 8DR	
	Highworth Warneford School	Shrivenham Road	Highworth	Swindon	SN6 7BZ	
	Holy Cross Catholic Primary School	Queen's Drive		Swindon	SN3 1AR	
Clive Deverell	Holy Family Catholic Primary School	Marlowe Avenue	Park North	Swindon	SN3 2PT	
	Holy Rood Catholic Primary School	Groundwell Road		Swindon	SN1 2LU	
	Abbey Park School	Redhouse Way	Redhouse	Swindon	SN25 2ND	
	King William Street CE Primary School	King William Street		Swindon	SN1 3LB	
	Kingsdown School	Hyde Road	Stratton St Margaret	Swindon	SN2 7SH	
Mrs Tracy Mason	Lainesmead Primary School	South View Avenue		Swindon	SN3 1EA	
	Lawn Primary School	Cleeve Lawn		Swindon	SN3 1JT	
	Lethbridge Primary School	Lethbridge Road		Swindon	SN1 4BY	
	Liden Primary School	Liden Drive		Swindon	SN3 6EX	
	Lydiard Park Academy	Grange Park Way	Grange Park	Swindon	SN5 6HN	
Mrs Lottie O' Brien	Millbrook Primary School	Worsley Road	Freshbrook	Swindon	SN5 8NU	
	Moredon Primary and Nursery School	Moredon Road	Moredon	Swindon	SN2 2JG	
	Mountford Manor Primary	Bothwell Road	Walcot	Swindon	SN3 3EZ	
	New College	New College Drive		Swindon	SN3 1AH	
	Nova Hreod School	Akers Way	Moredon	Swindon	SN2 2NQ	
Emma McCarthy	Nyland Campus	Nyland Road	Nythe	Swindon	SN3 3RD	
	Nythe Primary School	Nyland Road	Nythe	Swindon	SN3 3RR	

	Oakhurst Community Primary School	Pioneer Road		Swindon	SN25 2HY	
	Oaktree Nursery and Primary School	Priory Road	Park South	Swindon	SN3 2HA	
	Oliver Tomkins CE Infant School	Beaumaris Road	Toothill	Swindon	SN5 8LW	
Fay Howard	Oliver Tomkins CE Junior School	Beaumaris Road	Toothill	Swindon	SN5 8LW	
	Orchid Vale Primary School	Torun Way	Haydon End	Swindon	SN25 1UG	
	Peatmoor Community Primary School	Pepperbox Hill	Peatmoor	Swindon	SN5 5DP	
	Red Oaks Primary School	Redhouse Way	Redhouse	Swindon	SN25 2AN	
	Robert Le Kyng Primary School	Westcott Street		Swindon	SN1 5HS	
Fionuala Foley	Rodbourne Cheney Primary School	The Broadway		Swindon	SN25 3BN	
	Ruskin Junior School	Wordsworth Drive	Upper Stratton	Swindon	SN2 7NG	
	Seven Fields Primary School	Leigh Road	Penhill	Swindon	SN2 5DE	
	Shaw Ridge Primary School	Ridge Green	Shaw	Swindon	SN5 5PU	
	South Marston CE Primary School	Old Vicarage Lane	South Marston	Swindon	SN3 4SH	
Gary Sumner	Southfield Junior School	Shrivenham Road	Highworth	Swindon	SN6 7BZ	
	St Catherine's Catholic Primary School	Davenwood	Stratton St. Margaret	Swindon	SN2 7LL	
	St Francis C of E Primary School	Aiken Road	Taw Hill	Swindon	SN25 1UH	
	St Joseph's Catholic College	Ocotal Way		Swindon	SN3 3LR	
	St Leonard's CE Primary Academy	Linley Road	Blunsdon	Swindon	SN26 7AP	
Jo Garton	St Luke's School	Cricklade Road		Swindon	SN2 7AS	
	St Mary's Catholic Primary School	Bessemer Road East		Swindon	SN2 1PE	
	Stratton Education Centre	St Philips Road	Upper Stratton	Swindon	SN2 7QP	
	Swindon Academy	Beech Avenue		Swindon	SN2 1JR	
	Swindon Academy	Beech Avenue		Swindon	SN2 1JR	

Fidelma Meehan	Swindon Academy - Alton Close	Alton Close	Penhill	Swindon	SN2 5AH
	Swindon Academy - Beech Avenue	Beech Avenue		Swindon	SN2 1JR
	Swindon College	North Star Avenue		Swindon	SN2 1DY
	Tadpole Farm CE Primary Academy	Frankel Avenue	Redhouse	Swindon	SN25 2FA
	The Chalet School	Liden Drive	Liden	Swindon	SN3 6EX
Katy Staples	The Commonweal School	The Mall	Old Town	Swindon	SN1 4JE
	The Dorcan Academy	St Paul's Drive	Covington	Swindon	SN3 5DA
	The Ridgeway School and Sixth Form College	Inverary Road	Wroughton	Swindon	SN4 9DJ
	Tregoze Primary School	Sleaford Close	Grange Park	Swindon	SN5 6JU
	Uplands School	Tadpole Lane	Redhouse	Swindon	SN25 2NB
	UTC Swindon	Bristol Street		Swindon	SN1 5ET
	Wanborough Primary School	The Beanlands	Wanborough	Swindon	SN4 0EJ
	Westlea Primary School	Langstone Way	Westlea Down	Swindon	SN5 7BT
	Westrop Primary School	Rivers Road	Highworth	Swindon	SN6 7DN
	Wroughton Infant School	Wharf Road	Wroughton	Swindon	SN4 9LE
	Wroughton Junior School	Inverary Road	Wroughton	Swindon	SN4 9DL