



Wandsworth

Chief Executive
Mark Maidment

Wandsworth Borough Council
Chief Executive's Group
The Town Hall Wandsworth High Street
London SW18 2PU

Date: 11 March 2022

For further information on this agenda, please contact the Democratic Services Officer: Samineh Richardson on samineh.richardson@richmondandwandsworth.gov.uk or 020 8871 6038

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**MONDAY, 21ST MARCH, 2022 AT 7.30 P.M.
THIS MEETING WILL BE HELD VIRTUALLY.**

A live webcast of the meeting will be available to view [here](#).

SACRE Membership:

Group A – Christian and Other Religious Denominations: Ms Justine Bilson (Methodist), Lt Christopher Button (Salvation Army), Mr Dominique Joseph Clem (Seventh-day Adventist Church), Ms Sharon Coussins (Wimbledon Synagogue), Imam Khubaeb Raja (Balham Mosque and Tooting Islamic Centre), Mr Mahmood Khan (Ahmadiyya Muslim Association), Ms Deirdre McDonald (Roman Catholic), Ms Saffi Haines (Society of Friends), Mr Colin Perry (Buddhapadipa Temple), Mr Paul Phillips (Spiritual Assembly of the Baha'is), Mr Jatin Bhatt (Hindu Education Board), and Mr Harbans Singh Mehta (Khalsa Centre Gurdwara).

Group A Substitutes: Mr Charan Singh (Khalsa Centre Gurdwara), Mr Arshad Daud (Balham Mosque and Tooting Islamic Centre) and Mr Nabhinandan Das (Hindu Society).

Group B – Church of England: Ms Ewa Bednarek and Mr Shaun Burns.

Group C – Teachers' Associations: Ms Rachel Croft (NASUWT), Ms Clare Hewitson (NEU), Mrs Maria Liddy (NAHT), and Ms Claire Wood (NAHT).

Group D – Local Authority: Councillor Mrs Angela Graham (Chairman), Councillor Mrs Rosemary Birchall, Councillor Sue McKinney, and Councillor Clare Salier.

Co-opted Members: Mr Phil Walder (Humanist).

AGENDA

- 1. Apologies**

To receive any apologies for absence.
- 2. Minutes - 4th October 2021** **(Pages 5 - 10)**

To confirm and sign the minutes of the meeting of the SACRE held on 4th October 2021 and to consider any matters arising.
- 3. Membership**

To receive a verbal update on the membership of the SACRE.
- 4. Wandsworth SACRE update** **(Pages 11 - 18)**

To receive an update on the Wandsworth SACRE website **(attached)** and a copy of the Ramadan guidance for information.
- 5. SACRE Annual Report 20/21** **(Pages 19 - 24)**

To consider the SACRE Annual Report for 2020/21 **(attached)**.
- 6. Collective Worship Guidance Review** **(Pages 25 - 38)**

To review the Collective Worship Guidance **(attached)**.
- 7. Faith Trail Pilot Feedback** **(Pages 39 - 52)**

To receive an update on the faith trail pilot **(attached)**.
- 8. NASACRE Update** **(Pages 53 - 62)**

To consider updates from the latest NASACRE SACRE Briefing **(attached)**.
- 9. Secondary School Network**

To receive a verbal update on the Secondary Schools Network.

10. Locally Agreed Syllabus Refresh

To discuss the refresh of the Locally Agreed Syllabus (LAS). The LAS can be accessed [here](#).

11. Future Meeting Dates

To note the proposed schedule of SACRE meetings in 2022-23:

- Monday 13th June 2022
 - Monday 3rd October 2022
 - Monday 6th March 2023
 - Monday 12th June 2023
 - Monday 2nd October 2023
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Minutes of a virtual meeting of the Standing Advisory Council on Religious Education held on Monday, 4th October 2021 at 7.30 p.m.

PRESENT:

Group A – Christian and Other Religious Denominations:

Mr Dominique Clem (Seventh-day Adventist Church)
Ms Sharon Coussins (Wimbledon Synagogue)
Imam Khubaeb Raja (Balham Mosque and Tooting Islamic Centre)
Mr Mahmood Khan (Ahmadiyya Muslim Association)
Ms Saffi Haines (Society of Friends)
Mr Colin Perry (Buddhapadipa Temple)
Mr Paul Phillips (Spiritual Assembly of the Baha'is)
Mr Nabhinandan Das – (substitute for the Hindu Society)

Group B – Church of England:

Ms Ewa Bednarek
Mr Shaun Burns

Group C – Teachers' Associations:

Ms Rachel Croft (NASUWT)
Ms Clare Hewitson (NEU)
Ms Claire Wood (NAHT)

Group D – Local Authority:

Councillor Mrs Angela Graham (Chairman)
Councillor Rosemary Birchall
Councillor Sue McKinney

In attendance:

Mr Andrew Hough, Head of School Participation and Performance
Ms Lesley Prior, SACRE Advisor
Mrs Angela Rundle, SACRE Officer
Mrs Karen Martin, Democratic Services Officer

1. Apologies

Apologies for absence were received from:

Ms Deirdre McDonald (Catholic)
Lt Christopher Button (Salvation Army)
Councillor Clare Salier

2. Minutes – 14th June 2021

The Chair asked that it be noted that Councillor Birchall had tendered her apologies for the meeting on 14th June 2021 and that the minutes should be amended to reflect this. The amendment was agreed.

Item 4 – NASACRE Report on SACRE Funding 2021 – Councillor Sue McKinney enquired if the information requested by Mr Shaun Burns (Church of England) had been provided to him. Shaun Burns confirmed (at the end of the meeting) that he was content that he had sufficient information on this matter.

Item 6 – NASACRE Conference Update - Mrs Angela Rundle (SACRE Officer) informed the SACRE that she had emailed RE teachers in the Borough's secondary schools about the potential for a secondary school network similar to the primary school network which already exists for RE teachers. Two schools had welcomed the proposal and one said it would like a list of RE teachers in schools to make contact but would not welcome more meetings to attend. Ms Rachel Croft (NASUWT) it would be worthwhile for three schools to start a dialogue initially. Mr Andrew Hough (Head of School Participation and Performance) noted that the Children's Services department is doing all it can to support networks between schools and this would contribute to this initiative. Ewa Bednarek (Church of England) commented that St Cecilia's School would join the network and that she had seen something similar work well in Ealing.

RESOLVED – To:

- a) Agree the minutes of 14th June 2021 as a correct record of the meeting subject to the amendment relating to Councillor Birchall's attendance.
- b) Note the matters arising and the actions agreed.

3. Membership and welcome

Mrs Karen Martin (Democratic Services Officer) provided a verbal update on membership:

- Mr Jatin Bhatt – nominated by Hindu Education Board will be appointed to replace Ms Sunita Rai, Hindu Society
- Mr Nabhinandan Das - has been formally appointed as substitute for the Hindu Society
- Ms Saffi Haines – nominated by Society of Friends to replace Ms Jennifer Mui

The Chair welcomed the new faith representatives present at the meeting to the Wandsworth SACRE.

It was agreed to write to Ms Rai and Ms Mui to thank them for their many years of service to the SACRE.

Action: Chair

4. SACRE Code of Conduct

The Chair noted that it had been agreed that each year, members of the SACRE would be invited to review and sign the Code of Conduct and that this was an important sign of commitment to the SACRE.

Mrs Karen Martin (Democratic Services Officer) confirmed that a stamped addressed envelope had been included with the papers for the meeting for all faith representatives to return the signed Code of Contact sheets to her.

RESOLVED – To agree and abide by the principles and standards set out in the Wandsworth SACRE Code of Conduct for the forthcoming academic year.

5. Faith Trail Pilot

Mrs Angela Rundle (SACRE Officer) informed the SACRE that the first Faith Trail pilot (Wimbledon route) would be taking place later in the week and involve visits to the Buddhapadipa Temple, Wimbledon Synagogue and Our Lady and St Peter RC Church. She was hopeful that other places of worship including the Mosque could be added. Once this Faith Trail had been established work would start on a second route in Southfields. In response to questions, Angela Rundle confirmed that each place of worship has public liability insurance and that the schools always conduct a risk assessment before any visit.

Ms Claire Wood (NAHT) commented that her school (All Saint's Primary School) would be taking part, the children were very much looking forward to it and that it would support a Year 6 project on 'Understanding Faith in our area'. She added that the Faith Trail would bring the topic alive and thanked Mrs Rundle for all her work in pulling the trail together. Ms Clare Hewitson (NEU) added her thanks to Mrs Rundle and commented that Year 6 pupils at Finton House School were also looking forward to the visits and that visiting three places of worship in one day would make up for the lack of visits over the last few terms.

Ms Lesley Prior, SACRE Advisor, commended the SACRE and Mrs Rundle for putting this programme together. She added that places of worship were well used to visits, that Wandsworth had a rich diversity of faiths which was to be celebrated and that the experiences these visits offer often stay with children for many years.

The Chair commented that she would like to see the initiative publicised by way of a press release and it was agreed that this would be arranged once the pilot had been completed.

The representatives present from the Balham Mosque and Tooting Islamic Centre and the Society of Friends offered to participate in future Faith Trails.

In considering the draft feedback forms circulated with the agenda, it was suggested that they be re-drafted to offer opportunities for positive comments and include a question about what children would add to a "wish list" in relation to the visits. Ms Sharon Coussins (Wimbledon Synagogue) asked that the Synagogue be referred to as "the Wimbledon Synagogue" rather than "Wimbledon and District Synagogue" as its name has change. These amendments were agreed.

Action: Angela Rundle

RESOLVED – To welcome and support the Faith Trails initiative.

6. Workforce Data

Ms Lesley Prior, SACRE Advisor, introduced the report, noting that a key function of the SACRE might be to use its statutory remit 'to advise the local authority' to formally report the fact that schools in their area have reported data to the DfE that suggests they are non-compliant with the law in relation to RE and in the case of academies, their funding agreements. Lesley Prior also informed the SACRE that there was a 'health warning' that applies to the data and that it should be used as a conversation starter not a definitive indicator of what schools are doing. The SACRE therefore needs to treat the information alongside other information such as the school website, public examination results (where available) and school visits. Writing to schools which may appear to be non-compliant may be a first step. The Chair noted that any letters to schools should take a gentle approach and be general in nature.

Mr Andrew Hough, Head of School Participation and Performance, commented that independent schools do not have the same statutory requirements to deliver RE and that other schools may deliver RE in a different guise.

Ms Prior agreed and commented that initiatives such as the Faith Trail project could be included in the letter as a means of encouraging teaching of RE and as a means of offering the support of the SACRE in their endeavours. In response to questions, she confirmed that how schools observe their RE duty is up to them and that there are few sanctions available if they do not.

Mr Paul Phillips (Spiritual Assembly of the Baha'is) noted that the various faiths in Wandsworth freely provide materials to schools which can support the spiritual development of pupils. Ms Sharon Coussins (Wimbledon Synagogue) agreed, adding that she has never been so busy as she now is, delivering talks to schools.

Mrs Angela Rundle (SACRE Officer) confirmed that the SACRE had written to schools previously following a review of the RE information on school websites.

Councillor Rosemary Birchall agreed that the SACRE should be offering to be supportive and Councillor Sue McKinney added that using other 'hot' topics such as climate change can help engage children and young people.

Lesley Prior noted that the review of the Locally Agreed Syllabus (Item 10 on the Agenda) could provide an opportunity to engage with schools. Sharon Coussins agreed, adding that the Faith Direct event is another opportunity to do this.

Angela Rundle confirmed that the Faith Direct event had traditionally taken place as part of inter-faith week but that it would not happen again this year due to the pandemic. Mr Dominique Clem (Seventh-day Adventist Church) suggested that it could take place virtually using break-out rooms. It was agreed that this was a good idea and should be investigated for inter-faith week 2022.

Action: Andrew Hough and Angela Rundle

Mr Mahmood Khan (Ahmadiyya Muslim Association) suggested that a regularly updated 'live' website, populated with materials would be a useful way of supporting

schools. Andrew Hough noted that the SACRE has a webpage and links to the Locally Agreed Syllabus and guidance on Collective Worship. It was agreed to draft an initial letter to schools now with a follow-up letter next year (summer term). Opportunities to refresh the website will also be considered.

Action: Andrew Hough and Angela Rundle

RESOLVED – To draft a letter to schools offering the support of the SACRE in the delivery of RE and collective worship to pupils.

7. NASACRE Update No. 29

Ms Lesley Prior, SACRE Advisor, introduced the update, noting that the key elements related to the holding of virtual SACRE meetings and the restructuring of the Annual Report. It was confirmed that Mrs Angela Rundle, SACRE Officer, would be attending the Annual Report training being hosted by NASACRE later in the week.

RESOLVED – to note that the NASCARE Briefing No 29.

8. NASACRE Training Plan 2021-22

Ms Clare Hewitson (NEU) commented that she had attended the ‘new to SACRE’ training and had found it very useful. She had also signed up for the ‘world views’ event in November. Ms Saffi Haines (Society of Friends) commented that as a new SACRE member she would find this training very helpful.

Ms Lesley Prior (SACRE Advisor), informed the SACRE that NASACRE also has a number resources and materials on the website.

RESOLVED – To note the training opportunities available.

POST MEETING NOTE: On 14th October 2021, all members of the SACRE were informed that they may sign up for any of the training events being put on by NASACRE, even if they have a cost, as the SACRE has taken out NASACRE’s annual training package which means that unlimited members may attend unlimited events. Further information about documents available may be found at [Resources | NASACRE](#) and more about online training events at [Online Training | NASACRE](#)

9. NASACRE AGM 2022

Ms Lesley Prior (SACRE Advisor), informed the SACRE that this would take place as a face-to-face event in Birmingham on 23rd May 2022. The Chief Inspector of Ofsted will be speaking once again and a major new report on RE will be announced at the meeting so it is important that SACRE representatives are in attendance.

RESOLVED – To note that the SACRE would send representatives to the NASACRE conference 2022.

10. Future Work Programme

RESOLVED - To agree the outline forward work plan circulated with the agenda, with the addition of the new RE report (to be announced at the NASACRE Conference on 23rd May) at the summer term meeting, as follows:

Spring Term:

- Possible joint meeting with the Multi Faith Forum (unless a separate joint meeting is held earlier) including discussion of the Wandsworth Violence Against Girls and Woman initiative.
- SACRE Annual Report

Summer Term:

- New RE Report
- Wandsworth Locally Agreed Syllabus Conference (see link at [Locally Agreed Syllabus for Religious Education - Wandsworth Borough Council](#))

NOTE: The Wandsworth Locally Agreed Syllabus Conference may require a separate meeting.

11. Future meeting dates

RESOLVED: To note that:

- a) The next meetings of the SACRE have been scheduled for the following dates:
- Monday 21st March 2022 at 7.30pm.
 - Monday 13th June 2022 at 7.30pm

The Spring term meeting will be virtual. It is hoped that the Summer term meeting can take place at a place of worship in the Borough.

- b) The dates for the 2022-23 academic year will be available at the next meeting.

The meeting ended at 9.25pm

Wandsworth Standing Advisory Council on Religious Education (SACRE)

Wandsworth SACRE is responsible for the oversight of Religious Education (RE), through our Locally Agreed Syllabus, and collective worship in community schools in our local authority. SACRE members are representative of the various faiths in our local area. We are here to support our schools in providing good quality RE and advice. Wandsworth SACRE meets three times a year.

About SACREs

Every local authority is required by law to have a SACRE. SACREs should:

- Provide advice to the local authority on all aspects of its provision for RE in its community schools
- Provide advice to the local authority on collective worship in its community schools
- Decide whether the local authority's Agreed Syllabus for RE needs to be reviewed and to convene an Agreed Syllabus Conference (ASC) to do so every five years
- Consider any requests from headteachers to hold collective worship that is not of a broadly Christian character
- Advise on matters relating to training for teachers in RE and Collective Worship
- Publish an annual report of its work

Members

A SACRE is made up of four groups, comprising of representatives from:

1. Christian denominations and other religions and their denominations which reflect the principal religious traditions of the borough
2. The Church of England
3. Teachers associations
4. The local authority, including councillors and RE advisors

Documentation

Annual reports:

- [SACRE annual report 2019 to 2020](#)
- [SACRE annual report 2018 to 2019](#) and [appendix](#)

Agendas and minutes:

- [SACRE meeting 4 October 2021](#)
- [SACRE meeting 14 June 2021](#)
- [SACRE meeting 1 March 2021](#)
- [SACRE meeting 2 November 2020](#)
- [SACRE meeting 2 March 2020](#)
- [SACRE meeting 7 October 2019](#)
- [SACRE meeting 17 June 2019](#)
- [SACRE meeting 4 March 2019](#)

Other documents:

- [SACRE constitution](#)
- [SACRE code of conduct](#)
- [Locally Agreed Syllabus for Religious Education](#)
- [Guidance on collective worship](#)
- [Ramadan guidance 2022](#)

Training

Wandsworth SACRE provides termly training, led by an RE specialist, principally targeted at primary RE subject leaders, although secondary or special colleagues are very welcome to attend these sessions. The aims are to build up subject knowledge, look at approaches to teaching, learning and assessment and signpost useful resources. There is also a termly RE newsletter.


Full details of training and the newsletters can be found on the [S4S portal](#).

Contact

For further information email Angela Rundle, Local Authority Officer for SACRE, on angela.rundle@richmondandwandsworth.gov.uk.

RELIGIOUS EDUCATION

 Religious Education

 What we do – SACRE

Wandsworth SACRE is responsible for the oversight of RE, though our Locally Agreed Syllabus, and collective worship in community schools in our LA. SACRE members are representative of the various faiths in our local area. We are here to support our schools in providing good quality RE and advice for schools. See below for links to useful documents.

We provide termly training, led by Kate Christopher an RE specialist, primarily targeted at primary RE subject leaders. The aims are to build up subject knowledge, look at approaches to teaching, learning and assessment and signpost useful resources. Teachers attending also find the networking with colleagues extremely valuable. Secondary or special colleagues are very welcome to attend these sessions.

 Training

RE subject leaders' network training sessions 2021/22

The Primary RE Subject Leader Network provides Primary Religious Education (RE) coordinators with an opportunity to explore:

- how to develop subject knowledge in RE: gain confidence and consider approaches to teaching RE
- how to teach and assess good RE
- good pedagogy in RE: questioning, critical thinking, cross curricula learning
good practice and signposting good quality resources to support the new Wandsworth SACRE syllabus for RE

This academic year attendance at these sessions will be **free of charge** to Wandsworth maintained schools and at a significantly reduced price for Wandsworth academies & independent schools.

The sessions are delivered by Dr Kate Christopher, Lead Consultant Teach RE & SKE Programmes, Culham St Gabriel's Trust.



[Spring term 1](#) - Thursday 20 January 2022, 14:30 - 15:30

Spring term 2 - Thursday 24 February 2022 16:00 - 17:00



[Summer term](#) - Thursday 26 May 2022, 13:30 - 15:45

 Home Learning Resources



Here are some links to resources you may find useful for teachers who are planning lessons and activities for pupils at home and at school:

-  [NATRE - National Association of Teachers of Religious Education Resources](#)
-  [NATRE - Free Resources for Teachers and Pupils](#)

 Useful Links

-  [Wandsworth Locally Agreed Syllabus for Religious Education](#)
-  [Wandsworth SACRE Guidance on Collective Worship](#)

 Useful Documents

-  [PDF | Worldviews in Religious Education](#)
-  [PDF | Places of worship - visit and contact details](#)
-  [PDF | Ramadan Guidance](#)

Publisher

School Improvement

Contact Provider 
 Contact details

Angela Rundle, LA Officer for SACRE

Angela.rundle@richmondandwandsworth.gov.uk
 Training











-  [Wandsworth TPD](#)
-  [Wandsworth CPD Twitter](#)

 Spring Newsletter 2022

 [PDF | RE Newsletter - Spring 2022](#)
 Autumn Newsletter 2021

 [PDF | Autumn Newsletter 2021](#)
 Religious Festivals Calendar

 [RE: ONLINE](#)
 School Improvement Links

-  [School Improvement Home](#)
-  [Primary English](#)
-  [Primary Mathematics](#)
-  [Relationships and Sex Education](#)
-  [Moderation & Assessment](#)
-  [Religious Education](#)
-  [Primary Science](#)
-  [Primary Humanities](#)
-  [Early Career Framework](#)
-  [Wandsworth Early Years Network](#)

Ramadan – Guidance for Schools to support their Muslim Pupils

from Wandsworth SACRE

Ramadan 2022

Saturday 2nd April – Sunday 1st
May

Eid ul-Fitr Monday 2nd May

Introduction

Fasting (sawm) during the twenty-nine or thirty days of Ramadan, between one new moon and the next, is one of the five pillars of Islam. The other pillars are: the declaration of faith, prayer/worship five times daily, paying a portion of wealth to charitable causes and making the pilgrimage to Mecca. Fasting is the fourth pillar and is seen as an act of worship. Quotes from the Qu'ran follow in italics.

“Ramadan is the month in which the Qur’an was sent down, as a guide to mankind. So any of you who is present (in his home) during that month should spend it in fasting.”

(2:185)

Muslims use a lunar calendar which creates a year eleven days shorter than the solar year. This means that Ramadan begins eleven days earlier each year according to the non-Muslim calendar and so gradually moves back through all the seasons. This has implications for fasting in that, when Ramadan occurs in the summer, as currently, fasting is more demanding because there are more daylight hours and it is hotter. Ramadan is followed by Eid ul-Fitr (the festival of breaking the fast). This is a joyous occasion. After prayers people give presents, wear new clothes and visit relatives. The greeting is *Eid Mubarak*, ‘happy eid’, which is also printed on greetings cards exchanged at this time. Just before Eid ul-Fitr, Muslims must give money (*fitrana*) so that those who cannot afford to do so are also able to celebrate the festival.

This academic year, Ramadan begins during the school holidays and Eid ul-Fitr falls on the May Day bank holiday.

In Ramadan, fasting is undertaken by Muslims for the sake of Allah (the requirement to fast is stated in the Qur’an, see quotes above and below) and is regarded as an atonement for human failings. Muslims believe that fasting has many benefits. It strengthens self-discipline, creates empathy for the poor and the destitute and reminds them that they belong to a larger Muslim community.

“Fasting is prescribed for you as it was for those before you, so that you may be conscious of Allah.”

(2:183)

During daylight hours of Ramadan, Muslims should refrain from eating, drinking (including water) and sexual activity. The daily fast begins before the time of the Fajr (dawn) prayer and finishes at the time of Maghrib (sunset) prayer.

“Eat and drink until the white thread of dawn appears to you distinct from the black thread, then complete your fast until the night appears.”

(2:187)

It is also a time when Muslims try to be even more aware of Allah and try to live a better life generally, for example by refraining from the use of bad language or thinking ill of others.

Fasting during Ramadan, is an obligation for all Muslims past the age of puberty. There are exemptions to the Ramadan fast for those who are ill, frail in old age, travelling or menstruating. Pregnant or nursing women need not fast if it would be harmful to their health. Such people will be expected to make up for days missed later, however. Those who accidentally break their fast should also fast an equivalent number of days later.

“But he who is ill or on a journey shall fast a similar number of days later on. Allah desires your well-being, not your discomfort.”

(2:185)

As fasting is a requirement from puberty, it follows that most Muslim students in secondary schools would be expected to fast. However, many Muslim families like to introduce the practice of fasting from an earlier age, and therefore some primary school pupils may fast for part of Ramadan, perhaps just on certain days of the week.

The daily routine of Muslim families is therefore different during Ramadan than at other times, particularly when this falls during the summer, with longer daylight hours. It is the practice for Muslims to rise before dawn and to share a light meal (sahur or sehri) with the family. Fasting then takes place during daylight hours. Just before the end of the fast at dusk, many Muslims will gather at the mosque and, immediately after the end of the fasting day, share a light snack. After prayer, people will return home in order to share an evening meal (iftar).

The impact of this longer day may well impact on school life; younger pupils may become more tired even if not fasting and older students may become tired and thirsty during the day.

Guidance on Best Practice for Schools during Ramadan

- Make sure that all staff are aware that it is Ramadan and its implications on school life.
- Explain to parents /carers in advance how pupils who are fasting will be supported during Ramadan, by holding a meeting, sending a letter or both.
- Make special provision at lunchtimes for pupils who are fasting but cannot go home. This could involve setting up a space or room where they can rest, pray or read the Qur'an with other Muslim pupils or staff.
- Compile a list of those pupils who will be fasting. In primary schools, bearing in mind that a fast may be partial, it should include what their fast will involve (eg drink as well as food, which day or part of day). Parental permission should be given either verbally or in writing. It would be expected that all pupils of secondary age would be fasting.
- Take care in the timetabling of activities that no pupil who is fasting is required to do anything that would make her/him break the fast or become dehydrated or weak. This could include swimming, strenuous physical exercise or tasting food in food technology/cooking sessions.
- When in the summer term, as this year, try to avoid holding events such as Sports Day, the date of which is within the school's control, during Ramadan.
- Be aware that some pupils may become more irritable or short tempered as a result of feeling hungry.
- Use Ramadan positively as an educational experience for all pupils, by holding assemblies about it so that the whole school community can learn about its place in Muslim life; by discussions in history or religious education lessons; looking at Islamic art etc.
- Be aware of the timing of evening events such as parents' meetings, so that staff and pupils either have time to return home to break their fast or are given earlier times before the end of fast.

Other Practicalities

- If facilitating a space for pupils to pray, washing facilities will also need to be provided. Pupils may also wish to bring prayer mats.
- This year, Ramadan falls during the examination and SATs period. Any adjustments within the school's control that can be made to support Muslim pupils should be considered, eg in primary schools, timetabling SATs papers earlier rather than later in the day. While in secondary schools, alterations cannot be made to the GCSE or A level timetable, schools can organise their internal exam schedules so that students do not have too many exams on the same day.
- If students are normally permitted to take food and drink into the exam room with them, it would be considerate to allocate a separate exam room for fasting pupils so they are not distracted by others who might have water bottles or snacks on their desks.
- For extra curricular activities, try not to exclude Muslim pupils from taking part, being sensitive to the timing of trips or visits.

- Be ready to celebrate Eid in school. Some schools may want to organise events, hold a special assembly, make or exchange Eid cards to celebrate with their Muslim families. Note that some pupils may be absent for Eid celebrations with their families and may be allowed a day's authorised absence for religious purposes. The register code 'R' should be used for absence authorised when it is due to religious observance. The DfE School Attendance Guidance (Oct 2014) stated 'The day must be exclusively set apart for religious observance by the religious body to which the parents belong. Where necessary, schools should seek advice from the parents' religious body about whether it has set the day apart for religious observance.'
- Requests for leave from individual members of staff should be considered by the Headteacher and governing body.
- While seeking advance notice of when the pupil is likely to be away from school, be aware that the Islamic calendar is lunar and has 354 or 355 days and so precise dates of Ramadan and Eid ul Fitr may vary by a day.

The guidance given in this booklet is that of the LA to its schools. It has endeavoured to be factual and is not necessarily in all places the view of individual Muslim people or mosques. We would also like to acknowledge the help of other SACRE briefing papers that have been shared nationally, especially those of Newham and Lewisham.

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Wandsworth Standing Advisory Council on Religious Education (SACRE)

Annual Report for the academic year September 2020- August 2021

1. Introduction

Chair's welcome

The 2020-2021 academic year has been another unusual year for the Wandsworth SACRE. Having not been able to meet in the summer term of 2020 due to the COVID-19 pandemic and the first national lockdown, it was a joy for us to be able to get together again, albeit virtually in November. We welcomed a new teacher association member to the SACRE during the year, Clare Hewitson from the NEU, who replaced Jo Taylor-Campbell who resigned last year.

Despite the challenges presented by the pandemic and meeting virtually rather than around a table in the Town Hall or at one of our fantastic places of worship in the Borough, Wandsworth SACRE has managed to continue with its work to ensure that all pupils in our schools develop spiritually, academically, emotionally and morally, as well as socially, culturally and physically. We participated in national RE meetings and events, including the NASACRE AGM and we continue to follow with interest, developments following the publication of the OFSTED report on RE in May 2021 which in turn followed the research by Dr Richard Kueh.

Our SACRE actively seeks to ensure all children in Wandsworth have access to high quality and challenging RE and we provide support to RE subject leaders through the auspices of a newsletter which signposts resources and highlights forthcoming festivals among other elements. Our active primary RE teachers' network is usually attended by 16 -18 subject leaders and we urge schools to recognise the importance of allocating school time for staff to attend.

During the latter part of the academic year our SACRE Officer, Mrs Angela Rundle, researched and planned our pilot for a series of Faith Trails around the Borough. Through these we not only aim to enhance the quality of RE in Wandsworth schools, but also want our children to be able to experience challenging learning opportunities, promote an ethos of respect for others, challenge stereotypes and build understanding of their own and other cultures and beliefs while also celebrating the religious and cultural diversity found in Wandsworth.

In the next year we will continue to develop our Faith Trails initiative while placing a high priority on the quality of provision of RE and collective worship in schools, all the while continuing to build links between schools and local faith communities.

I offer my sincere thanks to members of Wandsworth SACRE and all others who work so hard to support RE in Wandsworth.

*Councillor Angela Graham
Chair, Wandsworth SACRE*

Overview

1. This annual report of Wandsworth SACRE outlines the work of SACRE during the academic year 2020 to 2021. As last year, and unlike previous years, it does not include GCSE or A-level statistics for Religious Studies for the past year as examinations were

cancelled. No school level data on Religious Studies was shared by schools with the Wandsworth Research and Evaluation Unit, which usually provides the statistics for the SACRE report.

Meetings held in the reporting year

2. Wandsworth SACRE met on three occasions during the academic year 2020 – 2021. All were held virtually using Teams; meetings were held during the evening. It is intended to hold one meeting a year at different places of worship once circumstances allow. Attendance was generally good, and no meetings were inquorate. New members were welcomed. There was again no attendance by the Hindu community during the year however.
3. The NASACRE briefing is a standing item at all SACRE meetings.

Autumn Term Meeting 2020

4. Meeting held on Monday, 2nd November 2020.

The annual review of Ofsted reports 2019-20 of the borough's schools was noted. Following on from looking at the NASACRE updates of July and October 2020, there was discussion about determinations, of which there had been none in Wandsworth schools.

There was an update from the RSE steering group, which had provided extensive support for schools in the formal introduction of Relationships and Sex Education (RSE) in Wandsworth schools. Schools had valued this, especially the resource "Getting to grips with the new RSHE curriculum" and were appropriately resourced for its implementation.

Spring Term Meeting 2021

5. Meeting held on Monday, 1st March, 2021.

The SACRE Annual Report for 2019-20 was presented and discussed.

The Insight UK report on the state of Hinduism in Religious Education in UK schools was the major item for this meeting. Hinduism is strongly represented in Wandsworth, though sadly the nominated representative for Wandsworth had not been able to attend meetings and so their view was not known. A deputy has now been identified. It was agreed to address the concerns in the report through the SCITT and at Re subject leaders' network meetings.

Wimbledon Synagogue, which normally would host many school visits during the year, had produced a virtual school visits video, which was previewed by SACRE. It was hoped that other faiths might follow suit.

The Local Authority officer for SACRE introduced a plan to host "Faith Trails" to various places of worship within Wandsworth, based on an idea of Lambeth SACRE. The idea was approved.

Summer Term Meeting

6. Meeting held on Monday, 14th June 2021

The NASACRE report on SACRE funding was noted, with clarification given on Wandsworth's submission.

The Ofsted review of Religious Education was discussed, and it was agreed to disseminate the key messages through subject leader network meetings. The essence of Dr Richard Kueh's presentation at the NASACRE conference was shared in the feedback from the NASACRE conference, which four members of Wandsworth SACRE had attended.

The SACRE Officer shared her report outlining the support provided to subject leaders in Wandsworth schools.

The pilot for the Faith Trail initiative, visiting the Buddhist temple, synagogue and Catholic church was explained, and two SACRE teacher members had volunteered to take part in this with their schools.

2. Religious Education

Syllabus

The current Wandsworth Locally Agreed Syllabus (LAS) was launched in September 2017. It is therefore due for review in 2022, and SACRE meeting time has been set aside next summer to meet with working parties from the ASC.

Monitoring and standards

Standards in RE in secondary schools are normally monitored by scrutinising the exam data from GCSEs and A level. This has again not been possible this year. A trawl is also made of Ofsted reports to look for references to RE and SMSC (spiritual, moral, social and cultural development). This again was not possible this year. Section 48 reports are also sent to SACRE, but again with a break in the carrying out of inspections, there were none in the last year.

The workforce data for secondary schools, produced by NATRE is discussed, and follow up made to schools where there has been no submission, or where time allocation to RE appears low. It should be noted that in Wandsworth, only one secondary school is a community school, while with the exception of one voluntary aided school, the others all have academy status. Some primary schools are working towards the REQM, but lockdown and Covid management has delayed submissions. No schools currently hold the award.

Continuing professional development

The primary RE subject leaders' network met virtually twice in each term. High quality training is delivered by a professional RE consultant. The foci for meetings in the last year were

- Islam and World Views (autumn 2020)
- Sikhism: origins in the UK and change over time (spring 2021)
- Religious stories and progression in World Views (summer 2021)

Other support for schools

The email network group set up by the LA SACRE Officer has continued to enable members to keep in touch with each other to seek advice and share good practice. It includes some co-ordinators from independent schools as well as LA community schools.

The LA SACRE Officer produces a termly newsletter which has a calendar of events including major faith festivals, signposts good practice and shares resources.

SACRE has produced guidance for schools on Ramadan, which is updated annually (see appendix).

No complaints about religious education in schools were referred to SACRE this year.

3. Collective Worship

No monitoring of collective worship, either of quality or compliance to statutory requirements, took place during the year. No requests for determinations were received during the year. No schools in Wandsworth have been given determinations in the past.

No complaints regarding collective worship in the community schools of Wandsworth were referred to SACRE during the year. SACRE has produced guidance for schools on collective worship, which is due for review next year (see appendix).

Freedom of Information (FOI) Requests

There was one FOI request during the past year, from NASACRE about funding for Wandsworth SACRE. The information was supplied.

4. Links with other bodies

Wandsworth SACRE is affiliated to the National Association of SACREs (NASACRE).

One meeting per year is held jointly with Wandsworth's Multi Faith Forum. The agenda for this is chosen to reflect the interests of both bodies.

There are good links with the Church of England Diocese of Southwark and the Roman Catholic Archdiocese of Southwark, whose advisers to Wandsworth's VA schools are much valued by the schools themselves and the School Improvement Service.

5. Other SACRE local involvement

The local authority set up a steering group to support schools with the introduction of RHSE. This was reported to SACRE and the steering group also provided information to governors.

SACRE gave its approval to the LA Officer to arrange a Faith Trail for pupils to visit different places of worship local to each other on the same day. This was planned to begin in the 21-22 academic year.

6. SACRE's Administrative Arrangements and Financial Support

SACRE meetings are clerked by a Democratic Services Officer from Wandsworth Council. An officer is provided to support the LA. Specialist RE professional support for SACRE is provided by an external consultant, Lesley Prior, who supports a number of London SACREs.

The annual budget for support for SACRE in 2020-21 was £6000, the same as in 2019-20. This funds the external consultant, LA SACRE Officer, NASACRE membership and other incidental expenses. Wandsworth Town Hall normally provides a room for meetings, but as noted, these have been held online in the past year.

Membership

While some members have been in place for a number of years, there is always some movement in the membership, but vacancies are quickly addressed. No meetings in the past year were inquorate, and there was no fall off in attendance due to the move to online meetings necessitated by the pandemic.

Group A contains representatives of all the major faiths and some denominations or branches within them, and three nominated deputies for some faiths. The Humanist member is currently co-opted, but arrangements have been made for the Humanist member to request full membership of Group A.

Training

The NASACRE conference being online in 2021 meant that four members were able to attend. SACRE is also happy to fund a certain amount of training for members.

7. Appendices

There are no tables of exam results for the year 20-21 as no national exams took place.

CPD provided for schools – see above

SACRE has provided advice for schools on Collective Worship - [wandsworth sacre guidance on collective worship.pdf](#) and on Ramadan [ramadan-guidance.pdf \(wandsworth.gov.uk\)](#)

In addition to the DfE and NASACRE, the report is circulated to SACRE members and schools.

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Wandsworth SACRE Guidance on Collective Worship

Wandsworth is one of the largest inner London boroughs, with a strong tradition of community cohesion and integration within its richly diverse population. One of the Council's strategic objectives is:

"Building a prosperous, vibrant and cohesive community"

The Council is proud of its schools, who promote respect and value the cultural, linguistic and religious diversity of their school populations.

Collective Worship can make a significant and valuable contribution to both continuing this tradition and achieving this objective.

Aims of Collective Worship

"Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes."

(DFE Circular 1/94, page 20, paragraph 50)

- 1.1. Good collective worship makes a strong contribution to pupils' spiritual, moral, social and cultural (SMSC) development. It stimulates intellectual curiosity and can create a sense of awe and wonder. It enables pupils to think about and reflect upon a variety of situations and issues and make a personal response. It encourages pupils to develop awareness of the universal moral principles of right and wrong, fairness and justice and concern for the fate of others and the world. It can strengthen, affirm and celebrate the values and ethos of the school. It enables pupils to reflect on what it means to be human, explore questions of meaning and purpose and deepen their understanding of personal beliefs and values. It can add to the pupils' development of both an awareness of and a sense of belonging to the school community. Good collective worship embraces the cultural and religious diversity of the school population and builds a more cohesive school community. It allows pupils to reflect quietly and make an internal response in the light of personal beliefs; this may include worship of God within each participant's own faith understanding. Indeed quality collective worship can affect adults present in these ways too. Underlying all of this is the principle that all collective worship needs to be inclusive so that all feel comfortable within it, their integrity is recognised and no-one feels threatened whatever faith they hold or, indeed, if they hold none.

2. Legal requirements

2.1. The legal requirements for collective worship are set out in the 1988 Education Reform Act (ERA) and the Department for Education Guidance of 1994, pages 20 - 25

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf

2.2. The law requires that:

- All pupils of the age of five and over who attend a maintained school should take part in a daily act of collective worship;
- This includes special schools (*so far as practicable* – Education Act 1993);
- Collective worship should be “*wholly or mainly of a broadly Christian character*;”
- It should be appropriate to the age, aptitude and family backgrounds of pupils.

2.3. It should be noted that:

- Collective worship may take place at any time of the school day.
- Schools may decide on the grouping of pupils and this may vary from day to day.
- Collective worship should usually take place on school premises, but can take place at other locations on special occasions.
- Time for the collective act of worship is not curriculum time, but the rest of the assembly may be. The collective act of worship may only take up a short time, probably between 5 and 15 minutes each day.
- Collective worship and Religious Education (RE) are separate areas of school practice, each having a different purpose.
- Every maintained school is required to provide information about the collective worship provided by the school.
- Parents have the right to withdraw their children from all or part of collective worship.
- Teachers do not have to participate in or lead acts of worship. Attending assemblies is a contractual duty however.

2.4. Voluntary aided and voluntary controlled schools are also required to have a daily act of collective worship, but the content and character of this is determined by the governing body and/or trust deed. The advice in this document refers to community schools.

3. What is collective worship?

3.1. Collective worship is not the same as an assembly, although they both include a gathering of pupils. An assembly can however be considered an act of worship, if there is time for pupils to reflect or pray within the time together. Celebrating achievements, singing practices, classes leading assemblies on a curriculum topic or using the occasion as teaching opportunity on subjects such as internet safety, fundamental British values (FBV) or antibullying are common “assembly” occasions when the whole school or a key stage come together. This cannot be considered collective worship unless provision is also made for a relevant prayer and/or reflection time.

“ ‘Worship’must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power. However, worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'.”

(Circular 1/94, page 21, paragraph 57)

3.2. In this way, collective worship is a key driver to promote SMSC. It should also require an active response from children. They may:

- answer questions posed by the leader;
- act out bible stories, stories from other faiths or stories with a moral used to illustrate the message of the assembly;
- prepare and present the material;
- join in with an appropriate song or hymn.

4. “Broadly Christian” worship

4.1 Most acts of worship (i.e. over half) should be “*wholly or mainly of a Christian character*” (ERA 1988). The Act then further defines collective worship of a ‘*broadly Christian character*’ as being worship which reflects the broad traditions of Christian belief. Any such worship should not, however, be distinctive of any particular Christian denomination. (Circular 1/94, page 21, paragraph 61.)

4.2 “*It must, however, contain some elements which relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ.*” (Circular 1/94, page 21, paragraph 63.)

- 4.3 Worship may therefore contain some aspects of Christian belief, for example, acknowledging the special nature of Jesus Christ. It can mean incorporating elements that Christians might recognise from their worship, e.g. hymns / songs, music, stories, learning from the good examples of others, readings from holy books, etc. However, as stated, collective worship should not be denominational nor alienate pupils from different Christian denominations or non-Christian families. Collective worship is therefore broad rather than specific or exclusive, reflecting plurality. It is not about creating pretence of Christian worship.
- 4.5 Acts of worship may contain non-Christian elements or beliefs and values which are shared between Christianity and some other faiths, as for example those of the Abrahamic religions (Judaism, Christianity and Islam). Many Christian beliefs are shared by other world faiths, such as belief in a Creator God and humans as stewards of the Earth. There are religious and human values that many faiths and non-faith world beliefs, such as Humanism, have in common, for example justice, peace, charity, love and hope etc. As not all acts of worship need to be Christian, it follows that some acts of worship within a term may be of the character of another world religion.

5. Prayer and reflection within collective worship

- 5.1. A prayer may be spoken by the leader or a pupil taking part in the collective worship. Pupils can be invited to join in the prayer if appropriate for them, or otherwise to spend the time reflecting on the subject of the worship. This activity should encompass the diversity of faiths and/or include those with none. Some ways of expressing this are as follows:

“Those who wish to join in this prayer please do so. Otherwise please think about what today’s message means to you.”

“We will now have a time of silence. You may wish to pray or think about God at this time. If not, please reflect on what we’ve said today.”

"And now, in a moment of stillness, listen to the words of a well-known prayer..."

"And now, in a moment of quietness, I want you to listen whilst I say a prayer which, as a Christian (Muslim, Sikh, Jew...) is very special to me. Those of you who know the prayer and want to, might like to say the words with me..."

- 5.2. In ways like these, pupils are given an introduction to the notion of prayer traditions whilst not being required to respond in an inappropriate way.

- 5.3. Prayers may include references to Jesus, as in “Dear Jesus”, or “in Jesus’ name”. This is in order as long as it is introduced as a Christian prayer, e.g. “Christians say this prayer...” The word “Amen” is Aramaic and means “so be it” expressing agreement. It is used in Jewish, Christian and Sunni Muslim worship and is a good way to end a prayer.
- 5.4. It is not always necessary to have a prayer and the use of regular moments of silence and/or reflection also provides opportunities for pupils to respond in a personal way.
- 5.5. Suitable music can be played during a reflection time. See appendix for suggestions.

6. Responsibilities for collective worship

- 6.1. The headteacher and governors have the shared statutory responsibility for the provision of collective worship. It is good practice to have a co-ordinator in charge of planning and organising collective worship. This person should ensure that there is a systematic coverage of themes; continuity and progression; timely celebration of major world faith religious festivals; and the required balance between broadly Christian and other or non-faith worship. There should also be a policy for collective worship, and as with other areas of school life, procedures for monitoring and evaluating its effectiveness. It should ensure equality of provision across classes, year groups and key stages. Consideration should also be given to the provision of continuing professional development (CPD) for those involved in planning and leading worship.

7. The right of withdrawal

- 7.1. Parents are allowed to request that their child is wholly or partly excused from attending collective worship. If a school receives such a request, it is recommended that the school has a discussion with the parents concerned. It is possible that once the aims of collective worship are explained to the parents – for example that it is not about indoctrination or evangelisation – then they may be happy for their child to attend. If a child is withdrawn, however, the school is responsible for the supervision of the child during this time.

8. Determinations

- 8.1. If a school feels that the provision of collective worship within the broadest interpretation of the law is still not suitable for their particular context, then the school can consider applying for a determination. This allows the school to organise its

collective worship in a way that suits its pupil population and removes the requirement for it to be “*wholly or mainly of a Christian character.*”

If a Headteacher wishes to apply for a determination, the governors must be consulted and an application formally made to Wandsworth SACRE. Full details are in Circular 1/94, pages 22 – 24, paragraphs 68 -80 and Wandsworth’s SACRE constitution.

9. Some suggestions for variety in collective worship

9.1. Music

- Music is an important element of Christian, Jewish, Hindu and Sikh worship and so in collective worship, pupils could be introduced to music from the faiths in appropriate contexts.
- Use for entry and exit of pupils or during periods of reflection.
- Suitably chosen recorded music can really and deeply enhance spirituality.
- Singing songs or hymns gets all children actively involved; texts chosen should relate to the message of the worship.
- Dance or movement may be used to illustrate the assembly theme.

9.2. ICT

- Film clips or videos can be used instead of telling a story.
- Photos or pictures of paintings can set the scene.
- PowerPoint presentations can help illustrate the message, but beware of making them too text heavy.

9.3. Lighting and Resources

- A candle could be lit to signify the change from the “business” part of an assembly, for example giving out notices and certificates, to the prayerful or reflective part of collective worship.
- Other lighting could be used to create a spiritual mood / atmosphere.
- There should be a budget for collective worship resources; some of these, e.g. religious artefacts from different faith traditions, could be shared with the RE budget.
- There are a number of very good websites with assembly ideas; see appendix for suggestions.

9.4. Visitors and guest speakers

- They may or may not be from a faith tradition, but either way must be properly briefed on the age of the children, the time allowed for the collective worship, the subject matter to be covered and the context and values of the school.
- They may bring religious artefacts or other materials to illustrate their talk.
- They enhance the children's understanding of their community.
- Ensure the school's safeguarding procedures are followed; see also guidance for religious believers visiting schools
[https://www.natre.org.uk/uploads/Guidance%20on%20Resources/7\)%20Visits%20and%20visitors/\(8.2\)%20Checklist.pdf](https://www.natre.org.uk/uploads/Guidance%20on%20Resources/7)%20Visits%20and%20visitors/(8.2)%20Checklist.pdf)

9.5. Groupings

- Varying the group sizes and ages of those coming together can enable concepts to be explored at different levels.
- Assemblies may be for a year group, key stage or the whole school.
- They may be led by a class teacher with their class or by a senior leader.
- Collective worship can also take place within a class and be led by members of the class in turn.

9.6 Our Hopes for Collective Worship in Wandsworth's Schools.

It is hoped that collective worship in Wandsworth schools will be transformational in the sense that the people present – both pupils and adults – are affected positively and leave a little bit different from when they came in, gently challenged and with thoughtful reflection to inform their daily life, both in and out of school.

APPENDIX

Some Resource Ideas for Collective Worship /Assemblies

These resources are not exhaustive of course, but just a selection that may be useful for schools in planning and enhancing their Collective Worship provision.

Websites

The following websites provide some assembly ideas:

<http://www.assemblies.org.uk> -

<http://www.barnabasinschools.org.uk>

<https://www.spinnaker.org.uk/resources/assemblies>

<http://www.teachingideas.co.uk/more/assemblies/contents.htm>

<http://www.bbc.co.uk/schoolradio/collectiveworship>

<https://www.christianaid.org.uk/schools>

<http://cowo.culham.ac.uk/>

<http://www.worshipworkshop.org.uk/>

www.bibleforchildren.org/languages/english/stories.php

<https://www.biblegateway.com/>

<http://www.reonline.org.uk/supporting/festivals-calendar/>

<http://re.bahai.org.uk>

Specific Baha'i assemblies :

For primary: "Ye are all the fruits of one tree, the leaves of one branch, the flowers of one garden." *Bahá'u'lláh* [Pronounced *Ba-how-la*], introducing the Baha'i Faith and its core concept of 'unity' with separate versions for KS1 and KS2.

[KS1 assembly on unity](#)

[KS2 assembly on unity](#)

For secondary schools: "Regard man as a mine rich in gems of inestimable value."

Bahá'u'lláh

[KS3 assembly on virtues](#)

[KS4 assembly on virtues](#)

“A kindly tongue is the lodestone of the hearts of men.” *Bahá'u'lláh*

[KS3 assembly on the 'creative word' \(1.5 Mb\)](#)

“Strive that your actions day by day may be beautiful prayers.” *'Abdu'l-Bahá [son of the prophet founder of the faith, Baha'u'llah]*

[KS3 assembly on pilgrimage and kindness](#)

[KS4 assembly on pilgrimage and service](#)

Music for Reflection

Margaret Rizza - Instrumental Music Icons 1

Samuel Barber – Adagio for Strings

Beethoven – Moonlight Sonata

J S Bach - Air on a G string

Albinoni – Adagio for Strings

Pachelbel – Canon in D Major

John Tavener – Song for Athene

Enya

Libera

Choral music from cathedral choirs

Taizé Chants

Music from The Iona Community

Hymns and Spiritual Songs

Kumba yah

He's got the whole world in his hands

This little light of mine

Amazing grace

Morning has broken

If I were a butterfly

Shine Jesus shine

Shalom

All Things Bright and Beautiful

As the Deer Pants For The Water

Be Still

Father I Place into Your Hands

When I Needed a Neighbour

The Servant King

Beauty For Brokenness

Let There Be Love Shared Among Us

Make Me A Channel Of Your Peace

Like A Candle Flame

Christ, Be Our Light

Sing Hosanna!

Hosanna, Hosanna

Lord of The Dance

Lord of all Hopefulness

Siyahamba

Jubilate Everybody

Lord, For The Years

You Shall Go Out With Joy

One More Step

Other hymns and songs to mark particular Christian festivals such as Christmas carols and Harvest hymns.

Hymns and songs in: Come and Praise Beginning

Come and Praise

Come and Praise 2

The Complete Come and Praise

all published by the BBC / Pearson and available from:

<https://www.pearsonschoolsandfecolleges.co.uk/Primary/ArtsandHumanities/Music/ComeandPraise/ComeandPraise.aspx>

www.outoftheark.co.uk has a range of seasonal songs, CDs and backing tracks.

<https://www.fischy.com/> Fischy Music nurtures the emotional, social and spiritual wellbeing of children through song.

<http://www.ruhi.org/resources/songs.php> Songs used in Baha'i children's classes

Books

The Lion Bible for Children

The Lion Storyteller Bible

The Beginners' Bible

Other different versions of The Bible, particularly: the Good News Translation, Revised Standard Version, King James Version or New Revised Standard Version

Other sacred writings from the world faiths

My First Quran Storybook by Saniyasnain Khan

Prince Siddhartha: the Story of Buddha by Jonathan Landaw and Janet Brooke

Sikh Stories by Anita Ganeri

Jewish Fairy Tales by Gerald Friedlander

Who Knows Ten? Children's tales of the 10 Commandments by Molly Cone

Faith Stories for Today by Angela Wood

Prayers

Christian – the Lord's Prayer (Matthew 6:9-13)

*"Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those who sin against us.
Lead us not into temptation
but deliver us from evil.
For the kingdom, the power,
and the glory are yours
now and for. Amen"*

The Grace

*"May the grace of our Lord Jesus Christ,
the love of God
and the fellowship of the Holy Spirit
be with us all
this day and evermore.
Amen."*

Jewish – Aaronic blessing (from the Torah, Numbers 6: 24-26)

*May God bless you and keep you
May God's face shine upon you and be gracious to you
May God's face turn towards you and give you peace.*

- from the Talmud:

*My God, keep my tongue from causing harm and my lips from telling lies.
Let me be silent if people curse me, my soul still humble and at peace with all.
Open my heart to Your teaching, and give me the will to practise it.
May the plans and schemes of those who seek my harm come to nothing.
May the words of my mouth and the meditations of my heart be acceptable to You.
O God, my Rock and my Redeemer*

Muslim –

AL-FĀTIḤAH
(Revealed before Hijrah)

1. In the name of Allāh, the Gracious, the Merciful.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾

2. All praise belongs to Allāh, Lord of all the worlds,

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ﴿٢﴾

3. The Gracious, the Merciful,

الرَّحْمَنِ الرَّحِيمِ ﴿٣﴾

4. Master of the Day of Judgment.

مَلِكِ يَوْمِ الدِّينِ ﴿٤﴾

5. Thee alone do we worship and Thee alone do we implore for help.

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ﴿٥﴾

6. Guide us in the right path—

إِهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ﴿٦﴾

7. The path of those on whom Thou hast bestowed *Thy* blessings, those who have not incurred *Thy* displeasure, and those who have not gone astray.

صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ ۗ
غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ ﴿٧﴾

Religious Festivals Calendar

Religious festivals may be the starting point for collective worship and there are many festivals in each month of the year. Some fall on the same day each year, for example Christmas Day on the 25th December. Some festivals may change according to the lunar calendar, such as Pesach (Judaism) and Easter (Christianity), but these will always fall in March or April. Other festivals, such as Eid al Fitr, the Muslim celebration at the end of Ramadan, falls 11 days earlier each year and so can be in any month. A link is given to a festival calendar below:

<http://www.reonline.org.uk/supporting/festivals-calendar/>

Further information on the main festivals for the major world faiths can be found in SACRE's Locally Agreed Syllabus, in the appendices for each faith beginning from page 65.

http://www.wandsworth.gov.uk/downloads/file/2081/wandsworth_locally_agreed_syllabus_for_religious_education

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Faith Trail Pilot Thursday 7 October 2021

Facts

- 2 primary schools took part, All Saints' with 22 Y6 pupils and Finton House with 40 Y6 pupils from 2 classes.
- Linear route mostly following Wimbledon Parkside, and with the opportunity to walk on a Wimbledon Common footpath for most of it, from the Buddhapadipa Temple in Calonne Road to Wimbledon Synagogue and then on to Our Lady & St Peter's RC church in Victoria Drive, total distance 1.5 miles, with an hour allowed for each visit.
- Toilets at all venues and lunch possibilities at the church – either in the hall or in the garden – and at the temple, in the garden, if the route were followed in reverse.
- For the pilot, the weather was good and everyone enjoyed their picnics in the church garden.

Positives

- Great feedback from the children, teachers and hosts. Some write ups from the children showed that they had clearly understood the differences between the faiths and had not been confused (very good examples from both schools).
- Credit is due to the teachers who had prepared them for the visits as well as the previous teaching the pupils will have received in some or all of the faiths.
- Things which made the greatest impression on the children in terms of the numbers of comments about them, were the beautiful paintings at the temple and the stories about the life of the Buddha; the ark, scrolls and eternal flame at the synagogue; and incense, holy water, the sound of the organ and the statues at the church. Some also referred to meditation at the temple, wearing the kippah at the synagogue and interest in priestly celibacy and the differences between Anglican and Catholic churches. Many praised the beauty of the places and there were no negative comments! A few said how thrilled they were that they were visiting three places and not just one. All recommended it as a school trip; several said they would like another trip to visit a mosque, gurdwara and a mandir.
- Hosts' feedback was also positive – detailed responses from the synagogue, a text from the temple and verbal feedback from the Catholic priest.
- Teachers also said they learned a lot and found that the trip completely met their hopes and expectations for the visit!

Issues

- It was a tight time schedule in order to get two schools through during a normal school day doing the route in the same order. If other routes can be found that are circular, then schools could start at different places of worship in a carousel fashion.
- Transport issues on the pilot day meant that the second school played catch up to get to the second and third places and had a rushed lunch.
- As I was overseeing the pilot day, I was able to keep in touch with lead teachers and hosts and relay information on timings, but for future visits, schools will need to have hosts' phone numbers to hand and keep them updated if there are problems. Ideally schools should also

allow more time than they think will need in case there are transport delays, as if the first school is late, then it makes it difficult for the following school.

Feedback Quotes

- The children were very enthusiastic, engaged and well-behaved; they also asked lots of sensible questions. Couldn't ask for more! (Host, synagogue)
- Hopefully this kind of experience will help to break down barriers and provide accurate information about different faiths (Host, synagogue)
- I think it was one of the best Religious trips ever! (Pupil, AS)
- I didn't realize how beautiful all the religious places were. (Pupil AS)
- The Buddhist Temple was eye catching; I loved the gold, white and red! The artwork to show the story of the current Buddha was genius. (Pupil AS)
- Overall, all three religions emphasised on the importance of kindness and respect to others. I feel this is the most important; a similarity which overweighs the difference. (Pupil FH)
- I found the story of the Buddha very interesting and I really liked all the different colours. It was like a rainbow inside. In comparison to the others it was the most decorative by far. (Pupil FH)

From teachers' hopes & expectations of the trail –

- To give children first-hand experience of places of worship that they may not have visited before. To give them opportunity to ask questions of the different faith leaders. Tied in with our RE topic of Faith in the local area - Completely met! (Teacher AS)
- To give pupils the opportunity to visit places of worship after having had trips halted by the pandemic and to allow comparison of religious buildings – Fully met (Teacher FH)

Value of the exercise

The value of the exercise is well summed up by the following observation, which can equally apply to all faiths:

“The Jewish faith community, the wider local community and society in general: In common with some other faiths, Judaism has a history of having been subject to much negativity amongst some in the wider community. Welcoming members of the wider community, especially children and their teachers, giving explanations and simply showing and telling the reality, is seen by many in the Jewish community as an important way of countering misinformation and prejudice.” (Host, synagogue)

Angela Rundle
LA Officer for SACRE
20.10.21

Attachments:

AS newsletter extract
Pupil feedback form AS
Pupil visit write up FH
Pupil response notes FH

Issue 160

8th October 2021

ALL SAINTS' CE PRIMARY SCHOOL AUTUMN TERM NEWSLETTER

Ms. C. Wood
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What an end to our lovely week. We shared in the Big Anti-Bullying Assembly on Monday, chose our Anti-Bullying Ambassadors and finished the week with #HelloYellow in aid of young people's mental health. It was also moving to welcome so many parents to the harvest celebration at church on Tuesday. Please read more about it below. Year 6 walked the new Faith Trail introduced by SACRE where they visited local places of worship. Lastly we want to thank everyone who made the Macmillan cake sale a memorable event. The final total raised is a whopping £673.02! Please can I draw your attention to our updated promotional video at <https://www.allsaintsputney.org.uk/admissions/> to enjoy and to share in the community. School council worked hard to make it memorable. Next week we will celebrate Black History and Multi-Cultural Week. We will deliver strong messages on similarity and equality.



Worship Theme for Next Week

Black History and Multi-Cultural Week

HARVEST FESTIVAL



'Harvest is when we collect the food in ready for winter. We say thank you for all the food we collect in.' *By Katie—Y1*

'I enjoyed going into Church for Harvest festival. I liked seeing the stained glass windows.' *By Henry W—Y1*

'I liked singing songs about Harvest and I liked watching the other year groups.' *By Wilf—Y1*

'I liked Y2s 'thank you' tree.' *By lone—Y1*

'I liked bringing up the food to the front of the church. It was for the food bank which is good'. *By Aithan—Y1*

Harvest Donations for the Foodbank

A huge thank you to everyone who donated items for the Foodbank as part of our Harvest Festival on Tuesday. The total amount delivered from the church collections at All Saints' and St Mary's along with our school donations weighed an amazing 386kg. The Foodbank was so grateful as transport issues meant they didn't get their normal delivery this week. As always thank you for your generosity, care and compassion for those in our community who need this support.



Dates For Your

Diary:

Please note this section is updated regularly as is the calendar on the website. In future newsletters, new dates will be added here in red.

11th –15th October
Multi-Cultural Week
For Black History Month
 Including Mask Making/Dance and Storytelling workshops

Wednesday 13th October
 Individual photographs

Monday 18th October
 TfL Presentation to Y6

Tuesday 19th October
Y5 & Y6 trip to the RAF Museum

Thursday 21st October
 Break up for Half Term at 3.30pm

Friday 22nd October
Staff INSET Day

Monday 1st November
 Children Back to School

Wednesday 3rd November
 KS2 Eucharist 11am in the church—all welcome

Tuesday 9th November
 Climate Change Day

Thursday 11th November
 Parent Consultation Evening
 On Zoom

ATTENDANCE

The attendance figure for
 w/c 4th October

97.04%

Our target is 97.0%

SPORTS REPORTS

NETBALL

Thursday evening we played against 3 schools (Westhill, Our Lady of Victories and Hotham). Unfortunately we were unable to secure a victory that day but I was able to score 2 of the goals against Our Lady of Victories which I am very happy about because they are extremely good and tall. Everyone played really fairly and gave it their best shot. Although we couldn't win, we are still happy about what we have done! *By Amelie—Y5*

FOOTBALL

On Thursday, afterschool, we played against 2 schools and we were able to win a game. It was really fun and I enjoyed myself a lot. The games were all really fair, there was really good sportsmanship between the schools. I hope I get the chance to do it again! *By Milan—Y5*

RECEPTION CLASS WORK



Lots of exciting, fun work happening in Reception this week.

STARS OF THE WEEK!

Year 1: Mia & Katie

Year 2: Alessia & Skye

Year 3: Freddie & Immy

Year 4: Kiki & Jaian

Year 5: Miguel & Clemmie

Year 6: William & Peri

Staff Shout-Outs

To Mrs L for helping me with my sticking after school and to Mrs A for staying late to help me from Miss Pitteway

To Mrs Hatley-Smith from Ms Sharp for enjoying learning about expanded noun phrases in Y6!! :)

To Mrs Haxton-Bartlett from Mrs L for her dedication to Reception Class and for her amazing organisation in making the classroom a welcoming space for the children.

To Mrs Hamdan from Ms Williams for sharing her faith Islam with Year 4. We learnt so much. Thank you!

To Mrs Hamdan from Mrs McGrath for being super organised, great team work and patrolling lunch and teaching the children to respect their school environment.

HELLO YELLOW DAY IN SUPPORT OF YOUNG PEOPLE'S MENTAL HEALTH



Today, on Friday 8th October, thousands of schools, offices and communities across the UK will be taking part in #HelloYellow and raising awareness to support their work. Each child at All Saints' have been given a yellow emoji rubber to show support for young people's mental health—Mrs McGrath



#HelloYellow
YOUNGMINDS

Y6 FAITH TRAIL



Yesterday we went on a Faith Trail to a Buddhist Temple, a Synagogue and a Roman Catholic Church.

We started off by going to the Buddhist Temple which was so beautiful as it was made of gold leaf and marble. We learnt the story of Buddha and how he starved himself. It was a wonderful place as there was so much space and the building was incredible.

After that we went to the Synagogue which was very exciting as we learnt about their Faith also before we went into the main hall we had to wear a Kippah which is something you wear on your head. We also saw their Holy Book which was put in a scroll made of animal skin.

After that we went to a Roman Catholic Church where we learnt the difference between Protestants and Catholics. One difference was that Catholics have Holy Water in their church and usually have Jesus on the cross but we have usually just a cross. Also there was a room of confessions where we went into a room to say sorry for our sins and the Priests would forgive you.

It was great as we could experience it ourselves instead of being told about it in school.
By *Oliver*—Y6

Y6 FOSSIL WORKSHOP

Our fossils workshop on Wednesday linked to our Science learning on Evolution and Inheritance. I learnt that ammonite fossils look like a shell. Now I know how things have evolved. By *Dixie*—Y6

I learnt the proper and more detailed way how fossils are formed. Did you know that plants can also become fossils? I enjoyed the 3D glasses the most so we could witness how fossils really looked! By *Ciara*—Y6



Y5 SPACE WORKSHOP

On Tuesday Year 5 were given the opportunity to do a Space Workshop because our topic for Science this term is Space. We were on a Zoom meeting with Dr Edgington where she taught us all about the Solar System. She provided us worksheets which had pictures of planets and spaces to fill out the names and facts about them. She gave us a special envelope which had 3D glasses and 3D images of Mars' surface. We had a lot of fun looking at the images in 3D. We would recommend it to other classes! We really enjoyed learning about Dr Edgington's job. We hope to see her again! By *Emily & Albert*—Y5



SCHOOL: All Saints C of E primary School

What did you think about the Wimbledon Parkside Faith Trail?

1) Was doing the Faith Trail like what you expected? Yes/no

If, no, how was it different?

No. It was different to how I expected, it was a shorter walk and the sessions were shorter at the places of worship.

2) Write down one or two things you enjoyed most or found most interesting at

a) The Buddhist Temple was eye catching; I loved the gold, white and red! The artwork to show the story of the current Buddha was genius. Buddha lost his mother when he was a 7 day old prince and went through a lot. He went through fasting, traveling to heaven and much more! The people who worship Buddha follow commandment, here are the main 5: don't kill, don't steal, respect, don't lie and don't drink alcohol. They meditate and can't eat after 11 am.

b) The Synagogue is where Jews worship. Some Jews write, read and speak in Hebrew, which is a language from right to left, not left to right like us English speakers. There have to be 3 things in a Synagogue, an arc, a platform/beamer and an eternal light. The arc contains 5 scrolls made of parchment (leather) and are decorated nicely. Men wear kippahs to a Synagogue. The Synagogue is open on Friday nights and Saturday. They eat together at a Synagogue and read from the scrolls, in chronological order.

c) The Roman Catholic Church believes in Christ, like Church of England. Catholics believe that the bread and wine used in services are the body and blood of Jesus; they don't use it as a simile. They have a confession box where they tell their sins to the Father. Once the Priest becomes a Priest, they cannot be married or interfere with sex. They have statues of saints and holy water. They also have the a short summary of the last 3 hours of Jesus's life.

3) Is there anything else you would like to have done on the Trail?

I would have liked to try food from the Synagogue.


4) Would you recommend this Trail to other schools?
Why?

Yes, you learn about different faiths and cultures, it is a very interesting experience.

Thank you!

Please write on the back if you have any other comments.

Our visit to...

See Buddhapadipa temple 


- Colourful paintings which tell the story of the Buddha
- Lights
- Gold statues of Buddha
- Flowers, ornate ceiling
- Decorations
- Elephants on the wall

Synagogue:

- Stained glass window
- Torah writing
- Cupboard

Church:

- Candles
- Pictures - 'way of the cross'
- Flowers - Pipes made out of metal or wood to hear the sound of the organ
- Stained glass window
- Statues of Jesus

Hear Buddhapadipa temple: 

Sound of breathing during meditation

Church:

- Sound of organ playing - loud and projecting

Smell

Church:


- Incense / candles
- Incense symbolises the fact that we worship God.

Touch

- Soft carpet

Synagogue:


- Kipah - feels silky
- Benches - wooden

Surprised Buddhapadipa temple 

- When monks meditate in the forest their body becomes warm and animals are attracted to sit on their lap
- When you walk with heels down first you feel anger / grudge, toes down first you feel calm

Synagogue:

- Light represents God
- All synagogues have a platform - Bima
- Kaporen scrolls in a cupboard
- To be a Jew you don't have to believe his but must follow his laws
- If you want to convert to Judaism, you have to study over a period of time
- Have confessionals - rooms people go in to confess their wrongdoings
- Catholic priest can be married but non-catholic can't

Liked Buddhapadipa temple 

- Paintings and gold sculptures
- Flowers
- Emerald Buddha

Synagogue:

- Stained glass
- Torah scrolls

Church:


- Incense

Most interesting Buddhapadipa temple

- Door represents God of evil! Mouth as when we go out we are going back into the world of chaos
- Candles represent teaching and rules of the Buddha
- Buddha realised that people had different levels of understanding and acknowledged that to know who to teach and how to teach
- Body belongs to nature

Synagogue:

- Rabi means my leader
- Jewish writing is called ebrugging from right to left
- There is one god
- People wear kipahs - men
- Have weekly services on Saturday
- Place of worship and learning and praying
- Scroll is made from parchment - leather
- Written by hand with quill
- Priest - someone who offers sacrifices

My question(s) Synagogue: 


What's the most important part of the Torah apart from the writing?

Buddhapadipa temple:

What makes the Buddhapadipa temple?

Church:

- What significance does the organ have to Christianity?
- Does it have any?
- Why do catholic men wear black?

Sacred Buddhapadipa temple: 

- Statue of Buddha - especially black one from a long time

Synagogue:

- Torah scroll

Church:

- Cross

sacrifices
priests

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Sunday 10th October 2020

I really enjoyed the faith trail, but I particularly enjoyed the Buddhist temple and how intriguing it was.

Buddhapadipa temple

At the Buddhapadipa temple the outside of it was like a palace and was gilded with the colours red, gold and white. I also saw statues of lions, which made me wonder if the lion had a story in Buddhism or a symbol in Buddhism. I was so curious I got home and searched the Buddhist lion and it said 'The lion is also a symbol of royalty and leadership'. 'It may also represent the Buddhist King Ashoka who ordered these columns'. I also found the painter who painted the inside of the temple quite fascinating because instead of making the whole thing ~~seriously~~ serious. He put the Mona Lisa, Big Ben and Napoleon in it. The similarities are that in Christianity and Judaism is that they both only have one god. Some differences are Buddhists follow the Buddha and Christians follow Christ. I also really liked doing meditation and her telling us the story of the Buddha.



Synagogue

At the synagogue the outside was a normal building but on the wall outside the door was a small metal rectangle to hold a little scroll. The scroll is called the Mezuzah it is important to Jews because the words describe God asking Jews to remember his commands in both their heads and their hearts. I had a question which was what do Jews believe happen when they die so like with Buddhist lions I searched it up I found out that they would descend to a dark place called Sheol then they came into contact with influencers. It then became a place of purification, before either being sent to Gan Eden or being destroyed. ^{oooh, I preferred the rabbi's answer!} Their head of the Synagogue is called a Rabi. All Christianity, Judaism, Buddhism have only have one god. I really enjoyed wearing the kipur. I wore a red one.

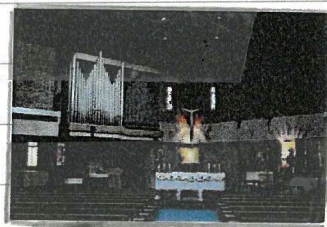
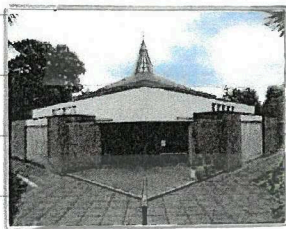


Church

At the church outside was a normal building but when you go inside there are many

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of benches. I had a question, it was, why did God choose Mary's baby to be the son of God? of course the internet can't answer that so it remains a mystery. I loved the smell of incense it smelled of smoky soap. I was very surprised to hear if you are a Roman Catholic and you are a priest you can't marry anyone unless you quit being a priest. I also had another question are there any other angels except Gabriel. My ^{yes!} favourite bit was when the lady played the organ. There was one song which is a common horror film tune. I remembered this song from the Addams family. 😊



Much of religion remains mysterious - which I find one of its attractions.

However, God chose Mary to be the holy mother of Jesus, rather than the other way around.

Very thoughtful, Daisy.
Please show this to Mr Ben. 😊



The similarities are Judaism and Christianity only have one god

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National Association of
Standing Advisory Councils
on Religious Education

SACRE BRIEFING

Issue: 30

This issue includes:

- [Welcome and Update from the Chair](#)
- [Sad news](#)
- [New website](#)
- [Conference 2022 - Ambitious SACREs](#)
- [LAN \(Local Area Network\) report](#)
- [Clerks' and Chairs' contact details](#)
- [Jewish SACRE representatives](#)
- [SACRE Self-evaluation tool](#)
- [NASACRE's new online training programme](#)
- [FOI Project](#)
- [Westhill Awards](#)
- [Items for your next agenda](#)

Welcome and Update from the Chair

Welcome to this edition of the NASACRE Briefing.

This term has been one of consolidation and renewal for NASACRE and for many of its member SACREs. Consolidation, as we have secured our CPD programme for members, re-established our thriving partnerships with other RE associations, and obtained helpful advice from the DfE. Renewal, as like so many other education networks we have taken inspiration from teachers and other professionals as they rose to the challenges of the new academic year in these tricky times.

The [NASACRE report](#) on SACRE funding remains a source of discussion locally, and at our executive committee meetings and in other RE networks. We're pleased that the report has enabled some SACREs to begin open discussions about funding within their groups, and with local authority representatives.

Similarly, the local area network report 'Still Standing' compiled by our executive committee member, Claire Clinton, and based on research by several SACREs, is promoting dialogue about best practice. It shows the impact that well-informed and highly motivated SACRE networks can have on the subject and its teachers. Both reports can be accessed [here](#).

The editorial in this term's British Journal of Religious Education, written by assistant editor Dr David Lundie, brings together an overview of the challenges we all face. Noting the potential impact of research-informed resources on students David records that:

'Perhaps no other subject provokes such anxieties from teachers as teaching about religion. Understanding the motivations, worldviews, pressures and funds of knowledge of the fantastic professionals who make up the RE teaching world is essential...'

Sadly, as mentioned below in the next paragraph, we have to share news of the deaths of two friends and professionals who stood out in their communities. We will be joining in with other RE associations and networks to mark the lives and contributions of these colleagues when it is appropriate, and we offer condolences to their families and friends.

In the meantime, members of the executive wanted to note the major contributions Sharon Artley made to our own association, to RE, and to education in a much wider sense. She was passionate about the subject, and about teaching, a deep thinker and a very practical support in so many settings especially in the world of websites and IT. Her sense of humour, hospitality, honesty and kindness will be missed, and so will her wonderful wildlife photography.

NASACRE needs you to consider how members of SACREs might help the association in the future. Our executive committee still needs a Vice-Chair, who will then become Chair, and we will be actively and strategically advertising this vacancy between now and our AGM in May. We are a democratic organisation, and we rely on members to step forward to join us on the committee. Meetings are usually fun, focused and full of information and ideas useful to SACREs around the country – please do contact any one of the team if you would like to know more. We are aware that the programme of professional development is creating new links and contacts, and we hope some of you will feel inspired to join us to secure the association's future.

More information about the executive committee roles can be found [here](#) and I can promise you a warm welcome if you decide to stand for election!

And finally, please accept our best wishes to all for a joyful, peaceful and fulfilling festive season – thank you for your support to NASACRE, and may we all find a happy New Year.

Linda Rudge, Chair@nasacre.org.uk

Sad news

We are sorry to inform SACREs of the untimely deaths of Ted Cooke, Chair of Waltham Forest SACRE for many years and Sharon Artley, a former member of

NASACRE Exec and an RE Consultant. Both will be sadly missed in the world of RE and SACREs.

New website

An overhaul of the NASACRE website is underway with the aim of bringing a fresh design and a more contemporary feel to it.

Content is being streamlined so it's easier to use, combining sections such as the SACRE Contacts Directory and Annual Reports, thereby reducing the number of clicks a user needs to make. Some older things will be archived, but still searchable, and there will be more resources available to subscribed member SACREs at the click of a 'Members' button.

We're also looking at bringing a more 'community' feel, by introducing a section for shared resources and links with NASACRE partners such as the REC.

The new site is due to go live soon, with the intention that webpages will continue to be developed thereafter. From the launch onwards, user feedback will be essential so that the website can continue to evolve.

Conference 2022 - Ambitious SACREs

Taking place in Birmingham on Monday 23 May, this conference will provide an opportunity for SACRE members to engage in discussion around issues of RE and Collective Worship. Keynote speakers will be Sarah Lane-Cawte (new Chair of the REC - Religious Education Council), HMI Richard Kueh (Ofsted) and David Hampshire, a previous chair of NASACRE, who will present the analysis of the most recent (2021) SACRE annual reports.

Additional sessions will look at the new SACRE audit tool, Westhill award winners, the LAN report (see briefing item below) and other topical issues of interest to SACREs.

Put the date in your diary now!

LAN (Local Area Network) report

Still Standing – the REC Local Area Network Report is now live [here](#).

The report asks SACREs to consider the following points:

1. Reviewing SACRE membership in partnership with the LA to ensure that it is representative of the local community, and supports the religions and worldviews included in the Agreed Syllabus. Having a diverse range of voices with specific roles on SACRE is essential if an LA is to be able to discharge its legal responsibilities. SACREs can start the process of working with their LA to update membership now. This may require a change to the constitution or terms of reference; the LA legally approves your members and there is nothing in the present legislation that would hinder this.
2. Continue to build local partnerships with the LA to ensure necessary funding.
3. Within the present legislation regarding their ability to widen their membership, the CoRE report helpfully suggests SACREs think about adding to their membership - if they haven't done so already - education departments at museums and universities, local ITT providers, local RE CPD providers, training school hubs, parents, governors, pupil voice, academies and free schools, to name but a few possibilities. Widening representation and local buy-in strengthens the work of high quality RE in schools.

Claire Clinton, the report's author, believes that there are some useful documents developed by SACREs who participated in the project, for other SACREs to use in their work, including

- An audit tool for Agreed Syllabus reviews
- A simple participatory action research template
- A membership tool

NASACRE hopes that there will be an opportunity for SACREs to find out more about these tools and discuss the impact of the report at our (hopefully!) face-to-face May 2022 conference in Birmingham (see conference item above).

Clerks' and Chairs' contact details

Other national bodies e.g. faith bodies, the DfE and the REC, make use of NASACRE's list of SACRE contacts for getting in touch with you. As the first meetings of the calendar year often bring changes to personnel, please ensure that the [details](#) NASACRE holds for your SACRE are up to date.

NASACRE needs to have contact details for clerks, advisers, LA officers and chairs to ensure that information gets to the right people.

Please contact admin@nasacre.org.uk to send your amendments for the site.

Jewish SACRE representatives

The Board of Deputies of British Jews is working to find a Jewish representative for every SACRE in England.

Please can your clerk let us know if this position is filled, and if so, it would be helpful to send their details to [Sheila Gewolb](#). Please use the same contact details if you would like us to find you a suitable person.

Many thanks for your help.

SACRE Self-evaluation tool

The development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable you to consider your SACRE's effectiveness in all areas of its work in order to produce a targeted and costed Development Plan in partnership with your LA.

The SEF is available [here](#) for use at SACRE meetings.

There will be a workshop at our conference in May 2022 around how to use the tool to best effect.

NASACRE's new online Training programme

"It is excellent that NASACRE is doing these online sessions."

"Really clear and useful information and chances for thoughtful discussions. Thank you."

"Such a great programme this year! so helpful."

These are just a few of the comments from the chat at the online training sessions that have already taken place.

You can access these recorded sessions [here](#) along with the Ppts and resources.

The programme for 2021-22 can be accessed [here](#).

Our next training session will be on **18 January 2022 from 7-8pm:**
An introduction: How to be an effective SACRE Chair

This session will help SACRE Chairs to reflect on their present practice and share with other Chairs around the country some top tips for effective chairing.

Sessions are free to SACREs who have paid the annual training subscription fee of £50, but will otherwise cost £20 for each session for a subscribed SACRE and £30 for a non-subscribed SACRE.

FOI Project

If your SACRE has initiated any discussions with the Local Authority as a result of the data shared in the project, NASACRE would love to hear from you. What response did the LA give? Has your funding increased as a result? Your experience might be useful to other SACREs, and anonymity will be preserved.

Westhill Awards

Over the last sixteen years, the Westhill/NASACRE Awards have successfully given SACREs opportunities to enhance their capacity to generate high quality experiences in RE (or collective worship) for their schools.

NASACRE is now encouraging and inviting individual SACREs (or SACREs in partnership) to apply for a Westhill/NASACRE Award for 2022-23. Awards of up to £4,000 may be applied for via the [application form](#) on our website.

Projects should offer pupils the opportunity to engage in compelling learning experiences in RE (or collective worship), within the broad theme of "Education into Diversity", understood as diversity across the spectrum of faiths and worldviews.

Any SACRE wishing to submit an application is strongly advised to look at the [revised briefing notes](#) which accompany the online application form and the [materials](#) shared in the December Training session.

For queries, advice or further information, please contact [Michael Metcalf](#), the convenor of the Awards Panel.

Closing date: 31 March 2022

Items for your next agenda

- Book places for your SACRE members on relevant [online training events](#)
- Holocaust Memorial Day 2022
- Share the REC report *Still Standing* and consider and respond to the questions it raises for SACREs
- Consider applying for a [NASACRE/Westhill Award](#)
- Introduce the date of the [2022 NASACRE Conference](#) to SACRE members and decide who is going to represent your SACRE
- Check that we have your most recent contacts on our [website](#).
- Send your SACRE [annual report](#) to NASACRE and to the DfE



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