



THE LONDON BOROUGH
www.bromley.gov.uk

BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Jo Partridge
joanne.partridge@bromley.gov.uk

DIRECT LINE: 020 8461 7694

FAX: 020 8290 0608

DATE: 23 February 2021

To: Members of the
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Reverend Roger Bristow (Chairman)

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

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

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

Other Faiths: Mr Daniel Coleman, Mrs Patricia Colling, Mrs Donna Gold, Mr Sanjay Gupta, 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 3 MARCH 2021 AT 5.30 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.

***PLEASE NOTE STARTING TIME**

MARK BOWEN
Director of Corporate Services

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

A G E N D A

- 1 **APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
- 2 **DECLARATIONS OF INTEREST**
- 3 **COMPLIANCE OF THE GENERAL DATA PROTECTION REGULATION (GDPR)**
- 4 **MINUTES OF THE MEETING HELD ON 11TH NOVEMBER 2020** (Pages 3 - 10)
- 5 **REVIEW DETERMINATIONS**
- 6 **'REAL' RESOURCES** (Pages 11 - 14)
- 7 **INTER-FAITH COMPETITION**
- 8 **SACRE SELF-EVALUATION** (Pages 15 - 22)
- 9 **DRAFT BROMLEY SACRE ANNUAL REPORT 2019-2020** (Pages 23 - 34)
- 10 **SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS)** (Pages 35 - 36)
- 11 **ANY OTHER BUSINESS**
- 12 **DATE OF NEXT MEETING**
6.00pm, Wednesday 7th July 2021
6.00pm, Wednesday 1st December 2021
6.00pm, Wednesday 23rd February 2022

.....

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 5.30 pm on 11 November 2020

Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys,
Kate Lymer, Keith Onslow and Chris Pierce
Mrs Denise Angell, Reverend Rachel Archer,
Mrs Donna Gold, Mr Lee Kings, Mrs Caroline Ringham,
Dr Omar Taha, Ms Jan Thompson, Mr Christopher Town
and Mrs Edlene Whitman

Also Present:

Julia Andrew, LBB Head of School Standards
Carol Arnfield, LBB Head of Service for Early Years,
Schools Standards and Adult Education
Stacey Burman, SACRE RE Advisor

1 APPOINTMENT OF CHAIRMAN AND VICE CHAIRMAN

RESOLVED that Reverend Roger Bristow be elected as Chairman, and Councillor Kevin Brooks be elected as Vice-Chairman, of the Standing Advisory Council on Religious Education for the 2020/2021 municipal year.

2 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence had been received from Daniel Coleman and Arvinder Nandra.

Apologies for lateness were received from Councillor Kate Lymer and Dr Omar Taha.

3 DECLARATIONS OF INTEREST

None.

4 COMPLIANCE OF THE GENERAL DATA PROTECTION REGULATION (GDPR)

No breaches of the GDPR were reported.

5 MINUTES OF THE MEETING HELD ON 4TH MARCH 2020

RESOLVED that the minutes of the meeting held on 4th March 2020 be confirmed as a correct record.

B) MATTERS ARISING

Minute 30: SACRE Constitution

The SACRE Clerk confirmed that advice had been sought from the LBB Democratic Services Manager and the LBB Director of Corporate Services with regards to the wording used in the SACRE Terms of Reference. The finalised version of the document had been included in the agenda pack for the meeting.

The LBB Head of School Standards informed Members that due to the pandemic, Ofsted were not undertaking visits to schools, and therefore no Ofsted reports had been received since the spring term. A digest from Ofsted reports would be provided to the SACRE once visits and reports recommenced.

Minute 31: Draft Bromley SACRE Annual Report 2018-2019

The SACRE Clerk advised that, following the March meeting, the draft Bromley SACRE Annual Report 2018-2019 had been provided to SACRE Members for further comment. The document had since been finalised and provided to the Department for Education, NASACRE, schools, and had been presented to the Council meeting on 20th July 2020.

Minute 32: Revised Bromley Agreed Syllabus

The SACRE Clerk advised that further contact details had been received for faith representatives and guest speakers who would be willing to go into Bromley schools. These had been passed on to the SACRE RE Adviser.

Minute 34: Inter-Faith Competition

The Chairman confirmed that a draft PDF of the inter-faith calendar had been circulated to SACRE Members.

Minute 35: Any Other Business

The Chairman confirmed that the email from MindCare Dementia had been provided to SACRE Members.

6 REVIEW DETERMINATIONS

No determinations had been received.

7 BROMLEY AGREED SYLLABUS

SACRE Members had been provided with a link to the Bromley Agreed Syllabus and accompanying documents, which were now available on the Bromley Education Matters website.

The SACRE RE Adviser informed Members that primary and secondary RE network meetings had been held, during which the teachers had gone through the Syllabus. The teachers who attended the primary RE network meetings were also working on draft materials, such as schemes of learning and unit plans, which were currently being trialled in schools. A meeting of the secondary RE network would be held on the 26th February 2021, and these teachers had already discussed their curriculum maps based on the Syllabus. It was noted that over the last year, consultation on the documents had been open to all schools, and those that attended the networks had a good understanding of the Syllabus, its aims, and its purpose.

A SACRE Member, who had attended the primary RE network meeting, said that the materials looked amazing, and that it was refreshing to see so much information being provided to teachers. It was noted that it may be a struggle for teachers to “get their heads around” everything provided, but this should be seen as an interim year – during which teachers gained greater subject knowledge and gathered resources. This was echoed by a primary teacher representative who advised that overall, the documents had been well received.

Another primary teacher representative advised that her school had made a positive start to planning the new curriculum. The Teaching Assistant (TA) delivering the lessons had produced very comprehensive plans, and it was noted that this would become easier going forward. It took lots of hard work, but the TA had enjoyed the challenge, and the depth and thought of the questions received from pupils.

The SACRE RE Adviser highlighted that the general response she had received from teachers was that the pupils were much more engaged with the subject area. The teachers had been provided with a set of plans for autumn and spring, and at the primary RE network meeting on 24th February 2021, they would be looking at the spring and summer units. The SACRE RE Adviser noted that once the support materials for the Syllabus had been completed, she would send them to the SACRE faith representatives to check they were happy with the contents. **ACTION: SACRE RE Adviser**

The SACRE RE Adviser informed Members that the RE network meetings were open to all Bromley schools, free of charge, and the support materials would be provided to the teachers through them. The support materials would not be available via the Bromley Education Matters website, but a note would be included on it, asking teachers to get in touch with the SACRE RE Adviser directly.

A Member noted that the Syllabus was a very impressive document, and enquired if the teaching of relationships in RE would run parallel to the new statutory requirement to teach Relationships and Sex Education (RSE). The SACRE RE Adviser informed Members that she was also supporting schools in the Borough with regards to RSE, and free primary and secondary networks had been established. These had allowed discussions around the RSE requirements, in terms of both the curriculum and safeguarding. The networks would continue to look at, and clarify, the requirements of RSE and RE – as the SACRE RE Adviser was coordinating both, this would help avoid any “pit falls”. It was noted that there was clear guidance for faith schools, and for children that attended school of a certain faith. Where there were discussions that pupils were required to attend, the RSE guidance advised that it could be delivered within the ethos of the school. The SACRE RE Adviser was aware that Church of England schools were being supported in terms of how to deliver this. It was highlighted that faith schools could contact the SACRE RE Adviser and attend the network meetings – a policy guidance document had also been produced, which provided advice on how to address the issue of teaching RSE within a religious setting.

8 SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS)

Members had been provided with a copy of the SACRE Action Plan, covering the last year, which had been produced by the SACRE RE Adviser.

The SACRE RE Adviser noted that, despite the pandemic, the majority of items included in the Action Plan were marked in ‘green’ as completed. As the inter-faith calendar had now been printed and sent out to schools and SACRE Members, this could also be marked as complete. This highlighted that they had achieved everything they had set out to do during the year.

The items marked as ‘amber’ related to the Agreed Syllabus support materials, discussed earlier in the meeting, and the secondary RE network meeting that had been scheduled for the summer term. This had not taken place; however, a meeting had taken place early in the autumn term.

Following a suggestion from a SACRE Member, consideration would be given to producing online learning resources for pupils during the current academic year. Schools had also commented that this would be beneficial due to the likelihood of them needing to develop their blended learning. It was highlighted that religion was different for every individual, and that everybody had a different understanding.

One of the things that the SACRE RE Adviser wanted to try and develop, together as a SACRE, was some real resources for pupils. There was huge diversity within religion, and in addition to building up teachers’ subject knowledge, it was hoped there would also be an appreciation of diversity and inclusivity. The suggestion was to produce some electronic resources that teachers could use in school, of religious practice by real people – such as

SACRE Members. An example of this was the production of video tours inside Bromley places of worship. It was noted that GCSE students would also benefit from copies of sermons, as they provided discussions of religious teachings, followed by the debate and understanding.

A Member stated that this sounded like a good idea. The initial suggestion had been sparked by an article in the latest NASACRE Briefing, which noted that funding (up to £4k) could be bid for through the Westhill / NASACRE Award for 2021-22. It was thought that, if successful, the funding could be used to buy-in the technology support to produce some high-quality videos. The SACRE RE Adviser highlighted that this also linked with a previous action of collecting contacts for visitors to go into schools. Due to the current situation, these visits would not be able to take place, and going forward people may be more comfortable recording a video than going into schools. The Chairman noted that a number of churches he was in contact with already put their sermons online, and since lockdown, he had uploaded all services onto YouTube.

A Councillor representative emphasised that he strongly supported the suggestion, and it was a great idea to make online resources available. It was noted that it may take a few years to build up a bank of materials, but this was something positive that should be welcomed.

The SACRE RE Adviser suggested that she would draft a strategy for collating these resources, which would then be put to SACRE Members.

ACTION: SACRE RE Adviser

9 INTER-FAITH COMPETITION

The Chairman advised that the SACRE inter-faith calendar had now been printed and send out schools and SACRE Members. It was noted that positive feedback had been received from several schools. A Councillor representative noted that the calendar was excellent, however the colour scheme used made it difficult to make hand written notes on it.

The SACRE RE Adviser informed Members that she was already thinking ahead with regards to the running of a competition next year. It was noted that they may consider producing just a PDF of the calendar, and not getting them printed – this would reduce the cost of the project, and allow schools flexibility if they wanted more than one copy. As discussed earlier in the meeting, it was suggested that the focus of the competition could be on the diversity of religion. Themes that could be considered included ‘what does religion look like in my home’ and ‘how does my house show my beliefs’ – Members were asked to offer any further suggestions.

A teacher representative asked whether photographs taken by pupils could be included in the calendar, alongside the drawings. The SACRE RE Adviser said that the issue with this, was that the competition would need to be set to request either photographs, or drawings – not a combination of both. It was

noted that the “beauty” of the competition was the pupils’ artwork, which made it even more engaging.

Another teacher representative advised Members that inter-faith week was currently taking place, for which she had run a themed idea which aimed to bringing inclusivity for all pupils at the school – both those of faith, and non-faith. Pupils had been set a challenge to give examples from their own lives of an ‘act of faith’. It was suggested that this could also be contemplated as an idea for a calendar theme.

A Councillor representative emphasised that there had been some fantastic inter-faith support around COVID-19, and considered that some of this work could be built in. Some examples of what had happened in practice would be extremely positive – how faith communities had come together, supported each other and the learning gained from it.

A Member highlighted the importance that the theme chosen should be inclusive. It was a Religious Education calendar, not just religions, and they should not select themes that were limited to pupils that practised religion.

10 SACRE ANNUAL REPORT

The SACRE RE Adviser informed Members that the exam results included in the SACRE Annual Report 2019-2020 would be impacted by the COVID-19 pandemic.

The LBB Head of Service for Early Years, School Standards and Adult Education advised Members that some RE exam/assessment data may be available, but this would not be received until after it was verified in January 2021. The LBB Head of School Standards highlighted that the data was likely to look different to usual.

The Chairman noted that this would have an effect on when it would be possible to submit the SACRE Annual Report 2019-2020, however nearly all SACREs would be in the same position.

Following the meeting, it was confirmed that the SACRE Annual Report presented to Council on the 20th July 2020 was for the 2018-2019 academic year.

11 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.

It was 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 3;
- Group C members (teachers) look at section 2; and
- Group D members (Councillors) look at section 4.

The Chairman suggested that Members could confer with other representatives from their respective groups, via email or phone, which 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) – Dr Omar Taha
Group B (Church of England) – Reverend Rachel Archer
Group C (teachers) – Denise Angell
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

Members were requested to email the SACRE clerk their thoughts by 12.00pm on Friday 11th December 2020, after which time the responses would be collated and provided to the SACRE RE Adviser.

12 ANY OTHER BUSINESS

The Chairman informed Members that he had received an email from the Spinnaker Trust, a Christian charity which delivered Collective Worship in schools, asking if they could have a representative sit on the SACRE. The Chairman noted that the group structure of the SACRE was for the representation of faiths, teachers and Councillors – not representatives of organisations.

Members agreed that, as the SACRE Constitution did not allow for organisations to be appointed, this request should be refused. It was considered that if this organisation was accepted, they would open themselves up to receiving all kinds of requests. The Chairman said he intended to suggest that if an individual from the organisation were to be nominated by their respective faith group to sit on the SACRE, these requests could be considered.

Standing Advisory Council on Religious Education
11 November 2020

13 DATE OF NEXT MEETING

5.30pm, Wednesday 3rd March 2021

The Meeting ended at 6.28 pm

Chairman

Agenda Item 6

Report No.
CSD21035

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Wednesday 3rd March 2021

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

Title: SACRE REAL RESOURCES

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

Chief Officer: Jared Nehra, Director of Education

Ward: (All Wards);

1. Reason for report;

- The Bromley SACRE Advisor is seeking to support the creation and development of a wide range of electronic resources that could support delivery of the new Approved Syllabus. These resources would be made available to schools via the SACRE section of the Bromley Education Matter website.

2. Recommendations;

Members are asked to read the attached letter, the contents of which are due to be discussed at the SACRE meeting on 3rd March 2021

Corporate Policy

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

Financial

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

Staff

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

Legal

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

Customer Impact

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

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable

Summary of Ward Councillors comments:

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 do 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=CjwKCAjwjqT5BRAPEiwAJBUjjz3xgGPzNVq4J3VMh_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

Agenda Item 8

Report No.
CSD21034

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Wednesday 3rd March 2021

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

Title: SACRE SELF-EVALUATION SUMMARY

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

Chief Officer: Jared Nehra, Director of Education

Ward: (All Wards);

1. Reason for report;

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

2. Recommendations;

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

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

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

Corporate Policy

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

Financial

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

Staff

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

Legal

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

Customer Impact

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

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable

Summary of Ward Councillors comments:

Section 1: Standards and quality of provision of RE

<p>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?</p>	<p><u>Established:</u> Having set up teacher networks SACRE now has a picture of what some schools are delivering. The network sessions now attract nearly half of all schools, and all members are notified of attending schools at SACRE meetings. Not all schools have engaged in these networks, so schools are regularly being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated. Further, following the Syllabus launch, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.</p>
<p>How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p><u>Established:</u> LA provides examination data, and the presentation of GCSE results has been amended in the Annual Report so that a clearer picture of school standards and provision can be defined. However, this will not be able to be the case for the 2019 examinations. Information regarding performance and standards has also been collated direct with schools engaging in the teacher networks. In addition, a cross phase assessment tool has been included in the new Agreed Syllabus and shared with subject leaders in the hope of consistent reporting of progression in the subject.</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.</p>
<p>To what extent does SACRE have and use information about the effectiveness of senior and middle management of RE in schools?</p>	<p><u>Established:</u> SACRE are able to identify schools where SLT support is given as identified by Subject Leaders (middle managers) attending teacher networks. SACRE are also aware of Cllr visits to schools, and are investigating ways these visits could include reference/information finding about RE. SACRE is also building links with LA and have been invited to share messages directly to SLT via the LA Borough meetings.</p>
<p>To what extent does SACRE use information about specialist provision in their schools to target training and recruitment?</p>	<p><u>Established:</u> All schools are invited to join the teacher networks, and some specialist schools are regularly attending and sharing information.</p>
<p>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</p>	<p><u>Advanced:</u> Regular attendance to, engagement with and even hosting the teacher networks and input to ASC by academy schools, even hosting these networks.</p>

Recommendations:

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

Section 2: effectiveness of the Locally Agreed Syllabus

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

Section 3: Collective Worship	
What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	<u>Established</u> : some resources and materials have been provided to schools and will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, and through contact with/requests from members of SACRE, but not all schools across the Borough have provided feedback.
How does SACRE seek to influence the quality of collective worship in the LA's schools?	<u>Established</u> : SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools. CW has been discussed in SACRE meetings and SACRE are aware of the issues and concerns in this area. SACRE has previously collated and shared some guidance materials to schools. Focus this last academic year has been on the Agreed Syllabus.
How robust are SACRE's procedures for responding to requests from schools for a determination?	<u>Advanced</u> : systems are in place were a school to request a determination, and further materials and resources have been procured by SACRE in readiness, but no requests have been received. A review of policies and school application materials has been completed and a robust discussion was held at our November meeting 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.
<p><u>Recommendations:</u></p> <p>c. SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials/guidance document</p> <p>d. SACRE could include in the above guidance to schools, key evaluation questions school leaders could use to gauge quality of CW in their schools.</p>	

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

How purposeful, inclusive, representative and effective are SACRE meetings?	<u>Advanced:</u> Meetings are well organised and attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions.
To what extent is the membership of SACRE able to fulfil SACRE's purpose?	<u>Established:</u> Membership reflects the diversity of the local community, and all SACRE members are invited be involved in and/or attend training opportunities.
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	<u>Advanced:</u> Action plan is detailed with resourcing at each step, which is linked to key SACRE objectives, and is in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting.
How well supported and resources is SACRE?	<u>Advanced:</u> SACRE is supported by an RE Specialist as Advisor and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions. SACRE is supported with funding/resourcing, and additional funds were achieved in 2019 through successful application of a bid.
How well informed is SACRE in order to be able to advise the LA appropriately?	<u>Advanced:</u> SACRE has an excellent relationship with the LA, working in unison to improve the quality and provision of RE in schools.
What partnerships does SACRE have with key local and national stakeholders?	<u>Established:</u> SACRE is building and strengthening links with local networks, including academy and local faith communities and teacher training organisations. SACRE Advisor and Chair have also attended national conferences including NASACRE. More contact with further interfaith and HE groups would 'boost' our work.
How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	<u>Advanced:</u> Academies are already attending and contributing to teacher network meetings and SACRE also has a representative from one of the larger academies as a member. Academies have offered, and continue, to host the teacher network meetings and contribute to the ASC.

Recommendations:

e. Build links with other inter faith and higher education organisations that could contribute to SACRE

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

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

Recommendations:

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

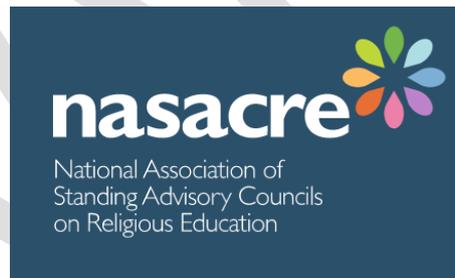
This page is left intentionally blank

BROMLEY STANDING ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION

BROMLEY SACRE
ANNUAL REPORT
FOR THE ACADEMIC YEAR 2019-2020



THE LONDON BOROUGH
www.bromley.gov.uk



BROMLEY SACRE is a member of the National Association of SACREs
Introduction to the Annual Report 2019-20

Bromley Standing Advisery 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 2019-2020, including the period of the Covid 19 pandemic, which had an impact on the work of SACRE.

Contacts

SACRE Chairman

Rev. Roger Bristow
SACRE.Chair@bromley.gov.uk
0208 462 1280

Clerk to SACRE

Mrs Jo Partridge, Bromley Council
joanne.partridge@bromley.gov.uk
0208 461 7694

Chair's Introduction

I continue to be 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 a very difficult year for everyone, to provide as much support as possible to schools. We were delighted to at last be able to launch the revised Bromley Agreed Syllabus, albeit not with the celebration we had hoped for, and Stacey continues to provide support and resourcing to RE Teachers as they implement it within their schools. I was delighted to be given the opportunity to introduce the new syllabus at a virtual meeting of the School Governors' Forum.

I am grateful also to Jared Nehra, Bromley Director of Education, and to Julia Andrew and Carol Arnfield, 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 we live in becomes ever more complex and fragile, and ignorance and intolerance in respect of the place of religion in society continues to grow, I 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.

Advice to Statutory Bodies

Local Authority

During the year the Bromley SACRE met at the Bromley Civic Centre on: 13th November 2019 and 4th March 2020. The Summer term meeting was cancelled due to the Covid 19 pandemic. The topics under discussion at these meetings included:

- Networking and training for primary and secondary teachers
- Launch of the Bromley Agreed Syllabus
- Provision of further support materials aligned to the Syllabus
- Borough RE Calendar Interfaith Competition
- Accommodation for SACRE meetings and the move to online meetings
- Website access to SACRE information
- Self-evaluation using the SACRE Reporting and Evaluation Toolkit (see Appendix)
- The challenges of working within a largely local academised landscape and without a dedicated SACRE budget
- Determination Guidance and Collective Worship within schools

During the year the Chairman and Advisor have maintained their working relationships with national bodies including NASACRE. Whilst the Covid 19 pandemic caused 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.

Schools

Throughout 2019-2020 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 support for curriculum planning using the new Agreed Syllabus, as well as training ranging from effective teacher activities in Religious Education, enquiry learning and Ofsted expectations. Teacher evaluations of these have been very positive, with much appreciation for teaching strategies and resources that have been shared.

Teachers are continuing to work collaboratively with the RE Adviser to create curriculum and teacher support materials in line with the Locally Agreed Syllabus, some of which have been uploaded onto the Bromley Education Matters website as supplementary materials for the Syllabus.

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 using approved materials via these representatives.

Government

The 2018-19 annual report was sent to the Secretary of State for Education and was acknowledged by the Ministerial and Public Communications Division at the Department for Education.

Provision, Attainment and Quality of Religious Education

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 (2019). 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 artwork competition was doubled.

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, Bullers' Wood, through support of the Advisor and network, the provision for RE has doubled, with concerted efforts to develop their KS3 curriculum.

The RE Adviser has been working with Bromley LA to populate the new SACRE page on the Bromley Education Matters website, which is being accessed by schools and has attracted further attendance to the RE networks being run. 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 published previously. Additional materials, currently being developed with teachers by the Advisor will also be added.

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

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 2019-20. 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%

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

Although comparisons of attainment with previous years is more complicated due to these changes, Bromley schools appear to be performing 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%

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

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%

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%

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.

Collective worship

Bromley guidance on Collective Worship with ideas and suggestions for quality collective worship is on the Bromley Education website. A review of policies and school application materials has been completed and a robust discussion was held at our November meeting 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.

There have been no determinations regarding Collective Worship this year.

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 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.

Following the Autumn meeting 2020, SACRE completed a detailed self evaluation (Appendix 1), for the preceding academic year. The RE Adviser provides recommendations from this, from which the following year's action plan (above) is derived.

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

Agreed Syllabus

It is a legal requirement that SACREs review their Syllabus every 5 years.

Having completed a review, the new Bromley Agreed Syllabus for Religious Education was published in 2020 following a lengthy and wide spread consultation with teachers and local faith leaders, as well as taking into account the publication of the Final Report of the Commission on RE (CoRE) September 2018, articles and

papers such as “A New Settlement Revised: Religion and Belief in Schools” July 2018 and ‘State of The Nation’ of 2017, and the latest Ofsted Inspection Framework.

As such, decisions have been made to incorporate specific reference to how our RE Syllabus contributes to pupils’ understanding of ‘British Values’, as well as including an emphasis on strong pedagogical practice of enquiry learning, providing greater support for the development of the skills in enquiry, critical analysis, reflection and comparison. These all promote AT2 (attainment Target) in lessons.

Although we could not hold an official launch event due to the Covid 19 pandemic, this Syllabus has now been made available via the Bromley SACRE webpage. Early reports suggest it has been well received by schools, but a more in depth review will take place in the future academic years.

In addition, the Advisor is now working with volunteer schools to devise additional supplementary materials to support curriculum planning in line with the Syllabus. This includes long term curriculum planning as well as medium term units of learning. These will all be made available on the SACRE webpage in due course.

Community Cohesion

SACRE has membership that broadly reflects the religious diversity of the local community, and we now present attendance to SACRE for each group/committee in the Annual Report. This makes it easier to identify additional/alternative members to be invited to join SACRE.

Interfaith activities and exchanges were planned for the launch of the Syllabus for this year, but had to be cancelled due to Covid 19. To help promote religious, cultural and ethnic diversity, a project has been agreed for the next academic year 2019-2020: to devise and create ‘REal Resources’ for schools. This will engage SACRE members in making and sharing videos of responses to key religious questions.

The new locally agreed syllabus now includes references to how RE supports community cohesion, including through SMSC and British Values, and also encourages a much deeper understanding of all religions, thus hopefully leading to improved cohesion.

Bromley SACRE also continues to engage pupils in creating artwork for an interfaith calendar, which promotes and share dates of religious and secular celebrations. This calendar was sent to every school in the Borough. We have also published Ramadan Guidance as a learning resource to further support schools in providing for their Muslim pupils.

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

Membership of Bromley SACRE during 2019-20

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 (July 2019)	<i>Jewish</i>	Mr Saiyed Mahmood	<i>Muslim</i>	Mrs Edlene Whitman	<i>Free Church</i>
		Mr Arvinder Nandra	<i>Sikh</i>		

B – Church of England representatives	
Rev. Roger Bristow	<i>(Chair)</i>
Ms Jan Thompson	Mr Christopher Town
	Rev. R Archer (November 2019)

C – Teachers representatives	
Mrs Denise Angell	<i>Primary</i>
Ms Hannah Arnold	<i>Primary</i>
Mrs Caroline Ringham	<i>Primary (March 2020)</i>
	Mr Lee Kings (from February 2019)
	<i>Secondary</i>
	Ms Stella Odusola
	<i>Secondary</i>

D – Councillor representatives		
Councillor Kevin Brooks	Councillor David Jefferys	Councillor Keith Onslow
Councillor Robert Evans	Councillor Kate Lymer (May 2019)	Councillor Chris Pierce

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 2019-20

Wednesday 13 th November 2019				
A	B	C	D	Apologies
Mrs D Gold Mr S Mahmood	Reverend R Archer Rev R Bristow (Chair) Mr C Town	Mrs D Angell Mr L Kings	Cllrs: Kevin Brooks Robert Evans Kate Lymer Keith Onslow Chris Pierce	Cllr David Jefferys Hannah Arnold Arvinder Nandra Dr Omar Taha Jan Thompson Edlene Whitman

Cancelled: **Wednesday 24th June 2020**

Wednesday 4 th March 2020				
A	B	C	D	Apologies
Mr D Coleman Mrs D Gold Mr S Mahmood Mr A Nandra 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 Brooks Robert Evans David Jefferys Keith Onslow Chris Pierce	Cllr Kate Lymer Hannah Arnold

Bromley SACRE Self Evaluation Autumn 2020

Appendix 1

Section 1: Standards and quality of provision of RE	
How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?	Established: Having set up teacher networks SACRE now has a picture of what some schools are delivering. The network sessions now attract nearly half of all schools, and all members are notified of attending schools at SACRE meetings. Not all schools have engaged in these networks, so schools are regularly being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated. Further, following the Syllabus launch, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.
How does SACRE use information about standards and examinations to target support and training for schools?	Established: LA provides examination data, and the presentation of GCSE results has been amended in the Annual Report so that a clearer picture of school standards and provision can be defined. However, this will not be able to be the case for the 2019 examinations. Information regarding performance and standards has also been collated direct with schools engaging in the teacher networks. In addition, a cross phase assessment tool has been included in the new Agreed Syllabus and shared with subject leaders in the hope of consistent reporting of progression in the subject.
How well does SACRE use knowledge of quality of learning to target support appropriately?	Established: teacher networks have been set up where schools have been able to identify areas of concern and training has been delivered to address these specified needs. Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured and will be made available to Bromley schools in due course.
To what extent does SACRE have and use information about the effectiveness of senior and middle management of RE in schools?	Established: SACRE are able to identify schools where SLT support is given as identified by Subject Leaders (middle managers) attending teacher networks. SACRE are also aware of Cllr visits to schools, and are investigating ways these visits could include reference/information finding about RE. SACRE is also building links with LA and have been invited to share messages directly to SLT via the LA Borough meetings.
To what extent does SACRE use information about specialist provision in their	Established: All schools are invited to join the teacher networks, and some specialist schools are regularly attending and sharing information.

schools to target training and recruitment?	
To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?	Advanced: Regular attendance to, engagement with and even hosting the teacher networks and input to ASC by academy schools, even hosting these networks.
Recommendations:	
a. Consider creating a school-friendly RE audit form that could be shared with schools via LA website, bulletin and teacher networks.	

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

Section 3: Collective Worship	
What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	Established: 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?	Established: SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools. CW has been discussed in SACRE meetings and SACRE are aware of the issues and concerns in this area. SACRE has previously collated and shared some guidance materials to schools. Focus this last academic year has been on the Agreed Syllabus.

How robust are SACRE's procedures for responding to requests from schools for a determination?	Advanced: systems are in place were a school to request a determination, and further materials and resources have been procured by SACRE in readiness, but no requests have been received. A review of policies and school application materials has been completed and a robust discussion was held at our November meeting 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.
<p>Recommendations:</p> <p>c. SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials/guidance document</p> <p>d. SACRE could include in the above guidance to schools, key evaluation questions school leaders could use to gauge quality of CW in their schools.</p>	

Section 4: Management of SACRE and partnership with LA and other key stakeholders	
How purposeful, inclusive, representative and effective are SACRE meetings?	Advanced: Meetings are well organised and attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions.
To what extent is the membership of SACRE able to fulfil SACRE's purpose?	Established: Membership reflects the diversity of the local community, and all SACRE members are invited be involved in and/or attend training opportunities.
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	Advanced: Action plan is detailed with resourcing at each step, which is linked to key SACRE objectives, and is in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting.
How well supported and resources is SACRE?	Advanced: SACRE is supported by an RE Specialist as Advisor and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions. SACRE is supported with funding/resourcing, and additional funds were achieved in 2019 through successful application of a bid.
How well informed is SACRE in order to be able to advise the LA appropriately?	Advanced: SACRE has an excellent relationship with the LA, working in unison to improve the quality and provision of RE in schools.
What partnerships does SACRE have with key local and national stakeholders?	Established: SACRE is building and strengthening links with local networks, including academy and local faith communities and teacher training organisations. SACRE Advisor and Chair have also attended national conferences including NASACRE. More contact with further interfaith and HE groups would 'boost' our work.
How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	Advanced: 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.
<p>Recommendations:</p> <p>e. Build links with other inter faith and higher education organisations that could contribute to SACRE</p>	

Section 5: Contribution of SACRE to promoting cohesion across the community	
How representative is SACRE's membership of the local community?	Established: We have membership that broadly reflects the religious diversity of the local community. We amended presentation of attendance to SACRE by each group/committee in the Annual Report from 2018 onwards, so that gaps can be more easily identified. Following this, additional/alternative members have been sourced and invited to join SACRE. Attendance from membership from some faiths continues to be noted and will be acted upon accordingly. It has been suggested that the Census in 2021 may assist in identifying further groups that may require representation.
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	Developing: Interfaith activities and exchanges had been planned for the launch of the Syllabus for this year. However, these had to be cancelled due to Covid 19. There is certainly room for more active involvement with local groups in collaboration with SACRE to help promote religious, cultural and ethnic diversity. Therefore, a project for academic year 2019-2020 to devise and create 'REal Resources' for schools will engage SACRE members in making and sharing videos of responses to key religious questions, and will hopefully boost knowledge about religious and cultural diversity in community. In addition, to support the Syllabus, the Advisor has been working with schools to develop teaching planning materials, which will be made available on the SACRE website.

<p>How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?</p>	<p><u>Established:</u> The new local curriculum (locally agreed syllabus) encourages a much deeper understanding of all religions and engagement with why followers feel and behave as they do. This deeper understanding can only lead to improved cohesion. The syllabus includes references to how RE supports community cohesion. 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. We will also include specific reference to how actions and activities of the SACRE have contributed to community cohesion in the next Annual Report, and members are now encouraged – and have been- advertising relevant initiatives and activities in their local communities with SACRE during meetings.</p>
<p>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</p>	<p><u>Developing:</u> We are not aware of LA initiatives linked to the promotion of community cohesion. Any events etc. must be advertised to the wider community as otherwise only those directly involved will be aware of the efforts and will have minimal impact.</p>
<p><u>Recommendations:</u> f. Continue to monitor membership and attendance to identify and send invitations as needed to fill any gaps g. Devise a project for next academic year which develops SACRE members knowledge and contribution to understanding of other faiths in the community</p>	

DRAFT

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

Agreed Syllabus	Support Materials (see also Teacher training and support: network meetings, above)	SB initial feedback for primary Autumn unit plans	7/10/20	Contributing to: building links with other faiths; clearer picture of school provision; improving pedagogy in T+L in schools
		SB devised primary Spring unit plans email to primary network teachers	10/11/21	
		SB feedback for Autumn and Spring unit plans, pupil samples	24/2/21	
		SB devise primary Summer unit plans and email to primary network teachers		
		SB feedback for Summer unit plans, collate assessment samples		
		SB send unit plans to Jo to share with SACRE faith members		
Electronic Teaching Resources	Design	SACRE approval of electronic resources collation	11/11/20	
		SB source/liaise with colleagues/contacts for best software	17/12/20	
	Create	SB devise list of suggested resources, email to JP		
		JP ask SACRE members for contributions		
		SACRE members independently devise/create and email SB		
	Revise	SB collate materials, edit/proof and consult with individuals if required		
	Share	SB share materials with teachers		