



Services to Schools

**Brent SACRE annual report
2010-11
DRAFT**

July 2011

Queries about this report should be addressed to:

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CHILDREN & FAMILIES

1.0 Standards and quality of provision

1.1 Overview

Attainment in GCSE Religious Studies remains above the national average. This is largely due to the creative approach taken by secondary school teachers in using the Brent Agreed Syllabus at Key Stages 3 and 4 and their understanding of how to improve pupils' attainment and rates of progress. In line with the national picture, primary school teachers are still in need of support with developing schemes of work and making the most of the Brent Agreed Syllabus.

The 2002 Brent Agreed Syllabus continues to be used in most secondary schools, with the exception of the four faith schools which use their own materials. Primary schools have also successfully implemented the Agreed Syllabus including some Church of England schools.

1.2 Primary schools

Brent primary school teachers report a growing confidence in teaching religious education as a result of their attendance at termly network meetings. However, subject coordinators do not always effectively cascade training to other teachers in their schools.

A few schools have booked the associate consultant for religious education for twilight training and more schools are requesting this provision. This is an important aspect of the consultant's work and is key to improving religious education teaching in primary schools.

1.3 Key Stage 3

Key Stage 3 religious education is enhanced by the use of the Agreed Syllabus to develop creative schemes of work. This is evidenced by the fact that the majority of secondary schools opt to either study 'Interpreting symbols and stories' or 'Responses to God' in the first two terms of Year 7; both of these units provide opportunities for pupils to use artefacts and images to interpret different beliefs. Pupil surveys suggest they enjoy their religious education lessons on the whole.

See Appendix 1, Key Stage 3 Programmes of Study

1.4 Key Stage 4

Religious education in Key Stage 4 in Brent secondary schools continues to be a strength, with many students opting for either the short or full course GCSE accreditation. Attainment on the full course was again above the national average, with 79% of pupils achieving A*-C grades, compared with 72% nationally. On the short course, 52% of pupils achieved A*-C grades, in line with the national average. This is largely due to the work of effective subject leaders and specialist teachers who deliver religious education in Brent secondary schools. The 2011 results will be available in the autumn term.

1.5 Post-16 religious education

Many secondary schools in Brent continue to be non-compliant in meeting their statutory requirement to provide for religious education post-16. This is an issue that will need to be addressed in the review of the Brent Agreed Syllabus.

2.0 Meetings of Brent SACRE during the academic year 2010-2011

Brent SACRE met three times during the reporting year, once in each term. All meetings are facilitated at the Gwenneth Rickus Building, Brentfield Road, NW10 8HE.

2.1 The meeting in the autumn term took place on Wednesday 20 October 2010. Eleven SACRE members were present together with one local authority officer, an associate consultant, an external consultant and one observer. The minutes are attached.

See Appendix 2a

2.2 The meeting in the spring term took place on Wednesday 2 March 2011. Nine members of SACRE were present together with two local authority officers and an external consultant. The minutes are attached.

See Appendix 2b

2.3 The meeting in the summer term took place on Thursday 16 June 2011. Fifteen members of SACRE were present together with two local authority officers and an external consultant. The minutes are attached.

See Appendix 2c

2.4 The range of religious and belief groups represented on SACRE

Brent SACRE has representation on group A of: the Baha'i Faith, Buddhism, Christianity, Humanism, Hinduism, Islam, Jainism, Judaism and Sikhism. A place for a Zoroastrian representative is currently unfilled. There are multiple representatives of Christianity, Hinduism and Islam. On group B there are six representatives from the Church of England. On group C there are seven members. On group D there are three local authority councillors.

2.5 Training / induction offered to SACRE members, particularly new members

Some years ago, Brent SACRE produced a 'Welcome to SACRE' booklet which is given to new SACRE members and which sets out, in detail, the way SACRE operates including the expectations of SACRE members. Most SACRE meetings devote time to the conveyance of information that is of use to SACRE members in their work. Input is provided by either the religious education consultant or a guest speaker. Visits to schools by SACRE members are encouraged and facilitated. Delegates occasionally attend external training, particularly that provided by NASACRE, and are given time to report back in some detail at the following meeting of SACRE.

2.6 SACRE advice

Brent SACRE continues to support the training activities offered to schools in the local authority by responding to requests from the religious education consultant to either support the delivery of training, or to visit a school to support specific religious education activities. This is something that schools benefit from as it ensures that teachers meet with representatives from faith communities. This contact then informs teachers' classroom practice. Teachers are put in touch with the most appropriate SACRE members by the religious education consultant, either to seek advice on a particular religious tradition or in order to identify an appropriate expert speaker.

Training for both primary and secondary teachers is provided by the local authority's religious education consultant who ensures the advice provided is consistent with the collective agreement of SACRE. The SACRE receives feedback on all such training; advice on resources is incorporated into training and other meetings between the consultant and school teachers, again, taking into account of materials recommended by SACRE members.

2.7 The level and nature of finance offered to the SACRE by the local authority for the training of its members, for supporting RE and collective worship.

The local authority funds an associate consultant for up to 80 days' consultancy work, an external religious education consultant for three days work and a clerk to SACRE. The local authority meets the cost of SACRE meetings and of members' attendance at NASACRE training.

3.0 Agreed syllabus

3.1 Brent SACRE convened an Agreed Syllabus Conference (ASC) on the 16th June and it was decided that the 2002 Agreed Syllabus would be reviewed. The ASC is mindful of the recent developments in the primary and secondary curriculum and wants to develop an Agreed Syllabus that draws on recent developments and publications.

3.2 We are still at an early stage of the review and further consultation needs to be carried out with key stakeholders such as the pupils in Brent schools. This consultation has been organised and will be facilitated through the Brent Youth Parliament on the 30 June 2011. Brent SACRE hopes that at the end of the review process, we will have a flexible and less prescriptive Agreed Syllabus that can be used by schools alongside the National Curriculum.

3.3 The new Agreed Syllabus will exist primarily online in a format that can be downloaded by teachers - this will make it possible to update it in light of any new guidance prior to the next statutory review.

- 3.4** The ASC will recommend the abandonment of the current single attainment target (AT) which is unique to Brent and therefore not aligned with the practice in most other areas of the country (and with much published religious education material). In its place, the ASC will recommend that schools use the two attainment targets set in the 2004 non-statutory National Framework for religious education (NSNF), each of which is sub-divided into three strands. A decision as to whether a new Brent Agreed Syllabus will formally adopt these two attainment targets will be dependent on the outcome of the current review of the National Curriculum.
- 3.5** **The ASC will examine the current Agreed Syllabus and separate it into three parts:**
- a. the Syllabus proper - what community schools are required to provide as religious education
 - b. exemplar units of work
 - c. additional advice and information.
- 3.6** The ASC will publish, within the Agreed Syllabus, exemplar units of work for classroom use that incorporate the NSNF attainment targets. The associate consultant and staff in schools have already been working on these units of work and will be able to publish some by the end of July 2011.
- 3.7** The ASC will work collaboratively, using on-line tools to update and make other changes to the Syllabus proper.
- 3.8** The additional advice and information sections of the Agreed Syllabus will be edited and updated as soon as the ASC is in agreement about the Syllabus proper. This work can be continued under the auspices of SACRE after the ASC has made its recommendations to the local authority regarding the revised Syllabus, with revised exemplar units of work.
- 3.9** Until the ASC's work is complete, each termly meeting of SACRE will incorporate a meeting of the ASC - any members of the ASC who are not already SACRE members will be invited to join SACRE. Full minutes are attached.

See Appendix 3

4.0 Collective worship

SACRE has given advice regarding collective worship and the right of parents to withdraw their children from such acts. The provision for collective worship is not formally monitored by the local authority. However, no complaints have been received this year.

4.1 Overview of applications for determinations

Brent SACRE has a longstanding policy of encouraging all community and non denominational foundation schools to seek determinations, and most do. One junior school, one secondary school and five primary schools renewed their determinations in 2010/2011. There are currently thirty-seven schools which have determinations, covering both primary and secondary phases of education.

4.2 Complaints about collective worship

No complaints about collective worship have been received.

5.0 SACRE's work in schools

Brent SACRE continues to be passionate about playing an active role in Brent schools and this was further demonstrated this year by the major contribution it made to the design of a student conference which will be held at Capital City Academy. The conference is still at the planning stage with the intention that it will take place in the next academic year.

See Appendix 4

Appendix 1

Key Stage 3 Programmes of Study

KEY

Symbol and story	Christianity	Life after death	Rites of passage	Philosophy of religion	Islam	Judaism	Buddhism	Sikhism	Hinduism	Focal Figures	Moral ethical issues	Festivals	Worship
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School	Year 7 Autumn Term		Year 7 Spring Term		Year 7 Summer Term		
Alperton Community School	What does justice mean to Christians?	How do we know if God exists?	Abraham and Moses' Leadership	Buddhism suffering	What are we doing to the environment?	How and why do Hindus worship?	
Ark Academy							
Capital City Academy	Symbols and stories		Focal figures		Buddhism		
Claremont High School	Symbols and stories		Focal figures		Art and literacy in religion: Stories and symbols		
Convent of Jesus and Mary Language College	The Bible	Types of prayer	Sacraments of baptism and healing		Church Leadership	Church Mission	Mandir
Copland – A Specialist Science Community School							
Crest Boys' Academy	Symbols and stories		Judaism rights and responsibilities		Focal figures		
Crest Girls' Academy	Introduction to religious education	Hinduism	Judaism	Buddhism	Christianity	Islam	Sikhism Worship place
JFS	Introduction to Jewish studies	Festivals	Genesis	Purim and Pesach	Genesis	Shavuot	Genesis
Kingsbury High School	Response to God	Focal Figures		Moses: turning point	Jesus	Prophet Muhammad	Guru Nanak
Newman Catholic College	The Bible	Types of prayer	Sacraments baptism and healing		Church Leadership	Church Mission	

Symbol and story	Christianity	Life after death	Rites of passage	Philosophy of religion	Islam	Judaism	Buddhism	Sikhism	Hinduism	Focal Figures	Moral ethical issues	Festivals	Worship
Preston Manor High School	Introduction to religious education		Symbols and stories	Islam	Pilgrimage: Jerusalem	Buddhism							
Queens Park Community School	Religious symbols: symbolic nature of Hindu worship Passover				Communities and places of worship			Geography /History *					
St Gregory's Catholic Science College				Sikhism	Judaism								
Wembley High Technology College	Introduction to religious education		Symbols and stories	Judaism			Islam						

*Religious education is taught as part of an integrated humanities programme

School	Year 8 Autumn Term			Year 8 Spring Term			Year 8 Summer Term	
Alperton Community School	Christianity/ incarnation/ resurrection			The Mosque Adhan: Mock Council	Sikhism Belief and Practice		What makes a place of worship special?	Does anything happen after we die?
Ark Academy								
Capital City Academy	Judaism	Christianity		Islam and the media			Under review	
Claremont High School	Worship			Worship			Festivals	Research Project
	Judaism	Christianity	Islam	Hinduism	Buddhism	Sikhism		
Convent of Jesus and Mary Language College	Creation		Abraham, Moses, Noah	Synagogue	Mass	Paschal Mystery	Prophets	The Church in Britain
Copland – A Specialist Science Community School								
Crest Boys' Academy	After death			Christianity			Places of Worship	
Crest Girls' Academy	Sacred writing			Worship: symbols and artefacts			Worship: symbols and artefacts	
JFS	Genesis	Exodus, slavery in Egypt, life of Moses		Exodus, plagues, Pesach			Revelation at Mount Sinai (written and oral law)	
Kingsbury High School	Buddhism	Life after death		Human rights			Judaism	Sikhism
Newman Catholic College	Creation, Abraham, Moses, Noah			Mass and Paschal Mystery			Prophets and the Church in Britain	
Preston Manor High School	Judaism			Christianity			Puzzle of God's characteristics	
Queens Park Community School	Pilgrimage			Key figures and stories in:			Geography/ History *	
	Lourdes		Mecca	Christianity		Buddhism		
St Gregory's Catholic Science College								
Wembley High Technology College	Christianity			Hinduism			Life after death	

* Religious education is taught as part of an integrated humanities programme

School	Year 9 Autumn Term		Year 9 Spring Term		Year 9 Summer Term	
Alperton Community School	Where did the universe and humans come from?	Stages of life	God's love and human suffering: contradiction or harmony?	Jerusalem: Why is it special? A multicultural school in Jerusalem?	Religion and science	GCSE AQA Specification B Module 4: Drugs
Ark Academy						
Capital City Academy	GCSE Edexcel Spec B: Marriage and the family		Belief in God	Religion, wealth and poverty	Social Harmony	
Claremont High School	Moral ethical issues		Moral ethical issues		Moral ethical issues	
Convent of Jesus and Mary Language College	Vocation	Spiritual quest- Islam	Conscience	Jesus of the Gospel	Holy Spirit	Human community: contemporary moral issues
Copland – A Specialist Science Community School						
Crest Boys' Academy	Peace and conflict		Religion and science		GCSE: OCR World Religions, Islam and Christianity	
Crest Girls' Academy	Pilgrimage		Rites of passage: Birth and initiation		Rites of passage: Marriage and death	
JFS	The Top Ten (Commandments 1-6 interpretation and relevance)		The Top Ten (Commandments 7-10 interpretation and relevance)		Our world and us: Judaism and contemporary moral issues	
Kingsbury High School	Hinduism		Islam		Christianity	
Newman Catholic College	Vocation	Spiritual quest- Islam	Conscience	Jesus of the Gospel	Holy Spirit	Human community: contemporary moral issues
Preston Manor High School	Puzzle of Life: Creation vs. Evolution Problem of Evil		Ethics		Hinduism	
Queens Park Community School	Rites of passage		Festivals and Beliefs		Geography/ History *	
			Christianity	Islam		
St Gregory's Catholic Science College						
Wembley High Technology College	Religion and science		Values in contemporary society		GCSE: SPEC B Modules 2 and 4	

* Religious education is taught as part of an integrated humanities programme

Attendees

GROUP A	Josh Kutchinsky, Deva Samaroo, Manhar Mehta, Rupa Monerwela, Dr Navin Swaminarayan, Valerie Boyd-Hellner
GROUP B	Rev Margaret Engler, Rev Angela Hopkins
GROUP C	Kishan Devani, Sian Davies (Malorees Infs.)
GROUP D	Cllr Aslam Choudry
Others	Roger Butler, Bunmi Otubushin, Peter Bournnell, Sherry-Ann Sorzano

Apologies

GROUP A	Marlene Knepler (Orthodox Judaism); Kamal Persaud (Hinduism)
GROUP B	Rev David Neno
GROUP C	Sarah Black (Kingsbury High School)
Others	

		Action
1.	Welcome and Introductions	
	Josh welcomed all present and introduced Kishan Devani, new member to SACRE representing Group C.	
2.	Apologies for absence and Resignations	
	Apologies as above.	
3.	Minutes of Last meeting and matters arising	
	Minutes of meeting held on 30 June 2010 were confirmed as accurate.	
4.	Notices	
	<ul style="list-style-type: none"> • Members took some time to commemorate Hassan Afnan, who passed away a few weeks prior to this meeting. Josh sent a letter on behalf of Brent SACRE to the Afnan family, and the response from the family was read at the meeting. • Sentiments were expressed by various members: Josh, Rev Hopkins, Navin. • Members signed a condolence card; Sherry to post to the family. <p>Retirement of Bridget Methuen, Christ Church Primary Josh advised the group that Bridget Methuen has now retired.</p>	Send card (completed)
5.	Convening of the Agreed Syllabus Conference (ASC)	
	<ul style="list-style-type: none"> • Bunmi advised the group that Carol Munro is no longer the Chair for the ASC. Roger Butler was suggested as her replacement. All agreed. • Peter Bournnell welcomed the fact that Roger would chair the ASC, but pointed out that we would have to remain within the existing budget. • Bunmi stated that the ASC would hold a total of three meetings per year. The first meeting will take place during the first or second week of December 2010. The following dates were suggested: December 10, 15, 16 or 17. • Bunmi further stated that the ASC may not have to draft an entirely new document. • Following an enquiry from Josh, Bunmi added that the first meeting would 	BO to email members with these dates in order to make a choice. (completed)

	discuss general issues, and so all (agreed) members are expected to attend.	
6.	Update on website: www.brent.gov.uk/religiouseducation	
	<ul style="list-style-type: none"> • BO informed the meeting that the website would be launched on November 27 2010. • The following will be uploaded: <ul style="list-style-type: none"> ▪ SACRE Code of Conduct ▪ Collective Worship guidance ▪ The Chairman's name and Clerk's details will be included ▪ Members details and minutes of meetings <u>will not</u> be published. 	
7.	Celebrating RE working party	
	<ul style="list-style-type: none"> • The focus group met on June 22nd and Bunmi circulated a sheet detailing various points which came out of the focus group. • Bunmi directed members to a list of aims which came out of the focus group. • Some of the aims looked at were: <ul style="list-style-type: none"> ▪ to reach out to the community ▪ to gain further understanding of different religions and belief traditions ▪ to create an opportunity for people to meet others from different religions and belief traditions that they haven't met before ▪ to get people to understand the nature of RE lessons today. • ACTIVITY: Bunmi then asked members to work in pairs to explore how they can contribute towards the aims of the focus group. The purpose is to compile a possible list of ideas of workshops, etc. during an RE event to be held at Capital City Academy (CCA). CCA approached Bunmi about the event, because Ofsted identified religious education as an area of improvement. • The following suggestions were made: <ol style="list-style-type: none"> 1. Cllr Choudry: cited an example used by Gladstone Park Primary school whereby students who are celebrating a current religious event or festival run a workshop. The students themselves will make various presentations on food, clothing, games, etc. relating to that particular event or celebration. 2. Rev. Hopkins – each faith adopts a similar theme and demonstrates the similarities within the faiths in this particular area. This will have solidified the overall thread that different religions can operate under similar core themes and work as a unit. 3. Valerie – suggested looking at various celebratory foods. Demonstrations and recipes can be shared, and recipes can be compiled into a cookery book written and illustrated by children, for children. 4. Rupa – suggested looking at the theme of meditation, and how this can be a common thread in various religions. Workshops can be conducted to demonstrate the different techniques. The use of prayers and silence can also be explored from different perspectives. 5. Kishan – suggested looking at the significance of colours in different faiths 6. Valerie –each faith takes a portion of text that is central to their respective beliefs and explores this with students. These can be looked at as common themes to mankind, irrespective of religion. 	

	<p>7. Josh – facilitation of a discussion on the rights and responsibilities of children, and how students themselves can engage with these.</p> <p>8. Kishan – have a forum which looks at how faiths view ICT, and social networking. Also look at its impact on ethics and morals.</p> <p>9. Sian Davies – look at the Rights Respecting framework. There has been an increase in the number of schools involved. Josh added that this is the essence of SACRE; to work together in bringing combined knowledge and experience to schools.</p> <p>10. Valerie – Hendon Reformed Synagogue has had experience of working with primary school-age children. She added that students can visit the synagogue and view exhibits of various articles and artefacts relating to Judaism.</p>	<p>Sian to send the document to Bunmi.</p> <p>Bunmi to send the list of ideas to members for their comments and any further input.</p>
8.	Update on Resilience	
	<ul style="list-style-type: none"> • Roger stated that the Religious Education Council for England and Wales (the REC) says that secondary schools should hold sessions dealing with aspects of Islamic fundamentalism. Schools are concerned that this may be seen as ‘bashing’ Islam, and have refused to participate. • The Department for Education (DfE) has put in £70 000 and has had agreement from the Welsh Assembly • Secondary religious education teachers will be given two days’ training to equip them to deal with contentious issues that may arise during their discussions with students. • This initiative is aimed at 700 schools in the UK during the period November 1st 2010 to April 1st 2011. • The REC would like schools to express their interest and sign up for the scheme. • It was felt that a letter of support for the scheme should come from Brent SACRE and be sent to all secondary schools. • This is how the scheme will work: <ol style="list-style-type: none"> 1. The school shows interest 2. A mentor is assigned to that school in the form of a consultant 3. Consultant contacts school 4. Consultant visits school and drafts an action plan with the Head of religious education and members of the senior leadership team <p>An example of a possible activity could be that members of the Muslim community write a ‘gateway’ document that goes into schools and they deliver presentations about that particular faith.</p>	<p>Roger to write letter on behalf of Brent SACRE and Josh to sign, to go separately to headteachers and RE coordinators in all Brent Secondary schools</p>
9.	Guidance to schools on withdrawal of music lessons	
	<ul style="list-style-type: none"> • Bunmi stated that there have been an increasing number of parents from the Muslim faith wanting to withdraw their children from music lessons. • Heads have requested guidance on this, particularly since there are differences in the approaches of different Islamic groups. • Bunmi added that she will be working with Naureen Kausar on putting a guidance document together. • Margaret Engler expressed whether dealing with such intricate issues of any faith is within SACRE’s remit. • Bunmi has said she will explore this in greater detail and report back to the 	<p>BO to report back to SACRE on the issue of withdrawals from music lessons</p>

	group. A working party may need to be formed.	
10.	Working party to review the procedure for schools to apply for a determination.	
	<ul style="list-style-type: none"> • The working party currently consists of Bunmi, Josh and Roger • Josh stated that this is quite a technical matter; in deciding the best way for schools to apply for a determination. • Suggestions from SACRE members are welcome and can be emailed to Josh. 	
11.	Assessment Exemplification materials for RE and Brent GCSE results for RE.	
	<ul style="list-style-type: none"> • Bunmi shared results for RE for both the short and long courses. • 51% of students for the short course received A* - C • 78.6 % of students received A* - C for the long course • The national average is 76%; making Brent's results above national average. 	<p>BO to send letters of congratulations to schools.</p> <p>BO to email SACRE members with a school-by-school breakdown of results</p>
12.	Nominations for Chair and Vice Chair of SACRE	
	<ul style="list-style-type: none"> • Members have been asked to email Sherry with their nominations by November 19th. 	
	Date of next meeting	
	Wednesday 2 nd March 2011 – venue to be confirmed.	

Appendix 2b

MINUTES OF MEETING OF BRENT SACRE Wednesday 2nd March 2011

Attendees

GROUP A	Josh Kutchinsky, Deva Samaroo, Kamal Persaud, Manhar Mehta, Rupa Monerwela, Leroy Lindsey
GROUP B	Rev. Margaret Engler
GROUP C	Sian Davies, Michelle Anderson
GROUP D	
Others	Alan Henness, Roger Butler, Bunmi Otubushin, Sherry-Ann Sorzano,

Apologies

Sarah Black
Kim Beat
Peter Bournnell
Rev. Angela Hopkins
Valerie Boyd-Hellner
Rev. Tasha Critchlow
Rev. David Neno

Action

		Action
1.	Welcome / New Members / Vistors	
	<p>Bunmi gave a brief update on the launch of Celebrating RE month which took place at the House of Commons on March 1st. A motion was put forward to include RE in in the new English Bacculaureate. 35 MPs have signed off on this A new RE song was performed by students entitled 'A Place of Trust'.</p> <p>Josh welcomed all present. There were no new members to welcome, although Roger mentioned that there was a possible new member from the Baha'i faith being proposed by Stephen Vickers.</p>	
2.	Apologies for absence and Resignations	
	Apologies as above.	
3.	Minutes of last meeting and matters arising	
	Minutes of last meeting were confirmed as accurate.	
4.	Elections for Chair and Vice Chair	
	After a ballot vote, Josh Kutchinsky was re-elected as Chair, and Navin Swaminarayan was re-elected as Vice-Chair.	
5.	Convening of the ASC – 1st meeting	
	<ul style="list-style-type: none"> The first meeting scheduled to take place in December 2010 was cancelled due to a low number of confirmed attendees. The ASC was also put on hold, according to Bunmi, pending a curriculum review by government. Bunmi suggested that the ASC is held to review the current Agreed Syllabus and any changes be added as Appendices. Roger stated that whilst he understands the pressures and constraints currently being faced by local authorities, it must be remembered that SACREs and ASCs are separate bodies. The ASC has autonomy, and if it 	

	<p>feels that the Agreed Syllabus must be looked at in detail, then the ASC has every right to do so.</p> <ul style="list-style-type: none"> • Roger also added that he looked at a breakdown of the composition of the members of the ASC and found it not to be a true enough representation of all groups. • Leroy asked for a copy of the current syllabus and stated that the Rastafarian community feels that there is not enough information about their faith being taught in schools. As a result, students of this faith have problems in getting religious holidays. • Bunmi suggested that a list of materials can be added to the Appendices of the Agreed Syllabus. • The question was raised as to whether the ASC should be an evening meeting in order to accommodate teachers who cannot get time off during the day. • Josh suggested that there be at least one full day of the ASC, and stated that the LA should support this as part of its statutory responsibility. 	<p>Sherry to send Agreed Syllabus to Leroy and Margaret</p> <p>Roger to email Fiona Deegan at the LA to inform her of the issues facing convening of the ASC and to seek LA support in getting schools to release staff to attend.</p>
6.	Determinations	
	<p>Four applications were presented to the meeting and were approved. They were from:</p> <ol style="list-style-type: none"> 1. Sudbury Primary School 2. The Stonebridge School 3. Braintcroft Primary School 4. Manor School 	<p>Sherry to send confirmation letters to these schools.</p>
7.	Celebrating RE Workshops at Capital City Academy	
	<p>Bunmi stated that the date of March 25th has to be rescheduled. The theme will be about silence. Bunmi has asked all present to work in pairs to come up with some suggestions for workshops from the various faith groups. (see attached papers).</p>	
8.	Westhill/ NASACRE awards	
	<p>Bunmi advised the meeting that Brent SACRE will not be submitting a bid on this occasion.</p>	
	<p>Next Meeting: 16th June 2011 from 4:00pm Venue: Capital City Academy (to be confirmed)</p>	

Appendix 2c

MINUTES OF MEETING OF BRENT SACRE Thursday 16th June 2011

Attendees

GROUP A	Josh Kutchinsky, Deva Samaroo, Kamal Persaud, Manhar Mehta, Leroy Lindsay, Basma El-Shayyal, Marlene Knepler, David Gillman, Julie Lewin, Aliya Azam,
GROUP B	Rev. Margaret Engler, Rev. Tasha Critchlow, Rev. Angela Hopkins, Rev. Toby Crowe (?)
GROUP C	Chrissie Jolinon (?)
GROUP D	
Others	Alan Hennes, Roger Butler, Bunmi Otubushin, Sherry-Ann Sorzano,

Apologies

Cllr Shafique Choudhary
 Cllr Bhagwanji Chohan
 Graham Marriner
 Glen Warner (personally came in to give apologies due to illness)
 Kishan Devani (left early due to earlier vehicular accident)
 Sarah Black
 Peter Boursnell
 Valerie Boyd-Hellner
 Rupa Monerwela
 Rev David Neno

Action

		Action
1.	Welcome / New Members / Observers	
	<p>Josh welcomed all present. New members were welcomed:</p> <p>Group A: Aliya Azam and Julie Lewin Group B: Group D: new councillors appointed (but absent at this meeting) – Cllrs, Shafique Choudhary, Bhagwanji Chohan, Colom Moloney</p> <p>Observers were welcomed: Alan Hennes and David Gillman (it is noted that Mr. Gillman will replace David Neno, who has resigned from group B)</p>	Sherry to send welcome letters to new members.
2.	Apologies for absence and Resignations	
	<p>Apologies as above. Resignation email received from Rev. David Neno. Rev. Neno will be replaced by David Gillman.</p>	Sherry to send letter of thanks to Rev. Neno
3.	Minutes of last meeting and matters arising	
	<p>One omission – Marlene Knepler sent apologies and this was omitted. Minutes were otherwise confirmed as accurate. There were no matters arising.</p>	Sherry to add Marlene to list of apologies.
4.	Review of the Agreed Syllabus Conference (ASC)	
	<p>The ASC was held earlier that day and Roger gave a brief overview.</p> <ul style="list-style-type: none"> It was decided that the current Brent Agreed Syllabus for RE will be reviewed. The review will be carried out via online resources (such as 'Google groups' or 'Wiki docs' as much as possible) A 'model writing' group has been formed, which will look at a particular section/s of the syllabus and produce a model, or sample of what the full syllabus should look like. Once there is agreement on the format, the full 	

	<p>review will take place. Members of the 'model writing group' are; Bunmi Otubushin, Tasha Critchlow, Josh Kutchinsky, Alan Henness and Parin Noorali.</p> <ul style="list-style-type: none"> • It was decided that the Agreed Syllabus should be so designed so as to be more robust and have some areas which would provide more challenge to students. • The language should be more recognisable to secondary teachers in particular, and should coincide with their level descriptors. • Some of the content needs to be updated such as links to websites, names of organisations, etc. • It was also decided that at the end of future SACRE meetings, the ASC will be convened during which updates on progress of the review will take place. This will minimise the need to hold separate meetings and increase efficiency. Josh will step down as Chair of SACRE and Roger will take over as Chair of the ASC. • The first model review is expected to be completed before the end of the current summer term. 	
5.	Guidelines on Music	
	<ul style="list-style-type: none"> • Bunmi thanked all those who sent in comments for this document. The comments were taken onboard and added to the document. It has now gone to the Head of School Improvement, Faira Ellks for final approval and will be distributed to schools in September. Josh thanked Bunmi for her work. 	
6.	Determinations	
	<p>Two applications were presented to the meeting and were approved. They were from:</p> <ol style="list-style-type: none"> 5. Preston Park Primary School 6. Lyon Park Junior School <p>It was agreed that future applications for determinations will be emailed to all SACRE members for review prior to the meeting. Any queries can be raised prior to a decision being taken about the application. Members will receive the flow chart of the determination process as well as a copy of the 'Nature of Collective Worship'.</p>	<p>Sherry to send confirmation letters to these schools.</p> <p>Sherry to email to members when new applications come in.</p>
7.	Student Conference	
	<p>Bunmi thanked all who made contributions to workshop ideas. They were taken and added to the programme for the day. However, the school has not yet come back to Bunmi with a date for the conference. Bunmi has spoken to the Head at Capital City informing him that SACRE is keen to facilitate the event, and they should send dates as soon as possible.</p>	
8.	AOB	
	<ul style="list-style-type: none"> • Marlene Knepler gave an update of a 'Jewish-SACRE' conference which she attended on 8th May. • The group meets annually and was organised by the Board of Deputies. • The meeting as an opportunity to hear about what is taking place among other SACREs. Jeffery Pender spoke about REsilience which is about building confidence in RE teachers. You can go to www.re-silience.org.uk for more info. • Richard Goldstein spoke about 'The Holocaust explained' and this was aimed at Key Stage 3 students. Marlene left some flyers on this topic. • Attendees at the meeting gave short reports on their own SACREs. 	

	<ul style="list-style-type: none"> Schools were concerned about RE not being part of the English Baccalaureate, academies following their own curriculum as well as the decreasing support of local authorities. 	
9.	<p>Dates of meetings for 2011-12</p> <p>6th October 2011 14th March 2012 13th June 2012</p>	
	<p>Next Meeting: 6th October at 4:30pm Venue: (to be confirmed)</p>	



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MINUTES

Appendix 3

of the
Brent Agreed Syllabus Conference
Thursday 16 June 2011, Centre for Staff Development

Present:

Group A	Group B	Group C	Group D
Josh Kutchinsky	Rev. Tasha Critchlow	Kishan Devani (part)	Cllr Mary Arnold
Alan Henness	Rev. Toby Crowe (part)	Ela Stevenson	Cllr Helga Gladbaum
Kamal Persaud		Harriet Freedman (part)	Cllr Bahgwanji Chohan (part)
Manhar Mehta		Chrissie Jolinon	
Narinder Singh Mudhar			
Julie Lewin	Others:		
Vivian Wright	Roger Butler		
Basma El-Shayyal	Bunmi Otubushin		
Parin Noorali	Sherry-Ann Sorzano (Clerk)		

Apologies:

Group A	Group B	Group C	Group D
Rupa Monerwela	Rev. Angela Hopkins	Sonja Ruuth	Cllr Shafique Choudhary
Valerie Boyd-Hellner	Graham Marriner	Anne Hodgson	
Marlene Knepler	Rev David Neno		
Glen Warner			
Leroy Lindsay			
Leon O'Halloran			
Deva Samaroo			

1.	<p>Welcome and introductions Roger welcomed all present and introductions went around the room.</p>	
2..	<p>Understanding the nature and purpose of an agreed syllabus conference (ASC) Roger presented a history and overview of religious education in England and gave details of the aims and background of the Agreed Syllabus. Areas covered were:</p> <ul style="list-style-type: none"> • the aims of an Agreed Syllabus • why is there religious education in English schools and the influence of the Church of England • the influence of other religions and beliefs • the government's involvement in religious education • the 1870 Education Act • the origin of the Agreed Syllabus Conference • the Education Reform Act • developments since the current Brent Agreed Syllabus was published in 2002. <p>The presentation was well received and all appreciated the wealth of knowledge shared by Roger.</p>	
3.	<p>The current Brent Agreed Syllabus, its features, perceived strengths and shortcomings: recommendations on a way forward (Bunmi Otubushin) Bunmi focused on the current syllabus and identified some of its key features. They are as follows:</p> <ul style="list-style-type: none"> • at Key Stage 3 students may be taught a systematic unit on Humanism • the two attainment targets widely used by other agreed syllabuses have been combined; • when units of work are cross-curricular (e.g. incorporating both religious education and citizenship) the amount of time allocated should be doubled. <p>Successes:</p> <ul style="list-style-type: none"> • Secondary school teachers have used their subject knowledge and creativity to create some excellent units of work for Year 7 • The current syllabus gives ideas so that teachers can pick and choose. <p>Drawbacks:</p> <ul style="list-style-type: none"> • The layout • Very 'prescriptive' • The examples of learning experiences do not show progression • The strands that are referenced in the syllabus do not correspond to the widely used attainment targets (or most commercially produced material used for teaching religious education) • No compelling learning experiences • No reference to religious education pedagogy • Unable to use existing supportive assessment materials because the attainment strands are renamed and do not correspond with the combined attainment target. <p>The Brent Agreed Syllabus targets do not correspond to the non-statutory national framework (2004). The language of the Brent Agreed Syllabus must also be in a language recognisable to Brent teachers.</p> <p>Teachers at Key Stages 1 and 2 reflect the national picture of coordinators who are not equipped to effectively plan for a rich religious education curriculum.</p>	

	<p>Approximately 75% of teachers at Key Stages 3 to 5 are good to outstanding according to Bunmi's observations. However, there are some teachers who are leading departments even though they have very little experience.</p> <p>Moving Forward: What the local authority expects for the next Agreed Syllabus:</p> <ul style="list-style-type: none"> • to have an Agreed Syllabus that has longevity; • to have an Agreed Syllabus that is live and has contributions and exemplar materials provided by local schools, thus giving the Agreed Syllabus its local identity whilst still having a framework and common reference that is recognised from borough to borough; • to include exemplar long term and medium term planning • to include blank templates • to utilise the local learning platform FRONTER • to include a range of pedagogies. <p>Based on Bunmi's analysis and after discussion among the members, it was agreed that the Brent Agreed Syllabus for religious education must be reviewed.</p> <p>Cllr Helga Gladbaum added that it would be useful to have input from the students themselves into the Agreed Syllabus and informed the conference that the Brent Youth Parliament is active and keen to make an input. Contact details: Renata Chavda. renata.chavda@brent.gov.uk. Tel: 020 7937 3446</p> <p>There were then discussions as to the format of the review of the syllabus. It was agreed that the best format will be a web-based review incorporating online platforms such as 'googlegroups' or 'wikidocs'.</p> <p>Following a suggestion from Cllr Mary Arnold, a sub-committee will be formed which will look at one or two sections of the syllabus and produce a review. The 'mini review will then be brought before the entire ASC and a final decision to be taken as to the final format/layout of the new Brent Agreed Syllabus for religious education. The members of the sub-committee are as follows: Bunmi Otubushin, Josh Kutchinsky, Tasha Critchlow, Alan Henness, Basma El-Shayyal and Parin Noorali.</p> <p>Upon completion of the model, the ASC will be reconvened to decide on the final format of the syllabus.</p>	
5.	<p>Committee meetings Due to the disparity in numbers of the different committees, it was agreed that the ASC would remain as one unit and take necessary decisions together although the option to divide into committees at future meetings remains and will need to happen at least once, prior to a final decision to recommend a new syllabus. As a result, there were no committee meetings.</p>	
	The meeting ended at 3:00pm.	

Appendix 4

Workshop Ideas for 'Celebrating RE' Workshops at
Capital City Academy
Obtained during SACRE meeting on 2nd March 2011

Possible Theme: 'Silence is Golden'

Ideas from Leroy and Rupa:

What is silence?

Why is silence golden?

What is the nature of silence?

Voluntary vs. involuntary silence – involuntary: silence as punishment, forced silence – possible effects

What can be derived from silence?

The problems of noise

Self-listening during periods of silence

Will silence make one a better person?

Suggested activities:

Students observe the difference in atmosphere with music on and off

Different techniques for initiating silence – e.g the Japanese gong – brings the mind to one point

Looking at artefacts that represent silence: Buddah figures, candle light, using music before meditation

Looking at techniques to create silence: music, sitting, relaxation to enjoy silence

Ideas from Deva:

Silence – The Yogic perspective: looking at the steps to achieving 'true silence'

Self-listening – if one cannot listen, you cannot understand silence

Observation skills

Physical actions to initiate silence –closing one's eyes; yet still listening

Self- examination – introspection

Reflection

Assessment – does silence make one a better person?

Suggested activities:

Circle time – the circle within the circle

Do two circles create more energy or do they create separation?

Ideas from Alan and Roger:

Short 'periods of pausing' can be interwoven throughout the workshop (rather than having students remain silent for long periods at the beginning/ end)

Look at silent forms of expression – silent movies, students could create a silent 'skit' or some form of movement / action to convey a message

Perhaps enlist the help of the drama department at Capital City?

Review, quiet reflection on thoughts/ actions – how can negative actions be transformed into positive ones?

Suggested activity:

After PE activity, ask pupils to 'go wild' for 10-15 minutes

Then have them lay on the floor - start with music and undertake a visualisation activity , fade music out and finish with 20-30 seconds of silence

Ideas from Hinduism:

Personal reflection – looking inward

Setting aside a particular time every day to be silent

Silence to stimulate the thought-process, thoughts are, guided along the lines of 'Who am I?', 'What is my role in society?', 'What is the purpose of my life? and What is good for mankind?'

Techniques for silence:

Breathing exercises

Relaxation techniques – e.g. chanting a mantra

Meditation as contributing to personal development

Items, and artefacts to aid in silence:

Pictures – nature, flowers, a garden, a stream, deities, etc.

Learning about personalities e.g. Ghandi

Ideas from Sian and Michelle:

Look at interruptions to silence – how would children react to this e.g. ambulance siren, gun shot sound?

What emotions/ reactions does this evoke?

Suggested activities:

Using Wii Fit balance board to focus oneself on a visual image on a television screen

Spotlight - can be used to highlight a small area (e.g piece of art) and the spotlight is enlarged gradually- what leads on from this? What lies behind? This leads to the unveiling – what is revealed?