

## **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

Minutes of the virtual meeting held at 6.00 pm on 23 February 2022

### **Present:**

Reverend Roger Bristow (Chairman)

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

Mrs Denise Angell, Reverend Rachel Archer,  
Ms Hannah Arnold, Ms Vicki Ashmore,  
Mrs Katie Burtonshaw, Ms Deborah Corcoran,  
Mr Lee Kings, Mrs Dorothy Lampert, Mr Saiyed Mahmood,  
Mr Arvinder Nandra, 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

## **26 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**

The Chairman welcomed Members to the meeting of the Standing Advisory Council on Religious Education, which was held virtually via Webex.

Apologies for absence were received from Councillor Robert Evans and Daniel Coleman.

The Chairman welcomed Ms Vicki Ashmore to the meeting and introductions took place. The Chairman advised Members that, following the resignation of Mrs Donna Gold, Ms Ashmore wished to join the SACRE as a representative of the Reformed Jewish faith.

Following a brief discussion, SACRE Members agreed that Ms Ashmore be appointed to the other faiths group as a representative of the Reformed Jewish faith.

**RESOLVED that Ms Vicki Ashmore join the Bromley SACRE as a representative of the Reformed Jewish faith.**

**27            DECLARATIONS OF INTEREST**

None.

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

No breaches of the GDPR were reported.

**29            A) MINUTES OF THE MEETING HELD ON 1ST DECEMBER  
2021**

**RESOLVED** that the minutes of the meeting held on 1<sup>st</sup> December 2021 be confirmed as a correct record.

**B) MATTERS ARISING**

Minute 20: SACRE Self-Evaluation

The Chairman noted that, as agreed, email addresses had been circulated to allow Members to look at the relevant sections of the SACRE self-evaluation in their representative groups. A copy of the collated responses had been provided to SACRE Members as part of the draft SACRE Annual Report 2020-2021.

Minute 24: SACRE Action Plan (including relationships with schools)

The Chairman advised that initial information regarding the Bromley Schools Festival had been provided for inclusion in the next issue of the Bromley Religious Education newsletter.

The Chairman noted that Members had provided feedback to the SACRE RE Adviser in relation to the best practice paper for guest speakers visiting schools, and this would be discussed later in the meeting.

A Member noted that the secondary network meeting scheduled in October 2021 had been cancelled due to poor take-up, which was thought to be due to an issue with communication. It was enquired if the meeting arranged for the spring term had taken place, and if so, had engagement improved. The LBB Head of Service for Early Years, School Standards and Adult Education confirmed that the secondary network had taken place, and it was agreed that information on attendance could be circulated to SACRE Members following the meeting.

**ACTION: SACRE RE Adviser**

**30            REVIEW DETERMINATIONS**

No determinations had been received.

## **31 RESOURCES FOR SCHOOLS**

### 'REal Resources'

The SACRE RE Adviser said that, since the last SACRE meeting, some additional 'REal' resources had been received from SACRE Members. It was noted that Ms Ashmore had also agreed to create resources for the Jewish faith. The SACRE RE Adviser said that they would like to receive as many contributions as possible. Once a fairer representation of worldviews and religions was compiled, the resources would be shared with teachers to be used when the relevant units were delivered in schools.

### Inter-faith Dialogue

The SACRE RE Adviser said that progress had been made in relation to the inter-faith dialogue project. It had been proposed that the dialogue between faith representative would take place via an online platform and a date for when this could take place had been identified

The SACRE RE Adviser informed SACRE Members that she would be attending a meeting with the LBB Head of Service for Early Years, School Standards and Adult Education and LBB Head of School Standards in the coming weeks to discuss the best way for this project to proceed. Following the outcome of this meeting, faith representative would be advised if the initial meeting planned for Thursday 17<sup>th</sup> March 2022 would go ahead. The SACRE RE Adviser emphasised that they fully intended to proceed with this project, however the plan may need to be revised. The format would remain the same, with a list of questions provided and response prepared by the faith representatives in advance of the meeting, but consideration may be given to holding the dialogue in person during the summer term.

## **32 INTER-FAITH COMPETITION**

The SACRE RE Adviser confirmed that the three themes for this year's calendar had been included in the Bromley Religious Education newsletter to schools. Schools had been notified that the competition had launched, but a further reminder would be sent the following week. The deadline for entries to be submitted was Friday 25<sup>th</sup> March 2022 and the procurement process for the design of the calendar was underway. The SACRE RE Adviser said that she would circulate a list of dates for religious events and festivals to faith representative so they could be double-checked before the calendar was finalised.

**ACTION: SACRE RE Adviser**

In response to a question, the SACRE RE Adviser said that prior to the COVID-19 pandemic, the teacher networks had been held in person and competition entries had been judged during the meeting by all teachers present. Last year, the judging process had been completed online – the SACRE RE Adviser had shortlisted the entries in three stages, with input from a different teacher at each stage. Either option could be used this year,

depending on the timing and format of the teacher network meetings. It was considered that an additional meeting with teachers could be arranged if required.

**33 DRAFT BROMLEY SACRE ANNUAL REPORT 2020-2021  
(INCLUDING SACRE SELF-EVALUATION)**

SACRE Members had been provided with a copy of the draft Bromley SACRE Annual Report 2020-2021.

Following a brief discussion, SACRE Members agreed that they were happy with the content of the SACRE Annual Report 2020-2021 and, subject to a further check of spelling and grammar, agreed that it be approved. The SACRE RE Adviser would provide the clerk with the finalised version to be submitted to the National Association of Standing Advisory Councils on Religious Education (NASACRE), Department for Education (DfE) and published on the Council's website. **ACTION: SACRE RE Adviser / Clerk**

In relation to the SACRE self-evaluation, a Member highlighted that 'Section 2: standards and quality of provision of RE' made reference to how the SACRE used information about standards and examinations to target support and training for schools. It was noted that Church of England schools would receive a Statutory Inspection of Anglican and Methodist Schools (SIAMS), and an element of this looked at Collective Worship. It was considered that it may be beneficial to collate any gradings received by schools in the borough as this could allow targeted support to be provided to schools that required it. The SACRE RE Adviser said that the SIAMS reports were not provided directly to the Local Authority and therefore the best way of accessing this information to inform future work would need to be considered. It was noted that recently, the main focus had been on the implementation of the Agreed Syllabus, however providing support for schools to deliver Collective Worship was something that had previously been raised as an area of future focus.

A Member noted that the report provided a list of six areas to which funding had been allocated and enquired if the spend against each could be provided to SACRE Members following the meeting. The LBB Head of Service for Early Years, School Standards and Adult Education confirmed that the expenditure against each area could be calculated at the end of the financial year and provided to SACRE Members.

**ACTION: LBB Head of Service for Early Years, School Standards and Adult Education**

The SACRE RE Adviser informed Members that NASACRE had been working with the DfE to look at the sourcing and funding of SACREs, and a report had been published the previous year. The DfE recommended that 2% of the Central Services School Block (CSSB) funding received by Local Authorities be allocated to SACRE in order for their statutory duties to be carried out, and 1% as a minimum. It was highlighted that although the Bromley SACRE did

not have its own budget, the Local Authority was providing funding for the work that was being undertaken.

**RESOLVED that the SACRE Annual Report 2020-2021 be approved.**

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

The SACRE RE Adviser had provided Members with an updated SACRE Action Plan for the period September 2021-September 2022. The SACRE RE Adviser highlighted that the majority of actions were marked in green as 'complete'.

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

**35 BEST PRACTICE PAPER FOR GUEST SPEAKERS**

The SACRE RE Adviser thanked Members for the additional comments that had been received in relation to the best practice paper for guest speakers visiting schools. A revised version of the document is attached at Appendix A. Overall, the feedback received had noted that the guidance was clear and helpful, and highlighted that the focus of a visit should relate to an area of the curriculum.

Following a brief discussion, SACRE Members approved the best practice guidance, which would be uploaded to the Bromley Education Matters website. **ACTION: SACRE RE Adviser / LBB Head of School Standards**

**RESOLVED that the best practice paper for guest speakers be approved.**

**36 DATE OF NEXT MEETING**

6.00pm, Wednesday 13<sup>th</sup> July 2022  
6.00pm, Wednesday 9<sup>th</sup> November 2022  
6.00pm, Wednesday 1<sup>st</sup> March 2023

The Meeting ended at 6.44 pm

Chairman

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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, plus any dress code beyond usual smart work/business expectations.</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, and length of time of the lesson. The school/class may also have a particular set up for pupil seating.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ How many pupils and what age group? Will they 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). If using video clips/images/materials make sure you have permission from the owner. Check you can use a memory stick to access your slides or materials.</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 using a non-judgemental approach. 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 (only 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 <b>feedback</b> 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 <b>share</b> 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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