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www.bromley.gov.uk

BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Jo Partridge

[joanne.partridge@bromley.gov.uk](mailto:joanne.partridge@bromley.gov.uk)

DIRECT LINE: 020 8461 7694

FAX: 020 8290 0608

DATE: 19 February 2019

To: Members of the  
**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

Reverend R Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys, Keith Onslow and  
Chris Pierce

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

Teachers: Mrs D Angell, Ms H Arnold and Ms S Odusola

Other Faiths: Mrs S Barnett, Mrs P Colling, Mr S Gupta, Mr R Hagley,  
Mr S Mahmood, Mr A Nandra and Mrs E Whitman

A meeting of the Standing Advisory Council on Religious Education will be held at  
Bromley Civic Centre on **WEDNESDAY 27 FEBRUARY 2019 AT 6.00 PM**

MARK BOWEN  
Director of Corporate Services

*Copies of the documents referred to below can be obtained from*  
<http://cde.bromley.gov.uk/>

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Wednesday 3<sup>rd</sup> July 2019  
Wednesday 13<sup>th</sup> November 2019  
Wednesday 4<sup>th</sup> March 2020

All meetings to start at 6pm

## STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.00 pm on 31 October 2018

### Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Keith Onslow and Chris Pierce  
Mrs D Angell, Ms H Arnold, Mrs S Barnett, Mrs V Corbyn,  
Mr C Town, Reverend S Varney and Mrs E Whitman

### Also Present:

Julia Andrew, LBB Head of School Standards  
Carol Arnfield, LBB Head of Service for Early Years,  
Schools Standards and Adult Education  
Stacey Burman, SACRE RE Advisor  
Dr Omar Taha, Al-Emaan Centre (Keston Mosque)

## 14 INTRODUCTIONS, APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Robert Evans, Councillor David Jefferys, Ray Hagley, Mr Mahmood and Arvinder Nandra.

Reverend Steve Varney apologised for having to leave the meeting early due to other commitments.

The Chairman welcomed Stacey Burman, SACRE RE Advisor and Councillor Chris Pierce to the meeting, and introductions took place.

## 15 DECLARATIONS OF INTEREST

None.

## 16 A) MINUTES OF THE MEETING HELD ON 4TH JULY 2018

**RESOLVED** that the minutes of the meeting held on 4<sup>th</sup> July 2018 be confirmed as a correct record.

## B) MATTERS ARISING

Minute 4B): Matters arising

The Chairman advised members that, as the SACRE RE Advisor was in post, the letter to Headteachers could be drafted, and would form part of her introduction to the schools.

Minute 7: Oral Update & Publications

The PowerPoint presentation delivered by the Chairman to the School Governor Forum had been circulated, and members confirmed receipt.

Minute 10: SACRE Self Evaluation

A PDF version of the document 'Reflective Pools – Refreshing Collective Worship in Bromley Schools', had been produced, and would be circulated to members. **ACTION: Clerk**

The Chairman advised that information regarding determinations would be discussed under agenda item 18: Oral Update & Publications.

Minute 11: SACRE Draft Action Plan

The Chairman informed members that the proposal to invite neighbouring boroughs to attend SACRE meetings had not yet been explored, but would be considered for future meetings.

The Chairman noted that the revised SACRE Action Plan for 2018-19 would be discussed under agenda item 22: SACRE Draft Action Plan.

**17 COMPLIANCE OF THE GENERAL DATA PROTECTION REGULATION (GDPR)**

No breaches of the GDPR were reported.

**18 ORAL UPDATE & PUBLICATIONS**

**A.) SACRE ANNUAL REPORT**

The Chairman informed members that work was underway to produce the Bromley SACRE Annual Report 2017-18. The SACRE RE Advisor said that she intended to provide a draft version of the document to the SACRE meeting on 27<sup>th</sup> February 2019 for approval, following which the final document would be submitted to NASACRE and the Department for Education before the end of March 2019.

**B.) 'RAMADAN 2019 – A SIMPLE GUIDE FOR SCHOOLS' – DR OMAR TAHA**

The Chairman welcomed Dr Omar Taha, Al-Emaan Centre (Keston Mosque) to the meeting, and thanked him for producing the document 'Ramadan 2019 – A Simple Guide for Schools', and providing a copy to SACRE members.

Ramadan had taken place this year from 17<sup>th</sup> May to 15<sup>th</sup> June, resulting in an overlap with the traditional exam season. As Ramadan would continue to fall during the peak periods of exams and the summer months, it was believed that acknowledging pupils' needs could contribute to fostering good relations with, and promoting understanding between different groups. The guide

outlined considerations that schools may take with regards to the month of Ramadan, along with suggestions of what features may constitute best practice in schools. Dr Taha advised that the document was a revised version of the guide produced by the Lewisham Mosque and Lewisham SACRE, which had been tailored more to the Bromley borough and focused on educational elements and highlighted that the mosque offered visits and workshops.

The SACRE RE Advisor commented that the guide was very well-written, but considered that it could be set out slightly differently so that it could also be used as a learning resource. The SACRE RE Advisor felt that using the document as guidance and a resource for learning would expand its potential, and it could be linked to the Revised Bromley Agreed Syllabus. It was suggested that it could be beneficial to include some sample policies, to act as a template for schools. It was therefore suggested that all the information regarding Ramadan, beliefs and values be kept together, and a separate section added on what schools could do. It was agreed that the SACRE RE Advisor and Dr Taha would liaise to discuss the guide further.

**ACTION: SACRE RE Advisor**

A member noted that the guide stated that 'fasting is prescribed for all healthy males and females once they attain the age of puberty (this is relative based on the physiological and psychological make-up of each individual)', and enquired who decided the age of puberty. Dr Taha responded that it was generally the collective decision of the family, and there was not one definitive age.

### **C.) COMMISSION ON RELIGIOUS EDUCATION – 'RELIGION AND WORLDVIEWS: THE WAY FORWARD'**

The Commission on Religious Education (CoRE) had published its final report, 'Religion and Worldviews: The Way Forward – A National Plan for RE', in September 2018. The CoRE National Plan was built around a National Entitlement, which set out what all pupils up to the end of Year 11, in all publicly funded schools, should be entitled to be taught. CoRE stated that the National Entitlement reflected a new and inclusive vision for the subject, which fully embraced the diversity and richness of religious and non-religious worldviews, and would ensure a strong academic basis for the subject in all schools. Their National Plan suggested a flexible approach in the translation of the National Entitlement into programmes of study in schools, ensuring that Headteachers were able to choose the approach that was most appropriate for their pupils.

A copy of the Executive Summary had been provided to members, along with a link to the full report. The Chairman noted that the report was very well written and presented, and advised that it was worth reading the document in its entirety.

The SACRE RE Advisor highlighted that one major change suggested by the report was to the subject title. It considered that the title 'Religious Education' was too acute and led to misconceptions. It suggested that the subject should be broader to include Humanism and other non-religious views and to create more discussions. Thus the title 'Religion and Worldviews' was suggested in the report. However, NASACRE were concerned that the proposed title was too broad and may dilute the study of religions. Another recommendation of the report was for the Standing Advisory Council on Religious Education to be renamed the Local Advisory Network for Religion and Worldviews.

A member queried whether people would know the meaning of 'worldviews', and noted that even in the report it had to be explained. The Chairman responded that the term had been used for a long time in religious circles, but agreed that outside of these it may not be known. Another member echoed that 'worldviews' suggested a lack of religious belief, and felt this was a bit too broad and saw this as a dilution of Religious Education. The SACRE RE Advisor noted that the terminology used in the Bromley Revised Agreed Syllabus would need to be considered, as the report suggested that the Government and schools should change the subject name, but this was only a recommendation and may not actually happen.

The SACRE RE Advisor informed members that she had produced a summary of the final report, which she would provide to the clerk for circulation.

**ACTION: SACRE RE Advisor / Clerk**

A member stated that they felt this was the right thing to do, as the quality of the Religious Education delivered was patchy, and a national debate was needed. It was important that debates were happening at every level and creating a higher level of engagement regarding beliefs and values. It was about entitlement as so many children were not experiencing good quality Religious Education – it needed to be well resourced, and support provided for teachers to deliver it. Another member responded that it was important to encourage the debate, but as there were around 4,200 world religions it would be difficult to choose which ones to study. Having too many options suggested that pupils would not obtain enough understanding of each one. They were needed in addition to Religious Education, and not at the expense of it.

The Chairman said that the report was a helpful contribution to feed into the debate, but in reality it was highly unlikely that all the recommendations would be implemented at present. There was no appetite in Government to deal with this contentious issue, as they had lots of other pressing issues to deal with at present, but it was important that these concerns were highlighted.

#### **D.) NASACRE RESPONSE TO THE CLARKE / WOODHEAD REPORT – 'A NEW SETTLEMENT REVISED'**

NASACRE Patron, Charles Clarke and Professor Linda Woodhead had launched a revised version of their 2015 pamphlet 'A New Settlement', the

reworking of which had involved researching and ‘sounding out’ many of their original proposals. The 2015 booklet had proposed a new educational settlement to create a genuine understanding of modern religion and belief, and allow young people to explore their own and other peoples’ religious and non-religious beliefs and come to their own conclusions.

A member queried a statement on page 43 of the meeting agenda, which said that ‘the recommendations fall into three areas: 1. RE and Curriculum; 2. Collective Worship; 3. Faith Schools. The last of these, Faith Schools, is of no direct concern to NASACRE and SACREs’. The Chairman clarified that the report was referring to the fact that these schools had a specific intake, and it should have been made clearer that it was the recommendation that was of no concern, and not the schools themselves.

The Chairman highlighted that the report’s recommendation was to change the guidance to read, *‘All pupils in attendance at maintained schools and academies shall take part in a regular assembly or act of collective worship in keeping with the values and ethos of the school and reflecting the diversity and character of the school community’*. The original report had called for the abolishment of Collective Worship, but the revised report was reinstating it due to the consultation responses received. There was a legal requirement for something to take place, and reflecting the values of the school broadened the remit. The response of Paul Smalley, Chair of NASACRE, deemed this to be a sensible idea, and would mean that SACREs would no longer need to consider determinations, as no school would need to ask for it. A member responded that if there was not a political appetite to tackle the delivery of Religious Education, there would definitely not be the desire to tackle Collective Worship, and things were not going to change.

#### **E.) GUIDANCE ON MANAGING THE RIGHT OF WITHDRAWAL FROM RELIGIOUS EDUCATION**

The Chairman reminded members that at the last meeting, it was requested that they be provided with further information regarding determinations and how they were exercised. Members were informed that the Local Authority would be purchasing a copy of ‘Guidance on Managing the Right of Withdrawal from Religious Education’, which had been produced by Gill Vaisey on behalf of WASACRE. It was noted that the SACRE had never received any determinations, but was obtaining a copy of this generic guidance so it was available if, or when, it was needed. It was noted that the CoRE report intended to broaden the subject, and had made several recommendations about the right to withdrawal. This may affect the workings of the right of withdrawal in the future.

A member stated that on joining the SACRE, representatives had a role of responsibility. Outside of school, pupils opinions of Religious Education were formed from the media which tended to have a bias point of view, and pupils needed to learn that this was portrayed wrongly. It was important to not lose focus on general beliefs and religions, and how pupils learn about them was

extremely important. Dr Taha echoed these feelings, and considered that there was no substitute for learning about a religion from a person of that belief, and it should be cultivated through community groups, school visits and feedback.

The SACRE RE Advisor advised members that in teaching, there were Attainment Targets (AT) – AT1, learning about religions and AT2, learning from religions. It was important for pupils to be religiously literate, and that AT1 and AT2 went side by side. AT1 would see pupils using the right terms and terminology and AT2 would then see pupils forming their own worldviews. It was noted that from her experience, if schools had an issue with someone being withdrawn from RE, it tended not to reach the SACRE. The school would speak to the parent, explaining AT1 and AT2, and as a result they tended not to proceed with the withdrawal. As a SACRE, she did not feel this was something to be overly concerned about.

'How relevant is Religious Education in the 21st century?' – Professor Cooling

The Chairman informed members that he had attended an event entitled 'How relevant is Religious Education in the 21st century?' on 10<sup>th</sup> October 2018. It had been a talk on 'the role of RE in our increasingly secularised culture' with speaker Professor Trevor Cooling, which had been facilitated by the Spinnaker Trust. It had been a very good event, which referred to the reports discussed earlier. The Chairman had been provided with a copy of the PowerPoint presentation delivered by Professor Cooling, which would be provided to the clerk for circulation to members. **ACTION: Chairman / Clerk**

Members enquired if the PowerPoint presentation could be circulated to schools. SACRE teacher representatives who had attended the event stressed that schools would not benefit from just viewing the slides, and suggested that Professor Cooling could be invited to deliver his presentation to RE subject leaders. The Chairman noted that Bromley schools had been invited to the event, some of whom had attended, but agreed that this was something that could be explored. **ACTION: Chairman**

'How should Religious Education respond to a changing religious landscape?' – NatCen Social Research

The Chairman informed members that he would be attending a presentation entitled 'How should Religious Education respond to a changing religious landscape?', at NatCen, 6.00pm on 29<sup>th</sup> November 2018. A summary of the event would be provided to members at the next SACRE meeting. **ACTION: Chairman**

## **19 REVISED BROMLEY AGREED SYLLABUS**

The Chairman reminded members that a revision of the current Bromley Agreed Syllabus was a legal requirement, and was in hand. The SACRE RE

Advisor said that in order for the Revised Syllabus to reflect the viewpoints of the SACRE and teachers, she was suggesting that a network be established to discuss the document. It was noted that the current syllabus offered lots of guidance, but teachers still needed to write their own schemes of work.

The SACRE RE Advisor said that in Hackney, teachers were provided with schemes of work, each with linked resources and lesson plans. This helped to support inter-borough competitions to take place. The SACRE RE Advisor proposed that this could be considered in Bromley. In addition, it was suggested that a sub group of the SACRE could be set up to contribute to the Revised Syllabus discussion.

A member said that her understanding of the current Agreed Syllabus was that the required element was just a small section of the document, and the bulk of it was not statutory guidance, it was 'stuff' to support the requirements. A teacher representative echoed that this was how the use of the document had been presented to teachers by the previous RE Advisor, with a suggested plan included which allowed for a good level of flexibility. The SACRE RE Advisor responded that this was not as clear as it could be, and problems would arise when a new RE leader took over and this information was lost. The Chairman noted that part of the issue had been the naivety of providing the Agreed Syllabus to schools on a CD-Rom, thinking that the different sections would be obvious, when in fact it was not clear and made it look like a huge document. A teacher representative advised that Church schools had moved away from lesson plans, which had improved the teaching of RE. Teachers were conducting more of their own research and developing a greater understanding of the subject, however it was noted that this was unlikely to be reflected across the borough as a whole.

A member considered that they thought it would be good to open discussions with teachers on what the purpose and character of RE might be, and noted that there would be a need to engage teachers and school leaders. There could then be a round table discussion with school representatives and SACRE members. The SACRE RE Advisor suggested that she could set up teacher networks with which the SACRE members could then link with at a later date.

The Chairman highlighted that the Revised Bromley Agreed Syllabus was a framework that would need to be approved by the Agreed Syllabus Council. Legally, this was a separate entity, but had previously involved all SACRE members who formed the Agreed Syllabus Council for final sign-off of the document. When it came to voting, the result had to be unanimous and not a majority. Each Committee group had one vote, which also needed to have all members in agreement. Going forward, it would need to be considered if the whole SACRE would become the Agreed Syllabus Council, or if it would be done on a smaller scale, with just one representative from each Committee group. Following a discussion, it was agreed that a separate meeting would be set up for those SACRE members who wished to be involved in the deliberations regarding the Revised Bromley Agreed Syllabus.

**ACTION: SACRE RE Advisor**

## **20 SCHOOL VISITS & SCHOOL LINKS**

The SACRE RE Advisor informed members that she had been considering ways to build relationships with the schools, other than through school visits. The SACRE RE Advisor planned to initiate conversations with the school RE co-ordinators by setting up meetings, ideas for which included network meetings, teacher training and syllabus feedback. These would be established before being linked with the SACRE, and could mean that school visits were no longer needed, or could be in addition, as the information they were seeking to obtain would be provided by the teachers at the meetings.

The SACRE RE Advisor said that all schools would be invited to attend the networks and would give those that were struggling, but may not necessarily admit it, a chance to meet other teachers and share ideas. A member noted that historically, it had always been hard work to get teachers together. The SACRE RE Advisor responded that she planned to start with the primary sector first, as there were a larger number of schools and tended to be easier to engage with. As a starting point, she planned to telephone the schools individually to request the contact details for their RE Co-ordinators.

A teacher representative noted that this had been attempted before by a previous RE Advisor, and little feedback had been received. It was felt that there needed to be a hook to get teachers involved. The SACRE RE Advisor responded that an Inter Faith borough wide competition would be discussed in further detail under agenda item 23: Any Other Business, which she believed could act as an incentive for teachers to get involved. Another teacher representative considered that the SACRE RE Advisor would need to 'win over' the Headteachers, and suggested that a slot at the Headteacher Forum would be a good place to start, allowing the information to be filtered through.

The Chairman advised that the invitation to attend the network sessions should be addressed to those staff that delivered RE, and not just the RE Co-ordinators, as in a number of schools this tended to be the Higher Level Teaching Assistants (HLTA). A teacher representative agreed that this was common practice as it was a standalone subject. Dr Taha suggested that an evening training session could be delivered, particularly for those HLTAs that did not feel fully confident in delivering RE, with representatives from different communities and religions attending to teach them.

The Chairman stressed that the opportunity for SACRE members to accept invitations to visit schools should not be lost, and noted that James Dixon Primary School delivered an RE Day each term which they were keen for SACRE members to experience.

## **21 COLLECTIVE WORSHIP**

The Chairman informed members that a PDF version of the document 'Reflective Pools – Refreshing Collective Worship in Bromley Schools' had been produced, and it was also available on Fronter.

The LBB Head of School Standards advised members that Fronter was an electronic portal that had been purchased by the borough many years ago, and was now felt to be a very 'clunky' system, which did not feel like a website. The LBB Head of School Standards would be attending meetings in the coming week regarding Fronter, as it was not being used to its full potential. Currently, only Headteachers and SENCOs had logins, so work was being undertaken to obtain generic school logins for access to the SACRE and School Standards areas. It was planned for the improved system to be up and running by January 2019, and an update would be provided to the next SACRE meeting. Members requested that a generic login for SACRE members also be explored. **ACTION: LBB Head of School Standards**

## **22 SACRE DRAFT ACTION PLAN**

The Chairman advised members that they had not been provided with a copy of the SACRE Draft Action Plan as the SACRE RE Advisor had not yet been able to have an input into it. It was agreed that the SACRE RE Advisor would add actions from the meeting to the document, and an updated Action Plan for 2018-19 would be provided to the clerk for circulation to members.

**ACTION: SACRE RE Advisor / Clerk**

## **23 ANY OTHER BUSINESS**

### Islamic Competition

The Chairman informed SACRE members that the Prize Giving evening, facilitated by Mr Mahmood at Darul Uloom, would not take place this year due to no schools having contributed to the Islamic Competition.

The Chairman noted that at previous SACRE meetings, he had expressed the view that it would be good to organise something similar on a broader scale, either specifically for each faith or a wider religious competition to develop more depth of understanding.

### Inter Faith Week – 11<sup>th</sup>-18<sup>th</sup> November 2018

The Chairman advised SACRE members that Inter Faith Week would take place during 11<sup>th</sup>-18<sup>th</sup> November 2018. Inter Faith Week took place every year, and although it was felt to be too late to organise events for this year, the Chairman suggested that the 3 Faiths Forum could host an open forum. It was considered that this could be relatively easy to set up, with schools submitting questions to representatives of the faith communities and taking part in a three-way panel discussion.

The SACRE RE Advisor informed members of a calendar competition which she ran in Hackney to raise awareness of the SACRE. A theme was provided to teachers for Key Stage 1 and Key Stage 2, and their pupils then produced

artwork linked to this theme. The winning artwork was then selected to feature in the calendar, which listed all the important dates in religious and worldview calendars. Copies of the calendars were printed and provided to all Headteachers and RE Co-ordinators. The SACRE RE Advisor said she felt that this was something that could be launched at the teacher network. These networks could, in future, also include a theme being discussed, and SACRE members invited to attend to talk about their religion, or share an artefact. The Chairman noted that the Islamic Competition was not a SACRE event, as it was developed by Darul Uloom to ensure that students had a good understanding of the meaning of Islam. Members stressed that it was important that part of this theme be retained.

A member stated that he was concerned that there may be initiative overload, requiring teachers to do too much, and questioned how they would resource a competition and continue with their workload in addition to it. The SACRE RE Advisor said that at the network meeting, she would discuss with the teachers their capacity to deliver these additional competitions. Members noted that commitment from the schools to be involved would be needed, especially if a budget was allocated, to ensure it was not wasted. The SACRE RE Advisor responded that for the calendar competition, only thirteen drawings were needed. The template and links were already established, and there would be no expenditure until the number of pictures was confirmed. Teacher representatives said that as the competition was new, not all schools were likely to 'come on board' in the first year, but there were two teacher representatives in attendance who would be involved, which meant only a few more schools would be needed to make the competition viable.

**24            DATE OF NEXT MEETING**

6.00pm, Wednesday 27<sup>th</sup> February 2019

The Meeting ended at 8.05 pm

Chairman

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# RAMADAN 2019

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## A Guide for Schools



# Ramadan 2019: A Guide for Schools

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## Overview

This guide about Ramadan has been produced by **Al-Emaan Centre (Keston Mosque)** in collaboration with **Bromley SACRE**. It seeks to encourage schools to utilise Ramadan as an opportunity to promote the understanding of different faiths in schools and for teaching pupils about Islam, to foster diversity and engagement and to support schools in recognising and building upon the essence of Ramadan without compromising the normality of everyday school life.

Last year, Ramadan ran between May 17<sup>th</sup> 2018 to June 15<sup>th</sup> 2018 resulting in an overlap with the traditional exam season in May and June. Since Ramadan continues to fall during the peak periods of exams and the summer months in the coming years, this guide hopes to support schools in acknowledging pupils' needs and to contribute to nurturing good relations, and promoting understanding between different groups.

This guide outlines considerations that schools may wish to take during the month of Ramadan, along with suggestions at the end on features of best practice in schools.

## What is Ramadan?

Ramadan is the ninth month of the Islamic (lunar) calendar; Muslims believe this was the month during which the Qur'an was first revealed. Muslims approach Ramadan with enthusiasm and it is customary for Muslims to offer greetings to one another on its arrival.

## What is fasting?

Fasting is an act of worship of great spiritual, moral and social significance to Muslims. It involves completely abstaining from drinking, eating, smoking and sexual activity; from dawn to sunset - for the whole month.

The spiritual and moral dimension of fasting involves God-consciousness, exercising self-control, patience, appreciation of food & drink, empathy towards the poor, having appropriate dealings with others, and giving charity.

Ramadan is therefore a time when Muslims try to spend more time in prayer and religious contemplation. Muslims also regularly offer extra prayers every night during the month of Ramadan, called *Taraweeh* prayers. Many Muslims, including some children, will stay up late saying prayers and reading the Qur'an.

## Who fasts during Ramadan?

Fasting is prescribed for all healthy males and females once they attain the age of puberty (this is relative based on the physiological and psychological make-up of each individual, and is usually agreed upon by the family).

However, it is a common practice for Muslim children to begin fasting before they attain puberty, to become progressively accustomed to the act. Although fasting for the entire month is not prescribed until the age of puberty, many children aged 10 and 11 (years 5 & 6) may be seen observing the daily fast for the entire month. Some children may be encouraged by their parents to fast only on certain days of the week, especially the weekends. It is also important to be aware that young children are more likely to fast

when Ramadan falls in the winter months, when the days are shorter, and the climate is cooler.

There are certain circumstances and conditions in which Muslims are exempt from fasting, which include menstruating women, those pregnant or breast-feeding, those for whom fasting has a detrimental effect on their overall well-being, those who depend on medication for their health, and a traveller facing hardship due to fasting. Any missed fasting days are made up by fasting on days outside of Ramadan, or feeding the poor if one is unable to fast.

### **What is Eid ul-Fitr?**

The day after the month of Ramadan marks the celebration of *Eid ul-Fitr*. It is one of the two yearly 'Eid' celebrations for Muslims, commonly marked through exchanging gifts and visiting friends & relatives on this joyous occasion. This day is also accompanied by a congregational prayer at the mosque, held in the morning, giving Muslims the opportunity to benefit from a short reminder, along with embracing the amicable community spirit of the day. Muslims generally cannot be specific in advance regarding its date - as it is generally dependent on visual moon sighting.

## **Embracing Ramadan in school**

Schools can play a pivotal part in the development of the spiritual, moral and social aspects of their pupils by recognising and building upon the spirit of Ramadan. This will help in promoting diversity, and in enhancing mutual understanding on respective faiths.

### **Learning in school**

Pupils who fast and engage in extra charitable activities during Ramadan may be seen positively and their achievements acknowledged for their efforts. Schools can value and build on this spirit by having themes based on Ramadan at collective worship or assemblies, or by inviting pupils or guest speakers to share their knowledge and experience in fasting Ramadan during classes and assemblies. This will in turn boost pupil confidence and positive self-image, while also nurturing mutual understanding and respect amongst one another.

For example, the Al-Emaan Centre has previously collaborated with several schools throughout the Borough in providing speakers for workshops and talks, along with welcoming several schools to visit the mosque.

### **Community spirit**

Schools could support their pupils by promoting & attending a local communal *Iftar*, where pupils, parents, community members and teachers join in breaking of the fast. Al-Emaan Centre regularly opens its doors to the local public to share in the *Iftar* experience in the evening. Those interested in attending are encouraged to email the mosque on [info@al-emaan.org.uk](mailto:info@al-emaan.org.uk)

## **Supporting pupils during Ramadan**

There are various levels and areas of support that schools can provide for their pupils during the month of Ramadan.

### **Pupil health during Ramadan**

Schools may need to confirm which pupils will be fasting with parents and carers in advance. Schools are encouraged to liaise with parents to reduce any subsequent impact on their children's academic performance during the day, and to perhaps offer guidance on the best way to avoid dehydration, eating nutritious food, getting appropriate rest periods, organising appropriately timed revision sessions and extra-curricular activities. Anyone needing regular medication during fasting hours is exempt from fasting, and families will likely seek guidance from local Muslim organisations on specific issues where necessary. Families and students will normally look to make a decision thereafter on whether fasting would be manageable in such circumstances. The school should be aware of this. Of note, a sensitive approach is advised when asking girls if they are fasting as it may cause some embarrassment if on their period.

### **Examinations during Ramadan**

As this year's GCSE/A Level examinations fall during the month of Ramadan, secondary schools may need to anticipate in advance to prepare the pupils in achieving their best. Having to take examinations on top of long hours of fasting over the summer period may be a challenge for some students. Providing quiet/rest areas between examinations may support fasting pupils.

In the event that the school notices any indications of dehydration in a child during statutory exams, such as fatigue or drowsiness, the child should be asked if they are fasting and advised to drink water immediately. The child should be reassured that in their current situation, they can break their fast and make it up later.

Schools may wish to inform parents of this protocol in advance, and particularly for those pupils sitting examinations, to perhaps incorporate it into their exams instructions.

### **Prayers during Ramadan**

Schools are encouraged to set aside a quiet space for personal reflection, prayer, or worship, for pupils with any spiritual or religious beliefs. This will help support the spiritual, moral and social aspects of their development.

Since during the month of Ramadan fasting pupils have plenty of spare time during lunch break, schools should encourage use of this space, particularly for mid-afternoon 'Dhuhr' prayers (during lunch break). This prayer changes its time to reflect different seasons. In winter-time this is likely to be between 12.00pm - 1.00 pm, whilst in summer it is likely to be between 1.00 pm - 2.00 pm. Students will also typically need to use washing facilities to prepare for the prayer, known as ablution. This includes washing the visible parts of the body like the face, hands and feet.

Schools should also be sympathetic to pupils' desire to offer prayers at prescribed times. This opportunity for offering prayers during school time is encouraged to be available throughout the year.

A full prayer timetable for the year outlining timings for a Muslim's five daily prayers can be found at [www.al-emaan.org.uk](http://www.al-emaan.org.uk)

### **Physical Education during Ramadan**

Whilst the discipline and the challenge of fasting is to continue with the normality of everyday life, staff should exercise a degree of understanding, by encouraging pupils to avoid excessive exertion in Physical Education to prevent dehydration. Strenuous activity

during fasting may make some children feel tired or drowsy, or possibly develop headaches due to dehydration. Some pupils may need to reduce physical exercises during fasting while others may wish to continue as normal, according to their tolerance levels.

### **Swimming during Ramadan**

Participation in swimming is an acceptable activity whilst fasting. The potential for swallowing water may be an issue for some, while others will deem accidental water as acceptable. It is advised that schools should take an understanding approach where an activity might be construed by the pupil or their parents as breaking the fast, and may want to seek permission from their parents in advance.

### **Absence from School**

The day after the month of Ramadan marks the celebration of the Islamic holiday of *Eid ul-Fitr*. As previously mentioned, Muslims cannot be specific in advance regarding its date - as it is generally dependent on visual moon sighting. It is advised that schools follow their own policies on holidays for religious and cultural needs, and at the same time consider those parents/carers who request further days. Schools could further support these pupils by providing/collating any lesson materials that they will be missing.

Al-Emaan Centre customarily provides updates on its website regarding the days of Ramadan and Eid, found at [www.al-emaan.org.uk](http://www.al-emaan.org.uk)

## **Features of good practice in schools**

- ✓ A policy (or addendum to current policies) outlining the specific support for their fasting pupils during Ramadan
- ✓ Opportunities for all staff to be made aware of the key issues, facts and features about Ramadan and the school's actions in support of fasting pupils
- ✓ Plans for teaching and learning opportunities during lessons and assemblies, including visits and speakers for all pupils to acknowledge, appreciate, and build understanding
- ✓ Space and provision for prayers, rest and reflection during Ramadan
- ✓ Provision of alternative arrangements relating to physical activities, examinations and pupil absence to minimise impact on pupil performance during Ramadan
- ✓ Communication opportunities with parents to clarify concerns and areas of support

### **Further information**

1. <http://www.religionlaw.co.uk/MCBSchoolsreport07.pdf>
2. Al-Emaan Centre – [www.al-emaan.org.uk](http://www.al-emaan.org.uk)
3. SACRE advisor: Stacey Burman – via: [andrew.morley@bromley.gov.uk](mailto:andrew.morley@bromley.gov.uk)

BROMLEY STANDING ADVISORY COUNCIL  
ON  
RELIGIOUS EDUCATION

BROMLEY SACRE

ANNUAL REPORT

FOR THE ACADEMIC YEAR 2017-2018



***BROMLEY SACRE is a member of the National Association of SACREs***

## Introduction to the Annual Report 2017-18

### Bromley Standing Advisory Council on Religious Education (SACRE)

Every Local Authority is required to have a SACRE which is made up of four groups; (A) Faith representatives, (B) The Church of England, (C) Teachers and (D) Councillors. The committee should reflect the faiths within the community.

SACREs have responsibility for advising a Local Authority (LA) on religious education and collective worship in its schools. SACREs have a duty to publish an annual report. The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

This report covers the academic year 2017-2018 and the three meetings of SACRE that were held at Bromley Civic Centre once each term.

### Contacts

#### SACRE Chairman

Rev. Roger Bristow

[SACRE.Chair@bromley.gov.uk](mailto:SACRE.Chair@bromley.gov.uk)

0208 462 1280

#### Clerk to SACRE

Mrs Jo Partridge, Bromley Council

[joanne.partridge@bromley.gov.uk](mailto:joanne.partridge@bromley.gov.uk)

0208 461 7694

### Chair's Introduction

I am, as always, indebted to Joanne Partridge who, in her role of Clerk to SACRE, continues to give invaluable support to both the Committee and to me. This past year we have been without the services of an RE Adviser and this has, inevitably, impacted upon our ability to deliver the service we hope to offer to schools in Bromley. Not least, it has meant that there were no official SACRE visits to schools during the year although some members were delighted to accept an invitation to observe an RE day at one primary school. I am grateful to the officers of the London Borough of Bromley, and especially the Interim Director of Education – Gillian Palmer – for facilitating the appointment of an RE Adviser to assist us in our work going forwards. We look forward to working with Stacey to deliver a high level of support to Bromley's schools and especially those at the front line of delivering high quality RE and the experience of life enhancing collective worship for all.

As the world we live in becomes ever more complex and fragile, and ignorance and intolerance in respect of the place of religion in society continues to grow, I am convinced that our role is vital. Bromley SACRE seeks to encourage and support those who deliver RE and lead Collective Worship in Bromley's schools (whether maintained or not) in helping to ensure that the children in Bromley's schools are given every opportunity to discover for themselves the role of faith in everyday life for many people.

***Rev. Roger Bristow.***

## **Advice to Statutory Bodies**

### **Local Authority**

During the year the Bromley SACRE met at the Bromley Civic Centre three times: December 2017, March 2018 and July 2018. The topics under discussion at these meetings included:

- School visits, their value and impact
- Ramadan Guidance for schools
- Self-evaluation using the SACRE Reporting and Evaluation Toolkit (see Appendix)
- Training delivered to school Governors on role of SACRE and status of RE in schools
- The challenges of working within a largely local academised landscape and without a dedicated SACRE budget
- Networking meetings for teachers
- Procurement of an RE Advisor
- Collective Worship within schools

During the year the Chairman attended the NASACRE AGM. Members were provided with feedback from the event and information from the AGM has informed various discussions at meetings since.

### **Schools**

Members of Bromley SACRE accepted an invitation to visit one primary school to attend their RE Day alongside representatives from within the local faith community. Unfortunately, due to the lack of an RE Advisor, there were no other SACRE school visits during the year.

At the time of the Bromley SACRE self-evaluation exercise in July 2017, visits to local schools were identified as one of its main successes, helping to establish communications and stronger relationships with school leaders. Members were, therefore, quite disappointed that this had not been able to happen during this year.

The Chairman was given the opportunity to deliver a presentation to a number of school governors, at one of their regular training sessions, in order to explain the role and purpose of SACRE as well as reminding governors of their responsibility to ensure that schools comply with legislation in the areas of RE and Collective Worship. This was very well received and resulted in some enquiries about inviting members to visit schools when it was considered practicable to do so.

Following the appointment of a new RE Advisor (September 2018) Bromley Council will be supporting the setting up of RE Teacher networks in 2018- 2019, through which a wider spreading and more accurate knowledge of school provision can hopefully be attained.

### **Government**

The 2016-17 annual report was sent to the Secretary of State for Education and was acknowledged by the Ministerial and Public Communications Division at the Department for Education.

### **Attainment and Quality of RE**

Previously the main way of monitoring RE and CW was through individual school visits. Following the appointment of a new RE Advisor (September 2018) Bromley Council will be supporting the setting up of RE Teacher networks in 2018- 2019, through which a wider spreading and more accurate knowledge of school provision can hopefully be attained.

The Bromley SACRE page on Fronter has a number of resources and the syllabus can be found on it and on the Council website along with the Collective Worship guidance document. Fronter is also being further enhanced to allow easier and faster access for schools.

During the year there were no complaints about Religious Education referred to SACRE.

## Standards and Quality of Provision of RE 2018 - Public Examinations

The public examination results give SACRE information on standards and are provided for SACRE by the LA and include Academies.

### GCSE Full Course in Religious Studies 2013-2018

Year	No. Bromley schools	No. Bromley Entries	Bromley % A* - C	National % A* - C		
2013	13	1,484	80%	72%		
2014	16	1,987	74%	70%		
2015	15	1,537	78%	71%		
2016	16	1,588	78%	70%		
2017	17	1,718	75%	70%		
2018	16	1,526	Bromley % 9-5	National % 9-5	Bromley % 9-4	National % 9-4
			59%	59%	69%	71%

School	No. entries: 2017	No. entries: 2018
Bishop Justus	175	172
Bullers Wood	35	32
Charles Darwin	1	1
Chislehurst School for Girls	180	149
Coopers	5	47
Darrick Wood	237	232
Harris Academy Beckenham	88	53
Harris Girls' Academy Bromley	106	0
Harris Academy Orpington	163	145
Hayes School	215	205
Kemnal Technology College	12	0
Langley Park School for Boys	62	30
Langley Park School for Girls	79	44
Newstead Wood	135	157
Ravenswood	22	47
St Olave's & St Saviour's	9	1
The Ravensbourne	194	210

Please Note: The new GCSE specifications and new marking schemes came on line for the 2018 examinations with a new marking structure to replace the grading system. Grade 4 is now considered a 'standard pass', whilst Grade 5, which is intended to be the equivalent to the previous high C or low B Grades, will now be considered a 'strong pass'.

Although comparisons of attainment with previous years is more complicated due to these changes, Bromley schools appear to be performing in line with the national picture.

The number of pupils being entered for the GCSE Full Course examination has reduced by approximately 200 pupils. Several Bromley schools have remained consistent in the proportion of pupils in a cohort (year group) being entered, but Harris Academy Bromley entered only 1 pupil where in the previous year they entered 100. More optimistically, Ravenswood more than doubled the number of entrants.

## A Level in Religious Studies 2013-2018

Exam Year	No. Bromley schools	No. of Bromley entrants	Bromley % A*-A grades	National % A*-A grades	Bromley % A*-B grades	National % A*-B grades	Bromley % A-E grades	National % A-E grades
2013	13	138	30%	22%	62%	51%	99%	99%
2014	13	137	30%	21%	57%	49%	100%	98%
2015	14	156	27%	21%	56%	50%	98%	99%
2016	13	177	26%	20%	64%	51%	100%	100%
2017	13	142	31%	24%	59%	51%	100%	99%
2018	13	149	25%	20%	54%	49%	99%	98%

School	No. entries: 2017	No. entries: 2018
Bishop Justus	12	22
Bullers Wood	16	10
Chislehurst School for Girls	11	7
Darrick Wood	4	6
Harris Academy Beckenham	-	2
Harris Girls' Academy Bromley	5	12
Harris Academy Orpington	4	0
Hayes School	16	12
Langley Park School for Boys	10	11
Langley Park School for Girls	12	13
Newstead Wood	11	11
Ravenswood	10	11
St Olave's & St Saviour's	15	11
The Ravensbourne	16	21

The number of entrants for A Level examinations remains consistent across the Borough with most schools entering similar numbers to the previous year. There was a positive and substantial increase in the number of entrants at Bishop Justus School, but it appears that there were no entrants from the Harris Academy Orpington.

Attainment in the A Level examinations remains consistent across Bromley, continuing to exceed the national percentages of pupils achieving the highest grades. This year there were 5% more students obtaining the highest A Level grades than nationally.

### Agreed Syllabus

Bromley's Agreed Syllabus was launched in the autumn term of 2013, and is now due for revision with the process starting in the new academic year. Previous visits to schools indicated that it is being used in the majority of Bromley schools, although some schools have either supplemented it or are using a different syllabus (i.e. the CofE schools use the Rochester Diocesan Syllabus). Some provisional consultation work has commenced (Summer 2018) following the appointment of an RE Advisor to the Council.

### Collective Worship

During their visits to schools members are able to view how Collective Worship is conducted. Bromley guidance on Collective Worship with ideas and suggestions for quality collective worship is on the Fronter system accessed by some schools and is available as a hard copy for schools who request this.

There have been no determinations regarding Collective Worship this year.

## Management of SACRE

The Chair of Bromley SACRE is Rev. Roger Bristow from the Church of England representative Group B. The Vice Chair was Councillor Keith Onslow until the end of July 2018, and is currently Councillor Brooks, both from Group D.

A development plan is produced for SACRE each year aligned with the financial year of the council and during the year the committee updated the self-evaluation of SACRE document (Appendix 1), and also looked at and discussed the challenges for SACREs nationally.

One of the priorities has continued to be to involve more teachers in the SACRE. A number of teachers from both primary and secondary and Academy and maintained schools have responded to an invitation to explore joining the committee. All new members are given a copy of the NASACRE handbook when they join.

## Membership of Bromley SACRE during 2017-18

<b>A - Other Faith representatives</b>			
Mrs Samantha Barnett	<i>Jewish</i>	Mr Saiyed Mahmood	<i>Muslim</i>
Mrs Patricia Colling	<i>Roman Catholic</i>	Mr Arvinder Nandra	<i>Sikh</i>
Mr Sanjay Gupta	<i>Hindu</i>	Mrs Edlene Whitman	<i>Free Church</i>
Mr Ray Hagley	<i>Free Church</i>		

<b>B – Church of England representatives</b>	
Rev. Roger Bristow	<i>(Chair)</i>
Mrs Virginia Corbyn	

<b>C – Teachers representatives</b>	
Mrs Denise Angell	<i>(Primary)</i>
Ms Hannah Arnold	<i>(Primary)</i>
Ms Stella Odusola	<i>(Secondary)</i>

<b>D – Councillor representatives</b>	
Councillor Robert Evans	Councillor Keith Onslow
Councillor Kevin Brooks	Councillor Sarah Phillips (until May 2018)
Councillor David Jefferys	Councillor Chris Pierce (from May 2018)

## Officers

Mrs Carol Arnfield Head of Service - Early Years, School Standards and Adult Education  
 Mrs Julia Andrew Head of School Standards  
 Mrs Jo Partridge Clerk

## Attendance of Bromley SACRE during 2017-18

<b>Wednesday 6<sup>th</sup> December 2017</b>				
A	B	C	D	Apologies
Samantha Barnett	Rev. Roger Bristow (Chair)	Denise Angell	Cllr Robert Evans	Patricia Colling
Saiyed Mahmood	Virginia Corbyn	Hannah Arnold	Cllr Keith Onslow	Sanjay Gupta
Arvinder Nandra	Christopher Town	Jed Stone	Cllr Sarah Phillips	Ray Hagley
Edlene Whitman	Rev. Steve Varney			Cllr David Jefferys

<b>Wednesday 21<sup>st</sup> March 2018</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Apologies</b>
Saiyed Mahmood Arvinder Nandra Ray Hagley	Rev. Roger Bristow (Chair) Mr Christopher Town Rev. Steve Varney	Denise Angell Hannah Arnold	Cllr Kevin Brooks Cllr Robert Evans Cllr David Jefferys Cllr Sarah Phillips	Samantha Barnett Patricia Colling Edlene Whitman Virginia Corbyn Sanjay Gupta Cllr Keith Onslow

<b>Wednesday 4<sup>th</sup> July 2018</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Apologies</b>
Ray Hagley Arvinder Nandra Saiyed Mahmood	Rev. Roger Bristow (Chair) Virginia Corbyn Rev. Steve Varney	Denise Angell	Cllr Kevin Brooks Cllr Robert Evans Cllr David Jefferys	Samantha Barnett Edlene Whitman Christopher Town Cllr Keith Onslow Cllr Chris Pierce

Key Area		Developing	Established	Advanced
<b>Standards and Quality of Provision of RE</b>				
1A	RE provision across the LA		x	
1B	Standards and achievement		x	
1C	Quality of learning and teaching		x	
1D	Quality of leadership and management	x		
1E	Recruitment and retention of skilled specialist RE staff	x		
1F	Relations with academies and other non-LA maintained schools		x	
<b>The effectiveness of the locally Agreed Syllabus</b>				
2A	Review of the Agreed Syllabus	x		
2B	The quality of the Agreed Syllabus		x	
2C	Launching and implementing the Agreed Syllabus	x		
2D	Membership and training of the Agreed Syllabus Conference		x	
2E	Developing the revised agreed syllabus		x	
2F	Making best use of National Guidance		x	
<b>Collective Worship</b>				
3A	Supporting pupil entitlement in LA's schools		x	
3B	Enhancing the quality of provision of collective worship		x	
3C	Responding to requests for determinations		x	
<b>Management of SACRE</b>				
4A	How purposeful, inclusive, representative and effective are SACRE meetings?		x	
4B	Membership and Training	x		
4C	Improvement/development planning		x	
4D	Professional and financial support		x	
4E	How well informed is SACRE to be able to advise the LA appropriately?	x		
4F	Partnerships with key stakeholders		x	
4G	Relations with the Academies sector		x	
<b>Contribution of SACRE to promoting cohesion across the community</b>				
5A	Representative nature of SACRE in the local community			x
5B	SACRE's understanding of the local community in its religious, cultural and ethnic dimensions		x	
5C	SACRE's engagement with the community cohesion agenda		x	
5D	SACRE's Links to LA initiatives promoting community cohesion	x		

Report No.  
CSD19030

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Date:** Wednesday 27<sup>th</sup> February 2019

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

**Title:** OFSTED DRAFT FRAMEWORK CONSULTATION

**Contact Officer:** Stacey Burman, RE Advisor to Bromley SACRE

**Chief Officer:** Jared Nehra, Director of Education

**Ward:** (All Wards);

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## 1. Reason for report;

- 1.1 Ofsted has launched a public consultation on proposals to make changes to the education inspection framework. The consultation closes on 5<sup>th</sup> April 2019.
- 1.2 The new framework proposes a shift in focus towards inspecting the substance of education, what is taught and how it is taught, with learning outcomes considered only within that wider context rather than in isolation.
- 1.3 The attached document highlights the key elements linked to the provision of RE within the proposed new framework.

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## 2. Recommendations;

Members of Bromley SACRE are asked to:

- 2.1 Consider and discuss the information in the attached summary document.
- 2.2 Make recommendations regarding the impact these proposals may have on RE in schools, for inclusion in the consultation response to be submitted by the Local Authority.

## Corporate Policy

1. Policy Status: Existing Policy
  2. BBB Priority: Children and Young People: this report relates to schools and their role in supporting Bromley's children to attain and achieve to their potential.
- 

## Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: n/a
  3. Budget head/performance centre:
  4. Total current budget for this head:
  5. Source of funding: n/a
- 

## Staff

1. Number of staff (current and additional): n/a
  2. If from existing staff resources, number of staff hours: n/a
- 

## Legal

1. Legal Requirement: Statutory Requirement:
  2. Call-in: Not Applicable:
- 

## Customer Impact

1. Estimated number of users/beneficiaries (current and projected): n/a
- 

## Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### 3. Commentary;

#### Collective Worship

- In schools without a religious character, Ofsted inspects RE and collective worship as part of inspections under section 5 of the Education Act 2005.
- ...in schools with a religious character... denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under section 48 of the Education Act 2005 or as provided in the academy's funding agreement.
- If a school has been designated as having a religious character, Ofsted is not able to comment on the content of collective worship or on denominational RE. Inspectors may, however, gather evidence from anywhere relevant (including RE lessons and assemblies) to evaluate pupils' spiritual, moral, social and cultural education, personal development and/or behaviour and attitudes.

#### Curriculum Intent - Content

- The curriculum *reflects the school's local context* by addressing typical gaps in pupils' knowledge and skills.
- *All pupils in maintained schools are expected to study the national curriculum subjects, religious education and age-appropriate sex education.*
- *Academies are expected to offer all pupils a curriculum that is similar in breadth and ambition to the national curriculum, including the requirements to teach English, mathematics, science, and religious education.*
- *At the heart of an effective KS4 curriculum is a strong academic core: the EBacc. (misses out RE!)*
- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- See the Education Act 2002 for maintained schools and section 1A of the Academies Act 2010 for academies. All state-funded schools are required to *teach a balanced and broadly based curriculum that promotes the spiritual, moral, social, cultural, mental and physical development of pupils* at the school; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

#### Curriculum Narrowing

- The curriculum remains as broad as possible for as long as possible, and *pupils are able to study a strong academic core of subjects, such as those offered by the English Baccalaureate (EBacc).*
- Ofsted's research into the curriculum has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research shows that this has a disproportionately negative effect on the most disadvantaged pupils.
- Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums. If a school has shortened key stage 3, inspectors will look to see that the school has made provision to ensure that *pupils still have the opportunity to study a broad range of subjects in Years 7 to 9.*

- If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing and are able to show that it has been implemented effectively, then inspectors will assess a school's curriculum favourably.

### **Spiritual, moral, social and cultural development**

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

- Provision for the **spiritual development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- interest in, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

- Provision for the **moral development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

- Provision for the **social development** of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

- Provision for the **cultural development** of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Sources of evidence specific to **personal development**:

Inspectors will use a range of evidence to evaluate personal development, including:

- how well leaders promote British values through assemblies, wider opportunities, visits, discussions and literature
- where appropriate, the quality of debate and discussions that pupils have

**Cultural capital**

- As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are *equipping pupils with the knowledge and cultural capital they need to succeed in life*.
- It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping *to engender an appreciation of human creativity and achievement*.

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Report No.  
CSD19031

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Date:** Wednesday 27<sup>th</sup> February 2019

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

**Title:** PRIMARY RE NETWORK UPDATE

**Contact Officer:** Stacey Burman, RE Advisor to Bromley SACRE

**Chief Officer:** Jared Nehra, Director of Education

**Ward:** (All Wards);

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**1. Reason for report;**

This report provides members of Bromley SACRE with a summary of key points from the Bromley Primary RE Network meeting that took place on 15<sup>th</sup> January at the Al-Emaan Centre.

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**2. Recommendations;**

Members of Bromley SACRE are asked to note the contents of this report.

## Corporate Policy

1. Policy Status: Existing Policy
  2. BBB Priority: Children and Young People: this report relates to schools and their role in supporting Bromley's children to attain and achieve to their potential.
- 

## Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: n/a
  3. Budget head/performance centre:
  4. Total current budget for this head:
  5. Source of funding: n/a
- 

## Staff

1. Number of staff (current and additional): n/a
  2. If from existing staff resources, number of staff hours: n/a
- 

## Legal

1. Legal Requirement: Statutory Requirement:
  2. Call-in: Not Applicable:
- 

## Customer Impact

1. Estimated number of users/beneficiaries (current and projected): n/a
- 

## Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

### 3. Commentary;

#### Bromley's Primary RE Network

Thank you to all those who attended and shared on the 15<sup>th</sup> January 2019, and to the Al-Emaan centre for hosting and feeding us! The afternoon was very well evaluated, and lots of questions raised and discussed. Please find below a summary of the key points from the afternoon:

1. We shared active learning techniques that can be used to share sources, information and stories with pupils. *Attendees will be sent the 'Tablecloth' template and Divali pictures that were shared.*
2. We shared how we delivered RE in our schools, and some of the activities we might like to introduce, including assemblies, displays and pupil surveys. *Samples are available upon request. Attendees' completed questionnaires will be sent to them.*
3. We discussed skills in RE, and that most of us are not currently able to monitor that pupils are progressing. We shared the 'AFL cycle' and the 'Spectrum' (attendees will be sent these resources) and one school, *Warren Road Primary, kindly agreed to demonstrate some of the strategies we shared using these, to create and share pupil work samples at our next meeting.*
4. We were able to observe prayers taking place had a mini tour around the Mosque in which the Network meeting was held, and they showed us how they conduct school visits, the resources and activities they provide. *Attendees agreed to jot their notes down, so an introductory pack can be made up, and additional resources will be sent to them.* Alternatively, contact [info@al-emaan.org.uk](mailto:info@al-emaan.org.uk) in the meantime.
5. We all agreed that the meeting was productive, useful and enjoyable, and that we would like to continue working as a network. We also discussed the possibility of running a Borough wide interfaith calendar competition. *Once funding for this has been agreed, details will be released and all schools in the Borough will be welcome to join in.*
6. We will investigate a school hosting the next meeting (Warren Road), hopefully in April/May, and we discussed what we would like to see on the agenda:
  - Planning for, supporting and monitoring progression;
  - developing subject knowledge;
  - - sharing/co-planning schemes of work and discussing the Bromley Syllabus (attendees will be asked to bring their curriculum maps);
  - pupil interfaith competition;
  - sharing pupil work.This is not a complete agenda, and further content will be added. *Date, venue and details will be released in due course.*
7. It was agreed that a separate secondary network would be of use, and several schools were interested. *This proposal will be explored.*
8. For further information about the other content and discussions from the Primary RE Network, please contact [Andrew.Morley@bromley.gov.uk](mailto:Andrew.Morley@bromley.gov.uk).

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	Need	Actions	Dates	Notes	
RE Network Training for Schools	1 <sup>st</sup> Primary Network Meeting	Date and venue confirmed	SB email JA/CA to confirm	2/11/18	To include: defining what is good RE, title for subject, clarity AT2 and AT1; survey of RE provision; launch calendar competition; interfaith learning project (Places of Worship, artefacts, dialogue, art?).
			SB to confirm venue	12/11/18	
		Consultation with HTs	SB email draft materials for HTs	16/11/18	
			CA/JA(?) glean feedback and agreement from HTs for releasing teachers.	26/11/18	
		SB: Bromley email	JA to ensure SB has Bromley email address <i>(IT difficulties)</i>	19/11/18	
		List of Coordinators in schools	SB request for SACRE members with school links to forward RE Coordinator details to SB.	12/11/18	
			SB contact other schools directly <i>(see above)</i>	23/11/18	
		Invitations/promotion	JA information released on school circulars	26/11/18	
			SB send email invites to coordinators <i>(see above)</i>	26/11/18	
		Plan and run Network	SB plan (obvs!) + list additional/required resources	7/12/18	
	JA support/provide resources <i>(SB resourced)</i>		11/1/19		
	SB run network		15/1/19		
	Summary	SB write summary email to JA	31/1/19		
		Present summary to SACRE	27/2/19		
		JA add to schools' circular	6/2/19		
	2 <sup>nd</sup> Primary Network	Invitations/promotion	SB confirm venue <i>(Warren Road Primary)</i>	31/1/19	Contributing to: ASC; building links with other faiths and SACRE and how Syllabus could best support teaching and learning; clearer picture of school provision; building network support; improving pedagogy in T+L in schools;
			SB email materials for school circular	31/1/19	
			JA information released on school circulars	6/2/19	
		Plan and run Network	SB meet with host school to plan materials	27/2/19	
			SB plan (obvs!) + list additional/required resources	19/3/19	
			SB run network	19/3/19	
		Summary	SB write summary		
	JA add to schools' circular		19/3/19		
	Present to SACRE summary notes				
	1 <sup>st</sup> Secondary Network	Invitations/promotion	SB confirm venue <i>(Bishop Justus?)</i>	8/2/19?	
			SB email materials for school circular		
			JA information released on school circulars		
Plan and run Network		SB meet with host school to plan materials			
		SB plan			
		SB run network			
Summary		SB write summary			
	JA add to schools' circular				
	Present to SACRE summary notes				

Interfaith Calendar	Confirm funding	SB to investigate and send potential figures to CA	2/11/18	Supporting: SMSC in schools; develop interfaith understanding and communication; celebration of the subject; teaching resource; promoting awareness of SACRE and interfaith; boosting inter-borough school networks
		CA to confirm funding	12/11/18	
	School Entries	SB email materials for school circular	31/1/19	
		JA information released on school circulars	6/2/19	
		School entries to Andy	13/3/19	
		Winners selection made at Network meeting	19/3/19	
	SACRE entries	Members write short introductions –send to SB	8/3/19	
	Design	SB confirm design, details to create draft	3/5/19	
SB email SACRE for approval (or at upcoming SACRE meeting?)		17/5/19		
Production	SB arrange final printing	7/6/19		
Delivery	JA ensure sent to schools, JP to bring to SACRE Meet 3	7/19?		
Ramadan Guidance	Enhance Draft	SB add notes to draft, send to OT to amend	16/11/18	Supporting: SMSC in schools; develop interfaith understanding and communication; teaching resource
		SB and OT enhance Ramadan School Guidance. Final draft complete.	1/2/19	
	Approval	OT to send to SB. SB email JP to ensure sent to SACRE Members	8/2/19	
		Approval from SACRE confirmed	27/2/19	
	Sharing	JA circulate on Fronter/ via Schools' circular		
	SB to share with teachers at Network?	19/3/19		
Annual Report	Draft	JP send SB 2016/7 report and info; JA ensure data sent to SB; RB provide relevant info	30/1/19	Fulfilling: statutory requirement
		SB write draft 1 for proofreading/check	31/1/19	
		SB amend draft, send revised draft to JP to go out with minutes	1/2/19	
	Approve	SACRE approval at Meet 1	27/2/19	
	Share	SB to send to NASACRE	8/3/19	
JA or JP to add to public SACRE page?		8/3/19		
Agreed Syllabus	Planning	SB plan suggested layout and contents	30/1/19	Contributing to: ASC; building links with other faiths; clearer picture of school provision; improving pedagogy in T+L in schools
		SB write invite for ASC Meet 1, JP to send out	1/2/19	
		SB plan session, ask JP if any resources required	15/2/19	
		ASC Meet 1:clarify AT1 and AT2/Why teach RE section, and approve layout	27/2/19	
	Devising	SB collate 'pupil voice' entries	May 19?	
		RB draft section 1 'Introduction'	March 19?	
		SB type up draft of section 1 and 2	March 19?	
		SB trial assessment materials with schools	June 19?	
		SB draft section 3 'Skills in RE'	June 19?	
		SB teacher (ASC) consultation and collate materials for Section 4 'Our RE'	June 19?	
	Approval	SB send draft to ASC to check	June 19?	
		SB send draft to JP for SACRE meeting 3	June 19?	
		SACRE approval at 3 <sup>rd</sup> Meet	July 19?	
	Share/Launch	SB/JA meet with relevant IT to upload		
		JA/SB/CA plan launch event		