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DATE: 15 February 2022

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: Mrs Katie Burtonshaw, 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 23 FEBRUARY 2022 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/>**

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- 9 **SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS)** (Pages 31 - 32)
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- 11 **ANY OTHER BUSINESS**
- 12 **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

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## STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the virtual meeting held at 6.00 pm on 1 December 2021

### Present:

Reverend Roger Bristow (Chairman)

Councillors Kim Botting FRSA, Mike Botting, David Jefferys, Kevin Kennedy-Brooks and Kate Lymer  
Mrs Denise Angell, Reverend Rachel Archer, Ms Hannah Arnold, Ms Deborah Corcoran, Mr Lee Kings, Mrs Dorothy Lampert, Mr Saiyed Mahmood, Mr Arvinder Nandra, Ms Jan Thompson and Mr Christopher Town

### Also Present:

Carol Arnfield, LBB Head of Service for Early Years, Schools Standards and Adult Education  
Mrs Katie Burtonshaw

## 14 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, Councillor Pauline Tunnicliffe, Daniel Coleman and Dr Omar Taha.

Apologies were also received from Jared Nehra, LBB Director of Education and Julia Andrew, LBB Head of School Standards.

The Chairman welcomed Mrs Katie Burtonshaw to the meeting and introductions took place. The Chairman advised Members that Mrs Burtonshaw wished to join the SACRE as a representative of the Baptist faith. It was noted that Mrs Burtonshaw worked for the Spinnaker Trust, a Christian schoolwork charity – her role involved going into primary schools to help lead collective worship and support RE, as well as writing and preparing resources.

Following a brief discussion, SACRE Members agreed that Mrs Burtonshaw should be appointed to the other faiths group as a representative of the Baptist faith.

**RESOLVED that Mrs Katie Burtonshaw join the Bromley SACRE as a representative of the Baptist faith.**

**15            DECLARATIONS OF INTEREST**

None.

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

No breaches of the GDPR were reported.

**17            MINUTES OF THE MEETING HELD ON 7TH JULY 2021**

The Chairman noted that any matters arising would be covered during the meeting.

**RESOLVED** that the minutes of the meeting held on 7<sup>th</sup> July 2021 be confirmed as a correct record.

**18            REVIEW DETERMINATIONS**

No determinations had been received.

**19            TEACHING RELIGIONS AS A WORLDVIEW**

The SACRE RE Adviser delivered a presentation to Members explaining the current debate around the approach to teaching worldviews and demonstrated how this was included in the revised syllabus.

The Bromley RE Syllabus tried to engage pupils in understanding how worldviews were created. They were asked to think about what people believed, what they thought about the big questions, and how they lived their lives. Pupils were then asked to purposefully consider all these elements and then reflect on their own worldview. Pupils were to draw comparisons, recognising similarities and differences – there was also an aim to support pupils in their own spiritual, personal and moral development in understanding where these worldviews came from and how they may be affected.

The SACRE RE Adviser highlighted that in any RE curriculum it was important that different worldviews or religions were not look at from a Eurocentric point of view. In the syllabus pupils may be looking at different religious scriptures or practices in people's lives – but the aim was to go beyond that, and for pupils to understand the historical picture behind the examples and not just learn superficial facts about them.

Further information on religion and worldviews could be accessed via the following links:

<https://www.religiouseducationcouncil.org.uk/news/religion-and-worldviews-a-conversation/>

<https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film>

<https://www.cstg.org.uk/activities/campaigns/public-perception/>

The SACRE teacher representatives said that the syllabus was evolving, and this was very much how they were teaching RE – they no longer looked at one religion in isolation and were instead constantly making comparisons between different religions, and children were gaining access to different thoughts to inform their own worldviews. It was noted that the new syllabus allowed children to develop their thinking, which was excellent. The SACRE RE Adviser highlighted that non-religious worldviews were also included in the teaching of RE, one example of which was Humanism.

## 20 SACRE SELF EVALUATION

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 requested, that following the meeting, Members look at the self-evaluation document provided, with the results from the previous year, and revisit the effectiveness of Bromley SACRE.

The Chairman suggested that Members could confer with other representatives from their respective groups as they had done in previous years. The SACRE RE Adviser reminded Members that they should refer to the SACRE Action Plan when carrying out their evaluation. It was agreed that the following SACRE Members would collate the feedback from their group:

Group A (other faiths and Christian denominations) – Deborah Corcoran

Group B (Church of England) – Reverend Roger Bristow

Group C (teachers) – Hannah Arnold

Group D (Councillors) – Councillor David Jefferys

**ACTION: SACRE Members**

Members present agreed that they would be happy for the SACRE Clerk to share their email addresses with the other representative in their group.

**ACTION: Clerk**

In response to a question, the SACRE RE Adviser said that the SACRE self-evaluation tool had been revised by NASACRE in the summer. It was therefore suggested that:

- Group A members (representatives of other faiths and Christian denominations) look at section 5;
- Group B members (the Church of England) look at section 4;
- Group C members (teachers) look at section 3; and
- Group D members (Councillors) look at section 1.

Members were requested to email the SACRE clerk their thoughts by 12.00pm on Thursday 30<sup>th</sup> December 2021, after which time the responses would be collated and provided to the SACRE RE Adviser.

## **21 'REAL' RESOURCES**

The LBB Head of Service for Early Years, School Standards and Adult Education advised that the 'REal' resources received from SACRE Members had now been edited and formatted with a front cover and end title. An example of a video that had been received from a SACRE Member was shared with the Committee.

The SACRE RE Adviser noted that the videos should address one of four key questions:

- "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).

These were the areas of enquiry in the RE curriculum that were currently being trialled in schools. The LBB Head of Service for Early Years, School Standards and Adult Education emphasised that the short films received were providing teachers with useful information and resources to generate conversations with pupils.

In response to a question, the SACRE RE Adviser said that guidance had previously been circulated advising how these videos could be created, a copy of which could be appended to the minutes of the meeting (Appendix A). It was noted that they would like to receive as many contributions as possible, so teachers did not have to rely on textbooks to help pupils understand worldviews, as this was not engaging and did not show what real religion, being practiced by real people, was like. If SACRE Members did not feel comfortable recording a video they were encouraged to ask colleagues if they would be happy to assist – it was highlighted that 'live' access to these resources could not be made available until there was a fairer representation of more worldviews and religions.

The SACRE RE Adviser considered that if there were pupils in schools that practiced a particular religion or worldview, they could be invited to be involved in creating a video. One example had already been received from a parent that had prepared a video of herself and her child performing a Hindu worship – it was extremely helpful for pupils to see others in their own age group and was often more engaging.

## **22 INTER-FAITH COMPETITION**

The Chairman noted that SACRE Members had been provided with a link to download the Bromley RE Calendar 2021-22, located in the 'Additional Resources' section: <https://bromleyeducationmatters.uk/Page/15522>

The SACRE RE Adviser highlighted that the themes for this year's calendar were included in the draft newsletter to schools, and the competition would be launched in January 2022.

## **23 SACRE ANNUAL REPORT**

The SACRE RE Adviser informed Members that NASACRE had suggested a new format for SACRE Annual Reports, and a summary of these changes had been provided. It was highlighted that the revised format was not vastly different but there were a couple of additional sections. The SACRE RE Adviser would be drafting the Bromley SACRE Annual Report the following term and would include the completed SACRE self-evaluation document.

The Chairman noted that the key change was the suggested inclusion of an Executive Summary, if the Annual Report was over 10 A4 pages long. NASACRE considered that this may be helpful as a separate document, but some colleagues felt that this would just repeat the information provided in the rest of the report, and SACRE Members were asked for their thoughts. A Member said that they had no objections either way but highlighted that an Executive Summary may be the only part of a document that some people would read, even if it was just over 10 pages, and it could just be a short paragraph to provide the key points. The Chairman agreed that information provided in an Executive Summary could catch someone's interest and encourage them to read further into the report. The SACRE RE Adviser said that this raised the question of who the Annual Reports were for – it was a requirement for them to be sent to the Department for Education, and they would be conducting research over the next couple of years on these reports, however they may not necessarily read by parents or schools. SACRE Members were advised that in previous reports, the Chairman had written an introduction which summarised the key highlights and could form an Executive Summary. The Chairman confirmed that he would be happy to continue to do this and following a brief discussion Members agreed to this approach being taken.

## **24 SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS)**

Members had been provided with a summary of the actions for the previous academic year (September 2020-September 2021), and the SACRE Action Plan for the period September 2021-September 2022.

The SACRE RE Adviser highlighted that for the previous academic year nearly all actions had been marked in green as 'complete', except the 'REal' resources which had been discussed earlier in the meeting. It was noted that the final section of the document related to an 'Interfaith Dialogue' event which would be carried forward into the Action Plan for the current academic year. Funding to hold this event had been secured and plans were starting to be developed. The SACRE RE Adviser would be looking to work with the

SACRE faith representatives and consider the big questions, so that in addition to individual video resources, a virtual meeting or debate could be recorded to support secondary pupils. The SACRE RE Adviser planned to collate some examples of questions which she would circulate to the faith representatives – representatives would be asked to provide their initial responses, and a script would then be produced. A meeting would be held and recorded via a virtual platform, and the responses to the questions could be shared with schools.

SACRE Members were advised that all three of the primary teacher network meetings had been held during the last academic year and had been reasonably successful. A SACRE teacher representative agreed that these events had been useful, focussing on the new RE syllabus and how it was evolving – the introduction of assessment tools for teachers would also be extremely valuable. As there were new teachers joining from session to session, certain areas would often need to be revisited. The SACRE RE Adviser informed Members that the primary network meeting in January 2022 would focus on a progression map for pupil progress.

The SACRE RE Adviser noted that the secondary network meeting scheduled for October 2021 had been marked in red on the Action Plan – this had initially been cancelled due to poor take-up, however it was believed that there had been an issue with communication, and this would go ahead the following term.

Councillor Kim Botting informed Members that she was President of the Royal British Legion, Orpington and enquired about the teaching of Remembrance Sunday in schools. A SACRE teacher representative advised that Remembrance Sunday usually coincided with inter-faith week, and involvement was encouraged in all schools. It was considered that inter-faith week was something that the SACRE could focus on more in future years. The SACRE RE Adviser said that lots of schools held assemblies and did activities in class around war and remembrance – however this may not be as a distinct RE lesson, as the concept of war would be covered in other areas of the curriculum, such as History and Geography.

SACRE Members had been provided with a copy of the first issue of a bi-annual Bromley Religious Education newsletter which had been produced for schools. The document had been created in the style of the current School Standards circular and, as well as contact details, provided information on the on the calendar competition and upcoming network meetings. The LBB Head of Service for Early Years, School Standards and Adult Education advised that the first issue of the newsletter would be circulated to both primary and secondary schools at the beginning of the spring term. The SACRE teacher representatives agreed that the newsletter would be very valuable, and although teachers were likely to have the network meeting dates in their calendars, it was highlighted that it should be circulated during the first week of January 2022 to serve as a reminder. It was good to have bullet point summaries of key information all on one page and the Chairman highlighted that it contained links to take teachers to the relevant webpages.



SACRE Members were asked to consider if there were any key aspects that they would like to see covered in future issues of the newsletter. A Member suggested that the Bromley Schools Festival, taking place in June 2022, could be featured in the next issue of the newsletter. The LBB Head of Service for Early Years, School Standards and Adult Education agreed, and asked that any key information be provided to her for inclusion in the summer term newsletter.

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

The SACRE RE Adviser noted that Members had also been provided with a copy of draft guidance to help ensure that guest speakers or visits to schools by Faith Group Representatives could best enhance the learning of pupils in RE. The suggestions included had 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.

A SACRE teacher representative said that any guidance for subject leaders was useful, and particularly helpful for those lacking confidence, to get the best out of any speakers visiting a school. It was considered that the next step would be to produce guidance for schools on visiting places of worship. The SACRE RE Adviser asked SACRE teacher representatives to look through the document and forward any comments.

**ACTION: SACRE teacher representatives**

The LBB Head of Service for Early Years, School Standards and Adult Education suggested that some other SACRE Members could also look at the document from a speaker's point of view, to ensure that the draft guidance was clear and straightforward.

**ACTION: Mrs Burtonshaw / Reverend Archer**

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

**25            DATE OF NEXT MEETING**

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

The Meeting ended at 7.18 pm

Chairman

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## Developing 'REal' Resources to support the learning of Religious Education

As you are aware, one of the agreed actions of Bromley SACRE for this academic year, is to support the teaching of diversity in religions through the provision of electronic resources.

### 1. Situation

- It has been observed by the RE Advisor and Consultant for RE, that many schools are reliant on textbooks to demonstrate religious practices and beliefs, which do not clarify the diversity of belief and practices within religions.
- Most primary schools deliver their RE curriculum through non-specialists teachers, with a lack of substantive subject knowledge and therefore confidence to explain these differences and the reasons behind them.
- There is an increased focus in schools, following the Ofsted Education Inspection Framework (EIF), to plan for progressive learning that builds on knowledge and makes links with other subjects and their own lives through contextual learning.
- The newly launched Bromley Agreed Syllabus promotes this enquiry learning, encouraging schools to build on pupils' knowledge of religions and worldviews to consider their historical and geographical context, to help them understand the development of diversity within and between these.
- The need to ensure inclusivity of all pupils in the curriculum, regardless of ability or background, means that a wider range of resources and sources should be made accessible for schools.
- This need for electronic resources has been heightened due to the requirement for online/blended learning as a result of the closure of schools in response to Covid-19 restrictions.

### 2. Proposal

- The SACRE Advisor and Consultant for RE to support the creation, development and sharing of electronic resources with schools. A list of suggested resources has been provided (below).
- These resources will be created by SACRE members, following the guidance provided (below), to help demonstrate how different religions and worldviews are 'lived' by members of the local community.

### 3. Actions

- a. List of Resources (point 4) are identified from relevant Borough curriculum materials being developed
- b. Guidance/tips to be collated and provided to SACRE members by the SACRE Advisor and Consultant for RE
- c. SACRE members are kindly requested to record/create these resources in accordance with this guidance/list
- d. SACRE Advisor and Consultant for RE will then collate and prepare these resources and share them with Bromley schools on the relevant platforms (including the SACRE website, and CPD training networks\*).

### 4. Resources

- More than one short video message/presentation can be made.
- Each one should last a maximum of 10 minutes.
- Each one must respond specifically to only 1 of the questions (below). These relate directly to curriculum materials being developed.
  - "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)
  - "What do I believe happens when we die?" (Year 5)

Please Note:

- Each person is responsible for the recording of their own videos on their own electronic devices.
- When recording, please present/share only your own personal beliefs/practices, and should not include other persons in the recording. If showing any photos/images, please ensure they are your own.
- Language and behaviour in these videos must adhere to the relevant codes of conduct for SACRE members.
- When forwarding/sending these to the Advisor and Consultant for RE via email, it is assumed that permission is granted for the sharing with schools, as per the above.\*

## 5. Guidance

- Videos should be recorded in landscape orientation and not portrait, and in front of a plain background. If recording a PowerPoint presentation, please select a basic design.
- Ensure to capture your full head and shoulders if stationary (easiest to record and with consistent sound quality), and be aware of the light being on you rather than behind you, causing a silhouette.
- Allow a 3-4 sec delay at the start and the end of the video.
- Ensure the device has adequate apps/hardware to record video and sound clearly. Switch the device to 'airplane mode' and/or switch off notifications while recording.
- Plan and practice before recording, and check each scene, shot or slide (if recording a PowerPoint presentation) before continuing.
- You may wish to edit before submitting. Here are some links to free software for your reference:
  - For iPhone, iPad, iPod Touch or Mac: <https://support.apple.com/en-gb/HT210430> or <https://www.apple.com/uk/imovie/>
  - For Mac: [https://www.movavi.com/mac-video-editor/?gclid=CjwKCAjwiqT5BRAPEiwAJBuBUjjz3xgGPzNVq4J3VMh\\_ci2Waytbp0U2QH3c6FUM3GdmMDmSQG1sBoCTpYQAvD\\_BwE](https://www.movavi.com/mac-video-editor/?gclid=CjwKCAjwiqT5BRAPEiwAJBuBUjjz3xgGPzNVq4J3VMh_ci2Waytbp0U2QH3c6FUM3GdmMDmSQG1sBoCTpYQAvD_BwE)
  - For Windows 10: <https://support.microsoft.com/en-us/windows/create-or-edit-video-in-windows-10-53b3e8f8-a85f-172f-4efd-2e66afccf43e>
  - For recording a PowerPoint: <https://www.howtogeek.com/449836/how-to-record-voiceover-narration-in-powerpoint/> or <https://bunnystudio.com/blog/library/voice-over/voice-over-powerpoint-a-powerful-guide/>

I look forward to receiving your video/presentation via email (sfburman@gmail.com), and thank you in advance for your support and contribution.

Yours,

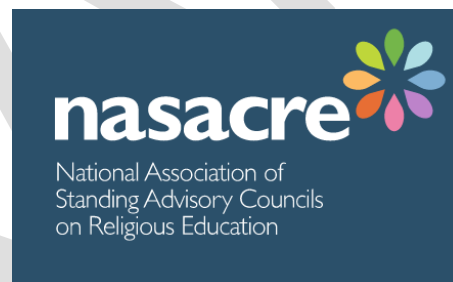


Stacey Burman, SACRE Adviser

PP Rev R Bristow, Chair Bromley SACRE

BROMLEY STANDING ADVISORY COUNCIL  
ON  
RELIGIOUS EDUCATION

**BROMLEY SACRE**  
**ANNUAL REPORT**  
**FOR THE ACADEMIC YEAR 2020-21**



*BROMLEY SACRE is a member of the National Association of SACREs*  
**Introduction to the Annual Report 2020-21**

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

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

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

This report covers the academic year 2020-2021, including the period of the Covid 19 pandemic, which had an impact on the work of SACRE.

**Contacts**

**SACRE Chairman**

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BROMLEY SACRE

ANNUAL REPORT FOR THE ACADEMIC YEAR 2019-2020

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## **1 Introduction**

### **1a. Chair's Introduction**

I remain indebted to Joanne Partridge who, in her role of Clerk to SACRE, gives invaluable support to both the Committee and to me. Stacey Burman as our RE Adviser has worked hard, during what continues to be difficult times for everyone, to provide as much support as possible to schools. We are pleased that the revised Bromley Agreed Syllabus appears to have been well received and Stacey continues to provide support and resourcing to RE Teachers as they implement it within their schools.

I continue to be grateful also to Jared Nehra, Bromley Director of Education, and to Julia Andrew and Carol Arnfield, Bromley School Standards officers, who assist us to deliver a high level of support to Bromley's schools, and especially to those at the front line of delivering high quality RE and the experience of life enhancing collective worship for all.

As the world in which we live grows ever more complex and fragile, and ignorance and intolerance in respect of the place of religion in society continues to increase, I remain convinced that our role is vital.

Bromley SACRE seeks to encourage and support those who deliver RE and lead Collective Worship in Bromley's schools (whether maintained or not) in helping to ensure that children and young people are given every opportunity to discover for themselves the role of faith in everyday life for many people.

***Rev. Roger Bristow.***

### **1b. Overview of academic year 2020-21**

Bromley SACRE met three times online during the academic year 2020-21. Each meeting was quorate.

All agendas and approved minutes of these meetings are saved regularly and made accessible to the public, with further information being made available online via the Borough's Education website: <https://www.bromleyeducationmatters.uk/Page/15522> The RE Advisor ensures all materials and minutes are updated regularly.

Agenda items for these meetings included (in no particular order):

- Training of primary teachers
- Support for Secondary teachers
- Updating primary Schemes of Learning and other Syllabus support materials
- Borough RE Calendar
- Accommodation for SACRE meetings and the move to online meetings
- Budget and Advisory support for SACRE
- Website access to SACRE information
- Attendance and membership to SACRE
- Agreed Syllabus Review- monitoring implementation in schools
- Determinations and Collective Worship Guidance
- SACRE self evaluation

- Creation of remote education support materials and resources promoting worldview learning in RE
- Application to funding to develop further interfaith dialogue resources for schools
- NASACRE AGM and conference

During the year the Chairman and Advisor have maintained their working relationships with national bodies including NASACRE. Whilst the Covid 19 pandemic continued to cause complications, the Advisor was still able to deliver training and CPD support to both primary and secondary schools via online sessions, held with support from the LA.

Bromley SACRE is strongly supported by the LA, with two senior members attending meetings. They have provided continuous support in a way that empowered leadership, management and governance, and allowed flexibility, independence and choice in the way SACRE carried out its work, therefore reflecting the 'Transforming Bromley' Priorities.

## **2. Standards and quality of provision in RE**

### **2a: School Support**

Throughout 2020-21 the RE Adviser, with immense support from the LA, has been able to continue to run termly teacher networks for both primary and secondary schools. These continue to have increasing attendance and school engagement, including academies, Special schools and schools with specialist SEND/Autism units. During the period of Covid 19, these sessions were held online, and included discussion of effective pedagogy using enquiry, clarification of key Ofsted messages regarding curriculum and demonstration of how the Agreed Syllabus supports these, as well as specific advice relating to Recovery Education and understanding how pupils learn and remember more. For secondary schools during the last academic year these termly meetings have included bespoke sessions with an examination board.

Teachers in these networks have continued to work collaboratively with the Advisor on units of learning and curriculum maps/overviews. These reflect the latest Ofsted research and include examples of effective teaching strategies in support of the key requirements of the Agreed Syllabus, some of which have been uploaded onto the Bromley Education Matters website as supplementary materials for the Syllabus.

Opportunities for schools to enhance their teachers' substantive knowledge of key world religions and worldviews remains a priority for SACRE. Following feedback from teachers regarding the use of guest speakers in schools, SACRE has begun to devise support materials and resources promoting worldview learning in RE which will be included in these support materials. Firstly, with the development of support materials and resources promoting worldview learning in RE in the form of short video clips. The RE Advisor has prepared guidance and will support the editing, publication and responsible promotion of these, and support teachers in their effective deployment in the classroom. Volunteer members of SACRE will record their own responses to four key enquiry questions which appear in the primary units of work and refer to ultimate issues that are included in GCSE specifications.



Furthermore, the units of learning being devised by volunteer teachers include reputable external resources that teachers can use in the classroom, plus additional teacher reference materials to build teachers' own understanding prior to delivery.

Teacher evaluations of these have been very positive, with much appreciation shown for the teaching strategies and resources that have been shared.

Bromley SACRE is aware that CoE and RC schools in the Borough run their own networks and training sessions for RE. CoE schools are provided with materials for teaching Christianity by the Education Office of the Church of England, and whilst advised to teach other religions and world views as per their locally agreed syllabus, they have also been provided with some additional resources from the Diocesan Adviser. Bromley SACRE wishes to develop further and stronger links with these schools, and support and encourage the sharing of teaching materials between all Bromley schools. Efforts have been, and will continue to be made by SACRE to ensure relevant representation on its Council, the promotion of these teacher networks and the use of approved materials via these representatives.

The RE Adviser has also continued working with Bromley LA to populate the new SACRE page on the Bromley Education Matters website, which is being increasingly accessed by schools and has attracted further attendance to the RE networks being held. The Revised Locally Agreed Syllabus has been uploaded onto this, along with other previously approved guidance and policy documents already made available, including the Ramadan Guidance previously published. Additional materials, currently being developed with teachers by the Advisor will also be added as they become available.

## **2b. School Provision, Attainment and Quality of Religious Education**

The Bromley Agreed Syllabus 2020 recommends that 5% of curriculum time is dedicated to RE, and that this should equate to approximately: 36 hours per year for KS1; 45 hours for KS2; 45 hours for KS3 and 40-48 hours for KS4. This excludes time allocated for collective worship. Religious education remains statutory for all students and Bromley expects schools to provide all students with their entitlement to study the subject, including at KS4 when they should preferably be entered for GCSE RS. While requirements for some academies may differ, their funding arrangements ensure that they make provision for all pupils in RE. Further informal consultation with schools has been carried out by the RE Advisor throughout the academic year 2020-21.

Through the RE Teacher networks (see above) a wider spreading and more accurate knowledge of school provision has been attained. All the primary schools engaging with SACRE through these networks are delivering religious education in accordance to the current Bromley Agreed Syllabus (2020). Up to 25 schools are now regularly engaging with these networks.

'Drop down days' or 'off timetable'/focus days in RE are rare, with most now schools opting for regular teaching of religious education by the usual class teacher as part of the permanent wider school curriculum. We are aware of one school that also runs a weekly lunchtime optional RE club, and this academic year the number of primary schools engaged in the SACRE's RE calendar annual artwork competition has continued to increase.

In Bromley secondary schools the picture is more varied, whilst 13 schools are now regularly engaging with these networks and/or communicating with the Advisor, some schools admit that the RE curriculum time is below the 5% recommended in the Bromley Agreed Syllabus, and in one school it is limited to just 50 minutes every third week. The RE Adviser is working with these schools via the networks to support streamlined curriculum development, so that at least pupils in these schools can attain a foundation of religious literacy. However, in another school, the provision for RE has doubled through support of the Advisor and network. They have now also been able to develop their KS3 curriculum to be fully aligned with the Syllabus, and are now focussed on the implementation of this syllabus.

During the year there was one parental complaint about religious education referred to SACRE. This involved a secondary school in the borough and their teaching of Hinduism. The RE Advisor worked individually with this school to review and enhance their curriculum materials relating to the specific aspect of Hinduism raised as a concern, develop the subject leaders' substantive knowledge of Hinduism and raise awareness of common misconceptions. Subsequently, the subject lead and the parent concerned have confirmed they were pleased with the support provided.

## **2c. The Agreed Syllabus**

The Syllabus was unanimously agreed and positively received by schools when it had a soft launch in 2019 and is available on the SACRE webpage provided by the Local Authority.

Evidence gleaned by the RE Advisor in conversations, visits and reports from schools demonstrates that most primary and secondary schools are following the syllabus. This includes academies, faith schools and community schools. A further survey will be sent to schools this academic year as part of a deeper review process, with a more in-depth monitoring and analysis of schools' adherence to the syllabus to be carried out in due course.

We are confident that our syllabus reflects the best practices as outlined in various reports/reviews and documents recently published, including REC research into a worldviews approach in RE. Early reports show that pupils and teachers are engaging well with the enquiry approach and pedagogy set out in the syllabus, and the RE Advisor has supported individual primary and secondary schools in the implementation of the syllabus in their school curriculum beyond the teacher meetings upon request.

In addition, Bromley SACRE continues to support both the creation of new and the revision of previous aforementioned primary schemes of learning in collaboration with volunteer schools overseen by the RE Advisor. These schemes not only compliment the syllabus and reflect key Ofsted expectations, but have been structured in a way that pupils' critical thinking and analytical skills are developed further and they are increasingly engaged in philosophical and ethical discussion and are exposed to a wider range of content. The schemes continue to be developed to allow all pupils from all backgrounds to engage with the subject, and are updated regularly using feedback and contributions from a large spectrum of Bromley schools.

## 2d. Standards and Quality of Provision of RE 2018 - Public Examinations

Due to the Covid-19 pandemic, pupils did not sit formal examinations for the academic year of 2020-21. Pupils were instead graded through internal assessment, and therefore no official/verified data was provided. The following text and tables detail the received data for the previous years, where the public examination results give SACRE information on standards and are provided for SACRE by the LA for all 31 secondary schools, including Academies and Special Schools.

### GCSE Full Course in Religious Studies 2013-2019

Year	No. Bromley schools	No. Bromley Entries	Bromley % A* - C	National % A* - C		
2018	16	1,526	Bromley % 9-5	National % 9-5	Bromley % 9-4	National % 9-4
			57%	60%	69%	72%
2019	14	1524	64%	61%	75%	72%
2020	No data provided					

Although comparisons of attainment with previous years is more complicated due to these changes, Bromley schools appear to be performing just above with the national average.

School	No. entries: 2017	No. entries: 2018	No. entries: 2019
Bishop Justus	175	172	172
Bullers Wood	35	32	185
Charles Darwin	1	1	0
Chislehurst School for Girls	180	149	187
Coopers	5	47	-
Darrick Wood	237	232	230
Harris Academy Beckenham	88	53	58
Harris Girls' Academy Bromley	106	0	1
Harris Academy Orpington	163	145	40
Hayes School	215	205	213
Kemnal Technology College	12	-	-
Langley Park School for Boys	62	30	28
Langley Park School for Girls	79	44	29
Newstead Wood	135	157	152
Ravenswood	22	47	23
St Olave's & St Saviour's	9	1	1
The Ravensbourne	194	210	205

The number of pupils being entered for the GCSE Full Course examination has reduced by approximately 200 pupils. Several Bromley schools have remained consistent in the proportion of pupils in a cohort (year group) being entered, but Harris Academy Bromley again entered only 1 pupil where in previous years they entered 100. More optimistically, Bullers Wood has seemingly moved from an option group of about 30 to enter the whole cohort. Meanwhile, Harris Girls' Academy Bromley and Harris Academy Orpington continue to have a large reduction in pupil numbers, with the former drastically reducing from approx.100 in 2017 to only 1 in 2018.

## GCSE Short Course in Religious Studies 2019

Year	No. Bromley Schools	No. Bromley Candidates	Bromley % 9-5	National % 9-5	Bromley % 9-4	National % 9-4
2019	6	135	94%	48%	96%	59%
2020	No data provided					

School	No. entries: 2019
Bishop Justus	1
Charles Darwin	1
Harris Academy Orpington	1
Hayes School	6
Langley Park School for Girls	1
St Olave's & St Saviour's	125

Please Note: No figures for 2018 Short Course were provided.

There only appears to be one school in Bromley which continues to enter a whole cohort for the Short Course, despite Bromley results being far superior to national figures for the percentage of pupils achieving both 'strong' and 'standard' passes.

## A Level in Religious Studies 2013-2019

Exam Year	No. Bromley schools	No. of Bromley entrants	Bromley % A*-A grades	National % A*-A grades	Bromley % A*-B grades	National % A*-B grades	Bromley % A-E grades	National % A-E grades
2013	13	138	30%	22%	62%	51%	99%	99%
2014	13	137	30%	21%	57%	49%	100%	98%
2015	14	156	27%	21%	56%	50%	98%	99%
2016	13	177	26%	20%	64%	51%	100%	100%
2017	13	142	31%	24%	59%	51%	100%	99%
2018	13	149	25%	20%	54%	49%	99%	98%
2019	14	178	16%	22%	39%	50%	96%	98%
2020	No data provided							

School	No. entries: 2017	No. entries: 2018	No. entries: 2019
Bishop Justus	12	22	8
Bullers Wood	16	10	11
Chislehurst School for Girls	11	7	19
Darrick Wood	4	6	17
Harris Academy Beckenham	-	2	-
Harris Girls' Academy Bromley	5	12	25
Harris Academy Orpington	4	0	4
Hayes School	16	12	14
Kemnal Technology College	-	-	2
Langley Park School for Boys	10	11	21
Langley Park School for Girls	12	13	6
Newstead Wood	11	11	9
Ravenswood	10	11	7
St Olave's & St Saviour's	15	11	13
The Ravensbourne	16	21	22

The Number of entrants for A Level examinations dropped by more than half in two schools in 2018, Bishop Justus and Langley Park School for Girls. However, four schools doubled the number of pupils they entered for A Level, these being Chislehurst School for Girls, Darrick Wood, Harris Girls Academy Beckenham and Langley Park School for Boys. The number of entrants in the other schools/colleges remains similar to the previous year.

For the first time in over five years, Bromley’s attainment in the A Level examinations fell below the national figures. There may be some correlation between the lower % A\*-B grades being achieved in schools with larger numbers of entrants, if pupils were taught in only one group/class. However, there is no way to discern this without individual school attainment figures.

### AS Level in Religious Studies 2018-2019

Exam Year	No. Bromley schools	No. of Bromley entrants	Bromley % A-B grades	National % A-B grades	Bromley % A-E grades	National % A-E grades
2018	13	189	36%	36%	89%	86%
2019	8	119	48%	36%	90%	88%
2020	No data provided					

School	No. entries: 2019
Bishop Justus	4
Bullers Wood	17
Darrick Wood	1
Harris Girls' Academy Bromley	3
Langley Park School for Boys	1
Newstead Wood	6
St Olave's & St Saviour's	34
The Ravensbourne	53

Please Note: No figures for 2018 AS Level were provided.

The number of examination entrants and attainment seems solid in Bromley schools and colleges. In particular, there are large numbers of entrants in St Olave’s & St Saviour’s and The Ravensbourne, and attainment of both % A-B grades and % A-E grades has increased and are now above the national figures.

### 3. Collective worship

Bromley SACRE supports an inclusive approach to collective worship that promotes spiritual development and contributes to community cohesion. SACRE have previously provided resources for use in school assemblies including guidance on Collective Worship with ideas and suggestions for quality collective worship is on the Bromley Education Matters website. A review of policies and school application materials has been completed following a robust discussions held in 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.

There have been no determinations regarding Collective Worship this year.

#### **4. SACRE work with other agencies**

Bromley SACRE supports RE that meets the needs of all students with or without religious beliefs, and promotes inclusion and religious, non-religious and racial harmony. We believe that RE promotes understanding and respect for all communities and it is even more vital now that we continue to do this, with the rise of fundamentalism and extremism in the UK and worldwide and examples of conflict within our own local community. Through the teaching of RE, negative stereotypes and prejudices can and should be tackled and we should generate understanding, overcome barriers, and promote community cohesion.

We are members of NASACRE and both the Advisor and the Chair of SACRE have attended the annual conference. Our Advisor continues to access the latest research and resources through her continued membership with AREIAC with thanks to the Local Authority. Over the past year, she has worked in collaboration with national examination boards as well as establishing links with Ofsted and a national Hindu Education Board to provide training and support for Bromley secondary teachers.

#### **5. Community Cohesion**

Following concerted efforts and approaches to various national organisations, SACRE now has membership which better reflects the religious and non-religious diversity of the local community, having recently welcomed Orthodox Jewish and Humanist member representation. We now also present attendance to SACRE for each group/committee in the Annual Report, making it easier to identify additional/alternative members to be invited to join SACRE.

The revised Agreed Syllabus of 2020 contains information about how RE should support the development of SMSC and British values, and efforts have been made to increase references to a wider range of religious and non-religious beliefs that are represented in our community. The syllabus aims to better support pupils' understanding of both religious and non-religious by encouraging the investigation of responses to ultimate questions and ethical issues. This should therefore encourage a much deeper understanding of all religions, and hopefully lead to improved cohesion.

Interfaith activities and exchanges were planned for the launch of the syllabus last year, but had to be cancelled due to Covid 19. However, to help promote and celebrate religious, cultural and ethnic diversity in the borough and beyond, we continue to engage pupils in creating artwork for an interfaith calendar, which promotes and shares dates of religious and secular celebrations. This calendar was sent to every school in the Borough. We have also published Ramadan Guidance in previous years as a learning resource to further support schools in providing for their Muslim pupils.

Further to this, SACRE are in the process of developing further support materials and resources promoting worldview learning in RE in the form of short video clips. This will engage SACRE members in making and sharing videos of responses to key religious questions. These 'REal Resources' will be made available to all teachers and referenced in the collaborative units of learning mentioned previously.

In addition, SACRE members are now encouraged – and have been- advertising relevant initiatives and activities in their local communities during our meetings.

## 6. Management of SACRE

The Chair of Bromley SACRE remains Rev. Roger Bristow from the Church of England representative Group B. The Vice Chair is currently Councillor Kennedy-Brooks, from Group D.

A detailed action/development plan is produced for SACRE each year aligned with the financial year of the council and is regularly updated by the RE Adviser and revisited by SACRE in meetings.

SACRE completes a detailed self evaluation (Appendix 1) annually for the preceeding academic year, and the RE Adviser provides recommendations from this, from which the following year's action plan is derived.

The LA continues to support the work of our SACRE by providing an RE Specialist to advise SACRE, deliver teacher training and support, and lead the review of the Agreed Syllabus. SACRE is also always fully supported with attendance and contributions from two senior members of the LA's School Standards Team.

Membership of SACRE is reviewed in all meetings, and members are reminded that they should provide a representative in their absence or introduce a replacement when they resign the SACRE committee. Recently Orthodox Jewish and Humanist members have joined, but, despite concerted efforts, regular attendance by a representative from Buddhism remains an action point. However, two further teacher members were appointed, broadening the spectrum of experience across primary and Early Years and includes a representative from a Bromley Special school.

The LA receives all the SACRE funding, and in 2020-21 used this to provide/support:

- CPD and support materials for staff in Bromley Schools on RE teaching and learning
- Administrative support for the delivery of teachers' termly CPD/networks
- Administrative Clerking support for the SACRE from Governor Services
- SACRE and Religious Education web site development and maintenance
- Networking and training opportunities for SACRE Advisor and members (NASACRE conference)
- Design and publishing costs for the Bromley RE Calendar

## 8. Summary

Support for primary schools continues with the collaborative development of curriculum materials which are in line with the Agreed Syllabus and reflect key Ofsted messages regarding strong RE pedagogy. Engagement with schools remains positive with strong relationships being developed with the RE Advisor in an increasing number of Bromley schools, including academies, special and community schools.

In the next academic year we are keen to further our focus on developing support materials specifically promoting and developing teacher confidence in interfaith and cross-cultural dialogue, in addition to the production of a further RE Calendar.

However, we remain constrained to focus our work mostly within the termly teachers' network sessions, for which we are grateful to the LA and their School Standards Team in continuing to support.

## Appendix 1 Membership of Bromley SACRE during 2020-21

A - Other Faith representatives					
Mr Daniel Coleman	<i>Catholic</i>	Mr Sanjay Gupta	<i>Hindu</i>	Dr Omar Taha	<i>Muslim</i>
Mrs Donna Gold	<i>Jewish</i>	Mr Saiyed Mahmood	<i>Muslim</i>	Mrs Edlene Whitman	<i>Free Church</i> (until November 2020)
Mrs Dorothy Lampert	<i>Orthodox Jewish</i> (from July 2021)	Mr Arvinder Nandra	<i>Sikh</i>	Ms Deborah Corcoran	<i>Humanist</i> (from July 2021)

B – Church of England representatives		
Rev. Roger Bristow	<i>(Chair)</i>	Mr Christopher Town
Ms Jan Thompson		Rev. R Archer

C – Teachers representatives			
Mrs Denise Angell	<i>Primary</i>	Mr Lee Kings	<i>Secondary</i>
Ms Hannah Arnold	<i>Primary</i>	Ms Stella Odusola	<i>Secondary</i>
Mrs Caroline Ringham	<i>Primary</i>		

D – Councillor representatives			
Councillor Kevin Kenendy-Brooks	Councillor David Jefferys	Councillor Keith Onslow	(until May 2021)
Councillor Robert Evans	Councillor Kate Lymer	Councillor Chris Pierce	(until May 2021)
Councillor Kim Botting	Councillor Mike Botting	Councillor Pauline Tunnicliffe	(from May 2021)

### Officers

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

### Attendance of Bromley SACRE during 2020-21

Wednesday 11 <sup>th</sup> November 2020				
A	B	C	D	Apologies
Mrs D Gold Dr O Taha Mrs E Whitman	Rev R Archer Rev R Bristow (Chair) Ms J Thompson Mr C Town	Mrs D Angell Mr L Kings Mrs C Ringham	Cllrs: Kevin Kennedy-Brooks Robert Evans David Jefferys Kate Lymer Keith Onslow Chris Pierce	Mr D Coleman Mr A Nandra

Wednesday 3 <sup>rd</sup> March 2021				
A	B	C	D	Apologies
Mr D Coleman Mrs D Gold Mr A Nandra Dr O Taha	Rev R Archer Rev R Bristow (Chair) Ms J Thompson Mr C Town	Mrs D Angell Ms H Arnold Mr L Kings Ms S Odusola	Cllrs: Kevin Kennedy-Brooks David Jefferys Kate Lymer Keith Onslow Chris Pierce	Cllr Robert Evans

Wednesday 7 <sup>th</sup> July 2021				
A	B	C	D	Apologies
Ms D Corcoran Mrs D Gold Mrs D Lampert Mr S Mahmood Dr O Taha	Rev R Bristow (Chair) Ms J Thompson Mr C Town	Mrs D Angell Ms H Arnold Mr L Kings Mrs C Ringham	Cllrs: Kevin Kennedy-Brooks Kim Botting Mike Botting Robert Evans David Jefferys Kate Lymer Pauline Tunnicliffe	Rev R Archer Mr D Coleman Mr A Nandra



<b>Section 1: Management of SACRE and partnership with LA and other key stakeholders</b>	
How well supported and resources is SACRE?	<u>Advanced</u> : SACRE is supported by an RE Specialist as Advisor and senior LA representatives regularly attend and contribute to meetings and in the completion of agreed actions. SACRE is supported with sufficient funding/resourcing, used to support a lot of SACRE activity, including attendance to conferences by multiple members, as well as production of the calendar, now a biannual newsletter, plus the promotion and administration of all teacher networks which are provided at no cost to schools. Further additional funds were achieved in 2021 through successful application of a bid.
How purposeful, inclusive, representative and effective are SACRE meetings?	<u>Advanced</u> : Meetings are well organised with the support of a dedicated clerk. They are well 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. Most faith members are active in contributing to SACRE projects, including REal Resources and the Interfaith Dialogue Project. Further, several members are keen to support schools with visits. There is room to expand SACRE membership further to perhaps include Higher Education (HE) representatives.
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	<u>Advanced</u> : Action plan is derived from findings in the self evaluation which is completed by all members of SACRE. The action plan is detailed with resourcing at each step, and is linked to key SACRE objectives and in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting. Over the past few years, nearly all the actions have gone beyond the statutory requirements of SACRE and have been met. This shows that we are a heavily proactive SACRE.
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. SACRE is a member of NASACRE, and the LA supports/funds the Advisor, Chair and members to attend conferences and relevant CPD, and information from these is always shared at SACRE meetings, or used to inform the work of the Advisor in supporting the action plan. The LA is supportive and forthcoming with school data, including performance in examinations and via Ofsted reports when they are operating (pre and post Covid restrictions).
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. Advisor is a member of AREIAC, and has recently made links with the Hindu Education board to compliment the relationships already established with examination boards, Ofsted and national organisations such as Faith Belief Forum, which all inform her support of SACRE. 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>	
a. Build links with other inter faith and higher education organisations that could contribute to SACRE	

## Section 2: Standards and quality of provision of RE

<p>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?</p>	<p><u>Established</u>: Having set up teacher networks SACRE now has a picture of what some schools are delivering. The network sessions now attracts approximately half of all schools, including Special schools and academies. 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. All information received is shared with SACRE via the annual report as well as in meetings where issues arise. Actions have also been taken to develop and share materials via a school-friendly LA website, with further plans next year to devise and publish a newsletter for all schools, advertising the free networks led by the Advisor. This will hopefully further boost school engagement enabling further information to be gleaned. Further to this, plans in the future will include a wider scale survey of all schools in the borough to ascertain RE provision.</p>
<p>How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p><u>Established</u>: LA provides examination data when available so the presentation of GCSE results can be amended in the Annual Report so that a clearer picture of school standards and provision can be defined. However, this is not the case for the 2020. In addition, a cross phase assessment tool has been included in the new Agreed Syllabus and shared with subject leaders. Further work is being carried to work towards Borough moderation in the hope of consistent reporting of progression in the subject.</p>
<p>How well does SACRE use knowledge of quality of learning to target support appropriately?</p>	<p><u>Established</u>: teacher networks have been set up where schools have been able to identify areas of concern and training has been delivered to address these specified needs. 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. SACRE has also been informed where concerns have been raised by schools or parents, and the RE Advisor has been actively supporting 3 secondary schools beyond the teacher networks in these instances.</p>
<p>To what extent does SACRE have and pass on information that supports high quality RE in schools?</p>	<p><u>Advanced</u>: SACRE are able to identify schools where SLT support is given as identified by Subject Leaders (middle managers) attending teacher networks. The LA provides information and support to ensure effective communication to schools via the website, teacher networks and from next year, a dedicated newsletter. The Clerk and Advisor are effective in sharing information regarding events and contact details to schools in support of RE provision. SACRE are well informed about developments in RE pedagogy, which has fed into the Syllabus and continues to be included on the agenda in response to relevant papers and report publications e.g. Ofsted Subject Reviews. The LA supports SACRE in continuing to provide networks for teachers which include the collaborative sharing and development of high quality resources and curriculum materials, as well as the creation of a variety of resources</p>
<p>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</p>	<p><u>Advanced</u>: Engagement with non LA maintained schools remains strong, with regular attendance to teacher networks, input to and sharing of collaborative projects as well as engagement in the Borough RE calendar artwork competition. The teacher networks remain available for all Bromley schools to attend at no cost to them, no matter their status. SACRE has also invited academies etc to join its membership and continues to provide information, resources and updates to all schools beyond these networks through email communication, an accessible website and from next year, a regular newsletter.</p>
<p><u>Recommendations</u>:</p> <p>b. Creating a school newsletter to encourage further engagement with the teacher networks and wider sharing of good practice</p> <p>c. Develop a wider scale survey for schools to ascertain information about RE provision beyond the teacher networks</p>	

### Section 3: effectiveness of the Locally Agreed Syllabus

<p>How does SACRE review the success of the existing Agreed Syllabus?</p>	<p><u>Advanced:</u> The new syllabus was launched in 2020, 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 gleaning 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. Further support materials are being devised by SACRE to support and encourage effective delivery of RE through enquiry, including REal Resources in response to teacher feedback.</p>
<p>How well does the Agreed Syllabus promote effective teaching and learning in RE?</p>	<p><u>Advanced:</u> The syllabus that now includes contemporary pedagogy at its core, and clarifies expectations of pupils and teachers in line with the latest Ofsted guidelines which prepares pupils for the further study of RE in Key Stage 4.</p>
<p>How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?</p>	<p><u>Advanced:</u> Teachers continue receiving training via local teacher networks led by Advisor, and LA have updated their website provision so that SACRE has its own page and the Syllabus is available via this. Emails and feedback from schools demonstrate that this has been accessed. There have been some new schools attending the Network meetings this year although there is certainly scope for more. From these meetings it is apparent that some primary schools are purchasing RE packages that are not totally fit for purpose/do not align with the syllabus, but the RE Advisor is providing guidance to these schools to support this. There is evidence of third of primary schools using/collaborating on devising appropriate units of learning that reflects the Syllabus, and initial feedback has been positive.</p>
<p>To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?</p>	<p><u>Advanced:</u> Membership of SACRE has been enhanced so there is better representation of primary schools, including early years and Special schools, plus added membership representation of Humanism and Orthodox Judaism, providing a wider representation of religions and worldviews. Though an ASC is not required at the moment, our SACRE is well placed to ensure contributions from a wide array of teachers active in/through the networks and across SACRE membership.</p>
<p>How robust are the processes for producing a strong educational Agreed Syllabus?</p>	<p><u>Advanced:</u> Though a more formal consultation is not currently considered necessary as only 2 years into last revision, informal consultation continues with teachers through the networks which are well attended. The skills spectrum is available and widely referred to these network meetings, and attendees are invited to give examples of work to moderate. The RE Advisor continues to build on relationships with Church of England and Catholic Diocese officials, Ofsted representatives, other national organisations and conferences to inform work on/to support the Agreed Syllabus, which reflects the latest research findings from Ofsted and beyond.</p>
<p>How well does the Agreed Syllabus make choices relating to the use of national documents?</p>	<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 c:          d.Ensure continued consultation and review with those faith groups and schools that have not engaged/attended/ had input on Syllabus revision previously.</p>	

## Section 4: Collective Worship

What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	<b>Established:</b> Bromley SACRE continues to hold the provision of good quality collective worship to be of paramount importance, such that it features frequently in our meetings. 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.
How does SACRE seek to influence the quality of collective worship in the LA's schools?	<b>Established:</b> SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools. Another SACRE member has also recently been asked to devise a programme of CW in one school, and use has been made of the SACRE website to promote the use of suitable external resources in 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. Due to Covid, there has been less opportunity in general for SACRE members to see schools in action limits our actual knowledge of the current situation and our ability to directly influence what happens.
How robust are SACRE's procedures for responding to requests from schools for a determination?	<b>Advanced:</b> A review of policies and systems and school application materials has been completed. We believe we are ready should one arise.
<b>Recommendations:</b>	
e. SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials	
f. Inclusion of CW in survey/monitoring materials for monitoring Agreed Syllabus (see c. above) when sent to schools	

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

How representative is SACRE's membership of the local community?	<b>Established:</b> We have strong representation from all major local religious communities, and this now includes different groups with in the same religious tradition beyond Christianity, having considered and discussed what local faith communities may not already be represented.
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<b>Developing:</b> The REal Resources project is already under way to help promote religious, cultural and ethnic diversity. Some video contributions have already been received from SACRE members, and some have also been shared in the SACRE meetings. However, additional contributions are requested to ensure a broad reflection of worldviews before the resource is fully launched with schools. Funding has also been secured for the Interfaith Dialogue Project and this will be a key activity to develop next academic year.  Through the work of individual SACRE members, we are aware of groups and initiatives such as Bromley Three Faiths (Christian, Judaism, Islam) and the Peace of Cake Walk, the Bromley Schools Festival and the Council of Christians and Jews. Members continue to share further events through the SACRE Clerk, and those relevant for schools are forwarded by the RE Advisor. Permission has been granted to the RE Advisor to also share with teachers the contact details (for potential visits, talks, etc.) for various places of worship. It was decided previously that we would not publish these the SACRE website.  In addition, to support the Syllabus, the Advisor has been working with schools to develop teaching planning materials, with increased coverage of worldviews and religions, and have learning opportunities through guest speakers and visits embedded in the learning. These will be made available on the SACRE website once all completed, and will also include reference to the REal Resources. It is therefore desired that schools invite/engage with SACRE members for specific learning related to these materials, and guidance will be produced to support this.  SACRE members have started to visit schools as agreed representatives of the organisations of their religion/worldview. These have only just started to recommence following Covid 19 and are conducted in response to individual requests to schools and are therefore ad hoc and varied. However, as these are normally arranged with schools via the RE Advisor, they can therefore be supported by her, and it is encouraged that feedback is shared with the RE Advisor/SACRE afterwards. The suggested guidance (above) will also support this.
How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<b>Established:</b> The 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.  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. This continues to be available to schools via the SACRE website. Specific reference to how actions and activities of SACRE that have contributed to community cohesion have been specified in the Annual Report, and members have been active in creating resources for schools (REal Resources) and have agreed to take part in the Interfaith Dialogue Conference project next academic year.
How well is SACRE linked to LA initiatives promoting community cohesion?	<b>Developing:</b> We are not aware of any specific LA initiatives linked to the promotion of community cohesion. Although, there are strong links with the LA through the education services who share information, it would be beneficial to make connections with other departments involved in community events and initiatives so that SACRE are more able to contribute.
<b>Recommendations</b> (in addition to continuing current actions, and those mentioned above):	
g. Include relevant events in the Biannual newsletter for schools	
h. Promote and prepare materials for consistent SACRE engagement with schools (e.g. as guest speakers)	
i. A Further suggestion may be to conduct some desk-based research to look at religious, cultural and ethnic dimensions in Bromley being promoted via social media	
j. Identify and build relationships with relevant LA contacts to inform SACRE of, and enable their contribution to, community cohesion events	

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	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	Spring 2022	
			SB send to Clerk to email SACRE Chair, CA and members draft for approval (and dates)	May 2022	
	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 share plans with SACRE faith members	Autumn 2021	
		SACRE members independently devise/create initial responses and email SB	February 2022	
		SB book date, liaise with LA support for recording		
	Creation	SB collate materials, edit/proof and consult with individuals if required, prepare 'script'	March 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	
Share		SB collate materials, edit/proof and consult with individuals if required		
		JA ensure upload, SB share materials with teachers		
Review	SB collate teacher feedback	Summer 2023		
c. SACRE Speakers	Creation	SB devise guidance/advise for speakers and schools for best practice in embedding learning experience	Autumn 2021	
	Share	SACRE share comments following meeting 1	February 2022	
	Revise	SB revise as per above		
	Publish	JA/CA check and include in communication with schools (including newsletter)	Spring 2022	



## 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. 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>✓ 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.</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 <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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