

PART 1 - PUBLIC

Decision Maker: **Standing Advisory Council for Religious Education**

Date: **19 October 2011**

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

TITLE: SACRE MEMBERS' TRAINING

Contact Officer: Penny Smith-Orr, RE Adviser
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Chief Officer: Gillian Pearson, Director of Children and Young People Services

Ward: N/A

1. Reason for report

- 1.1 Bromley SACRE has been using the NASACRE training CD to help members to understand the role of SACRE and how they can fulfil this role effectively.
- 1.2 At the meeting in May 2011 the members considered the questions, "What does quality RE look like?", and "What do we want pupils to gain from their experience of RE?".
- 1.3 Attached is a table of the results and a short analysis of the considerations of members.
- 1.4 At this meeting we will have two short presentations from teacher members on good practice within their schools.

2. **RECOMMENDATION(S)**

- 2.1 **Members to read the attached document prior to the meeting.**

Background Documents: (Access via Contact Officer)	Nil.
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Considerations of Members

Group 1	Group 2	Group 3	Group 4
What does quality RE look like?			
<p>Vibrant, encouraging, thinking, reflective, discussion.</p> <p>Offers the opportunity to question/listen/suggest.</p>	<p>Empathy and understanding.</p> <p>Engagement; get students to consider how RE relates to them and their lives.</p> <p>Great impact from tackling tough questions and interesting issues.</p> <p>Good roles modelling from speakers and religious examples.</p> <p>Activities which challenge Independent learning and questioning.</p> <p>Active Thinking; what is good for me? What is good for/in others?</p>	<p>Organised and well resourced.</p> <p>Engaging for all abilities and backgrounds.</p> <p>Progressive.</p>	<p>Balanced content on religions, albeit with emphasis on Christianity</p> <p>Encouraging questioning and a creative response.</p>
What do we want pupils to gain from their experience of RE?			
<p>To be a “thinking person”. The importance of the family in all faiths</p> <p>An understanding of morals, courtesy, tolerance.</p> <p>Understanding of different faiths.</p> <p>Encouragement to understand the importance of faith to many people.</p> <p>To understand that religion has a major impact on many people's lives.</p>	<p>A label for themselves even if it is Atheist or Agnostic – not nothing.</p> <p>Greater understanding of life outside Bromley.</p> <p>Ability to ask and answer deeper questions.</p> <p>Different views of different people and confidence in their own view.</p> <p>Engage in RE outside the classroom.</p> <p>Someone looking after me. I should do my part of understanding others.</p>	<p>Continuity.</p> <p>Gain from their experience.</p> <p>Confidence to engage and challenge Empathy.</p>	<p>Knowledge and understanding of Christianity and of other world religions.</p> <p>A curiosity about religion.</p> <p>The ability to reason about religious questions.</p>

These were the answers from the group discussions:

It is clear from this that the members of the Committee who were at the meeting do indeed have a good idea of what we should be aiming for in the RE classrooms of Bromley schools. This will be helpful when we are considering the syllabus and any review of it.

However, do the SACRE members believe that this is all happening in our schools and how can we find out?

What should SACRE do if these laudable answers are not found in the classrooms?

At the next training session, we will have short presentations from Mrs Hawkes and Mrs Tranchina on good practice that is taking place in their schools.