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DATE: 23 November 2021

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

Reverend Roger Bristow (Chairman)

Councillors Kim Botting FRSA, Mike Botting, Robert Evans, David Jefferys,  
Kevin Kennedy-Brooks, Kate Lymer and Pauline Tunncliffe

Church of England: Reverend Rachel Archer, Ms Jan Thompson and  
Mr Christopher Town

Teachers: Mrs Denise Angell, Ms Hannah Arnold, Mr Lee Kings, Ms Stella Odusola  
and Mrs Caroline Ringham

Other Faiths: Mr Daniel Coleman, Mrs Patricia Colling, Ms Deborah Corcoran,  
Mr Sanjay Gupta, Mrs Dorothy Lampert, Mr Saiyed Mahmood, Mr Arvinder Nandra  
and Dr Omar Taha

A meeting of the Standing Advisory Council on Religious Education will be held on  
**WEDNESDAY 1 DECEMBER 2021 AT 6.00 PM**

**PLEASE NOTE: This is a 'virtual meeting' and members of the press and public  
can see and hear the Committee by visiting the following page on the Council's  
website:**

<https://www.bromley.gov.uk/councilmeetingslive>

**Live streaming will commence shortly before the meeting starts**

TASNIM SHAWKAT  
Director of Corporate Services & Governance

***Copies of the documents referred to below can be obtained from***  
<http://cds.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 7TH JULY 2021 (Pages 3 - 12)**

**5 REVIEW DETERMINATIONS**

**6 TEACHING RELIGIONS AS A WORLDVIEW**

**7 SACRE SELF EVALUATION (Pages 13 - 50)**

**8 'REAL' RESOURCES**

**9 INTER-FAITH COMPETITION**

The Bromley RE Calendar 2021-22 can be downloaded from the following page under 'Additional Resources': <https://bromleyeducationmatters.uk/Page/15522>

**10 SACRE ANNUAL REPORT (Pages 51 - 52)**

**11 SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS) (Pages 53 - 62)**

**12 ANY OTHER BUSINESS**

**13 DATE OF NEXT MEETING**

6.00pm, Wednesday 23<sup>rd</sup> February 2022

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## STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.00 pm on 7 July 2021

### Present:

Reverend Roger Bristow (Chairman)  
Councillor Kevin Brooks (Vice-Chairman)  
Councillors Kim Botting FRSA, Mike Botting,  
Robert Evans, David Jefferys, Kate Lymer and  
Pauline Tunnicliffe

Mrs Denise Angell, Ms Hannah Arnold, Mrs Donna Gold,  
Mr Lee Kings, Mrs Dorothy Lampert, Mr Saiyed Mahmood,  
Mrs Caroline Ringham, Dr Omar Taha, Ms Jan Thompson  
and Mr Christopher Town

### 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

## 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 2021/2022 municipal year.

## 2 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Reverend Rachel Archer, Daniel Coleman, Arvinder Nandra and Jared Nehra – LBB Director of Education.

The Chairman welcomed Councillor Kim Botting, Councillor Mike Botting, Councillor Pauline Tunnicliffe and Dorothy Lampert, representative of the Orthodox Jewish faith, to the meeting.

The Chairman reminded Members that a discussion had taken place at the last meeting regarding an approach from Humanists UK asking if Bromley SACRE would be willing to have a Humanist representative join the

membership. The Chairman introduced Deborah Corcoran, representing a Humanist position, who had been invited to observe the meeting.

Ms Corcoran said she felt it was important that all beliefs were represented on the SACRE and that Religious Education was the area of the curriculum in which young people could explore identity, beliefs and values and it was crucial that children were able to learn about all religious and non-religious beliefs and worldviews. Humanists believe that in this one life they want to make the world a better place. The SACRE RE Adviser noted that the new Bromley Agreed Syllabus referred to both religions and non-religious worldviews as part of the curriculum. This had led to conversations taking place as to whether there was fair representation of other worldviews on the SACRE, and where any additional representation would sit within the Committee. Ms Corcoran said her understanding was that there was a human rights interpretation of religion as being inclusive of non-religious worldviews and therefore a Humanist representative could sit within the 'other faiths' group.

A Member considered that Ms Corcoran represented a body of belief and faith from a large section of the population. Young people should be learning about it in the same way that they learnt about other faiths, and therefore agreed that a Humanist representative should sit within the 'other faiths' group on the SACRE.

Another Member noted that it would be beneficial to hear Humanist views from Ms Corcoran but highlighted that the SACRE's name referenced Religious Education and suggested that she should be invited to attend meetings as an observer.

A teacher representative said that their view of Religious Education was what they taught in the Bromley Agreed Syllabus. Humanism as an example of non-religious worldview could form part of this, and it was considered essential to have Humanist representation on the Bromley SACRE. The SACRE RE Adviser informed Members that in the United Kingdom it was recognised that the study of Religious Education included religious and non-religious worldviews, of which Humanism was one example. As this was included in the Agreed Syllabus, and the SACRE was responsible for writing it, representation of non-religious worldviews should be incorporated.

A Member said that he had no issue with a Humanist representative joining the SACRE but noted that there were a large number of other faiths. It was queried what the strategy or eligibility would be if the SACRE was approached by representatives from any other recognised belief systems or religions wishing to join. The SACRE RE Adviser said that reference was usually made to census information, recognising that particular religious groups were represented – however there were occasions where organisations had written to the SACRE asking to have representation. In general, it was based on the six world religions and often the inclusion of a non-religious worldview, for example Humanism. Humanists UK had written to Bromley SACRE asking to

have representation as a reflection of the Bromley community having a Humanist population.

A vote was taken to appoint Ms Corcoran as a Humanist representative on the Bromley SACRE:

13 in favour  
0 against  
2 abstentions

**RESOLVED that Ms Deborah Corcoran join the Bromley SACRE as a Humanist representative.**

### **3 DECLARATIONS OF INTEREST**

None.

### **4 COMPLIANCE OF THE GENERAL DATA PROTECTION REGULATION (GDPR)**

No breaches of the GDPR were reported.

### **5 MINUTES OF THE MEETING HELD ON 3RD MARCH 2021**

**RESOLVED that the minutes of the meeting held on 3<sup>rd</sup> March 2021 be confirmed as a correct record.**

#### **B) MATTERS ARISING**

Minute 19: 'REal' Resources

The Chairman noted the discussion at the last meeting regarding the 'REal' resources and the need to provide representative views from across the different faiths. As suggested, he had contacted Richard Martin but was awaiting a response.

Minute 21: SACRE Self-evaluation

The Chairman advised that he had contacted NASACRE and they were not aware of any specific advice and guidance being produced for schools with regards to them responding to the pandemic and commemorating the lives lost. It was noted that the various Diocesan Boards of Education had been asked to assist schools that sought their help – it was assumed that Church of England schools were linked with their local parish church and clergy.

A teacher representative informed Members that online support materials had been made available to schools regarding supporting children impacted by the pandemic. The teaching unions had also collaborated with some universities and theological schools to provide different avenues of support.

Minute 22: Draft Bromley SACRE Annual Report 2019-2020

The Chairman advised Members that the final version of the Bromley SACRE Annual Report 2019-2020 had been submitted to NASACRE, the Department for Education (DfE) and Full Council on 19<sup>th</sup> April 2021.

Minute 24: Any Other Business

The Chairman noted that this action related to Humanist representation on the SACRE, which had been discussed earlier in the meeting.

## **6 REVIEW DETERMINATIONS**

No determinations had been received.

The Chairman informed Members that the Aquinas Trust had approached him regarding the use of the Bromley Agreed Syllabus by their primary schools. The Trust had an issue around Voluntary Controlled and Voluntary Aided schools, and what the requirements were for each. As the Medway Syllabus was in essence identical to the one produced by the Diocese, they wished to use this. It had been strongly stressed that this was not a reflection on the Bromley Agreed Syllabus, and it would just simplify things across the schools and allow the RE leads to be in sync. The Chairman highlighted that the law stated that schools use 'an' Agreed Syllabus, and therefore the Trust were not required to use the one produced by this Local Authority.

The SACRE RE Adviser noted that from February 2020 Church of England schools should follow their local Agreed Syllabus. However as the Medway Syllabus was so similar to Bromley's the Trust had not needed to apply to follow it.

## **7 NASACRE CONFERENCE AND AGM**

SACRE Members had been provided with a summary of the conference and AGM, which had been provided by NASACRE.

The Chairman said it had been a very good conference, although as it was held virtually it had been missing the aspect of delegates actually being able to meet together. The seminar breakout rooms were very different from the usual round table discussions but had been very interesting and it had been a useful exercise.

Ms Thompson had also attended the conference and highlighted how professionally it had been run. As it had been held virtually a lot more had been packed into the day, with a very full agenda.

The SACRE RE Adviser highlighted that there had been a particular focus on teaching religions as a worldview, as opposed to teaching facts about religions. This would be discussed in more detail at the primary and secondary network meetings, and it was agreed that information could be

provided to Members at a future meeting of the SACRE.

**ACTION: SACRE RE Adviser**

## **8 'REAL' RESOURCES**

The SACRE RE Adviser shared some examples of the 'REal' resources that had been received from SACRE Members.

The SACRE RE Adviser noted that she was hoping to receive more personal reflections of 'what I believe', and Members were asked to contribute if they were able to do so. There were four main questions to be addressed:

- "What do I believe about how the world began?" (Year 1);
- "What buildings/places are important to me/do I use for worship, and how do the features or items here show what I believe [about God] and value as important?" (Year 3 and 5);
- "What do I wear that shows my beliefs/values?" (Year 2); and
- "What do I believe happens when we die?" (Year 5).

It was noted that a page had been created on the Bromley Education Matters website, but 'live' access could not be made available until there was a fairer representation of more worldviews and religions. In response to a question the LBB Head of School Standards confirmed that resources had been collated. A statement had been added to the SACRE section of the website advising who to contact to obtain links whilst the package of resources was built up.

The SACRE RE Adviser noted that she had received requests from a couple of schools, which she had forwarded on to the relevant SACRE Members to arrange visits. A SACRE Member shared a request he had received from a policeman, who had been contacted by several schools, asking if faith representatives would be happy to visit.

At the last meeting conversations had taken place as to whether this could be a collaborative effort with Members going into schools and creating a discussion panel. Further to this idea, the SACRE RE Adviser had applied for funding, and had been successful, which would be used for creating inter-faith dialogues. An example of this would be to ask Members to discuss and compare aspects of their worship – the dialogue could be scripted and videoed and could be combined with some artefacts that pupils could see and feel to make it an interactive and immersive experience. Teacher representatives agreed that this was a good idea as they had missed welcoming visitors, and making visits to places of worship, during the pandemic. In response to a question the SACRE RE Adviser said that she would like to establish a list of artefacts that were linked to key concepts or key questions rather than under specific religions.

## **9 INTER-FAITH COMPETITION**

The SACRE RE Adviser informed Members that the schools' calendar competition had been held and the final design of the calendar had been circulated. A primary RE network meeting would be taking place the following day, at which the winners would be revealed, and certificates would be sent on to the schools. As agreed previously, the calendar would not be printed, but it would be uploaded to the Bromley Education Matters website.

The SACRE RE Adviser asked Members if they would like the calendar competition to take place again the following year. A teacher representative said the calendar was a lovely idea but suggested adding in a video feature with links to the children celebrating their beliefs at home on various dates. This could be connected with the units of work and would bring it to life and make it more real. The SACRE RE Adviser agreed that this was a good idea and suggested that a starting point could be to invite the winners of this year's competition to make a short video describing what they had drawn and why. The teacher representative said she felt it would be useful to have this as an open invitation for anyone who wanted to create a video, and consent given to share them, as it would help to build a bank of resources. The SACRE RE Adviser said that she had organised a "video pen pal" event in another borough, for which pupils had a focused topic or question and created a short video or presentation to share with the linked school. It was proposed that the inter-faith competition remain for the next academic year, and consideration could then be given to this the following year.

Another teacher representative stated that she really liked the calendar and found it very useful to have the dates of celebrations listed. The idea of producing a calendar had initially be agreed to help promote Religious Education across the schools in Bromley and felt that this needed to be progressed in some way. It was suggested that with COVID-19 restrictions being lifted thought could be given in the future to events allowing pupils to display their RE projects. The SACRE RE Adviser considered that the pen pal idea could be replicated in future years by schools visiting each other, rather than virtually.

A SACRE Member suggested that the calendar artwork could be made into an interactive PDF, allowing a link on the picture to be clicked on to take the viewer to another page of content as to why the picture was drawn and the meaning behind it. It was also considered that work undertaken by schools relating to particular events and celebrations could be collected for use the following year. The SACRE RE Adviser agreed that this was a lovely idea however there were several issues that would need to be taken into account, including the work being quality assured and having the relevant GDPR permissions. The SACRE RE Adviser said that she was working on some unit outlines with a group of primary teachers and schools would be encouraged to share their work within the network.

## 10 SACRE SELF-EVALUATION

The Chairman advised that the self-evaluation of the SACRE was a continuous process, which informed the development of the Committee and the Annual Report to the Department for Education each year.

The Chairman informed Members that the bulk of the December 2021 meeting would be devoted to undertaking the SACRE self-evaluation. It was suggested that the self-evaluation documents be circulated to Members in the coming weeks. **ACTION: Clerk**

## 11 REPORTS

SACRE Members had been provided with a copy of the NASACRE funding report, and links to the Ofsted RE research review and Insight UK report on the state of Hinduism in Religious Education in UK schools.

### NASACRE funding report

Councillor Kim Botting provided a statement on behalf of Councillor Kate Lymer, Deputy Leader and Portfolio Holder for Children, Education and Families regarding the NASACRE funding report:

“I have spoken with Jared Nehra, LBB Director of Education, today and he feels confident that we hold up well against the survey and the recommended 2% of the Central School Services Block (CSSB). It was not 2% in terms of direct expenditure but if you add up the significant time spent by the School Standards team, as well as Democratic Services, on many different tasks and activities it is reasonable to assume that the total expenditure is more or less 2% of the CSSB.”

The Chairman advised Members that with regards to the expected level of funding that a SACRE should receive from their Local Authority, Bromley was at the level it should be. The SACRE RE Adviser highlighted that the report only referenced funding, however she considered that the London Borough of Bromley also provided real support in terms of time given and expertise. This had allowed Bromley SACRE to achieve much more than just its statutory requirements. The Chairman agreed and thanked the Local Authority for the support provided.

### Ofsted RE research review

The SACRE RE Adviser delivered a presentation which is appended to the minutes at Appendix A.

Ofsted had visited a variety of schools to look at what and how RE was being studied in order to publish a review of what good RE looked like.

There were three types of knowledge which were important in RE, which were all components in the Bromley Agreed Syllabus:

- 'substantive' knowledge: key knowledge about various religious and non-religious traditions;
- 'ways of knowing': pupils learn 'how to know' about religion and non-religion; and
- 'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study.

'Substantive' knowledge was the diverse lived experience, which linked to the SACRE RE Adviser's request for 'REal' resources, and also included information about religions and worldviews being linked to key concepts and questions. Ofsted had raised concerns about schools studying one religion or worldview at a time, as that information was often forgotten when the pupils moved on to another. Diversity within religions also needed to be reflected and the context of how religions had come to be and how they had changed over time.

'Personal knowledge' was included in the Bromley Agreed Syllabus and was referenced as 'reflecting' within the pedagogical model. The Ofsted review had emphasised that this must be specifically in relation to key concepts of RE, if not it was considered to be Personal, Social, Health and Economic (PSHE) knowledge.

There were two main aspects related to 'ways of knowing' – 'tools' and 'conversation'. An example of 'tools' was pupils understanding different interpretations and the way in which they were investigating and learning about religions. 'Conversations' referred to the use of thoughtful dialogue in the classroom and within the pupils learning, which was linked to the 'REal' resources.

With regards to monitoring progression, the Ofsted review had criticised the use of GCSE-style questions being used at Key Stage 3, and as the only form of assessment, as they did not consider context or the diversity of a religion. All the elements of the three types of knowledge were included in the spectrum of skills for the Bromley Agreed Syllabus.

The SACRE RE Adviser emphasised that the Bromley Agreed Syllabus reflected the Ofsted review, and was on target. If Ofsted visited a school, the school would need to explain why they were studying what they were and how the learning had developed over time.

#### Insight UK report on the state of Hinduism in Religious Education in UK schools

The SACRE RE Adviser noted that this report, which highlighted some of the key misrepresentations of Hinduism often found in schools, had been mentioned at the previous SACRE meeting. The SACRE RE Adviser was

working with the primary school network to ensure that Hinduism was accurately represented. SACRE Members were informed that a secondary school had received a complaint from a Hindu parent, who had contacted the SACRE RE Adviser via the SACRE. The parent was happy with how the issue had been managed and the outcome had been positive.

**12 SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS)**

Members had been provided with a copy of the SACRE Action Plan covering September 2020 to September 2021 which had been produced by the SACRE RE Adviser.

The SACRE RE Adviser noted that as the funding had been applied for, and received, to expand the inter-faith dialogue resources the action listed could now proceed during the next academic year. Nearly all actions were marked in green as 'complete', except the primary network meeting which would take place the following day.

**RESOLVED that the SACRE Action Plan be noted.**

**13 DATE OF NEXT MEETING**

6.00pm, Wednesday 1<sup>st</sup> December 2021  
6.00pm, Wednesday 23<sup>rd</sup> February 2022

The Meeting ended at 7.42 pm

Chairman

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# Agenda Item 7

Report No.  
CSD21126

London Borough of Bromley

PART ONE - PUBLIC

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

**Date:** Wednesday 1<sup>st</sup> December 2021

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

**Title:** SACRE SELF EVALUATION

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

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

**Ward:** (All Wards);

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## 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 year.

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## 2. Recommendations;

The committee are requested to look at the self-evaluation document which is attached, with the results from last year (Appendix 1), and revisit the effectiveness of Bromley SACRE.

It is suggested that following 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.

Members are requested to email the SACRE clerk ([joanne.partridge@bromley.gov.uk](mailto:joanne.partridge@bromley.gov.uk)) their thoughts by **12.00pm** on **Thursday 30<sup>th</sup> December 2021**, in order for responses to be collated and provided to the SACRE RE Adviser.

## 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:
- 

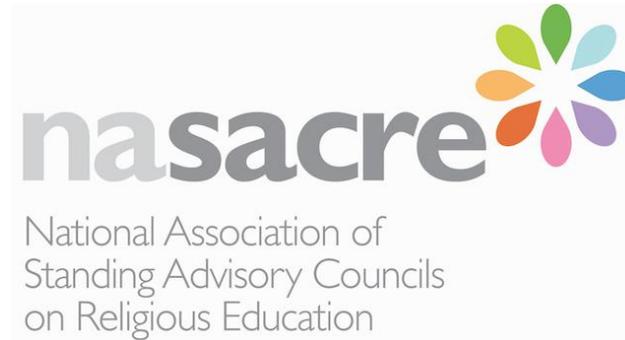
## Customer Impact

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:



# SACRE self-assessment tool

## BROMLEY SACRE

# The SACRE Self Evaluation Toolkit

## Introduction

This tool has been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities as opportunities, with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways, SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the LA on matters of RE and CW. Like school governors, members are unpaid volunteers who give up their time to support RE and CW locally.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The toolkit highlights five key dimensions of SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

## Rationale

The SACRE self-evaluation toolkit focuses on the following five aspects of the work of SACREs:

1. Management of the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
2. Promoting improvement in the standards, the quality of teaching, and provision in RE
3. Evaluating the effectiveness of the locally agreed syllabus
4. Promoting improvement in the provision and quality of collective worship
5. Contributing to cohesion across the community and the promotion of social and racial harmony.

Each aspect forms a section within the toolkit and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Requires improvement/struggling', 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column, SACREs may wish to identify any issues and action points within that focus, as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and LAs. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with the LA.

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

## Section 1: Management of the SACRE and partnership with the LA and other key stakeholders

### *How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?*

*(Taken from 2010 DfE Checklist for an effective partnership between an LA and its SACRE/ASC)*

- Does the LA and the SACRE/ASC carry out their statutory duties?
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training?
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE (and CW) in schools?
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject?
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum?
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus?
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching?
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community?

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.<sup>1</sup> We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.

We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk
- a professional officer who has expertise in RE curriculum design
- a publicly accessible place to meet
- the reasonable expenses of members
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website
- NASACRE subscription and AGM attendance.

1. The Minister for School Standards, Nick Gibb MP, included this statement in response to a parliamentary question from Stephen Timms MP: "If the Department is informed that an individual SACRE or ASC is experiencing difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily."

2021HC Deb, 28 March 2018, cW <https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697>

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<sup>1</sup> *ibid.*, page 11

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and statutory responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and Collective Worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the LA, it is more likely that members of the SACRE will be able to contribute both to SACRE's work and to the LA's wider strategic objectives.

By bringing together many local stakeholders (faith/belief communities, teachers, local politicians and co-optees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and CW, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. Core and value-added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and council meeting rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies, etc. by exploring ways in which an academy "presence" can be incorporated into SACRE, e.g., by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: <b>1a – Funding: Professional and financial support</b> <i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	access to some subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>1b – SACRE meetings</b> <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>

<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 1c – Membership and training</b> <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community. There is regular induction training and processes for new members. There are good opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>1d – Improvement/development planning</b> <i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>1e - Information and advice</b> <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or	<input type="checkbox"/>

	partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 1f - Partnerships with key stakeholders</b>		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 1g – Relations with the Academies sector</b>		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>

<b>Established</b> A SACRE with established practice would:	have made attempts to include academies on SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible, or what is possible between academies in an area.	<input type="checkbox"/>
<b>Advanced</b> SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 2. Standards and quality of provision of Religious Education

***How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools?  
How effective are the strategies to improve standards and the quality of provision?***

In principle, every pupil is entitled to RE of the highest quality. At its best, RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for aspiration and a spur for action.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. SACREs may also request information from academies, academy chains and free schools where they educate pupils from the LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

Information to assist SACRE in carrying out its role is likely to come from a range of sources, which may include:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.

Key Area: <b>2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>2b - Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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<b>Key Area: 2c - Quality of learning and teaching.</b>		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools</b>		
<i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>

<b>Established</b> A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 2e - Relations with academies and other non-LA maintained schools.</b>		
<i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 3: The effectiveness of the locally agreed syllabus

***How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?***

The locally agreed syllabus (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

LAs are required to review their AS at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with an AS that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the AS, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusivity and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when decisions about the AS are considered.

Academies, etc. are, in principle, free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies, etc. to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: <b>3a – The review process</b> <i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. Issues that have arisen have been discussed and addressed in planning for a review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>3b – The quality of the local Agreed Syllabus</b> <i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	ensure that the AS provides a clear framework for and expectations of learning in RE. Make clear the value of RE in school, both in terms of learning and of wider issues. Ensure that the AS development has involved teachers and meets their needs.	<input type="checkbox"/>

<b>Advanced</b> A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 3c – Launching and implementing the Agreed Syllabus</b> <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>

<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. Provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 3e - Developing the revised agreed syllabus</b>		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
<b>Advanced</b> A SCRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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**Key Area: 3f - Making best use of National Guidance**  
*How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote\*)*

<b>Requires improvement/struggling</b> A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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\*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious Education in English schools: “Non-statutory guidance 2010”; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 4. Collective Worship

### *How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship?*

Maintained schools are required to provide a daily act of Collective Worship for every pupil. In community schools not having a religious foundation, the acts of CW should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of CW in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from headteachers in community schools that the requirement for CW to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily CW.

CW can be a rich and rewarding element of the curriculum as a whole and SACREs have the opportunity to enhance its quality by offering appropriate guidance and support.

Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input type="checkbox"/>
<b>Advanced</b>	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which	<input type="checkbox"/>

A SACRE with advanced practice would:	members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.	
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 5: Contribution of SACRE to promoting cohesion across the community

***How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?***

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”<sup>2</sup>.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

Key Area: <b>5a – SACRE’s membership</b>		
<i>How representative is SACRE’s membership of the local community?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
<b>Established</b>	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>

<sup>2</sup> Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

A SACRE with established practice would:		
<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 5b SACRE's understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 5c – SACRE's engagement with the community cohesion agenda.</b> <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>

<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE's contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion</b>		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

# ANNEX

## The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of Group/Committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

## The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.

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### Section 1: Standards and quality of provision of RE

How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?	<u>Established:</u> Having set up teacher networks SACRE now has a picture of what some schools are delivering. The network sessions now attract nearly half of all schools, and all members are notified of attending schools at SACRE meetings. Not all schools have engaged in these networks, so schools are regularly being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated. Further, following the Syllabus launch, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.
How does SACRE use information about standards and examinations to target support and training for schools?	<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. However, this will not be able to be the case for the 2019 examinations. 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 included in the new Agreed Syllabus and shared with subject leaders in the hope of consistent reporting of progression in the subject.
How well does SACRE use knowledge of quality of learning to target support appropriately?	<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. Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured and will be made available to Bromley schools in due course.
To what extent does SACRE have and use information about the effectiveness of senior and middle management of RE in schools?	<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.
To what extent does SACRE use information about specialist provision in their schools to target training and recruitment?	<u>Established:</u> All schools are invited to join the teacher networks, and some specialist schools are regularly attending and sharing information.
To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?	<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.

#### Recommendations:

- a. Consider creating a school-friendly RE audit form that could be shared with schools via LA website, bulletin and teacher networks.

<b>Section 2: effectiveness of the Locally Agreed Syllabus</b>	
How does SACRE review the success of the existing Agreed Syllabus?	<p><u>Advanced:</u> The new syllabus was launched in 2019, and includes contributions from teachers and members from all 4 SACRE committees. It was unanimously and enthusiastically Agreed and is now available on the SACRE website. Schools are already adopting the Syllabus, and Advisor is gaining informal feedback through well attended teaching networks, as well as through email communication direct from schools.</p> <p>Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured, and it is hoped that pupil work samples can be used as evidence in support of a review. Further, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.</p>
How well does the Agreed Syllabus promote effective teaching and learning in RE?	<p><u>Advanced:</u> LA has supported and endorses the revision of the syllabus that now includes contemporary pedagogy at its core, and clarifies expectations of pupils and teachers in line with the latest Ofsted guidelines that prepares pupils for the further study of RE in Key Stage 4.</p>
How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	<p><u>Established:</u> The launch of the syllabus was delayed due to Covid 19, but plans and a budget were in place. However, there are systems in place for all teachers to continue receiving training via local teacher networks, and LA have updated their website provision so that SACRE has its own page and the Syllabus is available via this. Emails from schools demonstrate that this has been accessed. In addition, the LA is also open to supporting training/promotion through head teachers' forums, and has communicated with these groups regarding the syllabus.</p>
To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?	<p><u>Established:</u> The completion of the syllabus and its unanimous agreement would not have been achieved without two well-evaluated ASCs, which was attended by members from all 4 groups of SACRE. Teacher Representation across all phases needs boosting to ensure more consistent attendance at SACRE meetings.</p>
How robust are the processes for producing a strong educational Agreed Syllabus?	<p><u>Advanced:</u> LA budgeting allowed widespread and in depth ASC consultations made available to all SACRE members and all Bromley schools. These were well attended. Consultations have also been held with Church of England and Catholic Diocese officials, Ofsted representatives, and through attendance by the Advisor to two relevant national conferences and in meetings with other Advisors.</p>
How well does the Agreed Syllabus make choices relating to the use of national documents?	<p><u>Advanced:</u> RE Advisor is familiar with national documents, including Ofsted and guidance from DfE and local Diocese materials and has delivered training to teachers, SACRE members and ASC. Relevant elements of these materials have been included in the Syllabus. Teachers have received training about the principles and key documents behind it.</p>
<p><u>Recommendations:</u>                      In addition to a. above:                      b. Ensure continued consultation and review with those faith groups and schools that have not engaged/attended/ had input on Syllabus revision previously.</p>	

<b>Section 3: Collective Worship</b>	
<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 and will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, and through contact with/requests from members of SACRE, but not all schools across the Borough have provided feedback.</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 and SACRE are aware of the issues and concerns in this area. SACRE has previously collated and shared some guidance materials to schools. Focus this last academic year has been on the Agreed Syllabus.</p>
<p>How robust are SACRE's procedures for responding to requests from schools for a determination?</p>	<p><u>Advanced</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. A review of policies and school application materials has been completed and a robust discussion was held at our November meeting 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.</p>
<p><u>Recommendations</u>:</p> <p>c. SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials/guidance document</p> <p>d. SACRE could include in the above guidance to schools, key evaluation questions school leaders could use to gauge quality of CW in their schools.</p>	

<b>Section 4: Management of SACRE and partnership with LA and other key stakeholders</b>	
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, and 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 supported by an RE Specialist as Advisor and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions. SACRE is supported with funding/resourcing, and additional funds were achieved in 2019 through successful application of a bid.
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 offered, and continue, to host the teacher network meetings and contribute to the ASC.
<u>Recommendations:</u>	
e. 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**

<p>How representative is SACRE’s membership of the local community?</p>	<p><u>Established:</u> We have membership that broadly reflects the religious diversity of the local community. We amended presentation of attendance to SACRE by each group/committee in the Annual Report from 2018 onwards, so that gaps can be more easily identified. Following this, additional/alternative members have been sourced and invited to join SACRE.</p> <p>Attendance from membership from some faiths continues to be noted and will be acted upon accordingly. It has been suggested that the Census in 2021 may assist in identifying further groups that may require representation.</p>
<p>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</p>	<p><u>Developing:</u> Interfaith activities and exchanges had been planned for the launch of the Syllabus for this year. However, these had to be cancelled due to Covid 19.</p> <p>There is certainly room for more active involvement with local groups in collaboration with SACRE to help promote religious, cultural and ethnic diversity. Therefore, a project for academic year 2019-2020 to devise and create ‘REal Resources’ for schools will engage SACRE members in making and sharing videos of responses to key religious questions, and will hopefully boost knowledge about religious and cultural diversity in community. In addition, to support the Syllabus, the Advisor has been working with schools to develop teaching planning materials, which will be made available on the SACRE website.</p>
<p>How much does SACRE understand the contribution that RE can make to schools’ provision for community cohesion?</p>	<p><u>Established:</u> The new local curriculum (locally agreed syllabus) encourages a much deeper understanding of all religions and engagement with why followers feel and behave as they do. This deeper understanding can only lead to improved cohesion. The syllabus includes references to how RE supports community cohesion.</p> <p>Bromley SACRE also continues to engage 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.</p> <p>We will also include specific reference to how actions and activities of the SACRE have contributed to community cohesion in the next Annual Report, and members are now encouraged – and have been- advertising relevant initiatives and activities in their local communities with SACRE during meetings.</p>
<p>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</p>	<p><u>Developing:</u> We are not aware of LA initiatives linked to the promotion of community cohesion. Any events etc. must be advertised to the wider community as otherwise only those directly involved will be aware of the efforts and will have minimal impact.</p>

Recommendations:

- f. Continue to monitor membership and attendance to identify and send invitations as needed to fill any gaps
- g. Devise a project for next academic year which develops SACRE members knowledge and contribution to understanding of other faiths in the community

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## New SACRE Annual Report framework

**Format for the new Annual Report. NASACRE in conjunction with the DfE will be doing a national analysis of Annual Reports using this framework from September 2021.**

1. An introduction including:

- Table of contents
- Words from the Chair of SACRE
  - welcoming new members, celebrating successes, thanks, etc.
- Overview, number of times SACRE has met and attendance at meetings, venues, and a brief overview of content of these meetings including Self-evaluation too – link to SACRE Development plan
- Overview as above for the ASC if this is currently sitting, working groups, progress
- *Executive summary (if report is over 10 A4 pages long this might be helpful as a separate document, so readable for schools?)*

2. **A section on RE (statutory responsibilities)** including:

- The local agreed syllabus and RE in schools, including whether any academies have adopted the LAS
  - Monitoring the AS, relationship with an AS review
  - Work of the ASC and associated working parties if this is currently sitting showing progress, links to other work nationally or locally
- Standards and monitoring of RE
  - This can include monitoring by scrutinising exam data, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
  - Have any schools applied for or achieved REQM awards?
- Teacher training and materials and advice for schools
- Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, complaints)
- Advice to the LA

3. **A section on Collective Worship (statutory responsibilities)** including:

- Standards and monitoring of CW
  - This can include monitoring by scrutinising Ofsted reports, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
- Determinations
  - How many are current and how many have been applied for and what happened? Link to Determination Process documents online. Is that refreshed, or does it need updating?

- Teacher training provided (locally or national training circulated to schools) materials and advice for schools
  - Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, Complaints)
  - Advice to the LA
4. A section on links with other bodies
- National bodies, e.g. NASACRE, the REC, central faith and belief organisations
  - Local bodies, e.g. Dioceses, Inter Faith Groups, Peace Walks, HMD events
5. A section on other areas of SACRE involvement locally
- Governor training
  - Advice on issues within the community, e.g. Ramadan advice for schools in partnership with the local communities
6. A section on SACRE's own arrangements (**statutory responsibilities**) including:
- Professional and administrative support and how the LA supports the SACRE (clerking, adviser, links to council initiatives)
  - Membership, representation & recruitment - quoracy, issues and successes with recruitment
  - Training for SACRE (and ASC) members
  - Finance given to SACRE for its work
7. Appendices
- Table of GCSE – short and full, A/S & A Level RS results
  - Details on CPD provided to schools
  - Any LA/SACRE policy statements on RE or CW
  - Development plan tied to funding
  - Circulation details for this AR

	Need		Actions	Dates	Notes
Teacher training and support: network meetings	1 <sup>st</sup> Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	7/10/20	To include: defining what is good RE, survey of RE provision; launch calendar competition; develop Syllabus support materials  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;
			JA information released on school circulars and email		
		Plan and run Network	SB plan and run network		
	1 <sup>st</sup> Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	8/10/20	
			JA information released on school circulars and email		
		Plan and run Network	SB plan and run network		
	2 <sup>nd</sup> Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	10/2/21	
			JA information released on school circulars and email	10/2/21	
		Plan and run Network	SB plan and run network	24/2/21	
	2 <sup>nd</sup> Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	10/2/21	
			JA information released on school circulars and email	10/2/21	
		Plan and run Network	SB plan and run network	26/2/21	
3 <sup>rd</sup> Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity			
		JA information released on school circulars and email			
		SB plan and run network	8/7/21		
3 <sup>rd</sup> 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 and run network	May 2021		
Interfaith Competition:  RE Calendar 2021- 2022	School Entries		SB confirm themes with SACRE and email materials for school circular	4/12/20	
			JA information released on school circulars	10/2/21	
			Winners selection made at Network meeting(s) or independently	After 14/5/21	
	Design		SB confirm design, details sent to create draft		
			SB send to Clerk to email SACRE Chair, CA and members draft for approval (and dates)		
	Production		Design finalised	25/6/21	
	Sharing		SB create accompanying wording for schools circular, Council and LA website, JA share		
		JA ensure sent to schools, brought to SACRE Meet 3, CA sharing with relevant LA team(s)	Summer 2021		
Annual Report 2019-20	Draft		JA ensure data sent to SB; RB provide relevant info	8/1/21	
			JP ensure SB sent self-evaluation materials	4/1/21	
			SB write draft 1 for proofreading/check	29/1/20	
			SB amend draft (add RB intro), send revised draft to JP	12/2/20	
	Review		SACRE review at Meet 2	3/3/20	
	Share		SB amend accordingly	19/3/20	
			JP to send to NASACRE, JA to add to public SACRE page	26/3/20	

Agreed Syllabus	Support Materials  (see also Teacher training and support: network meetings, above)	SB initial feedback for primary Autumn unit plans	7/10/20	Supporting: SMSC in schools; develop interfaith understanding and communication teaching resource; promoting awareness of SACRE boosting awareness and inclusion of diversity in RE  Contributing to: building links with other faiths; clearer picture of school provision; improving pedagogy in T+L in schools	
		SB devised primary Spring unit plans email to primary network teachers	10/11/21		
		SB feedback for Autumn and Spring unit plans, pupil samples	24/2/21		
		SB devise primary Summer unit plans and email to primary network teachers	18/3/21		
		SB feedback for Summer unit plans, collate assessment samples	8/7/21		
		SB send unit plans to Jo to share with SACRE faith members	Autumn 2021		
Electronic Teaching Resources	REal Videos	Design	SACRE approval of electronic resources collation		11/11/20
			SB source/liase with colleagues/contacts for best software		17/12/20
			SB devise list of suggested resources, email to JP		
		Create	JP ask SACRE members for contributions		
			SACRE members independently devise/create and email SB		
		Revise	SB collate materials, edit/proof and consult with individuals if required		
	Share	JA ensure upload, SB share materials with teachers			
	Membership	Write to invite Buddhist (SB) and Jewish (SB/JP) members			
	Funding: Interfaith Dialogue Project		SB complete application form, RB to sign, CA approve	26/3/21	
			SB send in application form	31/3/21	

For 2021-22 (if successful)

Electronic Teaching Resources	Interfaith Dialogue event	Preparation	If above successful: SB to prepare material and share with SACRE faith members	Autumn 2021	As above...
			SACRE members independently devise/create and email SB	January 2022	
			SB collate materials, edit/proof and consult with individuals if required, prepare 'script'		
		Event	SB rehearse and record 'interviews'	Jan/Feb 2022	
			SB/JA edit resources		
		Share	JA ensure upload, SB share materials with teachers	Summer 2022	
			SB evaluations of impact – case studies with schools?	Summer 2023	
SB complete funding requirements	Summer 2022				

	Need		Actions	Dates	Notes
Teacher training and support: network meetings	1 <sup>st</sup> Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	29/9/21	To include: defining what is good RE, survey of RE provision; launch calendar competition; develop Syllabus support materials  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;
			JA information released on school circulars and email		
		Plan and run Network	SB plan and run network		
	1 <sup>st</sup> Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	1/10/21	
			JA information released on school circulars and email		
		Plan and run Network	SB planned but session cancelled due to poor take up		
	2 <sup>nd</sup> Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	18/1/22	
			JA information released on school circulars and email		
		Plan and run Network	SB plan and run network		
	2 <sup>nd</sup> Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	20/1/22	
			JA information released on school circulars and email		
		Plan and run Network	SB plan and run network		
3 <sup>rd</sup> Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity/newsletter	29/6/22		
		JA information released on school circulars and email			
	Plan and run Network	SB plan and run network			
3 <sup>rd</sup> Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity/ newsletter	1/7/22		
		JA information released on school circulars and email			
	Plan and run Network	SB plan and run network			
Interfaith Competition:  RE Calendar 2022- 2023	School Entries		SB confirm themes with SACRE and email materials for school circular	Autumn 2021	
			JA information released on school circulars		
			Winners' selection made at Network meeting(s) or independently		
	Design		CA source designers/printers through tenure	Spring 2022	
			SB confirm design, details sent to create draft	May 2022	
			SB send to Clerk to email SACRE Chair, CA and members draft for approval (and dates)		
	Production		Design finalised	June 2022	
	Sharing		SB create accompanying wording for schools circular, Council and LA website, JA share	Summer 2022	
		JA ensure sent to schools, brought to SACRE Meet 3, CA sharing with relevant LA team(s)			
Annual Report 2020-21	Draft		JA send data to SB; RB provide relevant info (intro)	December 2021	
			Members complete self-evaluation materials and send to JP to forward SB	January 2022	
			SB write draft 1 for proofreading/check on new NASACRE template	21/1/22	
			SB amend draft, send revised draft to JP	4/2/22	
	Review		SACRE review at Meet 2	23/2/22	
	Share		SB amend accordingly	March 2022	
		JP to send to NASACRE, JA to add to public SACRE page	April 2022		

Bromley SACRE Action Plan for September 2021-September 2022

Agreed Syllabus		Actions	Dates	Notes
1. Supporting Planning Materials  (see also Teacher training and support: network meetings, above)		SB teacher feedback for primary Autumn unit plans	18/1/22	Supporting: SMSC in schools; develop interfaith understanding and communication through teaching resources; promoting awareness of and within SACRE, boosting awareness and inclusion of diversity in RE  Contributing to: building links with other faiths; clearer picture of school provision; improving pedagogy in T+L in schools
		SB coordinate primary Spring unit plans email to primary network teachers	18/1/22	
		SB coordinate primary Summer unit plans email to primary network teachers	Spring 2022	
		SB teacher feedback for Spring and Summer unit plans, pupil samples	29/6/22	
		SB collate feedback for Summer and Spring unit plans, collate assessment samples	July 2022	
		SB send unit plans to Jo to share with SACRE faith members	Autumn 2022	
2. Supporting Communication  Bi-Annual Newsletter		SB create a school newsletter 1 with further guidance/support, survey opportunity	Jan/Feb 2022	
		JA/CA ensure message sent to schools via Newsletter/schools Circular	Spring 2022	
		SB collate responses from survey/ newsletter 1, share with SACRE	Meeting 3	
		SB create a school newsletter 2 with further guidance/support, survey opportunity	May 2022	
		JA/CA ensure message sent to schools via Newsletter/schools Circular		
3. Supporting Resources  a. Interfaith Dialogue	Preparation	SB to prepare material and share with SACRE faith members	Autumn 2021	
		SACRE members independently devise/create initial responses and email SB	January 2022	
		SB collate materials, edit/proof and consult with individuals if required, prepare 'script'		
	Creation	SB rehearse and record 'interviews'	Jan/Feb 2022	
		SB/JA edit resources		
	Share	JA ensure upload, SB share materials with teachers	Summer 2022	
		SB evaluations of impact – case studies with schools?	Summer 2023	
		SB complete funding requirements	Summer 2022	
	b. REal Videos  (Remaining from 2021)	Creation	SACRE members independently devise/create and email SB	January 2022
		Share	SB collate materials, edit/proof and consult with individuals if required	
Review		JA ensure upload, SB share materials with teachers	Spring 2022	
c. SACRE Speakers	Creation	SB devise guidance/advise for speaker sand schools for best practice in embedding learning experience	May 2022	
	Share	JA/CA check and include in communication with schools (including newsletter)		

## Welcome

Bromley Schools Standards and the Standing Advisory Council for Religious Education (SACRE) for Bromley would like to share developments and resources to support teaching and learning of RE in accordance with the [Bromley Agreed Syllabus](#).

Please do not hesitate to contact us if you have any queries or any questions relating to Religious Education at your school.

Stacey Burman,  
Advisor to SACRE and RE Consultant



## Making “REal” Resources

**Remote learning** has led to fewer opportunities for pupils to encounter a wider range of religious traditions and communities as part of their learning.

So we are producing a series of “REal” **short films** that provide personal responses from pupils, teachers and SACRE members in Bromley in response to the four ‘big questions’ asked in the RE primary units/schemes of learning which have been devised to align with the Agreed Syllabus in Bromley.

These pre-recorded responses can be used, responsibly, to support the teaching and learning of RE. For links to these resources, contact [schoolstandards@bromley.gov.uk](mailto:schoolstandards@bromley.gov.uk).

### Contact us

Clerk to SACRE	<a href="mailto:joanne.partridge@bromley.gov.uk">joanne.partridge@bromley.gov.uk</a>
Chair of SACRE	<a href="mailto:SACRE.Chair@bromley.gov.uk">SACRE.Chair@bromley.gov.uk</a>
School Standards	<a href="mailto:schoolstandards@bromley.gov.uk">schoolstandards@bromley.gov.uk</a>

## Calendar Competition

The calendar is a celebration of RE teaching and learning in Bromley schools and includes dates of upcoming religious festivals and secular commemorations to help you plan assemblies and collective worship, and to support pupils’ spiritual, moral, social and cultural development beyond the Religious Education classroom.

All the artwork is selected through a borough-wide poster competition, which is NOW open to all pupils in Bromley Schools. The themes for this year’s entries have been selected to support pupils’ wellbeing.

**Key Stage One** What religious or special objects help us feel close to God or others we care about?

**Key Stage Two** Religious teachings or special examples about caring for each other or our environment.

**Key Stage Three** Religious and personal beliefs about the world, caring for the environment and how all began.

Please note that ALL entries (originals only) should be on **A4 Landscape**, preferably on coloured paper and/or using strong/bold colours – i.e. felt pens or paints, rather than paler pencils. The pictures must be **labelled** clearly with pupils’ names, school and year group clearly on the **back**- NOT the front. All words **MUST** be checked/have the correct spelling **BEFORE** submission. Entries should be emailed *by the school* to [schoolstandards@bromley.gov.uk](mailto:schoolstandards@bromley.gov.uk) before **25<sup>th</sup> March 2022**.

## OFSTED RE Review

The full RE Review can be found [here](#), but below is a snippet of discussions held during the Autumn Term Network Meetings.

**What key knowledge are we teaching?** Ofsted identified three types that should be included in the school curriculum, and the Bromley Agreed Syllabus promotes all three with its model of enquiry- check out [page 14](#)! All schools should be adhering to this Syllabus when planning and delivering their RE curriculum.

**How are we sequencing the learning of this knowledge?** Knowledge is ‘sticky’ and so there should be a clear **learning journey** between and through units. These should be carefully sequenced to ensure there is *always* development, extending or adding of knowledge, and that teachers – as well as pupils – can see how previous learning connects to the next.

**How are we helping pupils remember more?**

In the network meetings we shared a multitude of strategies for helping to recall, extend and connect learning. We will be sharing our examples and findings when we meet next... see below for more details of when.

## Network Meetings

**Primary** 18<sup>th</sup> January and 29<sup>th</sup> June 10.30am

**Secondary** 20<sup>th</sup> January and 1<sup>st</sup> July 10.30am

Teachers in Bromley schools can attend these termly network meetings at no cost to the school.

For more information, or to book your place, please contact [andrew.morley@bromley.gov.uk](mailto:andrew.morley@bromley.gov.uk).

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## Introduction

Bromley SACRE (Standing Advisory Council for Religious Education) have devised this support paper to help ensure guest speakers or visits to schools by Faith Group Representatives can best enhance the learning of pupils in Religious Education (RE).

The suggestions included have been informed by Ofsted expectations, past experience and guidance regarding best practice to support teachers in embedding the learning experience as part of the curriculum, enabling pupils to 'learn and remember' more.

### Before:

Teacher	Speaker
<ul style="list-style-type: none"> <li>Identify from Unit Plans/the curriculum where the input of a guest speaker would most enhance pupils' learning or understanding within the sequence of teaching. It is most effective if the experience is <b>linked to specific learning</b> outcomes, and when pupils can immediately connect it with their current learning.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Year 1b: asking speakers to discuss how they celebrate Shabbat or perform Puja</li> <li>✓ Year 2a: asking speakers to discuss the religious or symbolic clothing they wear</li> </ul>	<ul style="list-style-type: none"> <li><b>Familiarise</b> yourself with the school you will be visiting. This might include being aware of the schools' expectations, ethos or aims, and clear about times of the school day and any policies regarding for your arrival.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You may wish to have a look at the school website or phone the office to find out about accessibility, or if identification will be required when you arrive</li> </ul>
<ul style="list-style-type: none"> <li>Clarify <b>Learning outcomes</b> with pupils as 'I can statements' with pupils. These should be in line with the learning intention in your curriculum/Unit Plans, and pitched at the correct age-expected skills outcomes, using the Skills Spectrum.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ I can identify or link the actions/symbols with key beliefs; I can also see how these are similar and different to other examples; I can even suggest how these actions/symbols/beliefs may affect the believers</li> </ul>	<ul style="list-style-type: none"> <li>Clarify the teachers' intended <b>Learning outcomes</b> for your visit to help ensure you prepare materials/include in your talk/presentation only that which connects to pupils' current learning.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You may wish the school/teacher to send you any pupil questions in advance, or to confirm what it is they are hoping their pupils will be learning from your visit.</li> </ul>
<ul style="list-style-type: none"> <li>Consider and prepare in advance how <i>your pupils</i> will be <b>recording</b> to remember what they learn in the session to meet the learning outcomes/'I can statements' (from above).</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Will they be taking pictures? Writing notes? Will there be a worksheet for them to complete during the session?</li> <li>✓ You may wish to share/show these resources to the speaker (perhaps in advance) so they can adapt their session to accommodate</li> </ul>	<ul style="list-style-type: none"> <li>Agree and confirm with the school/teacher how the session will run and the format and layout. The school/class may have a particular set up for pupil seating.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Will the pupils be sitting in rows? In groups? Asking their own questions? Taking notes?</li> <li>✓ You may want to see if there are particular worksheets the teachers want to use as part of the session.</li> </ul>

Teacher	Speaker
<ul style="list-style-type: none"> <li>• <b>Prepare pupils</b> for the visiting speaker, making sure they are able to make connections with their current learning.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Children could <b>predict</b> what symbols, artefacts and actions or vocabulary they might expect to see/hear.</li> <li>✓ Children could prepare any <b>questions</b> they may wish to ask/find out which relate to the 'I can statements' above.</li> </ul>	<ul style="list-style-type: none"> <li>• Help the teachers/school to <b>prepare for your visit</b>. Make them aware of what you will be bringing/showing/discussing with the pupils, and of any resources you may need (e.g. a screen for PowerPoint slides).</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You could email them any materials, resources or materials you would like to share with pupils in advance</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Inform parents</b> and reiterate that this is part of an <i>academic</i> experience, and that pupils will not be asked to take part in any activities that may impose or conflict with pupils' own beliefs/values.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Refer to your schools' policy regarding intent</li> <li>✓ Check that the speaker is aware and respectful of the above, and has not planned to include any activities which may contradict this</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that this is an <b>academic</b> experience: for pupils to learn what you believe, value and do. Make sure your presentation is focused <i>only</i> to support the learning outcomes of the school. You are not there to speak on the behalf of all those in your (religious) group, only as one example.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Be careful to use terms such as 'I believe/think' or 'I should/could', emphasising your perspective only, rather than risk pupils misinterpreting your words as guidance for what 'people/they' should or what '<b>all</b>' people of your faith/religion do or believe</li> <li>✓ Do not include/invite pupils to engage (beyond observing) in an activity that could be perceived as worship</li> <li>✓ Do not discuss/engage with pupils individually outside/beyond the session</li> </ul>

During:

Teacher	Speaker
<ul style="list-style-type: none"> <li>• Be prepared for using the session as an opportunity for you to not only promote RE learning in your school, but also to develop some further <b>resources</b> to use in future lessons. Confirm if parents have signed a school agreement giving permission and check with the speaker.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You can take photos of the session and of any artefacts/items used in it</li> <li>✓ You may even be able to record the session to share the video with other groups</li> <li>✓ Completed pupil worksheets could be kept and adapted for activities for future pupils (e.g. pupils could 'complete and correct').</li> </ul>	<ul style="list-style-type: none"> <li>• Confirm with the school whether you <b>grant permission</b> for them to record or photograph the session. Recognise that you may not be permitted access to these as the materials may only be allowed to be shared in the school (data protection).</li> <li>• This could also be an opportunity for you to gently find out more about how else the school teaches RE. However, it is <u>not</u> the purpose of your visit, and we do not want to interrogate the teachers/school.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Keep an eye out for displays as you walk around the school</li> <li>✓ Have a glimpse through pupils books (with the teachers' permission), or have an amicable conversation with the teacher/Subject Lead.</li> </ul>

After:

Teacher	Speaker
<ul style="list-style-type: none"> <li>• Plan ahead to ensure that the learning from the session is revisited/recapped in a following lesson. This will help them to <b>remember</b> more of what they learn.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Look through the list of questions collated from before the visit, and see which of these have been answered, and use books/ICT to research any remaining questions</li> <li>✓ Use any pictures/images or key words from the session to recall what was said/learnt</li> <li>✓ Complete/refine any worksheets used in the session or use these as reference to complete a further activity which consolidates or extends their learning (see below). This will also help you gauge the impact and check the learning of the session.</li> </ul>	<ul style="list-style-type: none"> <li>• You may wish to use the experience to enhance your materials/preparations for future visits to this or other schools. This could also extend to other SACRE members.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Were there key questions pupils asked that may be relevant for other religions you may wish to share for members conducting their own visits?</li> <li>✓ Was there any feedback that could support others in conducting planning or delivering sessions/visits to schools?</li> <li>✓ Are there any resources that you/the school used that could be shared/forwarded to the RE Advisor to support other schools?</li> </ul>
<ul style="list-style-type: none"> <li>• Of course you will be thanking your speaker after the visit. This could be done to include your pupils in such a way that may further support their learning whilst helping you to also <b>monitor</b> and promote it.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ They could write thank you notes to the speaker which includes some key learning they gained from the session. These could be marked and/or displayed.</li> <li>✓ Samples/sections of these could be forwarded to the RE Advisor along with any further comments/feedback, to be shared with the Borough teachers' network and/or as part of moderation</li> </ul>	<ul style="list-style-type: none"> <li>• In previous years where SACRE visits were more routine, a questionnaire was provided. However, as observation and reporting are not the key priorities or purposes of your visit, there is no obligation or expectation for these to be completed. You may wish, though, to share your experiences with others in an informal manner.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You could speak to the RE Advisor, as comments may be useful for those in the Borough teachers' network</li> <li>✓ Alert the Clerk if a visit has taken place and you wish to share thoughts/comments/feedback with SACRE</li> </ul>

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