



THE LONDON BOROUGH
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DATE: 5 November 2019

To: Members of the
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Reverend R Bristow (Chairman)

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

Church of England: Reverend R Archer, Ms J Thompson and Mr C Town

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

Other Faiths: Mrs P Colling, Mrs D Gold, Mr S Gupta, Mr S Mahmood, Mr A Nandra, Dr O Taha and Mrs E Whitman

A meeting of the Standing Advisory Council on Religious Education will be held at Bromley Civic Centre on **WEDNESDAY 13 NOVEMBER 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/>

A G E N D A

- 1 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
- 2 DECLARATIONS OF INTEREST**
- 3 COMPLIANCE OF THE GENERAL DATA PROTECTION REGULATION (GDPR)**
- 4 MINUTES OF THE MEETING HELD ON 3RD JULY 2019 (Pages 3 - 12)**
- 5 SACRE CONSTITUTION (Pages 13 - 16)**
- 6 SACRE SELF EVALUATION (Pages 17 - 24)**

- 7 REVISED BROMLEY AGREED SYLLABUS (Pages 25 - 38)**
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- 9 INTER-FAITH COMPETITION**
- 10 SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS) (Pages 39 - 40)**
- 11 ANY OTHER BUSINESS**
- 12 DATE OF NEXT MEETING**

6.00pm, Wednesday 4th March 2020

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.00 pm on 3 July 2019

Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys,
Kate Lymer, Keith Onslow and Chris Pierce
Mrs D Angell, Mrs D Gold, Mr L Kings, Mr S Mahmood,
Ms J Thompson, Mr C Town and Mrs E Whitman

Also Present:

Julia Andrew, LBB Head of School Standards
Jared Nehra, LBB Director of Education
Stacey Burman, SACRE RE Advisor

1 APPOINTMENT OF CHAIRMAN AND VICE CHAIRMAN

RESOLVED that Reverend Roger Bristow be elected as Chairman, and Councillor Kevin Brooks be elected as Vice-Chairman, of the Standing Advisory Council on Religious Education for the 2019/2020 municipal year.

2 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies had been received from Hannah Arnold, Arvinder Nandra and Carol Arnfield – LBB Head of Service for Early Years, Schools Standards and Adult Education.

Councillor Robert Evans and Councillor Keith Onslow apologised for having to leave the meeting early due to other commitments.

The Chairman welcomed Jared Nehra, LBB Director of Education, Councillor Kate Lymer, Ms Jan Thompson and Mrs Donna Gold to the meeting and introductions took place. The Chairman advised Members that Ms Thompson would be representing the Diocese of Rochester, and Mrs Gold would be the Jewish representative on the SACRE, as Samantha Barnett had stepped down from the role.

The Chairman reminded Members that it had originally been agreed for Dr Omar Taha to act as a substitute for Mr Mahmood when he was unable to attend SACRE meetings. Over the year Dr Taha's contribution to the SACRE

had been greatly appreciated, and the Chairman asked if Members would be happy to appoint him as a full Member of the SACRE, and following a brief discussion, Members unanimously agreed. The Chairman noted that the SACRE still required another Church of England representative, and it was hoped that this role would be filled by the autumn. Additional teacher representatives were also needed, and the LBB Director of Education agreed that this could be mentioned in the School Circular.

ACTION: LBB Director of Education / LBB Head of School Standards

RESOLVED that Dr Omar Taha be appointed as a full Member of the Bromley SACRE.

3 DECLARATIONS OF INTEREST

Councillor Kate Lymer advised that she was a School Governor at St Mark's CE Primary School, which was part of the Aquinas Trust, and Councillor Chris Pierce advised that he was a School Governor at St Philomena's RC Primary School.

Christopher Town advised that he was a member of the Advisory Council at Bishop Justus.

4 COMPLIANCE OF THE GENERAL DATA PROTECTION REGULATION (GDPR)

No breaches of the GDPR were reported.

5 MINUTES OF THE MEETING HELD ON 27TH FEBRUARY 2019

RESOLVED that the minutes of the meeting held on 27th February 2019 be confirmed as a correct record subject to the following amendment:

'... this would be the last meeting that Church of England representatives, Virginia Corbyn and Reverend Steve Varney, would be attending'.

B) MATTERS ARISING:

Minute 30: Oral Update & Publications – A.) Ramadan 2019 – A Guide for Schools

The SACRE RE Advisor said that a copy of the 2019 Ramadan Guide had been provided to Members of the Health and Wellbeing Board. Councillor David Jefferys, Chairman of the Health and Wellbeing Board noted that Board Members had been pleased to receive the document, and had passed on their congratulations for an excellent piece of collaborative work.

Board Members had asked if there was any information available regarding how the document had been distributed to schools, and if it was known how

many schools had used the document. As a result, the SACRE RE Advisor would be gathering feedback on the document from schools during the RE network meetings.

The SACRE RE Advisor said that three secondary RE co-ordinators had attended the network meeting held just prior to the meeting of the SACRE, none of whom had previously seen a copy of the Ramadan Guide. The LBB Head of Schools Standards confirmed that the document had been circulated to the Headteachers of all schools via the School Circular, and it was also uploaded on to the Fronter system for schools to access it. The SACRE RE Advisor said that she had introduced the document at the teacher network meetings, and had handed out copies. In response to a question, the LBB Director of Education confirmed that the School Circular was the primary method for getting information to schools and it had recently been modernised which enabled data indicating if items had been read. A Member noted that there may be a Consultative Advisory Committee that the document could be circulated through, and the LBB Director of Education said that he would be happy to enquire about this. **ACTION: LBB Director of Education**

A teacher representative noted that Headteachers were more likely to have forwarded the Ramadan Guide on to pastoral staff, rather than RE coordinators. Following a discussion, it was agreed that the SACRE RE Advisor would liaise with Dr Omar Taha to update the document with the dates of Ramadan for 2020, and recirculate the guide to schools. It was suggested that when the updated guide was sent to schools, it should be highlighted that the document should be forwarded. It was noted that the document was suitable for all members of staff, and should therefore be shared with everyone at the school. **ACTION: SACRE RE Advisor**

The Chairman said that it would be ideal to have the document available on a dedicated web page, and for a reminder to then be sent to schools at an appropriate point in the year. Members considered that enquiries could also be made as to obtaining a slot at the Heads' Forums to advise them about the Ramadan Guide. **ACTION: LBB Head of School Standards**

Minute 31: SACRE Annual Report

The SACRE RE Advisor noted that national RE exam statistics had not been available at the time the SACRE Annual Report had been produced. It was hoped that this information would be available for the SACRE meeting on the 13th November, and would be included in the SACRE Annual Report 2018-19.

ACTION: SACRE RE Advisor / LBB Head of School Standards

Minute 32: Ofsted Draft Framework Consultation

The Chairman advised Members that the Local Authority had submitted a contribution to the consultation. The new Ofsted framework had now been passed, and would be implemented from September 2019.

At the invitation of the Chairman, the LBB Director of Education provided an overview of his role at Bromley.

The LBB Director of Education thanked the Chairman for his invite to attend the meeting, which allowed him the opportunity to reconfirm the Local Authorities support for the SACRE. The work of the SACRE was important, and the extension of the advisory support stood them in good stead going forward.

The LBB Director of Education set out his ambition to further enhance and build effective relationships and partnerships with schools, partners and communities. The department was to be more outward looking, and open to learning from partners in order to support children and adults in education. They would seek to improve the sharing of information with schools and other partners, as the current system, Fronter, was felt to no longer be fit for purpose. It was planned for an 'open access' website to be implemented, which would enable public access, but would be targeted at professionals and partners. It was hoped that the initial system would be in place for September 2019, and would allow information sharing to happen in a meaningful way.

It was intended for there to be a specific SACRE web page, which would allow documents such as the Ramadan Guide for Schools to be available all year round, and for it to be the "go to" place for information. A Member noted that it would be good to see the web page available to all, however the department may need to be prepared to answer more questions. The LBB Director of Education agreed, and said that the evidence was that there would be an increased focus on engagement. Similar work had been undertaken in relation to Special Educational Needs (SEN) and working to get the best service had led to more calls and emails, but they were open to having this type of engagement.

The Chairman noted that there was a Bromley SACRE Facebook page, which he added posts to. Members were encouraged to use the page to support and encourage what was happening in relation to RE.

6 NASACRE CONFERENCE AND AGM

The Chairman had attended the NASACRE Conference and AGM which was held on Wednesday 22nd May 2019 at the DoubleTree by Hilton, Manchester. The conference theme was 'Cohesive Communities and Effective Partnerships – RE near and far'. There were had been two keynote speakers, followed by round-table discussions and workshops. The first key note speaker had been Peter Bull, Head of RE at a school in Liverpool. His theme had been 'How can SACRE transform schools to become beacons of HOPE?', and had been inspirational. Peter Bull had delivered a PowerPoint presentation and spoke freely and passionately about his school and the deprived area of the community that it was located in. The school had moved away from a 'fortress mentality', to engaging with the community, and had developed a better, safer relationship. The second key note speaker had been Professor Julian Stern, whose theme had been 'Uncertainty and mortality: the two stubborn particulars of RE for cohesive communities'. Copies of the papers and presentations from the NASACRE Conference and AGM could be

accessed via the following link: <http://nasacre.org.uk/conference-and-agm/2019/2019-papers-and-materials>

The round-table discussions had been very interesting, and allowed for engagement with other SACREs. The first workshop that the Chairman had attended was 'making your SACRE work for you' which was delivered by Claire Clinton, RE Matters. Lots of information had been provided, including ideas for what SACRE's could do without any, or very little money, and how to find resources and funding to do the work as a SACRE they wanted to do. It was noted that it had been fascinating to read through the points listed, as Bromley had already undertaken most of these.

The second workshop attended was 'the duty to teach Religious Education to all pupils, in all years, in all schools' which was delivered by the current Chair of NASACRE, Paul Smalley. The session focussed on how to comply with legislation, and what SACRE's needed to do if schools did not. This was increasingly difficult in the new educational landscape, and it had been good to hear how other SACREs responded to this situation.

The SACRE RE Advisor informed Members that other SACRE's had Constitutions, and suggested that during the next academic year, one could be established for the London Borough of Bromley. Members highlighted that the SACRE had Terms of Reference, and suggested that they could be checked to see if a revision were needed. It was noted that if a Constitution for the SACRE was produced, it may need to be referred to the Constitution Improvement Working Party before being implemented.

ACTION: SACRE RE Advisor

7 REVISED BROMLEY AGREED SYLLABUS

Members had been provided with draft documents for the revised Bromley Agreed Syllabus, which included the proposed layout, introduction, a 'Why Teach RE' section and a skills 'spectrum'. The SACRE RE Advisor noted that the 'Bromley RE' section, included in the layout, would be used to build good practice and the sharing of resources.

The second Agreed Syllabus Conference had taken place prior to the start of the SACRE meeting, and discussions had taken place regarding 'what is effective RE?'. A SACRE Member noted that it had been a brilliant session, but he had been disappointed by the number of teachers that attended. The SACRE RE Advisor agreed that fewer teachers had attended, however ten schools had attended the secondary RE coordinators network meeting held in May 2019.

A handout provided to members showed three concepts – 'believing', 'thinking' and 'living' which were combined to create good RE, and behind all of these was pupil reflection. The SACRE RE Advisor said that she had also considered 'philosophical', 'theological' and 'sociological', but on consideration had moved away from these titles. A Member expressed that it was important

not to be wary of theology, and getting across different religions and what they believe, as they were in a position to do this in the correct way. Following discussion it was agreed that, although Religious Education would incorporate theology, the current language was more accessible. It was also noted that the terminology had been revisited and that the Syllabus would encourage the coverage of AT1 (learning about) and AT2 (learning from) these terms themselves would not be highlighted, as it encouraged them to be taught separately, and would be more limiting.

A Member noted that the 'Why Teach RE?' section stated that "the Standing Advisory Council for Religious Education must monitor and evaluate the implementation of the syllabus and its impact", however this role was often limited and difficult to complete. They also reminded the SACRE of previous visits to schools. The SACRE RE Advisor responded that it was a legal requirement of the Local Authority to support the convening of a SACRE and Agreed Syllabus Conference, and that she was also gleaning this information from schools as they attended the RE Networks being set up, but that more work was being undertaken to build relationships with schools in order to address this.

8 RELATIONSHIPS WITH SCHOOLS

The SACRE RE Advisor informed Members that sixteen schools had attended the primary RE coordinators network meetings, and ten had attended the secondary RE coordinators network meetings, although a number of them had been unable to attend the session earlier that day. These meetings had allowed the teachers to communicate and share ideas, as well as contribute towards the revised syllabus.

The SACRE RE Advisor noted that at a previous meeting, discussions had taken place in relation to Councillor's visits to schools. This had raised questions about the agenda and purpose of these visits, and if the SACRE could help inform, or be part of them. The LBB Director of Education said that these visits were arranged by the department, run as a rolling programme with the aim of allowing Councillors to gain a wider perspective. A Councillor representative advised Members that visits were arranged on a termly basis, to places such as schools and care homes, and Councillors were asked if they would like to attend. For visits to schools, Councillors were provided with a crib sheet of information relating to the school, such as the number of pupils and most recent Ofsted inspection, and the schools were provided with information as to why Councillors would be visiting them.

Following a discussion, it was suggested that these visits could be an opportunity for the SACRE, and wider Local Authority, to build relationships with schools. It was agreed that the Head of School Standards would obtain a copy of the crib sheet, to allow the SACRE RE Advisor to get an understanding of the questions asked, and consider additional prompt questions that could be included in relation to RE and the SACRE. A Councillor representative also considered that to allow new Councillors an

understanding of the role of the SACRE, it could be included in the education section of induction sessions.

ACTION: LBB Head of Schools Standards / SACRE RE Advisor

It was suggested that an alternative option could be to invite teachers to attend a SACRE meeting and deliver a presentation to Members about what they did in relation to RE and collective worship in their school. It was noted that although it would be nice to invite schools, after a long day at school it may be unlikely that teachers would want to attend an evening meeting.

9 INTER-FAITH COMPETITION

Members were advised that at the NASACRE Conference and AGM the winners of the Westhill / NASACRE Awards for 2019-20 were announced. The Chairman was pleased to inform Members that this included Bromley SACRE, following a successful application being submitted to the Awards Panel. This financial award would be used towards funding the inter-faith calendar competition for the next academic year.

The SACRE RE Advisor provided Members with copies of the calendar containing the winning designs for the competition that had taken place during the current academic year. Copies would be distributed to schools shortly, and it was suggested that any spares could be shared at the Heads Forums. It was noted that not as many schools had participated in the competition as hoped. However, this was the first time that the competition had been run, and there were already more school who had indicated their intention to take part next year, including secondary schools. The competition had been a big boost for RE, and had connected the schools that had taken part. Following a discussion, it was agreed that this good news story, of both the successful bid and calendar, should be drawn to the attention of the Local Authority's Communications Team. The LBB Director of Education suggested that this could also be included in the School Circular.

ACTION: SACRE RE Advisor / LBB Head of School Standards

10 SACRE DRAFT ACTION PLAN

SACRE Members were provided with a copy of the SACRE Action Plan for 2018-19, which had been produced by the SACRE RE Advisor.

The SACRE RE Advisor said that the Action Plan was no longer a draft document, and that a number of the items had progressed since the table was published. The main section highlighted in yellow was the Agreed Syllabus, although some items would be completed by the end of the current academic year, and others would continue to be progressed during the autumn term.

A Member noted that she was currently working in a school in the Borough, and she had not received any communications from the SACRE. A discussion took place, in which Members considered the best way of addressing this.

The LBB Director of Education noted that the Heads' Forums were not led by the Local Authority. However, he could ask for a slot on the agenda to pass on information, but it may be more effective to provide the information on the new website. It was agreed that work would be undertaken to obtain the email addresses of the RE coordinators at all schools, and the Head of School Standards would contact Octavo to discuss the best way to share information from the SACRE with School Governors. The SACRE RE Advisor would also draft an introductory letter from the SACRE to Headteachers, prior to the autumn term meeting.

ACTION: Head of School Standards / SACRE RE Advisor

11 SACRE SELF EVALUATION

To allow sufficient time to discuss the self-evaluation of the SACRE, this item was deferred to the meeting of the SACRE on the 13th November 2019.

The Chairman suggested that prior to the meeting, Members communicate in their representative groups to look at the following sections of the SACRE Reporting and Evaluating Toolkit:

Group A members (representatives of other faiths and Christian denominations) were asked to focus on Section 5 – Contribution of SACRE to promoting cohesion across the community.

Group B members (representatives from the Church of England) were asked to focus on Section 3 – Collective worship.

Group C members (teachers) were asked to focus on Section 2 – The effectiveness of the locally agreed syllabus.

Group D members (Councillors) were asked to focus on Section 4 – Management of SACRE.

It was agreed that the following SACRE Members would collate the feedback from their group:

Group A (other faiths and Christian denominations) – Edlene Whitman

Group B (Church of England) – Reverend Roger Bristow

Group C (teachers) – Lee Kings

Group D (Councillors) – Councillor Chris Pierce

ACTION: SACRE MEMBERS

The Chairman requested that feedback be provided to the Clerk by the beginning of September 2019, to allow the information to be collated prior to the next meeting of the SACRE.

12 ANY OTHER BUSINESS

The Chairman informed Members that he had been approached by a teacher from a secondary Academy school in the Borough, at which it was being proposed to drastically cut the curriculum time spent on RE, and could result in the school not being compliant in the delivery of RE. The LBB Director of Education said that he would be happy for the department to facilitate an informal conversation before any formal letter was sent.

A Member agreed that the school should be given an opportunity to discuss the issue first, however the situation would need to be monitored. The LBB Director of Education responded that the department would not shy away from professional challenge, but that a partnership approach was preferable initially, which could then be followed up formally if required.

13 DATES OF FUTURE MEETINGS

6.00pm, Wednesday 13th November 2019
6.00pm, Wednesday 4th March 2020

The Meeting ended at 8.12 pm

Chairman

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Agenda Item 5

Report No.
CSD19165

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Wednesday 13th November 2019

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

Title: SACRE CONSTITUTION

Contact Officer: Carol Arnfield – Head of Service – Early Years, School Standards and Adult Education

Chief Officer: Jared Nehra, Director of Education

Ward: (All Wards);

1. Reason for report;

The SACRE Terms of Reference were agreed in July 2018. At the SACRE meeting on 3rd July 2019, it was suggested that the Terms of Reference be reviewed.

2. Recommendations;

Members are invited to consider the SACRE Terms of Reference (July 2018), and come ready to discuss their thoughts.

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

Summary of Ward Councillors comments:

LONDON BOROUGH OF BROMLEY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

1. TERMS OF REFERENCE

- 1.1 To advise the Local Authority (LA) upon such matters connected with collective worship in community schools and the religious education to be given in accordance with an Agreed Syllabus (including methods of teaching, choice of teaching material and the provision of training for teachers) as the LA may refer to SACRE or as SACRE may see fit.
- 1.2 To advise on the effective and creative implementation of the collective worship requirements of the Education Act 1996 and to consider requests by schools for determination.
- 1.3 To encourage the implementation of the Agreed Syllabus and in this regard to monitor the production of teaching resources and support material.
- 1.4 To support the LA in reviewing provision for religious education and collective worship in county schools within the Borough.
- 1.5 To disseminate an understanding of the educational role of religious education and collective worship and to encourage the active involvement of local religious groups and organisations.
- 1.6 To keep under review the effectiveness and appropriateness of the Agreed Syllabus until such time (and no later than five years after the publication of the last agreed syllabus) it decides to require the LA to convene an Agreed Syllabus Conference to institute a formal review.
- 1.7 To publish an annual report on its work specifying in particular any matters on which it has advised the LA, broadly describing the nature of that advice, and setting out the reasons for offering advice on any matters not referred to it by the LA.
- 1.8 To submit its annual report to the Qualifications and Curriculum Authority (QCA)¹ by 30th December each year as well as to local schools and other persons and organisations as it sees fit.

2. MEMBERSHIP OF SACRE

2.1 SACRE shall comprise four Committees, whose members are appointed by the LA, as follows:

Committee A: Christian denominations and other religions and religious denominations reflecting the principal religious traditions in the community.

- Free Church Christian members nominated by the Free Churches' Council
- Roman Catholic members nominated by the Roman Catholic Archdiocese of Southwark
- Representatives from other faiths

¹ No longer in existence

Committee B: The Church of England
Members nominated by the Diocese of Rochester

Committee C: Teachers' Associations
Members nominated by Professional Associations representing as far as is practicable, Primary, Secondary and Special Schools

Committee D: The Local Authority
Members nominated by Council

2.2 Members of Committees A, B, C and D are appointed for a period of four years but shall thereafter be eligible for re-nomination by their nominating bodies. The level of membership of each Committee should be reviewed regularly and additional Members appointed to reflect the different communities in the locality.

2.3 Any member of SACRE may at any time resign his/her office and a replacement be sought from the relevant nominating body.

2.4 SACRE shall have the right to co-opt additional Members who shall remain co-opted for as long as SACRE deems necessary or until such time as the co-opted Member resigns.

2.5 SACRE will appoint its own Chairman and Vice-Chairman annually from amongst its membership.

Decision-making

2.6 Voting at SACRE shall be on the basis of one vote per Committee and formal resolutions to the LA shall be passed only if all four Committees are in agreement. Within each Committee, voting shall be by single majority.

Attendance at Meetings

2.7 The membership of any member who fails to attend three consecutive meetings without good cause shall lapse and a replacement or reinstatement be sought from the relevant nominating body.

2.8 SACRE meetings are to be considered quorate if one-third of members of SACRE are in attendance, rounded up to the nearest whole number, with at least one member from each of Committees A, B, C and D.

2.9 Meetings of SACRE shall be open to the public except under those circumstances where matters under discussion are considered by SACRE to be confidential.

Frequency of Meetings

2.10 There will normally be three SACRE meetings held each academic year.

Agenda Item 6

Report No.
CSD19166

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Wednesday 13th November 2019

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

Title: SACRE SELF EVALUATION SUMMARY

Contact Officer: Carol Arnfield – Head of Service – Early Years, School Standards and Adult Education

Chief Officer: Jared Nehra, Director of Education

Ward: (All Wards);

1. Reason for report;

The self-evaluation of SACRE is a continuous process which informs the development of the committee and the annual report to the DfE each December.

2. Recommendations;

At the summer meeting the committee were asked to look at the self-evaluation document and revisit the effectiveness of Bromley SACRE.

It was suggested that in advance of the meeting, Group A members (representatives of other faiths and Christian denominations) look at section 5, Group B members (the Church of England) look at section 3, Group C members (teachers) look at section 2 and Group D members (Councillors) look at section 4, and provide their thoughts to the SACRE RE Advisor.

A summary document of the responses is attached for Members to note.

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.
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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

Summary of Ward Councillors comments:

Section 1: Standards and quality of provision of RE

<p>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?</p>	<p><u>Established:</u> Having set up teacher networks SACRE now has a picture of what some schools are delivering. Not every schools has engaged in these networks, so schools being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated.</p>
<p>How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p><u>Established:</u> LA provides examination data, and the presentation of GCSE results has been amended in the Annual Report so that a clearer picture of school standards and provision can be defined. Information regarding performance and standards has also been collated direct with schools engaging in the teacher networks. In addition, a cross phase assessment tool has been shared with subject leaders in the hope of consistent reporting of progression in the subject.</p>
<p>How well does SACRE use knowledge of quality of learning to target support appropriately?</p>	<p><u>Established:</u> teacher networks have been set up where schools have been able to identify areas of concern and training has been delivered to address these specified needs.</p>
<p>To what extent does SACRE have and use information about the effectiveness of senior and middle management of RE in schools?</p>	<p><u>Established:</u> SACRE are able to identify schools where SLT support is given as identified by Subject Leaders (middle managers) attending teacher networks. SACRE are also aware of Cllr visits to schools, and are investigating ways these visits could include reference/information finding about RE. SACRE is also building links with LA and have been invited to share messages directly to SLT via the LA Borough meetings.</p>
<p>To what extent does SACRE use information about specialist provision in their schools to target training and recruitment?</p>	<p><u>Established:</u> All schools are invited to join the teacher networks, and some specialist schools are regularly attending and sharing information. In addition, RE Advisor has built a relationship with local ITT centre. RE Advisor will liaise/inform the RE training to new recruits currently delivered by a qualified SACRE member.</p>
<p>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</p>	<p><u>Advanced:</u> Regular attendance to, engagement with and even hosting the teacher networks and input to ASC by academy schools, even hosting these networks.</p>

Recommendations:

- a. Strengthen information gleaning and sharing via LA run SLT meetings and SACRE led subject leader networks.
- b. Invite schools to launch event for SACRE Syllabus to help build relationships with SACRE
- c. Consider creating a school-friendly RE audit form that could be shared with schools via LA website, bulletin and teacher networks.

Section 2: effectiveness of the Locally Agreed Syllabus

How does SACRE review the success of the existing Agreed Syllabus?	<u>Advanced:</u> Effective working relationships have been established with schools through subject leader networks, and Agreed Syllabus Conferences have been attended by teachers and members from all 4 SACRE committees providing effective opportunities for consultation and have informed the revision of the Agreed Syllabus Borough. A budget is in place.
How well does the Agreed Syllabus promote effective teaching and learning in RE?	<u>Advanced:</u> LA has supported and endorses the revision of the syllabus which will include contemporary pedagogy at its core, and clarifies expectations of pupils and teachers in line with Ofsted guidelines that prepares pupils for the further study of RE in Key Stage 4.
How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	<u>Established:</u> Systems are in place for all teachers to receive training via local teacher networks, and LA are in process of updating website that has open access. LA is also open to supporting training/promotion through head teachers forums. A budget is in place for the launch of the Syllabus once completed.
To what extent is the membership of the Agreed Syllabus Conference able to fulfil its purpose?	<u>Advanced:</u> two well-evaluated ASCs have been held that included training, one of which was attended by members from all 4 groups of SACRE. Outcomes from the ASC have been shared with all members of SACRE who have provided further comment.
How robust are the processes for producing a strong educational Agreed Syllabus?	<u>Advanced:</u> An open invitation has been sent to all SACRE members and teachers to inform the revision through plural ASC, SACRE meetings and teacher networks. Consultations have also been held with Diocese of Rochester officials, Ofsted representatives, other Advisors and through attendance to two relevant national conferences in the past year.
How well does the Agreed Syllabus make choices relating to the use of national documents?	<u>Advanced:</u> RE Advisor familiar with national documents and local Diocese materials and has delivered training to teachers, SACRE members ASC. Relevant elements of these materials will be included in the Syllabus.

Recommendations:

- d. Consider a launch event and/or publicity for the release of Syllabus one completed.
- e. Ensure consultation with those faith groups and schools that have not engaged/attended/ had input on Syllabus revision previously.

Section 3: Collective Worship

<p>What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?</p>	<p><u>Established</u>: some resources and materials have been provided to schools will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, but not all schools across the Borough, and currently no visits to schools have been arranged.</p>
<p>How does SACRE seek to influence the quality of collective worship in the LA's schools?</p>	<p><u>Established</u>: SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools. CW has been discussed in SACRE meetings previously and were active in collating and sharing some guidance materials to schools.</p>
<p>How robust are SACRE's procedures for responding to requests from schools for a determination?</p>	<p><u>Established</u>: systems are in place were a school to request a determination, and further materials and resources have been procured by SACRE in readiness, but no requests have been received.</p>

Recommendations:

See recommendation e

f. SACRE could review current policy documents and guidance

g. Following launch of the Syllabus SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials/guidance document

i. SACRE could include in the above guidance to schools, key evaluation questions school leaders could use to gauge quality of CW in their schools.

Section 4: Management of SACRE and partnership with LA and other key stakeholders

How purposeful, inclusive, representative and effective are SACRE meetings?	<u>Advanced</u> : Meetings are well organised and attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions.
To what extent is the membership of SACRE able to fulfil SACRE’s purpose?	<u>Established</u> : Membership reflects the diversity of the local community, and all SACRE members are invited be involved in and/or attend training opportunities.
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	<u>Advanced</u> : Action plan is detailed with resourcing at each step, which is linked to key SACRE objectives, that is in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting.
How well supported and resources is SACRE?	<u>Advanced</u> : SACRE is now supported by an RE Specialist as Advisor and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions, including the funding/resourcing.
How well informed is SACRE in order to be able to advise the LA appropriately?	<u>Advanced</u> : SACRE has an excellent relationship with the LA, working in unison to improve the quality and provision of RE in schools.
What partnerships does SACRE have with key local and national stakeholders?	<u>Established</u> : SACRE is building and strengthening links with local networks, including academy and local faith communities and teacher training organisations. SACRE Advisor and Chair have also attended national conferences including NASACRE. More contact with further interfaith and HE groups would ‘boost’ our work.
How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	<u>Advanced</u> : Academies are already attending and contributing to teacher network meetings and SACRE also has a representative from one of the larger academies as a member. Academies have and continue to host the teacher network meetings and contribute to the ASC.

Recommendations:
 See recommendations b and e.
 j. To include in action plan reference to relevant LA initiatives
 k. Build links with other inter faith and higher education organisations that could contribute to SACRE

Section 5: Contribution of SACRE to promoting cohesion across the community	
How representative is SACRE's membership of the local community?	<u>Established:</u> We have membership that broadly reflects the religious diversity of the local community. We have also amended presentation of attendance to SACRE by each group/committee in the Annual Report so that gaps can be more easily identified.
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<u>Developing:</u> Limited knowledge about religious and cultural diversity in community
How much does SACRE understand the contribution that RE can make to a schools' provision for community cohesion?	<u>Established:</u> In the last year Bromley SACRE has engaged pupils in creating artwork to promote and share dates of religious and secular celebrations in an interfaith calendar was sent to every school in the Borough. We also published a Ramadan Guidance as a learning resource as and to support schools in providing for their Muslim pupils.
How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?	<u>Developing:</u> We don't receive enough information from the LA about their community initiatives.
<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> l. Continue to monitor membership and attendance to identify and send invitations as needed to fill any gaps m. Investigate opportunities for members to share more information about local community/religious events in area n. Report specifically on SACRE activities that promote community cohesion to LA in the Annual Report o. Ensure reference to community cohesion is included in the Locally Agreed Syllabus currently being revised p. To include in agenda opportunities for LA to share relevant initiatives regarding community cohesion 	

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Agenda Item 7

Report No.
CSD19167

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Wednesday 13th November 2019

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

Title: REVISED BROMLEY AGREED SYLLABUS

Contact Officer: Carol Arnfield – Head of Service – Early Years, School Standards and Adult Education

Chief Officer: Jared Nehra, Director of Education

Ward: (All Wards);

1. Reason for report;

Work had been undertaken by the SACRE RE Advisor in relation to the revised Bromley Agreed Syllabus. Members are provided with the following draft documents for approval:

- Layout
- Introduction
- 'Why Teach RE'
- 'What is effective RE'

2. Recommendations;

Members are recommended to note and approve the Bromley Agreed Syllabus documents.

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

Summary of Ward Councillors comments:

Introduction

- Accessible to all
- from Bromley LEA and Council websites
- Password to move to further pages, or contact xxx
- Purpose of syllabus
- Introduction from Chair

Why Teach RE?

1. Aims (as agreed ASC 27/2/19)
2. legal requirements
3. Pupil voice? School survey results? GCSE numbers?

Bromley RE

- Calendar?
- 'factsheet' appendix
- photos, pupil samples - moderation
- competitions
- Guidance – philosophical enquiry, artefacts and visits/visitors etc.
- SoW?
- REQM audit?
- sample policies?
- members of SACRE and ASC

What is effective RE?

- Be inclusive (including SEN p35)
- Include wide range of experiences, sources and resources (link to ideal artefact list)
- Develop Right Attitudes (p9)
- Promote Skill Development - spectrum
- Build specialist knowledge and vocabulary
- Focus on 'Big Questions'

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Introduction

Purpose of the Bromley Agreed Syllabus

To establish entitlement

This syllabus sets out the entitlement to learning Religious Education for all pupils in community and voluntary controlled schools in the borough, whatever their background, culture, race, religion or belief, gender, academic or learning ability.

To establish standards

This syllabus sets out for the benefit of parents, teachers, governors, employers and the public the expectations for learning requirements and standards of attainment in Religious Education that are explicit. These standards should be used to plan, sequence and monitor learning, to support assessment for learning and to set targets for improvement and evaluate the progress towards them.

To promote continuity and coherence

This Syllabus seeks to contribute to and support a coherent curriculum. The learning in this syllabus has been set out to support the transition of pupils between phases and stages of education and between schools, and can provide a foundation for further study and lifelong learning.

To promote public understanding

The Syllabus aims to increase public understanding of, and confidence in, the work of schools in Religious Education. It recognises the extent to which local stakeholders (religion and belief communities, teachers, local Councillors and the Local Education Authority) are already involved in defining, monitoring and advising the Religious Education curriculum in schools through the Bromley SACRE and the Bromley Agreed Syllabus Conference. ***see members in Bromley RE section.** It also encourages those who are interested to participate in enriching the provision of Religious Education, for example through contributing to visits to places of worship and providing speakers from belief and faith communities.

A note from the Bromley SACRE Chair

During the drafting process there was extensive consultation with the principal stakeholders, who included representatives from the local religion and belief communities, Bromley teachers, local Councillors and the Local Education Authority. All are supportive of the central principle of this syllabus: that Religious Education in schools using the syllabus, whilst recognising that the majority religion in the UK is Christianity, should not advocate or promote any particular religion or belief but should extend pupils' knowledge and understanding of religions, beliefs and worldviews. Religious Education taught in accordance with this syllabus contributes strongly to the spiritual, moral, social and cultural development of pupils, whether or not they are from a religious background.

The process of syllabus development has made significant contribution to religious and racial harmony and promoting a better understanding of our community, as well the nature of Religious Education. It has also been purposefully designed to celebrate the effective teaching and learning of Religious Education in our Bromley schools, as well as the cultural and religious and worldview diversity in Bromley, and the terminology used has been carefully selected to be respectful and inclusive of all and in accordance with Section 10 Equality Act 2010.

The syllabus was enthusiastically and unanimously adopted by the Agreed Syllabus Conference, in accordance with the Bromley SACRE's vision statement:

“The members of Bromley SACRE seek to ensure that all pupils in our schools are educated to develop spiritually, academically, emotionally and morally in a way that enables them to understand and value themselves and others and to better cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.”

It is the responsibility of the Local Education Authority to convene and support the Bromley Agreed Syllabus Conference and Bromley SACRE. SACRE and the Bromley Agreed Syllabus Conference have established effective working relationship with the Bromley Local Authority and look forward to continuing to work together in partnership for the benefit of Bromley children and young people. On behalf of the Local Authority, Bromley SACRE and Agreed Syllabus Conference, I commend this Religious Education Syllabus to *all* Bromley’s schools, irrespective of their individual status within the education landscape of our borough.

A handwritten signature in black ink that reads "Roger Bristow". The signature is written in a cursive style and is underlined with a single horizontal line.

Rev. Roger Bristow
Chair of Bromley Agreed Syllabus Conference and Bromley SACRE

Why Teach RE?

Whether we are religious or not there are signs of religion all around, the landscape is full of churches and of other places of worship. Belonging to an organised religion has an effect on many aspects of a person's life. Any of these may show the rest of the world that we are members of a belief tradition, clothes, food, names, times and ways of celebration and what is considered important in life.

Religious education promotes pupils' understanding of the multicultural and multi faith society that we live in today by enabling them to explore issues of belief and issues between faiths. Having learned about different faiths and beliefs, pupils are then encouraged to understand how we can interact with each other and explore inter faith issues of contemporary society.

Pupils, whether they have a faith or not, need to be given an awareness of what life is like from a religious point of view. A knowledge and understanding of the features, ideas and practices of the focused religions in each key stage is important, so that the pupil can distinguish between the religions and understand what religion entails.

There is a need to appreciate the values and attitudes which individuals in a faith group hold true and the effects that these have on the community. Schools have a duty to promote the spiritual, moral, social and cultural education of pupils and, although it is important that the school ethos and all subjects contribute towards this, religious education has a large part to play.

Religious Education in schools should aim to:

- develop pupils' knowledge and understanding of Christianity and other principle religions and other world views other than their own
- develop respect for and sensitivity to others, in particular those whose faith, traditions, beliefs and values are different from their own
- help pupils explore and test their own beliefs and to learn about those of fellow pupils
- express and explore pupils' own responses to ultimate questions about the meaning and purpose of life, the self and the nature of reality, issues of right and wrong, and what it means to be human
- explore pupils' own beliefs, values, traditions
- articulate own and others' views, ideas and beliefs on a range of contemporary issues
- explore the influence of family, friends, media, teachings, texts and guidance from moral/religious leaders on beliefs, moral choices and identity

Effective Religious Education will support the rest of the school curriculum to help students to:

- develop curiosity and imagination
- develop the skills of communication, interpretation, application, analysis and evaluation
- develop their own sense of identity and belonging

Religious Education will also contribute to schools in:

- promoting racial and religious respect
- celebrating diversity in society through understanding differences
- offering opportunities for personal reflection and spiritual development
- supporting pupils to value themselves and others

Legal Position

In the 1988 Education Reform Act it is stated that 'Every maintained school is required by law to provide a basic curriculum, which is 'broad and balanced', consisting of: a) religious education and b) the National Curriculum. The curriculum provided must 'promote the spiritual, moral, cultural, social, mental, and physical development of pupils' and 'prepare pupils for the opportunities, responsibilities and experiences of adult life'.

Each LEA must convene an Agreed Syllabus conference to produce a syllabus, which, once adopted by the LEA should be reviewed every 5 years. The Standing Advisory Council for Religious Education must monitor and evaluate the implementation of the syllabus and its impact.

The Education Act 1996 states that the Agreed Syllabus must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions and worldviews represented in Great Britain.

An Agreed Syllabus, and Religious Education taught according to it, must not be designed to urge a particular religion or worldview on pupils. **See Inclusive**

Further, while exploring responses to ultimate questions, non-religious worldviews- such as secular Humanism- should also be considered (as per section 10 of the Equality Act 2010).

Schools are further advised to include in their pupils' learning the additional religions and worldviews where there are adherents in the school community.

It is a statutory requirement that Religious Education must be taught according to this syllabus must be taught to all registered pupils in maintained schools (other voluntary aided schools of a religious character, or academies where stated in their funding agreements) from Reception and including sixth form, except when withdrawn by their parents (see below). Religious Education remains a legal requirement for pupils in KS4 and KS5. It is the duty of the Head teacher to secure the provision of Religious Education for their pupils.

By Law RE is to be taught in all years from Reception to Year 13, and this syllabus is based on the expectation that RE will have a minimum of 5% of annual curriculum time, which should broadly equate to:

36 hours at Key Stage 1

45 hours at Key Stage 2

45 hours at Key Stage 3

40-48 hours at Key Stage 4 and 5

At Post 16, there should be a minimum of 15 hours a year of RE

Collective Worship is a separate statutory requirement. Time used for this SHOULD NOT BE INCLUDED IN RELIGIOUS EDUCATION ALLOCATION.

Schools are also expected to monitor and evaluate the effectiveness, standards and provision of the RE Syllabus.

Whilst Religious Education can support and contribute towards PSHE or citizenship education, curriculum time should not be confused or conflated with PSHE or citizenship education.

Schools are required to report to parents on pupils' progress in Religious Education annually and in accordance with the structure in this syllabus. **(* and in Section on progression)**

Parents have the right to withdraw their children from Religious Education as per the School and Standards and Framework Act 1988. Parents of pupils may personally request that their child be excused from Religious Education and/or attendance at collective worship through reasons of religious conscience. The school should not incur any expense through this action. Teachers may also request to withdraw from attending collective worship by reasons of their religious conscience.

Pupil Choice

Bromley SACRE firmly believe that through Religious Education all pupils are taught to develop spiritually, academically, emotionally and morally in a way that enables them to understand and value themselves and others and to better cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Therefore, this syllabus has been designed to support the creation of Religious Education curriculum that incorporates opportunities for pupils to develop and build academic skills and specialist vocabulary that help them learn about the beliefs, values, thinking and ways of life of others and to reflect upon their own as they explore their community and their role in it when considering the question ‘why are we here.’

Religious Education must be **inclusive** and relevant to all pupils and therefore be planned for pupils to engage through **enquiry** that concern issues and concepts which relate to themselves and **reflect the local community**, that are relevant to their lives and made accessible through **varied teaching activities** and using a **wide range of experiences, sources and resources**.

Big Questions

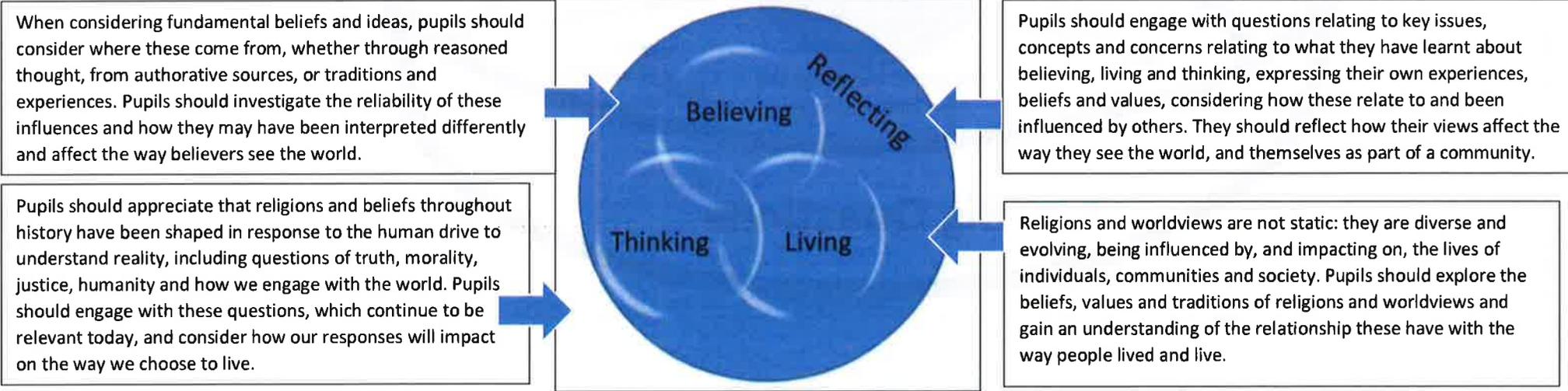
Religious Education should not be merely regurgitating or recycling key information or simply providing a distant or superficial opinion or comment. Simply recalling the life story of Jesus does not help pupils to understand Christians’ relationship with him, nor how this relationship might affect their lives. They may be able to recall this knowledge, but a superficial engagement will be quickly forgotten, and repeated learning will be required.

We believe Religious Education should be an active enquiry process, with meaningful, well-informed and balanced conversations, using a variety of disciplines to apply, interpret, analyse and evaluate what they have learnt about other religions and worldviews in relation to spiritual, ethical, moral and social issues. Through enquiry, pupils should build their knowledge and understanding by forming a relationship with what they learn about other religions and worldviews, so that they can consider and reflect meaningfully on what they have learnt to create an informed view.

Only through building a relationship with this **key subject knowledge and specialist vocabulary** through enquiry, understanding its importance and meaning to believers and making stronger connections and links with their other learning or experiences, will ensure this is embedded into pupils’ long-term memory.

Therefore learning should be planned around ‘Big Questions’ that have concepts relating to the Thinking, Believing and Living of themselves, other religions and worldviews reflected in their **local community** and beyond. These enquiries should encourage pupils to not only specify ‘what’ beliefs, practices and values are, but to also suggest ‘why’ these beliefs and values are held or expressed in a certain ways and to identify ‘how’ they may be interconnected and affect people’s lives.

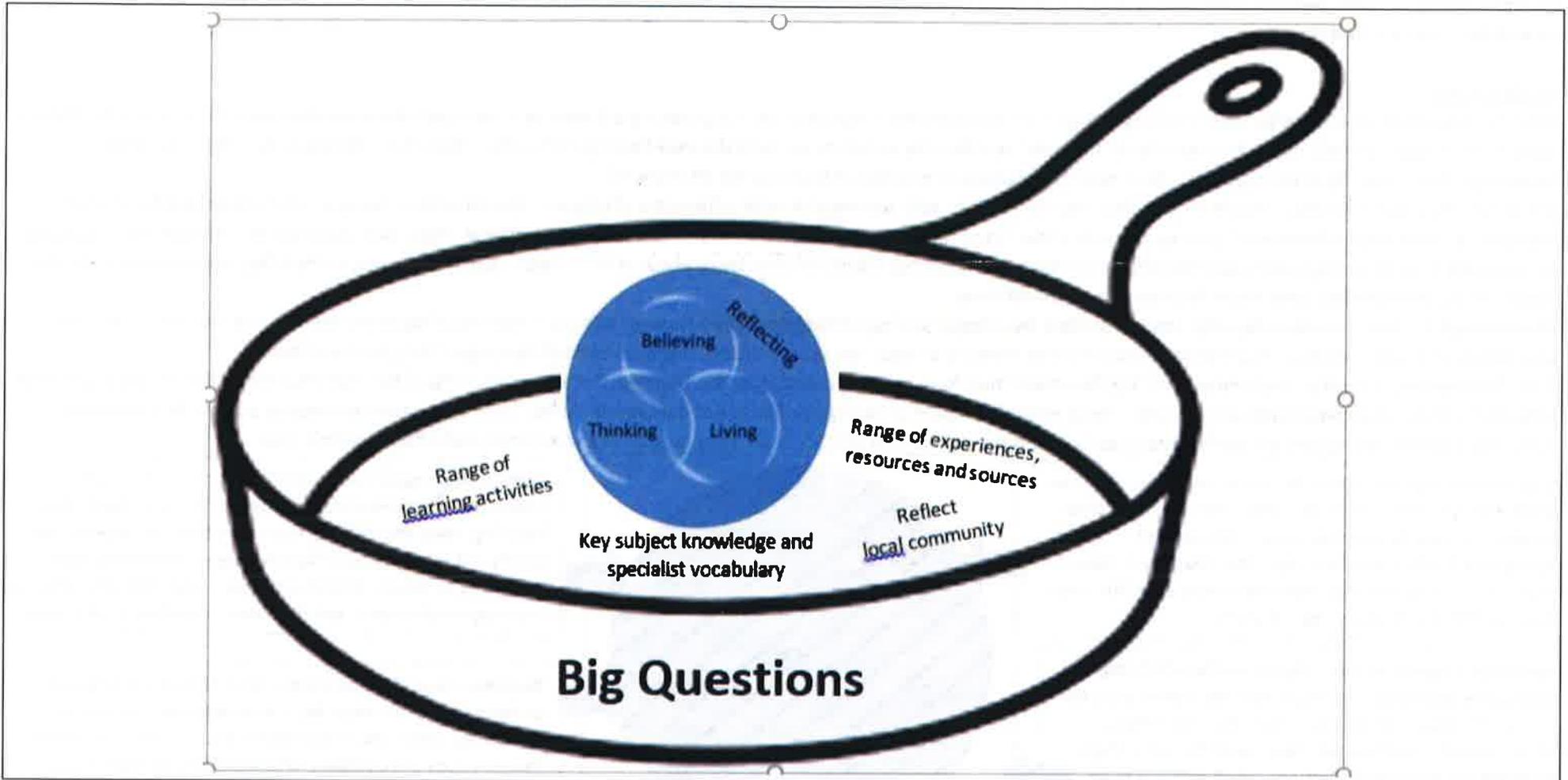
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For example, pupils knowing 'what' the Shabbat (Sabbath) rituals are is different to them having an appreciation of 'why' they might be important for Jewish people. Exploring relevant values about family and their beliefs about God and Creation are necessary before pupils can fully consider 'how' these Shabbat rituals may make a difference to those who complete them. Pupils can then begin to have meaningful conversations about Jewish **Believing, Thinking and Living** and enable **Reflecting** on how this learning may impact on their own beliefs, values and lives.

This deeper learning takes time. However, it is more important that this learning is done effectively than ensuring wider coverage of only superficial learning, which would need to be constantly repeated.

These 'Big Questions' should encourage meaningful conversations that are **inclusive** and accessible to all pupils, and teachers should use a wide range of learning activities, **experiences, sources and resources** to help pupils use key knowledge and vocabulary to engage with the 'Big Question' being explored.



Progression

As pupils' progress through their Religious Education pupils should be looking deeper into spiritual, ethical, moral and social issues and in increasing breadth across different religions and worldviews through time and around the world. Units/schemes of work within a Religious Education curriculum should not be stand-alone 'topics', disassociated from each other. Rather, learning should be planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts about Believing, Living and Thinking, so that the investigation, exploration and reflection of their own and others' responses to 'Big Questions' can continuously increase in depth, breadth and complexity.

For example, let us consider another example 'Big Question' such as 'why do some Muslims believe that certain people may go to Heaven when they die?'

In order for pupils to be able to meaningfully and eloquently respond, they will need to have a solid understanding – not just a superficial recall – of certain concepts, such as good and bad, life and death, beliefs about heaven and hell and the soul, as well as Muslim beliefs about the five pillars, Allah as Judge and Creator. They will need to have informed understanding of how these concepts relate to the Thinking, Believing and Living of Muslims, and Reflecting how these not only affect each other, but how they compare with other religions and worldviews, including their own. This cannot all be achieved within a single unit/scheme of work, but as part of a carefully planned and sequenced learning journey.

Naturally, pupils' learning based on Big Questions should be constantly monitored to ensure that understanding of the concepts beyond the simple recalling of key subject knowledge and specialist vocabulary is secure, before progressing on further or expanding enquiries.

Throughout enquiry learning pupils will need to develop skills to be able to:

- build and use a specialist vocabulary to communicate accurately and respectfully their knowledge and understanding of what others believe and practise, how these differing belief systems relate to each other and may affect a way of life
- apply their broad specialist vocabulary to access, interpret, analyse and reflect on a range of written and spoken and non-religious sources and texts when investigating beliefs, values and traditions of others, their teachings, practices and forms of expression and ways of life
- apply, interpret, analyse and evaluate what they have learnt about other religions and worldviews in relation to spiritual, ethical, moral and social issues
- develop, communicate, reflect on, apply and evaluate their views and beliefs, particularly in relation to **'Big Questions'** such as identity and belonging, truth, morality and justice, the environment and humanity.

In order to reflect and respond to these questions effectively, pupils will additionally need to demonstrate the attitudes of appreciation and respect for all, open mindedness and curiosity. Pupils will also develop a wide range of skills, including literacy, problem solving, team-work, self-awareness, imagination, ICT and language and literacy. * see 'why teach RE?'

Teachers can refer to the **'Religious Education Skills Spectrum'** to monitor that pupils are **Reflecting**, both for themselves and others in their local community and beyond, to 'Big Questions' relating to:

- What people believe and do (**Believing**)
- How people respond to big questions and issues (**Thinking**)
- How beliefs and values make a difference to lives (**Living**)

As pupils move through the Religious Education curriculum and the 'Big Questions' increase in complexity, depth and breadth, so too must the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to people, and 'how' they relate, change or impact on a wider world view. Therefore, the enquiry learning should continuously build on the skills in accordance with the **'Religious Education Skills Spectrum'**.

Assessment

It is important for pupils to also be able to identify how they are learning and progressing in Religious Education and to know to improve their work. This Spectrum can be used to derive learning outcomes to specify the intended learning, as well as to provide guidance for pupils on how to structure and improve their responses in their Religious Education work. The language has been structured so that pupils and teachers will be more able to engage and use the Spectrum as a reference as they plan, create, check and feedback on their own and others' work.

It is a legal requirement that schools report to parents on pupils' progress in Religious Education annually and in accordance with the Religious Education Skills Spectrum in this syllabus. Therefore, learning in Religious Education will need to be continuously monitored by teachers, and this Spectrum can be used as an audit tool, to evidence progression in pupils' work, and to support summative assessments and reporting. The Religious Education Skills Spectrum can be used in all aspects of Assessment for Learning.

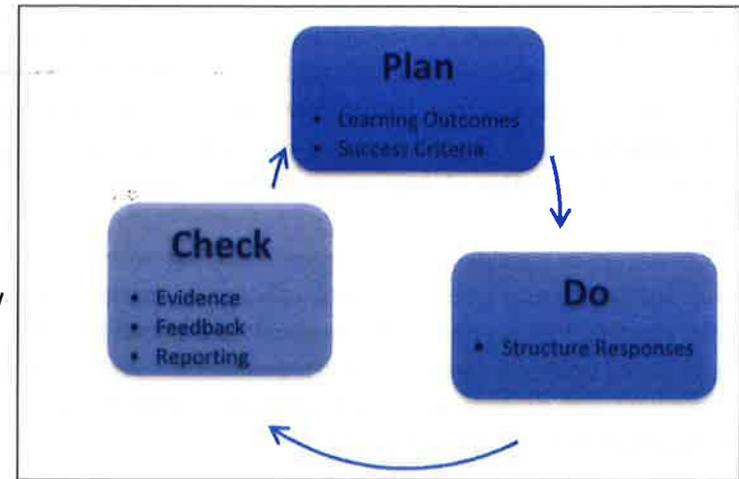
See **RE in Bromley** for examples of how this Spectrum has been used in our schools.

Be inclusive

This syllabus embodies an open, objective and educational approach to the subject. Religious Education should contribute to the spiritual, moral, social, cultural and academic development of all pupils whatever their gender, ability, family, ethnicity or religious or non-religious beliefs. Therefore, the Religious Education curriculum provided in accordance with this syllabus should present the beliefs and practices studied as perceived by the believers, and should protect the integrity of pupils by ensuring that the teaching is not designed to promote, convert or urge a particular religion or belief.

The long-term curriculum should reflect that the religious traditions in Britain are in the main Christian. They should also take into account the teachings and practices of the other world religions and non-religious beliefs and reflect the make-up of the **local community**, as well as the wider population in response to **'Big Questions'**. Religions and non-religious worldviews should not be presented as static, and due recognition to diversity within religions and belief systems should be given. Investigations into religions or belief systems may include considering their influence and relationships with cultural traditions, but should not be confused with them or taught instead of them.

As per the General Teaching Requirements, and in accordance to the Legal Requirements for Religious Education and collective worship in special schools according to the 1988 Education Reform Act, 'so far as practicable, every pupil attending a special school will attend religious worship and attend religious education'. Therefore, teachers should create a curriculum that builds on and is enriched by the differing experiences that pupils bring, and should meet all pupils' learning needs, including those with 'Special Educational Needs,' which covers a whole range of learning difficulties, physical, emotional, or intellectual and has degrees from mild to profound. To overcome potential barriers to learning some pupils (for example, those with learning difficulties, physical impairments or EAL) may require additional resources, materials, support, varying teaching techniques to preferably access the same information, texts and activities as their peers, perhaps through differentiated audio materials, worksheets and texts in alternative languages or in large print.



Include wide range of experiences, sources and resources

In order for pupils to gain knowledge and understanding of the religions, faiths and worldviews they study, to appreciate the diversity and change within them, and to reflect and respond to their own and others' experiences and approaches to 'Big Questions' in light of what their learning, pupils should have access to a wide range of sources, experiences and resources.

By encountering people, literature, spaces and places, creative and expressive arts and other resources from a wide range of cultures, religions, faiths and traditions pupils can understand aspects of religions and worldviews from the perspective of the believers, without relying solely on the teachers' understanding or ability to explain.

The use of different media to build understanding and express meaning through a range of senses such as touch, hearing, seeing, smell and tasting, will lead to the curriculum being more accessible and inclusive of all learners, and to pupils using a broader spectrum of skills, styles and activities to engage with a wider range of sources, experiences and resources. **Teacher support notes on using artefacts**

Pupils can further develop their analytical and literacy skills when interpreting, comparing, reflecting and responding to sources and resources across a range of media beyond written text, including artistic interpretations, artefacts, buildings and interaction or dialogue.

The sharing of understanding through experiences and dialogue with others not only supports the spiritual, moral, social and cultural development of pupils, it also promotes the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination.

Sources, Resources, and Experiences in the RE Curriculum should include:

- a range of written and spoken religious and non-religious sources (including texts, stories, poetry, prayers, liturgy, worship and sacred texts) in a range of styles and genres different texts, including poetry, diaries, religious/sacred texts, and extended writing
- visits and trips relating to places of worship or with special meaning/relevance for specific belief systems and religions
- artefacts, items, material sources used within religions, faiths or worldviews, that have or are used to express, special or religious values or beliefs
- sources from Christianity, the other principal religions and worldviews represented in Britain and in the **local community**

All sources and resources should:

- be presented from the perspective of the believers
- not be used to promote, convert or urge a particular religion or belief
- treated in a manner that believers would not find offensive

***See teacher support notes on planning learning through visits, dialogue, and the use of artefacts, religious sources.**

Reflect the Local Community

Through encountering people, literature, creative and expressive arts and resources from a wide range of cultures, religions, faiths and traditions in order to learn about the Believing, Living and Thinking of others, pupils can appreciate and celebrate the diversity within the society they live. This will support them to value themselves and others, and develop the willingness to learn from others, even when others' views or beliefs are different from their own, and thus provide opportunities to promote "British Values" and support the moral, social and cultural development of pupils.

In order to contribute positively to community cohesion and actively combat prejudice and discrimination, the RE curriculum in Bromley schools should develop pupil knowledge, understanding, appreciation, sensitivity and relationships with different groups through the exploration into their spiritual, moral, cultural beliefs and traditions.

Varied Learning Activities

Just as beliefs and values are practised, expressed and experienced in different ways, so too are the ways pupils learn. Effective Religious Education will require a range of teaching styles and approaches to support all pupils to develop their skills in building and communicating their knowledge and understanding, and to respond to “Big Questions” with clarity, sensitivity and respect by using a wide range of sources, resources and experiences - regardless of gender, age, background or beliefs.

In particular, a wide range of teaching strategies should be employed for the development of dialogue, communication and literacy in Religious Education, both for the analysis, comparison and evaluation of spoken and written texts, sources and experiences, and also to articulate their own and others’ responses to these. There is a multitude of discussion and dialogue building techniques and activities that could be used in the classroom, and teachers should adapt their teaching to incorporate a wide range of these. *Teacher support notes: dialogue and discussion, including philosophical enquiry

Pupils will be encountering and analysing a wide range of sources, experiences and resources in different media - including artistic interpretations, artefacts, buildings and personal interaction - in order to build an understanding of the values, beliefs and meanings being experienced, and to express their responses through a range of senses such as touch, hearing, seeing, smell and tasting. A variety of pedagogical approaches will be needed to help pupils experience and respond with skill and sensitivity. *See teacher support notes on planning learning through visits, and the use of artefacts and religious sources

	Need	Actions	Dates	Notes	
	Letter to Schools	SB draft devise letter for schools circular, Governors, LEA website and SACRE page	9/9/19	Reiterate RE Requirements, raise awareness of SACRE role	
		JA ensure upload/forward to the above			
RE Network Training for Schools	List of school contacts/RE Leaders	JA/CA collate RE Coordinator and Leaders in Bromley Schools	28/10/19	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?). 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;	
	1 st Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity		12/7/20
			JA information released on school circulars and email		20/9/20
		Plan and run Network	SB plan and run network		8/10/19
	1 st Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity		13/9/19
			JA information released on school circulars and email		27/9/19
		Plan and run Network	SB plan and run network		15/10/19
	2 nd Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity		16/10/19
			JA information released on school circulars and email		31/10/19
		Plan and run Network	SB plan and run network		14/1/20
	2 nd Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity		16/10/19
			JA information released on school circulars and email		31/10/19
		Plan and run Network	SB plan and run network		21/1/20
	3 rd Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity		
JA information released on school circulars and email					
Plan and run Network		SB plan, run network			
3 rd Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity			
		JA information released on school circulars and email			
	Plan and run Network	SB plan, run network			
RE Calendar 2019 2020	Confirm funding	SB completed bid successfully. CA follow up receipt of funding, SB complete required info	July 2020	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	
	School Entries	SB email materials for school circular	14/10/19		
		JA information released on school circulars	31/10/19		
		Winners selection made at Network meeting(s)	21/1/20		
	Design	SB confirm design, details sent to create draft (no logo, add RB to details at back)	4/3/20		
		SB email SACRE Chair and CA draft for approval			
	Production	SB arrange final printing x200 copies			
Sharing	SB create accompanying wording for schools circular, Council and LEA website				
	JA ensure upload to the above				
	JA ensure sent to schools, brought to SACRE Meet 3, CA sharing with relevant LEA team	June/July 2020			

Ramadan Guidance	Update	SB update Guidance with new dates	January 2020	SMSC; interfaith understanding and communication; teaching resource
	Sharing	SB to devise letter for schools circular, Governors, LEA website and SACRE page	January 2020	
		JA circulate on LEA website/ via Schools' circular	April 2020	
Annual Report 2018-19	Draft	JA ensure data sent to SB; RB provide relevant info	13/12/19	Fulfilling: statutory requirement
		SB write draft 1 for proofreading/check	31/1/20	
		SB amend draft, send revised draft to JP to go out with minutes	14/2/20	
	Approve	SACRE approval at Meet 2	4/3/20	
	Share	JP to send to NASACRE		
		SB amend accordingly	1/5/20	
		JA to add to public SACRE page (if ready)	8/5/20	
Agreed Syllabus	Planning	SB complete draft of section 1 'Introduction'	Oct 2019	Contributing to: ASC; building links with other faiths; clearer picture of school provision; improving pedagogy in T+L in schools
		SB collate 'pupil voice' entries	14/2/20	
		SB complete draft of section 2 'Why RE?'	Oct 2019	
		SB draft section 3 'What RE'	Oct 2019	
		SB draft, share and trial assessment materials with schools	Sep-Oct 2019	
		SB teacher consultation and collate materials for Section 4 'Our RE'	March 2020	
	Approval	SB send completed draft to JP for SACRE meeting	4/11/19	
		SACRE approval at relevant meeting	13/11/19	
	Share/Launch	SB/JA meet with relevant IT to upload		
		JA/SB/CA plan launch event (inc. web link to/from school websites as per Ofsted regulations)		
SACRE Membership	Members	RB write letter to Southwark Roman Catholic Diocese	21/1/20	Fulfilling statutory requirement; building capacity of SACRE to support with RE and Collective Worship (CW) in schools
		SB ask teachers for further secondary and primary members	21/1/20	
		JP contact faith members who have not been able to attend more than one meeting with no communication	13/11/19	
		SB request contact information from faith members to support schools' CW and RE	13/11/19	
	Constitution	Collate SACRE comments	13/11/19	
		SB make amendments	14/2/20	
		JP to upload to necessary forums etc		