



BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Christine Reeks
christine.reeks@bromley.gov.uk

DIRECT LINE: 0208 461 7638

FAX: 020 8290 0608

DATE: 26 February 2013

To: Members of the
STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

Councillors Reg Adams, Stephen Carr, Roger Charsley, David Jefferys, Kate Lymer,
Mrs Anne Manning and Gordon Norrie

Church of England: Mrs V Corbyn, Mr C Town and Reverend S Varney

Teachers: Ms A Fane, Mrs F Hawkes, Mrs E Honey, Mr J Stone and Mrs J Tranchina

Other Faiths: Mrs S Barnett, Mrs P Colling, Mr S Gupta, Mr R Hagley,
Mr S Mahmood, Mr S Riat and Mr M Sweet

Co-optee: Mrs Polydorou

A meeting of the Standing Advisory Council for Religious Education will be held at
Bromley Civic Centre on **WEDNESDAY 6 MARCH 2013 AT 6.00 PM**

MARK BOWEN
Director of Resources

Copies of the documents referred to below can be obtained from
www.bromley.gov.uk/meetings

A G E N D A

- 1 **APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
- 2 **DECLARATIONS OF INTEREST**
- 3 **AGREED SYLLABUS UPDATE (To be considered from 6pm to 7pm)**
(Pages 3 - 14)
- 4 **A) MINUTES OF THE MEETING HELD ON 7 NOVEMBER 2012 (Pages 15 - 32)**
B) MATTERS ARISING
- 5 **ORAL UPDATE & PUBLICATIONS**
 - a) National RE Update
 - b) SACRE Annual Report for 2011-2012
 - c) Islamic Competition
 - d) Youth SACRE - update

6 SACRE DEVELOPMENT PLAN 2013-14 (Pages 33 - 36)

7 SCHOOL VISITS (Pages 37 - 48)

8 ANY OTHER BUSINESS

9 DATES OF FUTURE MEETINGS

Wednesday 5th June 2013

Wednesday 6th November 2013

Wednesday 5th March 2014

All meetings to start at 6.30pm

.....

40 Weeks	6	1	7	2	5	5	2	6	6
Year Group	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Foundation	Festivals and celebrations	H	“	CC 2	Growing together	“	CE 2	Caring and Taking care	“
1	Why are we Thankful?	H	Christianity	CC 2	Judaism	Hinduism	CE 2	Judaism	Christianity Visit
2	Why are some things special?	H	Festivals of light Judaism Hinduism Christianity	CC 2	Islam	Islam	CE 2	Hinduism	Christianity
3	2 Wks Recap Religions of the world 4 wks Hinduism	H	Hinduism	CC 2	Christianity	Christianity The Church and Visit	CE 2	Pilgrimages	Pilgrimages
4	Christianity	H	Sikhism	CC 2	Why do you Judge me?	Why do you Judge me?	CE 2	Judaism	Judaism
5	Why Should we care for our world?	H	Why Should we care for our world?	CC 2	Sikhism	Christianity	CE 2	Islam	Islam
6	Christianity	H	Christianity	CC 2	Journey of Life	Journey of Life	CE 2	Buddhism	Buddhism

Proposed suggested Grid

%of time expected on each religion not including the Foundation year; Christianity 35%, Judaism 9%, Hinduism 9%, Islam 9%, Buddhism 5%, Sikhism 5%.

Mixed/ comparative units 28% of which Christianity makes up 40% of time.

This page is left intentionally blank

Learning Objectives

Y 1 Why are we Thankful?

What does it mean to be thankful?	
Why are people thankful for their talents	our talents the school and wider community
What are the many different ways of showing we are grateful?	
What are the many ways in which people thank God?	
What might people thank God for?	
Why do many people thank God for the earth and it's fruits at Harvest Time?	

Y2 Why are some things special?

Why do people have different beliefs, experiences and feelings?
Why should we handle some artefacts with care and respect
What sort of things do people have that are special to them?
What are the special things found in religious people's homes?
Why do some people have special foods and food laws to follow?

Y4 Why do you judge me?

In what ways are people discriminated against today?
Why do some people judge or 'label' others without knowing them?
What do you think are the dangers of labelling people?
What is the significance of Holocaust memorial Day 27th January?
What is the significance of the 'Golden Rule' which can be found in many traditions?
How can we be bridge-builders between people?
Why do you think that some acts of bridge building and asking for forgiveness take courage?
How have the actions of any one individual or organisation that has campaigned against discrimination made a difference?

Y5 Why should we care for our world?

Why and how do people care for the local environment? In what ways is the Earth is being damaged by people? Why and how we should care for the whole Earth?
Why do people of faith think they have a duty to care for the environment?
Why do Christians consider it important to care for others and the Environment? What do they do?
Why do Muslims consider it important to care for others and the Environment? What do they do?
Why do Jewish people consider it important to care for others and the Environment? What do they do?
Why do Buddhists consider it important to care for others and the environment?

What do they do?
Why do Hindus consider it important to care for others and the environment? What do they do?
Why do Sikhs consider it important to care for others and the environment? What do they do?

Y6 Journey Of Life

What are the circumstances that change things in people's lives? Why are some people admired because of their qualities
Why are special moments in some people's lives marked by religious ceremonies? How do non-religious people mark special times?
What ceremonies do we have at the beginning of our life?
Why is marking a change from childhood to adulthood still important for many people?
What promises do people make at their weddings?
What are the emotions connected with loss and leaving? Some religions have special teachings concerning death and the after-life, research into some of these.

Learning Objectives Christianity Key Stage 1 (2 years)

What do Christians believe about God?
Who is Jesus?
Why is it important for Christians to follow the example of Jesus?
What is the Holy book that Christians follow?
What are some of the stories that Jesus told?
What did the stories mean?
How do the belief and practices affect the daily life of many Christians?
Why is prayer and worship important for many Christians?
Where do Christians go to worship?
Where else do Christians worship?

Learning Objectives Christianity Key stage 2 (4 years)

How many different descriptions of God are there in the Bible?
What do the different descriptions tell us about the Christian belief in God?
How is Jesus important to Christians?
Who is in authority in Christian communities?
What are their roles and responsibilities?
What is the Holy book of the Christian people?
How is it used by them?
How are the stories/parables that Jesus told to his followers relevant to us today?
How do Christians use their homes to show they are living the faith?
What is the significance for many Christians of the ten commandments?
In what ways is prayer important to Christians?
What are some of the distinctive features and their functions within a local church?
What is meant by the Church as a community of believers?

There will also be separate suggestions for Christmas and Easter to ensure that these are covered differently in each Year group.

Foundation	The Christmas story	The Easter story,
Y1	Birthdays and Journeys	celebration food,
Y2	Significance of light in RE	giving ,receiving and thankfulness,
Y3	Symbols of Advent	Palm Sunday and the disciples feelings,
Y4	Different versions of the Christmas story	Lent observances around the world
Y5	Celebrations in other Countries	signs and symbols
Y6	Christmas through Art and Symbolism	sadness and joy

This page is left intentionally blank

Learning Objectives Judaism Key Stage 1

What do Jewish people believe about God?
What is important about the early life of Moses for Jewish people? (the rest of the Moses story is studied at KS2)
Why is Joseph (Genesis 17) important to Jews?
Where do Jewish people go to worship?
What is the special book for Jewish people? How is it treated in the Synagogue?
What are the main features of the story of Noah found in the Tenakh;- Genesis 6-8
Apart from the Synagogue, where else do Jewish people worship?
What is important about Friday night in the Jewish home?
What are the key features and events of the Purim story?
What are some of the ways it is celebrated
Why is Hanukkah important for Jews and how it is celebrated?

Learning Objectives Judaism Key Stage 2

What do Jewish people believe about God?
Why is Moses an important figure for Jews? (The Exodus)
Why is prayer and worship important to many Jews?
What is the importance of the Tallit (prayer shawl) and Capel (head covering)?
What is the Tenakh and what is the Torah?
What is the importance of the Ten Commandments given to Moses?
Why is the festival of Rosh Hashanah important for Jewish people?
Why is Yom Kippur important for Jewish people and what happens during this time?

Learning objectives Islam Key stage 1

What do Muslims believe about God (Allah)?
What are some of the ways that Muslims show how important God (Allah) is?
What are the ways that Muslims learn from the Prophet Muhammad?
What are the key events in the life of the Prophet Muhammad?
Where do Muslims go to worship?
What is the special book for Muslims and how is it treated?
What are the special festivals that Muslims celebrate?
How are Ramadan and Id-ul-Fitr celebrated by Muslims?

Learning Objectives Islam Key Stage 2

What do Muslims believe about God (Allah)?
What are some of the ways that Muslims show how important God (Allah) is?
What are the ways that Muslims learn from the Prophet Muhammad?
What are the key events in the life of the Prophet Muhammad?
Where do Muslims go to worship?
What is the special book for Muslims and how is it treated?
What are the special festivals that Muslims celebrate?
How are Ramadan and Id-ul-Fitr celebrated by Muslims?

This page is left intentionally blank

Learning Objectives Buddhism Key Stage 2

What does the word Buddha mean?
Why is the Buddha special to Buddhists?
Who was Siddhartha Gautama ?
What are the key points in his early life?
How did the Buddha become enlightened?
What are the features of a Buddhist shrine?
What are the stories that Buddhists find inspiration from?
Why are the Jataka stories important to Buddhists? How do they help to explain his teachings?
What are the ways that Buddhists use their sacred writings?
What is the Dharma? What are the Four Noble Truths?
What is the Eightfold Noble Path, why is it important to Buddhists?
What are the 5 precepts and how are they important for a Buddhist lifestyle?
What are the teachings that are called Karma?
Why is Wesak (Vesak) the most important Buddhist Festival?

Learning Objectives Sikhism Key Stage 2

What do Sikhs believe about God?
What is Sikhism?
Who was the founder of Sikhism?
What are the key features of the life of Guru Nanak?
How did Guru Nanak spread his teachings? How would pupils like to be treated and how should they treat others?
Where do Sikhs go to worship? How do the practices in the Gurdwara symbolise equality?
What is the inspirational writing that Sikhs follow? What are the special ways the Sikh writings are treated?
What are some of the practices used with the Guru Granth Sahib?
Why do you think Sikh beliefs express themselves through the festivals celebrated by Sikhs today?
Why is Guru Gobind Singh important?
What does it mean to belong to the Khalsa?
What is the symbolism of the 5Ks which are worn by some Sikhs? What is the significance of the turban which is worn by some Sikhs?
What happens at the festival of Vaisakhi/Baisakhi, how is it celebrated?
What is the importance of Diwali and Amritsar to the Sikh Community?

This page is left intentionally blank

Learning Objectives Hinduism Key Stage 1

What do Hindus believe about God?
What are the key features of Krishna
Where do Hindus Worship?
What is the name of their place of worship?
Why is prayer and worship important for many Hindus?
What are the books and special stories that some Hindus follow?
What is important about the story of Krishna and Draupadi?
What is the festival of Raksha Bandhan, and how is it celebrated?

Learning objectives Hinduism Key Stage 2

What do Hindus believe about God?
What are the main features and functions of a local Mandir?
What are the books and special inspirational Stories that Hindus follow?
What are the main features of the Diwali story?
What are the examples of good behaviour that can help us today?
What are some of the ways Hindus celebrate at Diwali?
What is the significance of the festivals of Diwali or Navarati to many Hindus?

This page is left intentionally blank

Agenda Item 4

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

Minutes of the meeting held at 6.30 pm on 7 November 2012

Present:

Martin Sweet (Chairman)
Councillor Mrs Anne Manning (Vice-Chairman)
Councillors: Reg Adams, Kate Lymer and Gordon Norrie.
Virginia Corbyn, Christopher Town and Rev Steve Varney.
Fiona Hawkes and Jackie Tranchina.
Samantha Barnett, Patricia Colling, Sanjay Gupta,
Ray Hagley, Saiyed Mahmood and Swarn Riat.

Also Present:

Ms Penny Smith-Orr, RE Adviser
Tessa Moore, Assistant Director, Education Services
Christine Reeks, Clerk to SACRE

1 APPOINTMENT OF CHAIRMAN AND VICE-CHAIRMAN

RESOLVED that Martin Sweet be elected as Chairman and Mrs Anne Manning be elected as Vice-Chairman of SACRE for the 2012/2013 academic year.

2 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Stephen Carr, Councillor Roger Charsley, Councillor David Jefferys, Arlene Fane, Emma Honey and Sue Polydourou. Councillor Stephen Wells the Portfolio Holder for Education also submitted his apologies. Prior to the meeting Councillor Reg Adams and Mr Swarn Riat apologised for having to leave the meeting early due to other commitments.

It was reported that due to personal circumstances it had unfortunately been necessary for Christine Duncan to resign her membership of SACRE. The Chairman would write to her to thank her for her contribution to the work of SACRE.

3 DECLARATIONS OF INTEREST

None.

4 A) MINUTES OF THE MEETING HELD ON 30TH MAY 2012

RESOLVED that the minutes of the meeting on 30th May 2012 be confirmed subject to the following amendments:

Minute 35: last paragraph, third line, amend, “the Sikh Temples at Woolwich and Gravesend on the last Sunday of the month” to read “the Sikh Temples at Woolwich and Gravesend any day and on the last Sunday of the month in Bromley”.

Minute 36: fourth paragraph, first line, “RE Quality mark” should read “RE Quality Mark”.

Appendix 1: The State of RE - second paragraph, fourth line, “no certainly” should read “no certainty”.

B) MATTERS ARISING:

Minute 26: (Meeting on 1st Feb 2012.) The Chairman had been in contact with Bob Stewart MP and invited him to attend the next SACRE meeting on 6th March 2013. However, he would unfortunately be unavailable on that date.

Minute 34c: Inter-faith Walks 14th and 15th July 2012 - Patricia Colling reported that this event had been very successful. The Bromley route had included visits to the Bromley Reform Synagogue, Bromley Parish Church, St Joseph’s RC Church and Bromley Baptist Church. The Chairman suggested that perhaps the route taken by the walk might be something schools could consider undertaking in future.

Minute 34d: The All Party Parliamentary Group for Religious Education was looking into teacher supply, local support and the impact on RE. The RE Adviser had been asked to send a questionnaire to primary and secondary school teachers (Heads of Departments) in Bromley to provide information for the All Party Parliamentary Group.

Minute 38: The Chairman suggested that perhaps a mini questionnaire could be sent to school governors as a way of obtaining feedback on the teaching of RE, particularly in regard to collective worship.

The Assistant Director for Education suggested that a way forward might be to contact Janet Heathcote, Governor Support Officer and ask that an LBB Education Department Circular be sent to the Chair of Governors for all schools (including academies) requesting the necessary information.

ACTION: RE Adviser to liaise with the SACRE Chairman and contact the Governor Support Officer.

5 ORAL UPDATE & PUBLICATIONS

a) London SACREs event - Annual meeting of the London and South East SACREs

The Chairman and Councillor Mrs Manning had attended the above event on 6th November 2012 at the National Zoroastrian Centre in Harrow, Middlesex.

The Chairman commented on the address by John Keast which included a report on the work of the RE Council. (A copy of the presentation was circulated at the meeting.) There had also been a presentation by Mary Myatt on the Religious Education Quality Mark.

Religious Education was not in a good state nationally and there were a lot of challenges. Local SACREs needed to be more pro-active. Suggested points for action in Bromley:

- (i) Invite more schools to 'present' about RE at SACRE meetings
- (ii) Try to capture what the learners feel about RE – pupil surveys?
- (iii) Engage more with academies.

The RE Adviser commented that pupils' opinions had been expressed in the survey sent to the Bromley Schools RE co-ordinators earlier in the year. She suggested that some of these opinions could be included in the SACRE Annual Report for 2011-2012. **(Action PSO)**

Notes of the annual London and South East SACREs meeting are attached to these minutes (Appendix 1). Also attached for information, NASACRE updates: June to October 2012 (Appendix 2).

b) Youth SACRE - update

The RE Adviser reported that there had not been a meeting of the Youth SACRE during the previous term but a meeting was planned for the 21st November 2012 at Coopers Technology College.

c) Islamic Competition

This would take place from 7 - 9pm on 15th November 2012 at Darul Uloom. Mr Mahmood informed the meeting that four schools were participating; Bullers Wood, Bishop Justus, Langley Park School for Boys and Coopers Technology College. All SACRE members were welcome and were asked to arrive by 6.50pm. A modest dress code was required; ladies should wear a long loose dress/skirt and a headscarf. SACRE Members were asked to notify Mr Mahmood if they wished to attend. The SACRE clerk would circulate further details by email. **(Action CR)**

The Chairman remarked that arrangements had been made for students from Darul Uloom to visit St. Nicholas Primary School in Chislehurst on 14th November 2012. Mr Mahmood commented on the keen interest which was always shown by the SACRE Chairman and stated that Mr Sweet was a great

asset to the Council. Mr Mahmood asked for his comments to be formally recorded in the minutes.

(Councillor Adams, Mr Riat and Rev Varney left the meeting after consideration of this item.)

d) SACRE Annual Report for 2011 - 2012

The RE Adviser was preparing the annual SACRE report for 2011 - 2012 and would incorporate pupil comments (see item 5a above). The report would be checked by the Chairman before being sent to NASACRE and the Department for Education in December 2012. The report would also be distributed to all Bromley schools, SACRE Members, the Portfolio Holder for Education and members of the Education Policy Development and Scrutiny Committee. The Chairman suggested, and SACRE members agreed that a copy of the annual report should be sent to Michael Gove MP and Liz Truss MP with a covering letter. It was further agreed that a copy of the report should be sent to the local Members of Parliament drawing their attention to the fact that the report had been sent to the above named MPs.

e) National RE Update

National RE Review: The RE Adviser reported that earlier that day she had attended a meeting of the RE Council, as a member of the Association of Religious Education Inspectors Advisors and Consultants (AREIAC). She had been given a copy of a report on Phase 1 of the National RE Review which had been release from embargo that afternoon. (The review was to run alongside the review of the National Curriculum.) The report had been prepared by a Panel of four experts who had interviewed 50 people; teachers, pupils, advisors and inspectors. From 12th November until 3rd December 2012 there was going to be a public consultation on the document. The RE Adviser would forward the report and questionnaire to SACRE Members and encouraged them to respond. **(Action PSO)**

RE Quality Mark: This had been discussed at the RE Co-ordinators meeting. Details of the Quality Mark can be seen on the following website: www.reqm.org (see also Appendix 1). The RE Adviser would be happy to assist schools who wished to pursue this.

RE Council – Sponsored Walk: In order to help support the costs of the RE Review the RE Council would be having a sponsored walk in May 2013. This would also coincide with the 40th Anniversary of the RE Council. Further details would be circulated when available.

Inter Faith Week: This would take place from 18th – 27th November 2012. Resources can be found on www.interfaithweek.org Patricia Colling (the Catholic representative on SACRE) said that she had been asked to produce something on “what you see when you go into church” and understood that other religious groups had been asked to do something similar. The RE Adviser said that she was not aware of this but it might be something which

could be a useful resource for schools. Mrs Colling said that she would make some more enquiries about the project. **(Action PC)**

(Mr Town left the meeting after consideration of this item.)

6 DEVELOPMENT PLAN UPDATE
Report no. ED12053

The Chairman and RE Adviser met with the Head of Commissioning and Business Services in January 2012 and agreed a costed development plan which was presented to SACRE at their Spring meeting. The development plan was for four terms in order to move it in line with the Council's financial year.

SACRE Members considered a report prepared by the RE Adviser which updated them on the progress of the development plan. Following discussion the following points and amendments were made:

Item 2: Make a Faith Directory for Schools. "...a few speakers who have volunteered and been checked" should read "a few appropriate speakers who have volunteered and been trained." It was agreed that the RE Adviser should try and arrange another training event for volunteers from faith groups who had offered to talk in schools. (Unfortunately it had been necessary to postpone the training event which had previously been organised, as little interest had been shown.) The training event would be held in the evening and as much notice as possible would be given of the date. The RE Adviser would contact the SACRE clerk to make the necessary arrangements. **(Action PSO and CR)**. It was important that the training session should be evaluated and participants would be asked to complete an evaluation form.

Item 12: "Moral, Social and Cultural" should read "Spiritual, Moral, Social and Cultural"

Item 13: Ensure schools are aware of the statutory nature of RE – this should be reworded to read **all** schools

RESOLVED that

- (i) the updating report and amendments be noted;**
- (ii) the RE Adviser to organise a training session for the Faith Directory volunteers.**

(Mr Hagley left the meeting after consideration of this item.)

7 **AGREED SYLLABUS UPDATE**
 Report no. ED12054

Agreed Syllabuses have to be reviewed by SACRE every 5 years and are usually revised and updated every 10 years. The current Bromley Syllabus was written in 2006 and was due for review. The current scheme of work for schools was written in 1995 and updated in 2004. As a result of discussion regarding the current documentation of the Bromley Agreed Syllabus, it was decided to revise the syllabus and rewrite the scheme of work to bring them in line with current thinking on RE teaching.

The RE Adviser submitted a report which outlined the progress to date. Copies of completed draft units which had been prepared were circulated at the meeting. These related to Christianity, Buddhism, Hinduism, Islam Judaism and Sikhism. Following discussion it was agreed that more time should be allowed for individual faith representatives on SACRE to consider and comment on the units. The RE Adviser agreed to email the relevant units to the SACRE members concerned for their consideration. The Chairman suggested that in addition to detailed faith comments, feedback should be given on a general impression/overview.

A grid of the proposed timetable for teaching the units, divided by term and into year groups was also circulated. Virginia Corbyn commented that it needed to be clear which were statutory and non-statutory units. Some concern was expressed at the meeting that not enough time was being allocated to the teaching of Christianity. Fiona Hawkes remarked that the Unit on "Should we care for our world" would also cover Christianity. Christmas and Easter were also included in the timetable. Councillor Norrie considered that the proposed timetable was too heavily biased against the Christian religion. The RE Adviser commented that in Bromley more and more children were not of the Christian faith or had no faith. The current syllabus did not reflect this and was out of date. The Chairman said he understood Councillor Norrie's concerns but the teachers involved had endorsed the suggested units and timetable. Mr Mahmood considered that a good positive start had been made but agreed that SACRE Members needed to look at the units for their individual faith groups. The RE Adviser emphasised that the units which had been prepared were not final and were still in draft form.

In order to progress the matter it was suggested and agreed by SACRE Members that the Agreed Syllabus Update should be given priority discussion at their next meeting which should start at the earlier time of 6pm. The revised materials should be made available in advance of the meeting. It was noted that the new Agreed Syllabus would need to be ready before the end of the summer term 2013 for implementation in September 2013.

RESOLVED that individual faith groups on SACRE should be sent copies of the appropriate draft units of work for comments and the RE Adviser should continue working on the Agreed Syllabus update.

(Councillor Lymer and Councillor Manning left the meeting during consideration of this item and Mr Gupta left the meeting at the end of the item)

8 SCHOOL VISITS
Report no. ED12055

It had been agreed that the RE Adviser should be released from organising and making school visits during the year in order to use the time to work on the Bromley RE Syllabus revision.

The Chairman informed the meeting that arrangements had been made for the following visits to take place:

Castlecombe Primary School - 21st November 2012 at 10.25am.

Hayes Secondary School – 3rd December 2012 (time to be confirmed).

The SACRE clerk would circulate details to SACRE members who were asked to notify the Chairman if they would be able to accompany him on the school visits.

RESOLVED that details of the proposed school visits be circulated and SACRE Members notify the Chairman if they would be able to attend.

9 ANY OTHER BUSINESS

There was no other business.

10 DATE OF FUTURE MEETINGS

Wednesday 6th March 2013 – meeting to start at **6pm**.

Wednesday 5th June 2013 – meeting to start at 6.30pm.

The Meeting ended at 8.52 pm

Chairman

This page is left intentionally blank

**Report on 6th Annual meeting of the London and SE SACREs
Tuesday 6th Nov 2012**

Excellent RE

The event was held at the National Zoroastrian Centre in Harrow and the delegates were shown around the centre and given an informative talk about their faith and practices.

The delegates divided into small discussion groups and were encouraged to report on successes, challenges and issues. These were then fed back to Bruce Gill and Denise Chaplin to be fed into the day as questions if appropriate, or to take back to the NASACRE executive to inform their work and the role out of a national initiative to replicate the London and SE SACRE group in other parts of the country.

Among the issues raised, delegates were concerned with the issues of non-compliance of schools to teach RE and the impact that the current situation regarding changes to schools and education are having on the state of RE in general.

Report by John Keast on the work of the RE Council.

The RE Council is an umbrella organisation, with membership made up of representatives from all the major faith and non-faith groups, RE professional bodies and other national voluntary bodies. They have 2 meetings a year and currently have 59 member groups. The aim of the RE council is to present a coherent national voice, working through a number of partnership organisations.

John presented the conference with some key facts about the state of RE:

- RE is no longer required by statute to be taught in academies or Free schools, although it may be required as part of their funding agreement with the government.
- Academies are no longer required to teach the local agreed syllabus. Whilst most academies have RE and CW included in their funding agreements – this can be changed by any secretary of state for Education in the future!
- There is no national QC(D)A advisor therefore no detailed analysis of data.
- There has been a reduction of the targets for RE PGCE students. With fewer RE teachers being trained than ever before the result will be that some teacher training institutions, with only a handful of students, are likely to close their RE department.
- The removal of exemplars, levels and programmes of study, in line with other subjects.

- RE was excluded from the government review of the curriculum.
- The move away from GCSE in favour of the EBacc will leave the subject in limbo. (Martin comment: by reducing its place in KS3 curriculum?)
- The education department has abolished bursaries for RE students (along with drama, citizenship and D.T.)
- There has been a leaked report to the effect that a 16+ Abacc may be introduced (replacing A levels), and this is likely not to include RE (in line with Ebacc policy)
- Fewer take up with short course GCSE in RE (due to non inclusion in end of year 11 stats)
- GCSE RE long course numbers are growing, but it is anticipated that this is unlikely to remain so.

The facts lead to John's simple first conclusion that RE is being dismantled of all national support structures, rendering RE totally a 'local matter'. So taking on board a consideration the significance of local developments:

- the loss of the RE subject paragraphs in OFSTED reports, so less information getting through to SACREs
- the loss of RE advisor posts
- diminishing or no budget for local SACRE
- disappearance of local professional development provision
- most secondary schools are now outside the remit of the LA and SACRE.

John's somewhat depressing conclusion was to suggest that there is also an increasing collapse of local support and structures for RE. He went on to suggest that there is a wholesale change in the way the government wants RE to be perceived. The intention, it seems, is to leave it up to local schools to determine their own response to the requirement (whatever that is) to teach RE. Whilst the government still continues to assert that RE is statutory, clearly this is not the whole picture. John asked what might be the role of the faith communities in this situation?

The key consequences:

- fragmentation of the RE curriculum
- fewer trained RE teachers
- reduction in provision and quality of RE teaching

His fear is that the end of RE as we know it could be in sight! So therefore the question comes to mind: why do we bother and continue to struggle? His response is to suggest that the REC will continue to propose that good RE is important to the development of society. He believes that the RE council, local SACREs and other key stakeholders need to take responsibility for the subject.

The REC produced a strategic plan a few months ago with 5 key areas of work, each one driven by a committee or working group:

1. CAQ (curriculum assessment and qualification group) – they have set up their own ‘expert’ panel and they are undertaking their own independent review of RE which will be published in Dec 2012. This will not have the same status of the previous RE National Framework, because of the width of its membership, it will still have impact, and in the absence of any other guidance, it will attempt to be seen as setting a benchmark for future RE developments, not least in its value to local SACREs as they re-writing their agreed syllabus.

They have also intend to set up a working group in 2012 looking at the rationale for RE to look at issues of curriculum, assessment and qualification, to be published in summer 2013.

(note: John has already published a paper on qualification reform in RE on the REC website?)

2. PD (professional development group) –
 - They are setting up a PD portal on the REC website
 - Continue to build on the Resilience campaign
 - Continue to develop the ‘sacred spaces’ initiative
 - Role out the RE quality mark (see later item)
3. PR (public relations group) – this includes meeting with ministers (schools minister met with REC earlier this year but was lost to a reshuffle so need to meet with ‘new’ schools minister Mrs Elizabeth Truss). Also letters to local ministers and other political parties in parliament. However, John noted that he is disappointed at the lack of response from government ministers (including the secretary of state for education) to any letters sent. (John suggested something along the lines of ‘turning a deaf ear’). He added that most MPs do not respond effectively to questions about RE and this gives the impression that most would appear ignorant of what is happening with RE. All this underpins the importance of the EDM (Early Day Motion) that was tabled by Stephen Lloyd MP (conservative) which has now helped the formation of the APPG (All Party Parliamentary Group) on the topic of RE. This group is currently enquiring into how teacher supply and local support will impact RE.

The REC is setting in motion a reThinkRE campaign for 2013 and they are also trying to link up with head teachers, governors and academy trusts.

4. Resources
 - Invite key people to become patrons of REC
 - Develop their supporters base
 - Build on the young ambassadors schemes
 - Fund raising!

5. Governance
 1. Expanded membership
 2. More individual members
 3. Working together smarter!

Questions put to John Keast:

1. Question about what might be the role of the REC in networking religious groups? John felt it was important to encourage faith groups to work together and speak with a single voice.
2. Question regarding extremist views in admission policies of academies? John felt that with the increased fragmentation of RE, the RE curriculum might descend into merely a list of topics or faiths we don't want to see. However, he added that whilst there are extremist opinions (the questioner mentioned extreme secularist opinions) the BHA is supportive of good RE and are part of the REC coalition.
3. One questioner asked if John felt this is all being driven by the Secretary of State for Education. John graciously suggested that Michael Gove has great energy but is dogmatic in his particular approach to education. He has a lot of support and is in a powerful position. However, he has created the impression that current changes in education are a huge experiment in two key areas: school autonomy and developing a core knowledge based curriculum. One key is that the Ebacc will become the dominant factor (common destination for students) and will determine everything else regarding school curriculum.
4. Another questioner expressed the concern that in a 'privatised' or commercial education system, is it not the case that he who pays the piper .. ? John replied that if RE is not being assessed (or validated?) it will not be taught. In other words, if schools are no longer judged on the quality or content of their RE .. they will drop it to focus on those area of the curriculum that is.

In conclusion, as we see the decline in the take up of short course GCSE in RE, and the projected drop in numbers for the long course RE, John suggested that the decline of RE in schools will lead to a growing lack in Religious Literacy within all levels of society. A closing anecdote was his worry that someone who is religiously illiterate will never understand the need for religious literacy in the first place!

Presentation by Mary Myatt on the Religious Education Quality Mark

The aim of this project is to recognise outstanding teaching and learning in religious education. It is an accreditation system which seeks to recognise good practice in RE, and designed to be a mechanism for whole school improvement beyond RE as its principle focus is to enhance pedagogy (see additional notes below).

The REQM is currently available to all schools, academies and it includes faith based schools too and additional information can be gathered from their website www.reqm.org. The purpose of the REQM is to provide a framework that will encourage schools increase their range and quality of planning, teaching and learning in Religious Education, and, by improving the standard of pedagogy in RE, aim to impact whole school improvement.

The main concern Mary suggested was that where there is little or no RE in a school, it is difficult to capture the role and impact of RE on SMSC (Social Moral, Spiritual and Cultural development of each child or student).

The way the REQM will benefit each school will be in:

- the dissemination of good quality RE through networking.
- maintain the position of RE as schools move forward towards a more creative curriculum.
- Assess the findings of Transforming RE initiative (reported 2012), especially relating to enquiry based RE teaching.

The REQM assesses 5 criteria:

- Learners and learning
- Teachers and teaching
- Curriculum
- Subject leadership
- Continuing professional development.

An evaluation form was completed by each of the delegates and Martin Sweet will be producing a report on this for the London and SE SACREs planning group.

Suggested points for action in Bromley:

1. Invite more schools to 'present' about RE at SACRE meetings
2. Try to capture what the learners feel about RE – pupil surveys?
3. Engage more with academies .. not less, especially as we spend time reviewing the Agreed Syllabus.

Note: Pedagogy: the method and practice of teaching children – from Greek to lead children.

This page is left intentionally blank

NASACRE UPDATES June to October 2012

Feedback from SACRES at the AGM

My SACRE looks to NASACRE for:

Consultation

Representation at policy/ national level (with REC); Guidance/representation?

Of policy developments; collective solidarity.

A possible model/draft syllabus to be used by small SACREs.

Advice, support, recommended articles, books for resources.

Up to date info about legislation and its impact upon RE e.g. National Curriculum Review. Academies.

Keeping SACRES informed of national picture and developments and of ways they can support. Less about research and more about HOW SACRES might support schools in (this) financially challenging climate. Examples of good practice.

Other comments:

NASACRE needs to emphasise that the real authority re RE lies with local authorities and their SACRES. As a consequence we expect more consultation with local SACRES prior to making representations with the Government, DfE or the REC (which claims to speak for the RE community).

Sharing what different SACRES do and who they? to – perhaps on NASACRE website. This would allow development of SACRES and development of good practice and experience. My own SACRE believes SACRE should be more proactive rather than reactive to Government initiatives. Developing a package for parents on what RE is. Any follow up to the work of the other year on Inter Faith Dialogue?

Rather concerned that the paper on CW is available for all and many people will not know all the difficulties with Circular 1/94. Until this paper has been agreed by NASACRE and AREIAC it should not be in the front page of the website. Many may not read it as a consultative paper. It could backfire and feed into those who are so anti CW as evidence to use fighting a change in the law.

SACRE Survey 2012 (selected sections)

This builds on the surveys of 2010 and 2011. The 2011 SACRE survey received 47 responses (30%) from SACRES. By mid-August the 2012 survey had received 69 responses and by early September this had increased to 71(46%).

Three responses did not identify the SACRE.

Of those SACRES responding, significant proportions reported that they still had:

- Specialist advisers and consultants – 84%
- RE Advisors/Consultants who were LA officers with knowledge of and access to local schools -72%
- LA clerks – 97%

How many days of support is your SACRE receiving? 57 answers

1-5	16	(28%)
6-10	8	(14%)
10-15	9	(16%)
16-20	7	(12%)
20-30	2	(4%)
.>30	15	(26%)

What budget is the LA providing for the SACRE in this financial year (2012/13)? 53 answers

None	4	(8%)
£1,000 or less	4	(8%)
£1,001 - £3,000	5	(9%)
£3,001-£5,000	10	(19%)
£5,001-£10,000	11	(21%)
£10,001-£15,000	14	(26%)
£15,001-£20,000	5	(9%)
>£20,000	9	(13%)

When will you next review your Agreed Syllabus? 57 answers

Currently doing so	15	(26%)
2013 -14	11	(19%)
2014-15	5	(9%)
2016-17	14	(25%)

To your knowledge, will the support you are receiving this year continue into 2013-13? 53 answers

Yes we have assumed continuation at this level	23	(43%)
Yes, but likely to be reduced	14	(26%)
Yes	42	(72%)
No	16	(28%)
Yes	42	(72%)
No	16	(28%)
No	2	(4%)
Uncertain	15	(28%)
Other	12	(22%)

Greatest concerns of your SACRE for the new academic year (September 2012 to July 2013)? 52 answers.

The stated concerns were:

- Continued **Support** for SACREs (27)
- The place of **RE in the curriculum** (23)
- Access to **academies** (16)
- **Monitoring of RE** in all schools (including academies) (11)
- Future **role of SACRE** (12)
- Review of **Agreed Syllabus** (10)
- Supporting schools (**monitoring provision for and standards in RE**) (9)

- Meaningful access for pupils to **non-Christian religious traditions**. (8)
- The **profile of the SACRE in the LA (8)**
- **Professional development** for teacher and RE leaders (3)
- Supporting schools on **collective worship (4)**
- **Teaching of RE** by non-specialists (2)

These are helping to shape and guide NASACRE priorities for the period 2013-2016.

Annual Reports - Send to NASACRE – note that many SACREs are also sending copies to the SoS (50 received to date, a number of SACREs running behind their own schedules because of local pressures.

ASCs – Minimalist approach maintained.

InterFaith Week -IFN Briefing

RE Subject Review – timetable and consultation points.

NASACRE and AREIAC's joint statement on Circular 1/94 and collective worship October 2012

Since March of this year NASACRE and AREIAC have been in contact with the Department for Education regarding the status of Circular 1/94 with respect to what this Circular says about collective worship. In the course of this correspondence it has been made clear that 1/94 has no legal or semi legal status, nor does the Circular have a quasi-legal status. It does not represent the Government's official advice on collective worship which schools are in some sense obliged to follow. Officials state that in this area local determination is a key strength and for this reason all schools and Academies can choose whether or not to use the Circular

The view of NASACRE and AREIAC is that collective worship can and should be an inclusive experience which, when done well, can make a valuable and highly positive contribution to life in general in all schools. All schools and Academies should be meeting the legal requirements for collective worship. However, we are aware that in attempting to do so many institutions experience difficulties which stem from statements which appear in Circular 1/94. The Circular is thus often a barrier to good collective worship. For this reason NASACRE and AREIAC advise that schools and Academies should not use Circular 1/94 but that their provision for collective worship should be guided by the legal requirements as set out in the 1988 Education Reform Act (ERA) and confirmed in the 1996 Education Act. NASACRE has provided a guide to Collective Worship for schools which is available on the website, highlighting good practice.

This page is left intentionally blank

Report No.
ED13027

London Borough of Bromley

PART 1 - PUBLIC

6

Decision Maker: **Standing Advisory Council for Religious Education**

Date: **6 March 2013**

Decision Type: Non-Urgent Non-Executive Non-Key

TITLE: SACRE DEVELOPMENT PLAN 2013-14

Contact Officer: Penny Smith-Orr, RE Adviser
Tel: 020 8653 8606 Email: penny.smith-orr@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director, Education and Care Services

Ward: N/A

1. Reason for report

1.1 A draft plan for the following year is submitted annually at the Spring meeting.

1.2 This plan has been drawn up with due consideration to the statutory duties of SACRE, which are to:

- require the LA to review the locally agreed syllabus at least every five years;
- produce an annual report, to be sent to the Qualifications and Curriculum Authority (QCA);
- advise on matters relating to teaching methods, the choice of teaching material and the provision of training for teachers in RE and collective worship.

1.3 Consideration has also been given to the greater direct monitoring role of SACRE in the light of the changes to Ofsted inspection framework (eg analysis of examination results, school visits) and also to the self-evaluation process that SACREs are required to do.

1.4 All the work of SACRE is done with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development. As a body representing various religions in Bromley, it supports inter faith dialogue and learning about religions for the promotion of respect and racial harmony.

2. **RECOMMENDATION(S)**

2.1 **Members are asked to adopt this draft development plan, suggesting any amendments.**

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) DEVELOPMENT PLAN – April 2013 – March 2014

Annual Financial Year allocation of Adviser Days – 35

Objective	Action	Responsibility	Date	Costs	Success criteria
Youth SACRE	At meeting discuss projects that YS would like to pursue Reps to attend future SACRE meetings	Religious Education (RE) Adviser	Termly	6 days of RE Adviser's time (2 per term)	Youth SACRE able to enhance the work of SACRE and teaching of RE in schools
Make a Faith Directory for schools' use	Organise the information gained so far into a useful directory Organise a training event for interested speakers Distribute finished document (either as booklet or via internet)	RE Adviser and interested members of the main SACRE committee Adviser	(Training 20 th March 2013) Document sent out in Summer term 2013.	1.5 days' adviser time: Admin: £300 Printing etc: £20 Cost of printing guidance/ arranging for internet space	A directory of the faith communities of Bromley, including addresses of places of worship that would welcome visits from school groups and contact details of individuals who would speak at collective worship and RE lessons for all Bromley schools
Evaluate SACRE work and establish priorities	Continuous self evaluation process using the National Association of Standing Advisory Councils on Religious Education (NASACRE) self evaluation document	RE Consultant All SACRE members to discuss.	Termly update of self evaluation (Adviser) Summer review reported to SACRE (Adviser) (Include in the Annual Report – Autumn 2012)	2 days adviser time	Identify further areas for development towards an advanced SACRE – to be incorporated as appropriate into future development plans Results to be incorporated into the annual report
Continue work on the new scheme of work for Primary schools. Present at SACRE Arrange for syllabus, schemes etc to be put onto CD and distributed to schools	Present to SACRE and LA	RE Consultant, Teachers, SACRE members, LA	Possible Launch by end of Summer term 2013	Unknown amount of Advisers time –taken from the 35 days	A syllabus for Bromley which reflects the current national thinking on RE and the 21 st century
To prepare agenda, respond to any action from previous meetings and plan ongoing programme for SACRE committee meetings Including any training	Arrange and attend 3 pre agenda meetings per year Write papers and reports for the meeting to LA timetable	Clerk Chairman RE consultant RE Consultant	Termly meetings Including SACRE meetings – 9 days	RE Adviser 9 days	Effective meetings with Action points carried out by Members between meetings

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) DEVELOPMENT PLAN – April 2013 – March 2014

Annual Financial Year allocation of Adviser Days – 35

Objective	Action	Responsibility	Date	Costs	Success criteria
sessions for members during meetings					
SACRE consider reports and initiatives from NASACRE	Consider relevant material from National SACRE Conference and NASACRE Annual General Meeting (AGM)	RE Adviser/ Chairman and nominated rep	Following NASACRE meetings -summer term	Cost of two annual conferences and travel 2 days adviser time £500 conference costs	Discussion and actions taken on the future of RE and Collective Worship (CW). Attend two national conferences and report back. Adviser and interested members attendance and discussions held in summer term
Monitor National RE reports from OfSTED or Department for Education (DFE) Ensure schools are aware of the statutory nature of RE	Request LA to write to schools on statutory nature of RE. Send NASACRE leaflet customised for Bromley SACRE	School Improvement Service: head of Learning	Termly summary of any relevant Ofsted outcomes to SACRE	Included in meeting time	All schools following the agreed syllabus
To report annually on the work of SACRE	Collect information on exam data and SACRE work RE Consultant to write an annual report by December on the previous academic year	RE Adviser to write, Chairman to read, Clerk to circulate	Deadline end December 2013	RE Adviser time 4 days	Completed on time and copies provided for SACRE members, Director, Assistant Director, CYP portfolio holder, libraries, schools and their governing bodies
To monitor standards of RE and CW in Bromley Schools	1. Attend school visits and consider reports 2. Look at alternative ways to monitor standards 3. Provide data for members on RE examination results in Secondary Schools	RE Adviser SACRE members one per year Data team at Civic Centre RE Adviser	Up to 6 school visits each year (2 per term) Part of annual report Discuss at Spring meeting	RE Adviser – 6 half day visits and 6 half day report writing (4 days) (possibly undertaken by other members to give adviser time to the syllabus)	Meaningful visits or discussion completed and reports discussed at SACRE meetings Data provided, with analysis for Spring meeting
Annual Event	SACRE committee to decide on topic of event	RE Adviser	Summer 2013	3 days Adviser Time + Venue Costs £500	Event which highlights work of SACRE to consumers

Page 35

Total Cost: £11,375

This page is left intentionally blank

Agenda Item 7

Report No.
ED13026

London Borough of Bromley

PART 1 - PUBLIC

Decision Maker: **Standing Advisory Council for Religious Education**

Date: **6 March 2013**

Decision Type: Non-Urgent Non-Executive Non-Key

TITLE: SCHOOL VISITS

Contact Officer: Penny Smith-Orr, RE Adviser
Tel: 020 8653 8606 Email: penny.smith-orr@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director, Education and Care Services

Ward: N/A

1. Reason for report

- 1.1 School visits during the Summer and Autumn term were organised and undertaken by the Chair of SACRE to allow the RE Adviser time to proceed with writing the new scheme of work and syllabus review as agreed by the committee.
 - 1.2 Two visits were undertaken in the Autumn term: Castlecombe Primary and Hayes Secondary Schools.
-

2. **RECOMMENDATION(S)**

- 2.1 **Members to volunteer to attend forthcoming visits to schools.**

Bromley SACRE visit to Castlecombe Primary School, Mottingham

Wednesday 21st November 2012

SACRE Team: Cllr Roger Charsley, Mrs Samantha Barnett and Mr Martin Sweet

Introduction:

Castlecombe Primary School is a one form entry Community School in Mottingham. During our 2½ hour visit, we were able to observe their school collective worship, and year 4 RE lesson and also talk to their RE coordinator and head teacher, Mr Tim Smith. Our short visit enabled us to see that the school lived up to its philosophy of providing the children with a caring, happy school and to encourage each child to feel that they are a valued member of our community.

The school is an 'estate school' and the pupils obviously reflect the culture and background. It is reckoned that most children come from homes of no faith rather than atheist outlook. Information from the most recent census suggests that whilst parents don't have to declare their faith, it would appear that there were a few children from non-white ethnic background but not many with an active Christian or other faith background. Census information provided by the school would suggest that 70% families did not declare their faith, and of those who did, Christian - 11%, Muslim - 0.03%, other religion 19% and those who said that had not religion - 0.03%. This means that RE in this school has a job to do and, given the following observations of both collective worship and RE, the school is doing its best to impact this. The school relies heavily upon the Pupil Premium and has a higher than average number of special needs children.

Collective worship:

The assembly at 10.25am was well structured and a delight to observe. The children entered in an orderly way and sat quietly in rows on the floor or on benches (year 6) listening to classical music as they waited for the whole school to join them. Many of the teaching staff sat in the hall and the whole feeling was one of quiet enjoyment.

The collective worship started with "Who put the colours in the rainbow?" to pre-recorded track played off a laptop through the hall's speakers. The sound quality and volume was good and encouraged the children to join in without prompting. Judging by the gentle swaying of some of the children, they obviously enjoy singing on a regular basis, music and signing being a key part of the school's collective worship.

Mr Tim Smith led the collective worship using story, pictures and also, delightfully, involving one of the children. He continued his current theme of finding out about historical heroes, and today's talk was about Gladys Aylward (1903-1970). Using resources from the internet, including a PowerPoint of photographs and a printed off story, he took the children through the story of Gladys Aylward from her youth to the end of her life. He explained that she was a Christian lady, who whilst quite short, made a great impact upon the people she sought to help in China. The children continued to listen really well, giving the impression that they are used to quiet listening.

At one point of the story, explaining that Gladys Aylward had to learn Chinese, Mr Smith asked a Chinese speaking pupil to pronounce the name that had been given to Gladys Aylward. Mr Smith sensitively covered aspects of Gladys's Christian commitment and calling in a way that all the children could access and appreciate. He concluded on the theme of strength in a way that made sure that the children could see someone like Gladys Aylward as a role model and closed the collective worship by inviting the children to listen to prepared prayer.

We noticed the orderly way children would leave their place to go and get a tissue. Teachers were not asked and these children did not interrupt or disturb the overall sense of 'specialness' to the time. Observing this as visitors, we had the distinct impression that children valued this time in

the hall, treating the occasion with great respect, by their quiet attentiveness, yet also the way they felt relaxed enough to get a tissue. It was noticeable that not one of the teachers disciplined or spoke to children, no one asked for quiet, which speaks so much for the attitude children have towards collective worship in this school.

The assembly finished with raffle prize giving, which was respectful, calm and joyful for everyone, especially those who won a Kermit!

The assembly finished at 10.50, giving the overall impression that this was a special part of the school day that, even walking to and from the classroom, was valued by all the children. Children also controlled the hall lighting and laptop, set out chairs and benches.

Over a term, the school follows various assembly themes. For example, last term, Mr Smith followed an 'Olympic' values theme. Normally, he will look at key calendar dates and also promote key moral values such as courage, loyalty, friendship, knowing the difference between right and wrong, celebrating differences and community. They have a number of assemblies led by the vicar from Christ Church in Chislehurst; for instance one during the week following our visit.

RE lessons:

After break time, we were invited to attend a Year 4 RE lesson. Whilst the class teacher was on PPA time, the cover teacher, Mrs Sam Horton, took the class. Mrs Horton covers all the RE in Years 1-4 in this way. The RE for Years 5 and 6 is covered by their class teachers.

Mr Smith added later that they do have some visits from time to time from local churches and from Spinnaker, a Bromley based Christian organisation.

The lesson was the first of a new series on 'Symbols' and was clearly based upon Bromley Agreed Syllabus and the Bromley 2004 scheme of work/lesson ideas pack. Mrs Horton started with the children on the carpet and introduced the theme with a game, asking the children to work with a partner. They then went to their tables and tried to work out what these six 'every day' symbols might mean. (for example: scouts badge, danger sign). Completing this, Mrs Horton then discussed their suggestions and gave the children the answers. They then returned to the carpet and Mrs Horton used the interactive board to show the learning objective: *I know some religious symbols and know why they are important.*

She then showed them two 'religious' symbols. One was the Sikh khanda and the other a Buddhist 'wheel'. The children were asked to discuss in twos what these symbols might represent. Suggestions were invited and plenty of the children felt they could engage with the lesson, mostly in an orderly and very constructive way. Indeed, some suggestions were really insightful. One child commented that they had a Buddhist relation.

The children were then sent back to their tables to undertake the second learning objective: *I can design a symbol to represent myself.* The children were asked to draw around a circle template. There was a brief feedback time at the end of the lesson.

Discussions with staff:

After the lesson we chatted to Mrs Horton, asking her the 'big issues' regarding RE at her school. The main problem would be to get resources into the hands of the teachers and the fact that the current syllabus/scheme of work is now dated and not easy to use since the resources are not always available. They have a few resources in the school but she admitted that, for Years 1-4, she had to 'create most of the resources, using some trusted website (REonline, REQuest and so on). This is a key issue that SACRE needs to address as we come up to publishing our new syllabus.

Exercise books we looked at reflected the ability of the class and demonstrated a keen interest in the subject. However, the pressure on teachers to deliver core subjects, for example Maths and English), made it clear that RE is understandably not a main focus of the curriculum. However, this illustrated to the team one of the issues facing the teaching of RE in schools.

We later spoke with Lorna Burge, the RE coordinator for the school. Lorna is relatively new to the post and is also responsible for humanities (geography and history).

Lorna concurred with Mrs Horton's suggestions that the current syllabus/scheme of work is not easy to use and any subsequent revision by SACRE must take into account the fact that teachers do not have sufficient resources or time to research each lesson/topic. The Years 5 and 6 teachers integrate aspects of their RE within the 'creative' or, what Mr Smith, called a 'topic-style' curriculum. This was tabulated out in their planning.

The school does not subscribe to Bromley's RE support package and therefore Lorna does not access LA for meetings with other Bromley teachers.

Key issues to take forward to SACRE

1. New syllabus needs to reflect the fact that fewer children come from 'Christian' background, which means the Christian sections need to be clearer with a content that does not imply familial underpinning.
2. Whilst there are other children of other faiths in the school, the proportion of other faiths within the curriculum needs to be balanced against the non-religious background.
3. As we produce the syllabus, careful thought needs to be given to resourcing and training, especially if schools do not subscribe to Bromley's support scheme.
4. At present, this school is not an academy – if it becomes one, what happens to the Bromley syllabus in this particular school?
5. There is a clear opportunity for faith groups (especially local churches to offer resources and to support collective worship).

Martin Sweet. Chair of Bromley SACRE

Bromley SACRE visit to Hayes School Monday 3rd December 2012

SACRE Team: Mr Mahmood, Cllr A Manning and Mr Martin Sweet

Introduction:

This was the second SACRE visit to Hayes School in recent years. The observations and knowledge gained from our previous visit gave us a suitable platform for gaining a greater awareness of the continuing quality of RE in this school, thus showing the value of follow-up visits. Mr Addison informed us prior to our visit that there were no scheduled RE lessons but suggested we sit in on a couple of Philosophy and Ethics A level lessons and that he had also organised a presentation by some Year 9 students.

Mr Simon Addison heads up this department and leads a team of four specialist teachers, with no staff from other departments being asked to undertake RE lessons. This inevitably ensures that this is a strong department, and illustrates the support given to this subject by the schools management. It was clear to us that this is a thriving, successful department of which Hayes should be proud.

Our visit started at 9.35am with a brief meeting with Mr Simon Addison where he explained that he was also responsible for monitoring the SMSC (Social, Moral, Spiritual and Cultural) programme in the school. RE is a part of this SMSC programme which is monitored throughout the school and examples of good practice collated.

Year 12 A level Ethics lesson

At 9.45am, we visited an Ethics lesson for Year 12 students taught by Mrs Rachel Boyden. The learning intention was to understand who Bentham was and his theory of utilitarianism (i.e. the greatest good for the greatest number). The lesson was interactive and used interactive white board with various media, including video clips, to stimulate discussion and reaction. This was an interesting session.

Year 9 presentation

At 10am, we were given a presentation by some Year 9 students on the topic of 'Religious Education and Social, Moral, Spiritual and Cultural development at Hayes School'.

This took the form of the students showing us their own presentation illustrating various aspects of what RE meant to them. Mr Addison informed us that he had asked the students to prepare this for our visit as we were not scheduled to see any RE lessons, and that he had not had a chance to see or edit their PowerPoint presentation. His confidence in his students was well grounded in that they shared their thoughts confidently and also fielded questions from us about their own views of RE.

The pupils confirmed that RE played an important and vibrant part in their education at Hayes. They especially valued the fact that RE allowed them to share and it did not seem so 'target driven' as other curriculum areas. We noted that their presentation would be a useful method of informing the whole of SACRE, and we discussed with Mr Addison the possibility of a group of students giving a presentation at a future SACRE meeting.

What impressed us most was the way these students were able to articulate their appreciation of RE as a subject, and were obviously of the opinion that they benefitted individually from having RE in their curriculum. At 10.30, we were treated to refreshments

with the department staff plus some Year 7 students who were more than keen to tell us about their experiences and appreciation of RE at Hayes.

Year 13 A level Philosophy lesson

At 11am we were invited to join in Year 13 Philosophy with RE teacher Katie Turner. In this lesson, we chatted briefly to the students about their aspirations and the way they valued their work, which had clearly influenced some of them in the decision about Higher Education subjects.

Our morning finished with a further discussion with Mr Addison to reflect upon our visit and identify ways that SACRE can support Hayes School and, encouragingly, how SACRE can make use of this excellent department in inspiring good RE in the catchment primary schools.

In our discussions, we considered the quality of RE that Year 7 students presented when they first joined the school and Mr Addison felt that, while there was a wide range of RE knowledge in the current Year 7 intake, a number of pupils arrived at Hayes from primary schools with what seemed a relatively poor understanding of subject knowledge. In response, Mr Addison suggested he would be keen to explore ways of supporting the teaching of RE by making available the good resource of specialist knowledge there is in this school, such as offering RE training. It was also suggested that even if their school is an academy, and although they follow an alternative syllabus to Bromley's, they could possibly have input into the various aspects of the forthcoming syllabus re-write. The department is also very strong in knowledge of teaching and learning/pedagogy and could support schools where RE teaching is ranked satisfactory or good to raise standards.

Currently all students undertake a 3 year, long course RE, from Year 9 through to Year 11. We asked about current RE provision for years 12 and 13, and whilst there were occasional 'RE days', there was nothing specifically timetabled.

The SACRE team really valued the chance to visit the school and meet the staff, and we acknowledge that as an academy, there is a very real intention to link in with Bromley SACRE. Given the quality of the work we were able to observe the dedication of this specialist department, Bromley SACRE will benefit from their input and support.

Attached pages from Hayes school RE department scheme of work/handbook.

Foreword

The following schemes of work are a guide for all teachers of Religious Education to follow at Hayes School. They give a rough programme of study throughout key stages 3 and 4 to ensure that students study similar things with different teachers.

The scheme of work has been based on the requirements of the Bromley Agreed Syllabus, and meets the current legal requirements of the Standing Advisory Council for RE (SACRE).

The scheme of work suggests objectives, activities and homework's to go with the content students are required to study. Teachers are not required to use only to the suggested activities and should feel free to approach lesson content in their own ways. Where resources are available this is indicated; resources may be in the resources cupboard or on Q drive; in some instances they are available online.

Please note that there will be assessments sat periodically; although not always referred to in the scheme of work, they will be based on the content of specific units; teachers should aim to assess pupil progress formally at least once per half term either in an RE lesson or as part of whole school assessments. More detailed information on assessment can be found in the departments assessment policy.

**Department of Religious Education
Hayes School
West Common Road
Hayes
KENT
BR2 7DB
T: 020 8462 0329
E: SJA@hayes.bromley.sch.uk**

Outline RE Scheme of Work 2011/12

Years		Autumn		Spring	Summer	Faiths
7	1	Unit 1: Introducing RE (4 weeks)	Unit 2: World Religions	Unit 3: Questions about Jesus (Project)	Unit 5: Sikhism	ALL Christianity Sikhism Hinduism
	2	Unit 2: What is truth? (World Religions project)		Unit 4: Questions about Jesus (Project)	Unit 6: Hinduism	
8	1	Unit 7: Islam		Unit 9: Stories from the Old Testament	Unit 11: Buddhism: the path to enlightenment	Judaism Hinduism Christianity Islam Buddhism
	2	Unit 8: Christian Spirituality		Unit 10: Judaism	Unit 12: Movers and Shakers	
9	1	Unit 13: The fundamentals of Christianity/Islam (sacrificial religion)		Unit 1: Rights and Responsibilities	Unit 2: Peace and Conflict	Islam Christianity Links to others
	2	GCSE Religion and Society starts: Unit 1: Rights and Responsibilities		Unit 2: Peace and Conflict	Unit 3: Environment and Medical Issues	
10	1	Unit 3: Environment and Medical Issues		Mock Religion and Society Exam (with year 11 mocks) Catch up/revision	GCSE: Religion and Life Unit 1: Believing in God	Islam Christianity Links to others
		Unit 4: Crime and Punishment			Unit 2: Matters of Life and Death	
	2	Unit 4: Crime and Punishment		GCSE: Religion and Life Unit 1: Believing in God	Unit 2: Matters of Life and Death	
11	1	Unit 3: Marriage and the Family		Mock Exam Unit 4: Community Cohesion	Revision + Final exam (early May)	Islam Christianity Links to others
	2	Unit 3: Marriage and the Family		Revision and Exam Practice (both units R & S and R & L)	Revision for other subject/lessons of general interest.	

YEAR 7 RELIGIOUS EDUCATION SCHEME OF WORK AUTUMN TERM
UNIT 2: INTRODUCTION TO FAITH
DURATION: 12 ONE HOUR LESSONS (FIRST AND SECOND HALF TERM)

Lesson	Topic	Objectives	Activities/Resources	Homework
1	Judaism	To know the origin and timescale of Judaism.	Sue Penny Judaism - Intro page (photocopy from book in resources cupboard). Get these facts on faith tables. Tell one story (eg Hanukah) to support homework on the faith.	Imagine you are Judah, write a letter explaining you have captured Jerusalem, tell him/her what you feel.
2	Christianity	To know the origins of Christianity and reflect on its influence on the world.	Sue Penney Christianity (copy from book in resources cupboard). Use the intro page for Symbols, timescales etc, get these facts onto the faith tables. What qualities should Christians have?	Design a 'Christians wanted' poster.
3	Islam	To know the origins of Islam and some of their important beliefs (eg. Five pillars?),	Sue Penney Islam: Origins timescales etc. Record this on their faith tables. (copy from book in resources cupboard). Introduce the five pillars - they could design their own five pillars	Complete the work started during the lesson.

Lesson	Topic	Objectives	Activities/Resources	Homework
4	Sikhism	To know the origins of Sikhism, reflecting on some of their most important beliefs (5Ks?)	Sue Penney - Sikhism: Orgins, timescale etc. Record information of faith tables. Discuss the significance of the 5 Ks and the meaning of 'symbols'.	Design five symbols that explain your beliefs/lifestyle!
5	Hinduism	To know the origins of Hinduism (or rather not know?) and reflect some important Hindu stories.	Sue Penney - Hinduism: Origins, timescale (or lack of one) etc. Get this recorded on the faith table, perhaps tell one of the Hindu stories/re-incarnation and get them do to an activity based on this.	Lesson work to be completed.
6	Buddhism	To know the origins of Buddhism and reflect on how it differs to other faiths.	Sue Penney - Buddhism, Origins, timescales etc. Perhaps explore how it differs from other faiths or tell the story of Siddarta. Story of the lotus lower, sketch in books.	Research/Interview five people they know, finding out what they think about faith etc. Try to get a cross section of age groups.
7	Project Lesson 1	To prepare the students to undertake a project in one of the six main religions	Assorted text books, internet and books from the library, computer room. Divide the class into 6 groups - each group is to prepare a presentation on one of the 6 main religions to present to the class in 4 weeks time. Students could make	Project research/practice

Lesson	Topic	Objectives	Activities/Resources	Homework
			leaflets, powerpoints and posters. Explain the peer review criteria for a good project.	
Lesson 8 - 10	Project Lesson 2-4	To create a presentation to teach others in the class about your religion	Library, computer room(?). Internet, books. Teacher to ensure that students work at a good pace - this is plenty of time to prepare an practice a good presentation	Work on project
Lesson 11	Presentation Lesson	To evaluate each others presentations	Students are to peer mark each others presentations using the peer review sheet.	NO H/W
Lesson 12	Finishing off/feed back	Catch up and feedback of presentations	It's likely that there will still be presentations to finish. Spend time creating a 'class list' of what makes a good presentation - save it to refer to in the future.	Research one Parable and one Miracle of Jesus for the unit after Christmas

- **KEY LEARNING OUTCOME:** They should become familiar with symbols and know the basic facts about the origins and beliefs in each of the six faiths.
- Because of the pressure on text books it may be a good idea to vary the order in which we teach these faiths.

ADDITIONAL RESOURCES: Sue Penney Textbook, Faith table (in addition resources folder), project peer review sheet in additional resources folder.

This page is left intentionally blank