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DATE: 4 March 2014

To: Members of the
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

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

Church of England: Reverend R Bristow (Vice Chairman), Mrs V Corbyn,
Mr C Town and Reverend S Varney

Teachers: Ms R. Archer, 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 Ms E Whitman

Co-optee: Mrs Polydorou

A meeting of the Standing Advisory Council on Religious Education will be held at
Bromley Civic Centre on **WEDNESDAY 12 MARCH 2014 AT 6.30 PM**

MARK BOWEN
Director of Corporate Services

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

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 - c) SACRE Annual Report 2012 – 2013 (*see attached*)
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10 DATES OF FUTURE MEETINGS

Wednesday 14th May 2014

Wednesday 8th October 2014

Wednesday 11th February 2015

(Meetings to start at 6.30pm)

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.30 pm on 6 November 2013

Present:

Councillor Mrs Anne Manning (Vice-Chairman)
Rev Roger Bristow (Vice-Chairman)
Councillors Reg Adams, Kate Lymer and Gordon Norrie.
Virginia Corbyn, Christopher Town and Rev Steve Varney.
Arlene Fane, Ray Hagley, Saiyed Mahmood,
Sue Polydorou, Swarn Riat, and Edlene Whitman.

Also Present:

Ms Penny Smith-Orr, RE Adviser
Jane Bailey, Interim Assistant Director for Education and
Care Services
Councillor Stephen Wells, Portfolio Holder for Education
(until 7.10pm)
Rachel Archer, Teacher and RE Co-ordinator, Valley
Primary School
Christine Reeks, Clerk to SACRE

1 APPOINTMENT OF CHAIRMAN AND VICE-CHAIRMAN

RESOLVED that Councillor Mrs Manning be elected as Chairman and Rev Roger Bristow be elected as Vice-Chairman of SACRE for the 2013/14 academic year.

(It was noted that Councillor Manning would not be standing for re-election at the Local Elections to be held on 22nd May 2014.)

2 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Stephen Carr, Councillor Roger Charsley, Councillor David Jefferys, Samantha Barnett, Patricia Colling, Fiona Hawkes Jed Stone and Jackie Tranchina.

Councillor Adams, Mr Mahmood and Mr Riat apologised for having to leave the meeting early as they needed to attend other meetings. The Chairman welcomed Edlene Whitman who had been appointed as the new Free Church Representative, and Rachel Archer from Valley Primary School. The Chairman also welcomed Councillor Wells and Jane Bailey, Interim Assistant Director for Education and Care Services, and Members of SACRE were introduced.

3 DECLARATIONS OF INTEREST

None.

4 A) MINUTES OF THE MEETING HELD ON 5TH JUNE 2013

RESOLVED that the minutes of the meeting on 5th June 2013 be confirmed.

B) MATTERS ARISING:

Minute 4c: The RE Adviser commented that the photographs taken at the training session for Faith Directory volunteers had not been included in the summer edition of the Council's in house newsletter "In Touch".

5 ORAL UPDATE & PUBLICATIONS

a) Youth SACRE

The RE Adviser reported that unfortunately the teacher involved with the Youth SACRE had been unwell and it had not been possible to arrange a meeting of the Youth SACRE during the Autumn term. It was hoped that the virtual film of St Nicholas' Church made by the Youth SACRE could be shown to SACRE Members at their next meeting.

b) Launch of RE Review

The RE Review report on Religious Education in England was published by the Religious Education Council of England and Wales in October 2013, following eighteen months of development work and consultation.

The full report includes the curriculum framework, a discussion of the wider context for RE and a series of questions to inform future work and development, as well as the recommendations of the Expert Panel report. The Review can be accessed on the following link:

<http://resubjectreview.recouncil.org.uk/re-review-report>

Mr Mahmood asked if the report had any impact on the new Bromley Agreed Syllabus for RE. He was informed by the RE Adviser that there were no clashes, and reference had been made in the Bromley Syllabus to the aims of RE outlined in the Review. In answer to a question from the Assistant Director for Education and Care Services, the RE Adviser said that she had been with the designer earlier that day putting together the final touches to the new Bromley RE Syllabus which was being produced on a CD. This would shortly be emailed to the Director for Education and Care Services for him to endorse.

c) London SACRE meeting

The RE Adviser informed SACRE Members that the London SACRE meeting usually took place once a year. A meeting was due to have been held on 4th December 2013, but had been cancelled; a meeting might be arranged during the spring of 2014.

d) SACRE Annual Report 2012-2013

The RE Adviser would obtain details of the RE examination results and incorporate these in the SACRE Annual Report for 2012 – 2013, which would be completed by the 31st December 2013. *(This would be distributed to SACRE Members, the Director and Assistant Director of Education, the Education Portfolio Holder, Members of the Education Policy Development and Scrutiny Committee, libraries, schools and NASACRE.)* The Department of Education did not wish to receive these statutory reports but a copy of the previous years report had been sent to the Secretary of State for Education. It was suggested that perhaps the 2012-2013 report should also be sent to him with a covering letter. The Chairman said she would review the reply which had been received from Michael Gove MP and would consider the matter further.

e) Islamic Competition

The prize giving for the Islamic Competition would take place at Darul Uloom from 6.30pm to 9pm on Thursday 7th November 2013. Mr Mahmood outlined the programme for the evening and showed SACRE Members examples of some of the work which had been submitted. The Competition was for Key Stage 3 pupils and the following five schools had taken part: Bullers Wood, Langley Park Boys, Coopers Technology College, Harris Academy (Bromley), and Farringtons Independent School. All SACRE Members were invited to the prize giving and were asked to inform Mr Mahmood if they wished to attend. *(Details had previously been circulated to SACRE Members).*

6 NEW AGREED SYLLABUS 2013
Briefing Item ED13110

SACRE Members received a report which updated them on the progress of the Bromley New RE Agreed Syllabus 2013.

The New Agreed Syllabus was sanctioned by the SACRE committee at their meeting in May 2013. Unfortunately the process was held up due to a change in the agreement to fund the design and production of a CD but this was resolved in September 2013.

The RE Consultant and a designer had worked together and the New Syllabus was being made into a CD to be given to all Bromley schools. This would be launched at an event at the Civic Centre in Bromley on 20th November 2013, to which all members of the SACRE committee were invited,

as well as representatives from all the schools and Academies in Bromley. The Mayor of Bromley would be attending the event and the recently retired Chairman of SACRE would be speaking on “The Importance of RE in the 21st Century”.

The law states that Academies are able to choose which agreed syllabus to use while maintained schools must use the locally agreed syllabus. It is hoped that the Academies in Bromley will choose to use the new Bromley agreed syllabus which teaches all the main religions and also has a thematic unit for each year group. Also included are a number of explanatory pages, a section on assessment, a section on the Early Years Foundation stage and a number of pages of resources and suitable websites for teachers to use.

Rachel Archer, Teacher and RE Co-ordinator from Valley Primary School commented that her school was part of a cluster of seven primary Academies which had agreed to adopt the New RE Syllabus.

Mr Mahmood asked if a copy of the CD could be given to Darul Uloom and also suggested that it could be sent to independent schools in Bromley. Following discussion, SACRE Members agreed to recommend that the New Agreed Syllabus should be put on the Bromley Council website.

RESOLVED that

(i) progress of the New RE Agreed Syllabus and arrangements for the Syllabus Launch be noted, and

(ii) arrangements be made for the New RE Agreed Syllabus to be put on the Bromley Council website following the Syllabus Launch.

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

7 SACRE SUPPORT FROM LB BROMLEY AND CENTRAL GOVERNMENT
Briefing Item ED1311

The Chairman circulated for information, a copy of a BBC article which reported on comments made by the Education Secretary Michael Gove in July 2013, when he remarked that Religious Education had “suffered” in England’s schools amid government changes.

SACRE Members considered a report which presented a draft Development Plan prepared by the RE Adviser for the next financial year. The recently appointed Interim Assistant Director for Education and Care Services advised that the SACRE budget for the current year was £11,375, but due to the necessity for local authority financial cut backs this was to be reduced to £7,000 for the next financial year. This would in turn necessitate a reduction in

the number of days support from the RE Consultant/RE Adviser who's contract finished at the end of the current financial year. The Assistant Director advised that competitive tendering for the position would need to be carried out and expressions of interest would be invited. She advised SACRE Members to give further consideration as to how SACRE can continue to fulfil its role within the limited funds available, and suggested that SACRE review the best use of the reduced number of Consultant days which would be available. In answer to a question from Rev Varney, the Assistant Director confirmed that the SACRE Chairman would be contacted regarding the tendering process and the requirements and qualities necessary for the RE Consultant and their role with SACRE.

The Chairman stated that she understood the necessity for financial cut backs, but emphasised that the Local Authority had a statutory responsibility to establish a SACRE to ensure high quality RE and collective worship for all pupils, and to monitor and improve learning and achievement in Bromley schools. This included the specialist RE advice and clerking support for SACRE. In addition, the Local Authority had a statutory duty to ensure that the agreed RE syllabus was reviewed every five years.

Members of SACRE discussed the budget and arrangements for Bromley SACRE in the next financial year. Points raised included the following:

The RE Adviser queried whether the cost of the RE co-ordinators' meetings was appropriated to her contract as she submitted separate invoices and she believed that these meetings had separate funding. The Assistant Director said that she would need to check this. The RE Adviser remarked that Teachers would need to be supported in the implementation of the new RE Syllabus and the Assistant Director said she would contact the Workforce Development Team regarding the possibility of a course being run to support this. The SACRE Clerk asked if a recharge was made for her services and would make enquiries to see if this was the case.

The Chairman suggested that the Development Plan should have more specific details of costs and that a budget monitoring report should be submitted to each SACRE meeting. The Assistant Director agreed to speak to the finance officer regarding the possibility of such a report being prepared.

Rev Varney expressed the view that it would be difficult to cut back on the Development Plan and considered that SACRE needed to be sufficiently resourced. He stated that the work of SACRE needed to be made better known, that there should be a clear statement of its aims, and that its aspirations should not be curtailed. He commented that the role and purpose of SACRE far exceeded the RE Adviser's preparation for and attendance at SACRE meetings and the preparation of the Annual SACRE Report. It was important that SACRE continued to monitor RE and collective worship in schools and Rev Varney suggested that perhaps in future SACRE Members could carry out school visits and produce the necessary reports in order to save the RE Consultant's time.

Sue Polydorou considered that having regard to the budget cuts which needed to be made by the Local Authority, SACRE Members needed to be realistic. She suggested that a distinction needed to be made between essential and non-essential activities in the Development Plan which needed to be carried out in order for SACRE to fulfil its role.

Rev Bristow suggested that perhaps the way forward would be for SACRE to meet as a smaller group to discuss the Development Plan in detail. It was agreed that this was a good idea and the following offered to meet with the SACRE Chairman and RE Adviser: Rev Bristow, Rev Varney, Virginia Corbyn and Rachel Archer. The RE Adviser would liaise with the SACRE Clerk, and those who had offered to help would be emailed with suggested meeting dates.

RESOLVED that

- (i) the report and comments above be noted, and**
- (ii) the SACRE Development Plan be reviewed in accordance with the arrangements outlined above.**

(Rev Bristow left the meeting after consideration of this item.)

8 SCHOOL VISITS
Briefing Item ED13112

(This item was considered at the beginning of the meeting)

SACRE members visit local schools in order to observe the teaching of RE and to offer support to the RE Co-ordinator of the school.

The RE Adviser informed SACRE members that it had been necessary to rearrange the visit to Darrick Wood Secondary School which had been planned for 16th September 2013. This would now take place at 8.20am on 11th November 2013. It had also been necessary to rearrange the visit to Valley Primary School and this would take place at 1pm on Friday 22nd November 2013.

Councillor Manning confirmed she would be able to accompany the RE Adviser on the visit to Darrick Wood School. Edlene Whitman and Christopher Town would be able to accompany her on the visit to Valley Primary School and Rev Roger Bristow would attend if possible. Reports on the visits would be considered at the next SACRE meeting.

RESOLVED that arrangements for the school visits be noted.

9 FORWARD ROLLING WORK PROGRAMME
Briefing item ED13113

A rolling programme of the work of SACRE was considered. The purpose of this was to ensure that certain aspects of the business of SACRE were addressed regularly during the year.

Councillor Manning suggested that at the next meeting consideration could be given to an item on how SACRE could work better with schools and promote the work of SACRE to them. Arlene Fane suggested that perhaps something could be planned around National RE Celebration Day when representatives from different schools could be involved. Rachel Archer from Valley Primary School (*now an Academy*) suggested that perhaps something could be arranged to link in with World Religion Day in 2015. She thought this might be something which would encourage Academies to participate.

RESOLVED that the SACRE work programme for the current academic year 2013/14 be agreed.

10 ANY OTHER BUSINESS

None.

11 DATE OF NEXT MEETING

It was noted that it had been necessary to change the date of the next meeting from Wednesday 5th March to Wednesday 12th March 2014, (meeting to start at 6.30pm).

The Meeting ended at 8.10 pm

Chairman

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Introduction to the Annual Report 2012-13. Bromley Standing Advisory Council on Religious Education (SACRE)

The legal responsibilities of the LEA are to:

- Ensure that there is a SACRE
- Ensure all four committees are represented on SACRE
- Ensure there is an Agreed Syllabus which is reviewed at least once every five years
- Ensure that support is in place for SACRE to enable it to discharge its responsibilities
- Take note and respond to any advice it receives from SACRE
- Reference to SACREs from the LEA may include advice methods of teaching, the choice of teaching material and the provision of teacher training.

The SACRE must:

- Publish an annual report of its work and send this to the DFE and NASACRE
- Consider requests for determinations on collective worship when required
- Advise the LEA upon such matters as collective worship and the religious education to be given in accordance with an agreed syllabus.

The SACRE is also likely to

- Monitor the provision for both RE and Collective Worship
- Provide support and advice on RE and Collective Worship to schools

Every Local Authority is required to have a SACRE which is made up of four groups, Faith representatives, The Church of England, Teachers and Councillors. The committee should reflect the make up of the community.

A SACRE can also require the local authority to review its current agreed syllabus for RE (s.391(3)) and must consider applications made by a head teacher to alter the requirement for collective worship in his/her school to be wholly or mainly of a broadly Christian character for some or all of the pupils in that school (a 'determination') (s.394(1)).

The content of a SACRE's annual report should, as a minimum, indicate how each of the functions has been discharged during the reporting year. Such a report can inform developments in RE and collective worship, both locally and nationally, and can be a highly effective engine for school improvement. The Bromley SACRE annual report includes a table of the self evaluation results of the SACRE, using the NASACRE self-evaluation tool and an account of the Islam competition prize giving event.

Contacts:

Clerk to SACRE

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Religious Education Consultant

Mrs Penny Smith-Orr
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penny.smith-orr@bromley.gov.uk

SACRE Membership

Committee A

Christian and other religious denominations

Mr M Sweet	Free Church (Chair)
Mr S Gupta	Hindu
Mr S Mahmood	Muslim
Mr S Riat	Sikh
Mr Ray Hagley	Free Church
Mrs S Polydorou	Humanist Co-opted
Mrs Patricia Colling	Roman Catholic
Mrs Samantha Barnett	Jewish

Committee B

Church of England Representatives

Mr C Town	
Revd. S Varney	
Mrs Virginia Corbyn	
Revd. R Bristow	(from summer 2012)

Committee C

Teacher Representatives

Mr Jed Stone
Mrs Fiona Hawkes
Mrs Jackie Tranchina
Ms E Honey
Mrs Arlene Fane

Committee D

LEA Representatives as at July 2012

Cllr R Adams
Cllr S Carr
Cllr. R Charsley
Cllr D Jefferys
Cllr Mrs A Manning (Vice Chair)
Cllr G Norrie
Cllr K Lymer

Officers

Mrs P Smith-Orr - RE Consultant
Mrs Christine Reeks – Clerk

Overview

This report covers the academic year 2012-2013, three meetings of SACRE were held on the following occasions;

7th November 2012 at Bromley Civic Centre

6th March 2013 at Bromley Civic Centre

5th June 2013 at Bromley Civic Centre

All the work of Bromley 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.

In addition to the normal work of SACRE this year, the priorities of Bromley SACRE have been;

- To further develop members understanding of religious education in schools
- To train speakers of faith to go into school
- To review and renew the Agreed syllabus

Section 1 Standards and Quality of Provision of Religious Education:

1a. RE provision across the LA.

A large number of schools in the Borough of Bromley have become academies and are no longer under control of the council. Many are still using the Bromley syllabus and it is hoped that they will continue to use the new syllabus which has just been launched.

1c Quality of learning and teaching

During the year some members of the committee and the Chair visited a number of schools to observe an RE lesson a collective worship and to discuss with the coordinator, and head teacher, how SACRE can support the school.

The RE Consultant held three network meetings with the Primary RE Co-ordinators. These meetings and many telephone and email discussions with coordinators allow some insight into the provision of RE in the borough.

1b. Public Examinations

The public examination results give information on standards and are provided for SACRE by the LA and include Academies. All results at this stage are still provisional.

Once again the results for Bromley schools are good and above the national average for full course GCSE. In A level Religious Studies the results were good for both AS and A2 level with more pupils being entered for the AS levels. It is good to see that most of the Academies are entering pupils for exams in religious education. All the results in Bromley are well above the National Average results which is a credit to the teachers in KS4 and KS5.

GCSE Full Course in Religious Studies 2010-2013

Year of examination	Number of Bromley schools	Number of Bromley Candidates	Bromley schools: % of students with A* - C	Schools nationally: % of students with A* - C
2010	15	1198	77.5	73.1
2011	12	1082	85.8	73.3
2012	15	1466	80.8	74
2013	13	1748	80.6	73.5

SCHOOLS (no. of pupils): Bishop Justus (161), Beaverwood (51) Bullers Wood (95) Darrick Wood (232), Harris Academy Beckenham (30) Harris Academy Bromley (128) Hayes (54), Kemnal technology College (168) Langley Park Boys (22), Langley Park Girls (72), Newstead Wood (133), Ravens Wood (120), The Priory (83), The Ravensbourne (151)

GCSE Short Course in Religious Education/Religious Studies 2010-2013

Year of examination	Number of Bromley schools	Number of Bromley Candidates	Bromley schools: % students A* - C grades	Schools nationally: % students A* - C grades
2010	11	1079	55.6	54.6
2011	8	660	70.2	
2012	8	700	70	56.3
2013	11	702	63.5	

SCHOOLS (no. of pupils): Bishop Justus (1), Bullers Wood (87), Coopers Technology College (159), Darrick Wood (2), Glebe (4), Harris Beckenham (42), Hayes (182), Kemnal Technology (38), Kingswood centre (1), Ravenswood (68), St Saviours and St Olave's (118).

AS Level in Religious Studies 2010-2013

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% Bromley students with grades A-E	% students nationally with grades A-E
2010	10	50	80	
2011	10	31	90.3	
2012	13	52	96.2	64.5
2013	13	54	87.3	

SCHOOLS (no. of pupils): Beaverwood (2) Bishop Justus (10) Bromley College (1) Bullers Wood (3) Darrick Wood (4), Harris Academy Bromley (4) Hayes (4), Langley Park Boys (8) Langley Park Girls (1), Newstead wood (10) Ravens Wood (1) St Olaves & St Saviours (2) The Ravensbourne (4)

A level in Religious Studies 2010-2013

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% Bromley students grades A-E	% students nationally grades A-E
2010	11	138	98.6	
2011	10	142	100	80.4
2012	13	120	100	80.6
2013	14	141	100	

SCHOOLS (no. of pupils): Beaverwood (6) Bishop Justus (14), Bromley College (3) Bullers Wood (16), Darrick Wood (7), Harris Academy Bromley (6) Hayes (19), Langley Park Boys (13), Langley Park Girls (7), Newstead Wood (34), Ravens Wood (4), St Saviours and St Olave's (3), The Ravensbourne (5)

1d Quality of leadership and management, including the provision and management of resources.

Discussions with head teachers at Schools that are visited by SACRE have shown that there is mostly strong support for RE in the borough and most coordinators report that they are well supported in schools although there are some coordinators who need support. It is envisaged that when the new syllabus is launched, further support will be needed as new religions have been introduced to the Key Stages.

Some Bromley schools have signed up to the Croydon Faith Education Resources library and many schools have purchased resources and use the internet to good effect.

1e. Recruitment and retention of skilled specialist RE staff.

SACRE has little knowledge of this aspect. Many more RE coordinators are reporting that RE is carried out by teaching assistants or cover teachers during planning time. Most of the primary RE coordinators have been in place for some years and are experienced but are not RE specialists. Within the Secondary schools there are usually more than one RE specialist.

1f. Relations with academies and other non-LA maintained schools

Secondary schools in Bromley which are academies have mainly retained the same RE staff. Members of the teacher group on SACRE include teachers from academies. It is unfortunate that many of the academy RE coordinators are not able to attend the coordinators network meetings.

Section 2: The Effectiveness of the Locally Agreed Syllabus

2a – The review process. 2b – The quality of the local Agreed Syllabus

2c – Launching and implementing the Agreed Syllabus

2e - Developing the revised agreed syllabus; 2f - Making best use of National Guidance

The agreement to renew the Agreed Syllabus was obtained and the main work of this year by the RE Consultant was to write the new document using the suggestions from the Primary coordinators and the answers to the

questionnaires sent in the previous year to the schools and pupils. At each SACRE meeting time was spent on reviewing the work and comments from the members were incorporated. The draft units on the different faiths were sent to the reps on SACRE who gave very positive feedback and suggestions. The introduction section, Early Years, Key Stage 1 and 2 were approved and it was then pointed out by a Secondary teacher member of SACRE that the Key Stage 3 units would after all have to be updated because the Key Stage 1 and 2 faiths had been added to and are to be taught more comprehensively than in the previous syllabus.

The new syllabus now has units for the six main religions and also thematic units. There are also a large number of resource sheets incorporated into the finished CD. Due to changes in Bromley Council and the need to do extra work on Key Stage 3 there was a hold up and the launch of the Syllabus was postponed until November 2013. The drafts of the National RE Review (launched in October 2013) were seen by the RE Consultant who made sure that national guidance was incorporated into the new syllabus.

2d – Membership and training of the Agreed Syllabus Conference (ASC)

The Agreed Syllabus conference was made up of the members of the SACRE committee who had had the process explained to them.

Section 3: Collective worship

3a – Supporting pupil entitlement; 3b – Enhancing the quality of provision of collective worship; 3c – Responding to requests for determinations

On visits to schools members are able to view Collective worship and this gives information as to how it is conducted in schools. Bromley guidance with ideas and suggestions for quality collective worship is still on the Fronter system accessed by schools and is available as a hard copy for schools who request this.

There have been no determinations regarding collective worship this year.

Section 4: Management of SACRE and Partnership with the LA and other stakeholders

4a – SACRE meetings; 4b – Membership and training; 4c – Improvement/development planning; 4d – Professional and financial support; 4e - Information and advice

Three meetings per year are held and this year all meetings have been quorate. The clerk to SACRE, both for administration and minute taker at meetings, was Mrs Christine Reeks. The RE consultant was Mrs Penny Smith-Orr employed for 35 days per year, 6 of which are to administer the Youth SACRE. A development plan is produced for SACRE each year and is now aligned with the financial year of the council.

Youth SACRE; During the year meetings were held at Coopers Technology College and in June a group went to St Nicholas Church in Chislehurst and made an information film for schools on what can be seen and found in a Church.

The Bromley SACRE members took part in consultations on the RE review and the consultant reported on meetings of the RE Council. Teachers in Bromley also took part in consultations regarding RE teaching and training.

The RE Consultant spent time updating the Bromley SACRE page on the Fronter system for teachers to access resources and information on Bromley

SACRE. Teachers and head teachers also frequently email with questions or asking for advice. The majority of work done this year by the Consultant involved writing a new RE syllabus for Bromley schools.

The RE Consultant is a member, and on the executive, of the Association of RE Inspectors, Advisers and Consultants, and is the secretary of the London and South East Region. Information from this body informs the SACRE's work. Bromley SACRE is a member of the National Association of SACRES. The Chair and the RE Consultant attended the AGM of NASACRE in Birmingham and the London SACREs annual meeting in Autumn 2012 and reported to the committee on these. During meetings issues of the future of RE, taking RE forward in Bromley, the All Party Parliamentary Group for RE and the new RE Quality Mark were also debated. Members of the committee are involved in interfaith activities in Bromley. The Chair and Consultant are members of other SACREs which supports the information available to the committee. At the summer term meeting the Chair of fifteen years retired and thanks were extended to him for his many years of work and support of Bromley SACRE.

4f – Relations with the Academies sector

See 1F

Section 5: Contribution of SACRE to promoting cohesion across the Community

5a – SACRE's membership; 5b SACRE's understanding of the local area

5c – SACRE's engagement with the community cohesion agenda;

The Borough of Bromley continues to be less religiously diverse than other London boroughs; however the SACRE committee is representative of the groups found in Bromley.

During the Spring term a number of people from the Hindu, Christian, Sikh, Muslim and Jewish communities came to an evening training session on how to be a visitor in schools. A list of these trained speakers was put onto the Fronter system for schools to access along with information on places of worship that schools could visit. Evaluation forms were also put there for schools to use.

The Muslim representative once again organised the annual competition for schools on the 'True Meaning of Islam' and this year four schools entered. A report on the prize giving event in Darul Uloom School in Chislehurst is to be found in appendix 2.

Members of the committee are involved in interfaith activities in Bromley. The chair and consultant are members of other SACREs which supports the information available to the committee.

5d – SACRE's role within wider LA initiatives on community cohesion

SACRE is given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion

Bromley SACRE Self Evaluation May2012 results (using QCDA categories)

Undertaken by RE Consultant

Please note these categories do not match the categories of the NASACRE Toolkit used in this report

Key Area Number	Key Area	Developing	Established	Advanced
1A	Compliance and time allocation for RE		x	
1B	Standards and achievement		x	
1C	Quality of teaching and leadership and management		x	
1D	Recruitment and retention issues. Level of specialist provision	x		
1E	Resources		x	
2A	SACRE meetings		x	
2B	Membership and training			x
2C	Improvement and development planning			x
2D	Professional and financial support			x
2E	Information and advice		x	
2F	Partnership with our key stakeholders		x	
3A	Review of Agreed Syllabus			x
3B	Using the non-statutory National Framework for RE			x
3C	Developing the revised Agreed Syllabus			x
3D	Consultation/launch/implementation of the Agreed syllabus		x	
3E	Additional guidance/ monitoring and evaluating the Agreed syllabus	x		
4A	Practice and provision for collective worship		x	
4B	Monitoring collective worship/ tackling issues of non-compliance	x		
5A	Representative nature of SACRE		x	
5B	Knowledge and understanding of the local religious, cultural, ethnic community	x		
5C	Understanding the intrinsic contribution RE can make to social and racial harmony		x	
5D	Links to the LA initiatives promoting social and racial harmony	x		

Prize Giving Day at Darul Uloom London: 15 November 2012

The Standing Advisory Council for Religious Education (SACRE) of London Borough of Bromley (LBB) organised a competition for all the schools in the Borough.

Sponsored by Darul Uloom London, Foxbury Avenue, off Perry Street, Chislehurst, Kent BR7 6SD

Purpose

- To encourage an accurate knowledge and understanding of Islam, in keeping with the expectations of the National Framework for RE.
- To enthuse pupils in their study of this religion.

Project

Title: The True Meaning of Islam

- Explain what you consider to be the essential teachings of Islam and its implications on important issues of today.
- Finish with a statement summarising what you have gained from this work.

Criteria

- 75% of marks are for content: coverage, accuracy and clarity of explanation
- 25% of marks are for presentation: organisation, interest, relevance and clarity

Prize Giving

On Thursday, 15 November 2012, the participating schools were invited. 120 students, their parents/guardians and their RE teachers attended the event. This year, 38 students aged 11 and 12 years old, from the following schools entered the competition: Bishop Justus, Coopers Technology Bullers Wood and Langley Park for Boys School

The prizes awarded were as follows:

- 19 students were awarded 'Commendation',
- 12 students were awarded 'Consolation Prizes'
- Four students were awarded 'Third Prizes'
- Two students were awarded 'Second Prizes' and
- One student for an outstanding project from Langley Park was awarded 'First Prize'.

All of this year's projects and outstanding projects of previous years were on display at Darul Uloom London. Each prize winner read an extract from their project before receiving their prize.

Each participant received the following:

1. A book on 'Muhammad' written by the late Afzalur Rahman, who was both a London school teacher and an Islamic scholar.
2. A small booklet on 'Islam' by Dr Manazir Ahsan, Director of Islamic Foundation.
3. A certificate from Darul Uloom London, and
4. The prize winners also received cash prizes.

The guest speaker was David Brister, Chairman of an international company, who made a revealing speech about his personal 'Reflections on Hajj'. He performed the Hajj in Mecca just three weeks before attending this event.

More than 120 guests from four schools, and 155 students and staff from Darul Uloom, then shared an evening meal together. As a truly educational, multicultural and social evening, the event was greatly appreciated and enjoyed by all attendees - mothers, fathers, teachers, SACRE members and children alike.

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The True Meaning of Islam

Summary of Projects 2013

As a member of the Standing Advisory Council for Religious Education (SACRE), I am proud to be part of a team working within the Borough of Bromley to help and support religious education in schools. I am very thankful to Mufti Mustafa, the Principal of Darul Uloom, for sponsoring this competition to encourage interest in RE and, in particular, an understanding of the true meaning of Islam. This competition was organised with the support of Standing Advisory Council for Religious Education (SACRE) and the generous help of teachers from participating schools.

The title of the project set was “The True Meaning of Islam”. Pupils have been asked to explain what they consider to be the essential teachings of Islam, to discuss their implications for important issues of today and to finish with a statement about what they have gained from their work.

This year 41 students aged 11 and 12 years from Farringtons, Coopers Technology, Harris Academy, Bullers Wood and Langley Park Boys have submitted projects. Most of the students have understood the basic foundations of Islam correctly and presented the key aspects of religion clearly. Almost all have documented that Islam means ‘submission to Allah’ and also means ‘peace’. For a Muslim, obedience to Allah’s commands, as embodied by the last Messenger of Allah, is the path to inner peace. They also understood that Muslims believe that the Holy Qur’an is the word of Allah in its entirety, not a single word of which has been changed since its revelation, and that it will always remain so, protected forever by Allah.

Some students have discussed terrorism and clearly documented that it has nothing to do with Islam. A few of them, mostly girls, described detailed information about Hijab.

Overall, the quality of projects submitted is very impressive and their presentation often innovative. The majority of the students have understood Islam and Muslims. They have presented well-researched information and have documented their findings beautifully. The snapshots, the art and decorative style of presentation are admirable.

Marking was carried out relative to the best performer who was awarded first prize for outstanding work. 75% of marks were for content including breadth of scope, accuracy and clarity of explanation and 25% of marks were for presentation and organisation of information. Marks were deducted for mistakes and inaccuracies; which includes sensitive pictures. Please note that pictures of the prophets are strictly forbidden in Islam and also that the Zakat is 2.5% of wealth not income.

This year, in addition to two first and a second prize, four third prizes, 16 consolation prizes and 18 commendations were awarded. Each participant is acknowledged by a prize of a book about Muhammad written by the late Afzalur Rahman, who was both a London school teacher and an Islamic scholar. Also, a small booklet on ‘Islam’ by Dr Manazir Ahsan, Director of the Islamic Foundation is to be presented. A certificate from Darul Uloom London is also provided to each student.

Mahmood, 7 November 2013

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Report No.
ED14038

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council on Religious Education

Date: 12th March 2014

Decision Type: Non-Urgent

Title: SACRE DEVELOPMENT PLAN AND BUDGET

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

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

Ward: N/A

1. Reason for Report

1.1 To present a revised draft development plan for the next financial year

2. RECOMMENDATION

2.1 To discuss this document and the budget presented by an officer of the Council

3. COMMENTARY

3.1 Attached is the revised draft development plan for SACRE in the next financial year.

3.2 At the meeting there will be a discussion with an officer from Bromley Council on the budget and arrangements for Bromley SACRE in the next financial year.

3.3 The law still states that a local authority has to support a SACRE committee as was discussed at the November meeting. Bromley Council's budget considerations mean that the number of RE Consultant days will probably be cut from 35 to 20 per year and the attached revised draft development plan for 2014-15 reflects this.

**Revised SACRE DEVELOPMENT PLAN – April 2014 – March 2015. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Adviser Days –20**

Objective	Action	Responsibility	Date	Costs	Success criteria
<p>Evaluate SACRE work and establish priorities</p> <p>To prepare agenda, respond to any action from previous meetings and plan ongoing programme for SACRE committee meetings.</p> <p>Preparation of continuation of training for SACRE members (particularly on the New Syllabus)</p>	<p>Continuous self evaluation process using the NASACRE self evaluation document</p> <p>Arrange and attend 3 pre agenda meetings per year</p> <p>Write papers and reports for the meeting to LA timetable</p> <p>RE Consultant to prepare for and deliver training during termly meetings.</p>	<p>RE Consultant</p> <p>All SACRE members to discuss.</p> <p>Clerk, Chairman, RE consultant</p> <p>RE Consultant</p> <p>RE Consultant and Committee members</p>	<p>Annual update of self evaluation (Adviser) Summer review reported to SACRE (Adviser) (Include in the Annual Report – Autumn 2012)</p> <p>Termly meetings</p> <p>Including SACRE meetings – 6 days</p> <p>At SACRE meetings</p>	<p>RE Consultant 6 Days</p>	<p>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. Effective meetings with Action points carried out by Members between meetings.</p> <p>Members have a working knowledge of the new syllabus and an understanding of the responsibilities of SACRE</p>
<p>SACRE consider reports and initiatives from NASACRE</p> <p>Monitor National RE reports from OfSTED or DFE</p> <p>Ensure schools are aware of the statutory nature of RE</p>	<p>Consider relevant material from National SACRE Conference and NASACRE AGM</p> <p>Request LA to write to schools on statutory nature of RE . Send nasacre leaflet customised for Bromley SACRE</p>	<p>RE Consultant/ Chairman and nominated rep</p> <p>School Improvement Service: head of Learning</p>	<p>Following NASACRE meetings -summer term</p> <p>Termly summary of any relevant Ofsted outcomes to SACRE</p>	<p>Cost of one annual conferences and travel 1days adviser time</p> <p>NASACRE conference costs annually</p> <p>Included in meeting time</p>	<p>Discussion and actions taken on the future of RE and CW</p> <p>Attend the NASACRE annual conferences and report back</p> <p>Adviser and interested members attendance and discussions held in summer term</p> <p>All schools following the New Agreed Syllabus 2013 in use in schools by April 2015</p>
<p>To report annually on the work of SACRE.</p>	<p>Collect information on exam data and SACRE work</p> <p>RE Consultant to write an</p>	<p>RE Consultant to write, Chairman to read, Clerk to circulate.</p>	<p>Deadline end December 2014</p>	<p>RE Consultant time 3 days</p>	<p>Completed on time and copies provided for SACRE members,</p>

**Revised SACRE DEVELOPMENT PLAN – April 2014 – March 2015. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Adviser Days –20**

Objective	Action	Responsibility	Date	Costs	Success criteria
	annual report by December on the previous academic year.				Director, Assistant Director, CYP portfolio holder, libraries, schools and their governing bodies. NASACRE and the secretary of State for Education
To monitor standards of RE and CW in Bromley Schools.	<ol style="list-style-type: none"> Attend school visits and consider reports Look at alternative ways to monitor standards Provide data for members on RE examination results in Secondary Schools. 	<p>RE Consultant-All SACRE members at least one per year</p> <p>Data team at Civic Centre RE Adviser</p>	<p>Up to 6 school visits each year (2 per term)</p> <p>Part of annual report. Discuss at Spring meeting</p>	<p>RE Consultant – 6 half day visits and 6 half day report writing (6 days) to enable SACRE to monitor standards</p> <p>Part of the Annual report writing time-see above</p>	<p>Meaningful visits or discussion completed and reports discussed at SACRE meetings.</p> <p>Data provided, with analysis for Spring meeting</p>
Annual Event	SACRE committee to decide on topic of event- possibly a 'question time' for pupils	RE Consultant- and members of SACRE committee	Summer 2014	1 days Consultant Time plus time of members of SACRE + Venue Costs	Event which highlights work of SACRE to consumers
To update Fronter with resources for the new syllabus. To reply to queries from schools regarding the new syllabus and general support	Upload resources onto the Fronter system. Replying to telephone and email requests for resources and advice.	RE Consultant	After initial intensive work during Spring 2013 as required	3 days annually	RE Coordinators able to access resources and implement the new syllabus and supported.
NOT PART OF SACRE BUDGET				All Payment from CPD budget NOT from SACRE budget	
To lead an RE Coordinators network meeting termly	Arrange dates for 3 meetings. Plan information/activities and present to meeting	RE Consultant	Termly		
To lead training of RE on teaching the new syllabus		RE Consultant	June 12 th 2014	3 days including meetings	RE coordinators kept up to date with teaching and learning strategies and have an understanding of the new syllabus

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Agenda Item 6

Report No.
ED14039

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council on Religious Education

Date: 12th March 2014

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

Title: Responsibilities for RE

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

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

Ward: N/A

1. Reason for report

1.1 To discuss ways of ensuring the highest quality religious education in Bromley Schools

2. RECOMMENDATION(S)

2.1 Members to accept the recommendation to send a letter to the Chair of governors of each Bromley school and Academy.

3. COMMENTARY

3.1 An inquiry was carried out by the All Party Parliamentary Group (APPG) on RE to investigate the supply of and support for teachers of religious education. Teachers in Bromley were asked to be part of the survey.

3.2 The report, RE The truth Unmasked, draws on over 400 sources of evidence and concludes that there are some serious issues which need to be addressed if schools are to provide high quality religious education for every young person.

3.3 Bromley SACRE discussed the report when it first came out. The attached documents for Primary and Secondary School Governors are produced by Dr Barbara Wintersgill with suggestions for possible action.

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THE PROVISION AND TRAINING OF TEACHERS OF RELIGIOUS EDUCATION: GUIDANCE FOR GOVERNING BODIES OF PRIMARY SCHOOLS

The purpose of this paper is to make school governors aware of the findings and recommendations of *Religious Education the Truth Unmasked*, which reports the outcomes of the recent inquiry held by the All Party Parliamentary Group for RE (APPG). The full text of the report can be found on the RE Council website: <http://religiouseducationcouncil.org.uk/appg/news/2013-03-18/appg-re-final-report-the-truth-unmasked>

Governors' legal responsibility for religious education (RE)

Governing bodies and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Further details, in particular guidance on the RE curriculum to be taught in different types of school, may be found in two documents on the Department for Education (DfE) website:

- 1 *Religious education in English schools: Non-statutory guidance 2010.*
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010>
- 2 *Religious Education (RE) in academies and free schools.*
http://religiouseducationcouncil.org.uk/media/file/re_and_collective_worship_in_acads_a.pdf

The importance of RE

The APPG concluded that:

Religious Education has a vital and powerful contribution to make in equipping young people, whatever their backgrounds and personal beliefs with the skills to understand and thrive in a diverse and shifting world. The ... subject is now under threat as never before, just at the moment when it is needed most.

The staffing of primary RE

Ofsted has found that pupils' achievement in RE is very inconsistent. At the time of Ofsted's most recent report on RE (Ofsted 2010)¹ primary school pupils' achievement in RE was good or outstanding in only 4 out of 10 schools. The APPG inquiry identified four key concerns related to the deployment of teachers that contributed to these disappointing standards in RE.

- a) ***The excessive use of teaching assistants to teach RE.*** Ofsted has found that class teachers use their RE lesson time for planning, preparation and assessment (PPA) more than they use other subject time. In over half of the 300 primary schools participating in the APPG inquiry, some or all pupils were taught RE by someone other than the class teacher. In 24% of schools in the inquiry RE was taught to some children by higher level teaching assistants (HLTAs), a practice almost unknown in foundation subjects such as history, geography and design and technology. The outcome is not always negative and Ofsted has reported that in the few occasions 'where the teaching assistants were very carefully supported, managed and monitored, their enthusiasm and interest in the subject could have a very positive impact on pupils' learning' (Ofsted 2010:36). BUT generally the practice is not good and reflects the low status of RE in many schools (2.2-2.5).

¹ Ofsted (2010) Transforming Religious Education

- b) **Teachers' lack of confidence.** About a half of primary teachers and trainee teachers lack confidence in teaching RE (2.6-2.10). Evidence presented to the APPG shows that the following reasons account for trainees' caution/lack of confidence with RE:
- Fear of bias (especially in those of faith)
 - Feeling of unpreparedness/ lack of experience
 - Fear about pronunciations
 - Fear of offending
 - Unsure about the RE curriculum
 - Fear of teaching controversial topics
 - Uncertainty about the place of RE in the curriculum
- c) **RE subject leaders' lack of expertise.** About a half of subject leaders who replied to the inquiry said that they lacked the expertise or experience to undertake their role effectively (2.11-2.13) Over a third of primary RE subject leaders in responding schools had no qualifications in RE above GCSE/O Level.
- d) **Insufficient teacher training in RE.** There is a wide variation in the extent of initial teacher training in RE and too many trainee teachers had little or no effective preparation for teaching the subject.(2.14-2.16)

Support for primary teachers of RE

The APPG inquiry found that in spite of many teachers' weak subject knowledge and confidence, too little in service training in RE is available (6.1-6.3). In particular:

- a) RE subject leaders responding to the APPG identified three particular CPD needs above all others:
- improving their knowledge of world religions
 - help with implementing a new agreed syllabus
 - how to assess pupils' learning
- b) The ability of SACREs to provide support for teachers of RE at a local level has been dramatically reduced by local authority funding decisions. (6.31-6.36)
- c) Primary teachers and subject leaders in schools without a religious character have particularly limited access to RE CPD (6.13-6.21)
- d) Teachers' access to RE CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools.
- e) CPD is sometimes provided by other organisations, if teachers know where to look. In particular the National Association of Teachers of RE (NATRE) provides after-school RE support groups in some areas. In addition several websites (e.g. NATRE) and journals (e.g. RE Today) offer subject knowledge and ideas for teaching. Charitable trusts such as Culham St Gabriel's and the Farmington Institute also offer CPD opportunities.

RECOMMENDATIONS

In response to the APPG recommendations governors should:

- require a review of RE in the school to find out
 - the extent of teachers' confidence in teaching RE, and the reasons for any lack of confidence
 - how many teachers, if any, are not teaching RE to their class and the reasons why
 - the training, expertise and enthusiasm of staff covering other teachers' RE classes
- require the school leadership to:
 - make proper provision for continuing professional development for RE subject leaders and others with responsibility for teaching RE in order to improve its quality
 - ensure that the RE subject leader knows where to find training and support locally and from national organisations
 - provide regular opportunities for RE subject leaders to train their colleagues in subject knowledge and planning and assessing RE.

THE PROVISION AND TRAINING OF TEACHERS OF RELIGIOUS EDUCATION: GUIDANCE FOR GOVERNING BODIES OF SECONDARY SCHOOLS

The purpose of this paper is to make school governors aware of the findings and recommendations of *Religious Education the Truth Unmasked*, which reports the outcomes of the recent inquiry held by the All Party Parliamentary Group for RE (APPG). The full text of the report can be found on the RE Council website: <http://religiouseducationcouncil.org.uk/appg/news/2013-03-18/appg-re-final-report-the-truth-unmasked>

Governors' legal responsibility for religious education (RE)

Governing bodies and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Further details, in particular guidance on the RE curriculum to be taught in different types of school, may be found in two documents on the Department for Education (DfE) website:

- 1 *Religious education in English schools: Non-statutory guidance 2010.*
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010>
- 2 *Religious Education (RE) in academies and free schools.*
http://religiouseducationcouncil.org.uk/media/file/re_and_collective_worship_in_acads_a.pdf

Why does RE matter?

The APPG concluded that:

Religious Education has a vital and powerful contribution to make in equipping young people, whatever their backgrounds and personal beliefs with the skills to understand and thrive in a diverse and shifting world. The ... subject is now under threat as never before, just at the moment when it is needed most.

To what extent are standards and the teaching of secondary RE a problem?

The most recent Ofsted report on RE found that pupils' achievement in RE in secondary schools shows a very mixed picture. It was good or outstanding in 40 of the 89 schools visited, requiring improvement in 45 schools and inadequate in 14 schools. The APPG inquiry identified five key concerns related to the management of teachers that contributed to these disappointing standards in over half of all secondary schools.

- a) **The excessive use of non-specialists.** The DfE has argued that pupils' attainments are affected "above all other factors" by the quality of their teachers. Ofsted has found that the lack of teachers' subject qualifications is a key factor affecting pupils' examination success. Nevertheless, nearly half of those teaching RE in secondary schools have no qualification or appropriate expertise in the subject and are unlikely to have the subject knowledge to meet the DfE's national teaching standards.
- b) **The inappropriate use of non specialists.** Non specialists can be effective when they receive training and are well supported by subject specialists. The APPG identified particular weaknesses in teaching where:
 - non specialists are deployed to teach RE because they have gaps in their timetables, rather than from any interest in the subject
 - several non specialists are used to teach a few RE lessons each week, rather than one non specialist who can develop subject expertise and experience
 - different non specialists are used every year, inhibiting continuity and the development of subject expertise.

The APPG found that in such cases non specialists often lacked the confidence to move beyond the predictability of a text book or work sheet and found that other commitments made attendance at departmental meetings difficult.

- c) **Schools misunderstanding the legal position of RE.** Some secondary school leadership teams understood the omission of RE from the EBacc as a statement that it no longer has to be taught at Key Stage 4. This is not the case and Michael Gove, the Secretary of State for Education has said, 'The Government is committed to maintaining the status of RE as a compulsory subject that all pupils must study throughout their schooling'.
- d) **Insufficient continuing professional development (CPD) in RE.** In nearly 40% of schools RE teachers have inadequate access to continuing professional development. RE teachers in schools without a religious character have particularly limited access to CPD. RE Teachers' access to CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools

What are the most urgent needs of RE heads of department and teachers of RE?

The APPG identified the following needs as priorities for heads of RE:

- a) Training in the accurate evaluation of the strengths and weaknesses of all aspects of RE in the school; in particular answering the questions 'Are standards in RE high enough?' and 'Is RE teaching good enough?'
- b) Training in planning for the development of RE in the school with a focus on raising standards and improving teaching.
- c) A balance of internal and external training. External training gives RE specialists access to information about such priorities as curriculum change, new resources and local faith community contacts. Courses also provide invaluable opportunities to meet and exchange experiences with subject specialists from other schools.
- d) Subject training for **all** non specialist teachers of RE, focusing on the development of subject knowledge.

In response to the APPG recommendations governors should:

- a) initiate a review of RE in the school to find out
 - to what extent the school is meeting legal requirements to teach RE to all pupils, except those withdrawn by their parents
 - the subject qualifications and training of all teachers of RE (including non specialists)
 - the number of non-specialists teaching RE, the number of weekly lessons taught by each and the number of years each has been teaching RE
 - where teachers of RE find support for their teaching
 - how much subject-specific CPD RE teachers have had in the last three years
 - the proportion of Key Stage 4 and post-16 pupils entered for public examinations in RE
- b) work with the school leadership to:
 - use non-specialists to teach RE only when all other possibilities have been explored
 - identify only one or two non specialist teachers who are willing to teach RE, where the use of non-specialists is necessary
 - provide training for all non-specialists teaching RE. High quality, inexpensive subject knowledge booster courses are available on line, for example see Culham St Gabriel's (www.cstg.org.uk)
 - provide high quality RE throughout the school, assessed where possible through public examinations
 - make proper provision for continuing professional development for the RE head of department and others who teach RE in order to improve its quality
 - ensure that the RE subject leader knows where to find training and support locally and from national organisations. In addition to the local SACRE, the National Association of Teachers of RE (NATRE) provides after-school RE support groups in some areas. Several websites (e.g. the RE Council, NATRE and REOnline) and journals (e.g. RE Today, REsource) offer subject knowledge and ideas for teaching. Charitable trusts such as Culham St Gabriel's and the Farmington Institute also offer CPD opportunities and bursaries for higher degrees.

Report No.
ED14040

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council on Religious Education

Date: 12th March 2014

Decision Type: Non-Urgent

Title: School Visits

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

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

Ward: N/A

1. Purpose of Report

1.1 SACRE members visit local schools in order to see how RE is taught and to offer support to the RE Coordinator of the school

2. RECOMMENDATION(S)

2.1 Accept these reports and comment on the Guidelines for Visits

2.2 Consider attending one of the proposed visits

3. COMMENTARY

3.1 Reports of visits to Darrick Wood Secondary and Valley Primary, both undertaken in November 2013 are attached as appendix 1a and 1b. Visits to Cudham C of E Primary and Keston Cof E Primary are planned for March 2014 dates to be advised.

3.2 It has been requested that members have an indication of the elements of a 'good' RE department and a tick list/ sheet for making comments when visiting schools. These could then be kept as a further record of visits made.

3.3 Guidelines for Bromley SACRE members when visiting schools

3.3.1 The reason for these visits is to give the members of SACRE on going information about religious education and collective worship in the Borough's schools. This is important so that SACRE members understand what happens in schools and since the new Ofsted reports do not give specific subject reports it will give SACRE members a chance to see how schools manage RE and collective worship.

3.3.2 The other reason for the visits is for SACRE to have an opportunity to show support for schools in the organisation and delivery of RE and Collective worship. This support might be practical or may take the form of listening to concerns and bringing these back to SACRE for discussion.

3.3.3 During a visit the SACRE members would generally;

- Discuss the school's RE and collective worship policies and provision with the Head Teacher.
- Talk to the RE co-ordinator about the use of the syllabus and the scheme of work
- Visit some RE lessons as observers
- See some examples of the pupils RE work and notice any evidence of RE displays in the classrooms and corridors
- Attend an act of collective worship.

3.4 While the visit is in no way an inspection the following questions are provided as a useful guide for SACRE members taking part in the visit. The answers to these questions will be used to provide a short report to the rest of the SACRE committee.

- **Religious Education;**

1. Is it clear in the school brochure that pupils may be withdrawn from RE lessons?
2. How many pupils are withdrawn from RE lessons?
3. Is RE well resourced in terms of artefacts/ books, timetabling and budget?
4. How long has the co-ordinator been in post?
5. Are they given time to monitor RE and is there a development plan for RE?
6. Are they allowed/encouraged to attend inset and co-ordinator meetings to keep up to date?
7. Is there a programme of RE visits and visitors?

Collective worship should be planned in the same way that schools plan other areas of learning. Each school will have its own planning sheets and methods. Here is a suggestion of the headings for a planning sheet which can also be used as a monitoring sheet. If the school uses the collaborative planning sheet in appendix C in conjunction with this sheet, planning will not be an onerous task.

Theme: Today's Title:

Date: Age of pupils:

Music: (live/recorded/singing) Story title: Biblical ref if applicable

Organisation:

Resources:

Evaluation:	Excellent	Good	Average	Poor
Atmosphere	o	o	o	o
Effectiveness	o	o	o	o
Engagement	o	o	o	o
Appropriate Content	o	o	o	o
Resources	o	o	o	o
Age appropriate	o	o	o	o
Reflection	o	o	o	o



Commentary on an RE lesson

Visit to.....

Class/Year group.....

Name of Visitor.....

Are Pupils..	Outstanding	Satisfactory	Poor	COMMENTS
Engaged with the lesson?				
Enthusiastic, taking a pride in their work?				
Using religious vocabulary properly?				
Given time to reflect on what they have learnt?				
Questions and ideas valued?				
Is the lesson well planned				
Are there different learning strategies in place and is ICT used?				

Appendix 1a

Visit of Bromley SACRE to Darrick Wood School on 11th November 2013

This visit was undertaken by Cllr Anne Manning, chair of SACRE, and Mrs Penny Smith-Orr, the RE Adviser to Bromley SACRE.

We met the Head of RE, Mr Dave Morrell, at the school at 8.20am and were introduced to Mrs Rhymaun, the head teacher. The School is very well decorated and laid out and includes a prayer room for pupils to use during Ramadan. There are 1700 pupils with a sixth form of 400 and a Special Needs unit as well. At KS3 pupils follow the Bromley Agreed Syllabus, at KS4 most pupils (approximately 240 in each year group) study the Edexcel Religion and Life/Religion and Society and at KS5 students study OCR Philosophy and Ethics. They have links with Tubbenden Primary.

We were taken in to the Collective Worship (CW) being held that day on the theme of Remembrance Day. The poem 'In Flanders Field' by John McCrae was the theme of the day and two pupils did a beautiful dance on the theme of war and loss. It was also announced that the debating society had won their latest round in a competition and were going on into the SE championships. The whole school have collective worship on a Friday and each day pupils have a thought for the day in their tutor groups. Each tutor has a very comprehensive termly booklet, produced by Mr Morrell, with the weekly 'thoughts' and some discussion points for the group, there are also power point presentations for them to show. The same themes for the week are used in the bigger CW gatherings.

After this we had an interesting meeting discussing the school and the RE curriculum with the head teacher and Head of RE. A copy of the Religious Studies departmental booklet, containing everything that the team of five teachers in the department needs to know, was very impressive. The School is part of the Bromley collegiate and is part of a scheme training new teachers, there are two trainees in the RE department with Mr Morrell being the lead mentor for RS for this scheme throughout Bromley.

The Schools motto is 'Respect, Responsibility, Honesty' which is vigorously promoted in all areas of school life. The department is well resourced with artefacts and text books and pupils of different faiths are accorded due respect and are often called on as a resource. We were invited to observe a lesson for Year 11 pupils, taught by Mr Morrell. This was on the topic of Christian and Muslim attitudes to medical treatment for infertility. There was lively discussion and the pupils were given a set of information sheets on the topic. They had to answer two questions using the information adding quotes to support their answers: Why do some Christians and Muslims agree with infertility treatments and some do not? And Christians should not accept the use of infertility treatments, do you agree? This lesson was well organised and the students were interested in the subject. In the classroom there were models of Churches and Mosques, masks based on 'What makes me unique? And newspaper articles and words and phrases relating to religious education to help pupils. We really valued the chance to visit the school and meet the staff and are pleased that there is a very real intention to link in with Bromley SACRE.

With regard to support from SACRE;

Mr Morrell is considering applying for the REQM award during the next few terms

He also asked for the syllabus to be put onto the Council website. (This action has now been completed).

Appendix 1b

Visit by Bromley SACRE to Valley Primary School on 22nd November 2014

Four members of SACRE attended this visit having been invited by the RE Coordinator, who is a part time teacher here and is in the teacher group of SACRE representing the Primary Academies. Prior to the visit by SACRE members the RE Adviser had had a meeting with the head teacher covering a number of topics related to religious education and collective worship. It is to be noted that the school is an Academy and has decided to continue to use the new agreed syllabus for Bromley.

In the entrance hall of the school we looked at a display on the theme of celebrating unity in our diversity, we then observed two lessons and a Collective worship for the whole school. The first class was a Year 1 class following the theme of 'Let's celebrate' looking at the Jewish festival of Hanukah. Having briefly recapped work on Hindu Diwali they found out about Hanukah using a mixture of story and role play and pictures on a whiteboard. The teacher, an HLTA who was teaching the class as the class teacher was on PPA release time also showed them some artefacts and they had a question and answer session. The deputy head came in to play the piano and the children learned a counting song about lighting the Hanukah candles. Their activity was to either write key words or sentences on a picture of a Menorah. The pupils were lively and engaged during the lesson even though this was not their usual teacher.

Secondly we observed the RE Coordinator teaching a year 4 class looking at symbols. Having dressed a pupil up as a sea scout the pupils discussed what do people wear that distinguishes them or their work. After the discussions some pupils fed back their ideas and then the class had a guessing game based on uniforms people wear. They then looked at and commented on the 5 Ks, Sikh symbols, which were introduced out of a bag. The teacher got the class to do a lot of thinking about these items and affirmed the pupils in their ideas very well. Their activity was to make a representation out of plasticene of each item and label them while also thinking of what symbols would represent them personally.

At the collective worship most of the staff were not present, it was on the theme of Anti bullying week and the principles of this. Two teaching assistants were dressed as characters from the Diwali story, and pupils were reminded of Diwali, Hanukah and Advent and the symbolism of these including discussion about the way good must overcome evil and the sort of behaviour that should not be seen. A candle was lit for reflection on Bible references to Jesus and being kind and peaceful during which several Muslim pupils left the hall. These returned later having looked at attributes of Allah, good/kind/trusty/compassionate which they spoke about but were apparently returned early because they were in the hall while the others were praying.

The children watched a 'magic' trick which was rather puzzling as an analogy with a black and white balloon representing good and bad behaviour. Inside the black balloon was another white one which was set free thereby getting rid of (black/bad) behaviour. The pupils were well behaved during this and finished by all singing with Y6 providing the harmonies.

The lessons we observed were very good examples of active RE and the members of SACRE were able to see how a mixture of questioning and activities can make RE come to life.