

Report No.

London Borough of Bromley

PART ONE - PUBLIC

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

Date: **17th November 2015**

Decision Type: Non-Urgent

Title: **REPORTS FROM THE RE CONSULTANT**

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Ward: N/A

The following issues are reported by the RE Consultant -

- A) SACRE Analysis of top challenges for SACREs
- B) Teaching and learning of British Values
- C) Bromley SACRE Teachers survey
- D) School Visits

Reports from the RE Consultant

A) SACRE Analysis of top challenges for SACREs

1. Reason for Report

Analysis of the NASACRE Challenge questions from the Bromley SACRE Training session in July 2015.

2. Commentary

The Chair and RE consultant attended the NASACRE AGM in May 2015 at which there was a discussion on the top 8 challenges that face most SACREs identified through a NASACRE survey. It was decided that members would look at these in their committees and discuss. The RE Consultant has analysed the answers from the Bromley SACRE members for further discussion at the November 2015 meeting and to incorporate the information into the next development plan.

3. Recommendations

Those members read the compilation sheets of their discussions. The RE Consultant has added comments in RED (See [Appendix A.](#))

Members may like to discuss this and any further actions to be taken by Bromley SACRE.

B) Teaching and learning of British Values

1. Reason for report

To update members on aspects of the new Ofsted Common Inspection Framework and schools inspections which include the teaching of British Values.

2. Commentary

British Values in the curriculum

During the July 2015 SACRE meeting a discussion on the Trojan Horse and its aftermath was held as part of sharing the findings of a conference on the topic attended by the Chair and RE consultant. The report from HMI on the five Birmingham schools involved made it clear that unless Religious Education is taught with appropriate breadth and depth then the curriculum and ethos of the school will not be balanced. One of the results of the report has been the introduction of the teaching of British Values throughout the curriculum.

At this term's RE Coordinator Network the consultant led a discussion on how British values teaching can be shown within the RE curriculum. The following information was given on a sheet to teachers for reference and NATRE's document 'Religious Education and British Values from RE Today' was recommended to them. The Chair of SACRE has also requested that this document could be obtained for members of the committee.

British Values and RE

Tolerance of those with different faiths and beliefs:

British law protects freedom to choose and hold other faiths and beliefs and this should never be the cause of prejudice or intolerance from others. RE lessons can embody this attitude. Learning about different ways of life requires openness. Rather than just aiming for tolerance, RE can help pupils to value and celebrate diversity.

Mutual respect

RE can help to engender positive attitudes towards diversity. It can allow pupils to explore what happens when people are not treated respectfully due to their faith or beliefs. RE is not a subject where everyone needs to agree at all times, but disagreement should take place in a respectful environment.

Democracy

RE is a subject where pupils are often encouraged to state and justify opinions, carefully thinking through issues for themselves – all pupils have an equal right to be heard. Primary pupils may well be thinking about the importance of fairness in RE.

The rule of law

Rules and laws from different communities are often a focus of RE lessons (e.g. The Ten Commandments). Pupils may focus on how these rules would affect their own lives and lives of believers. Comparisons can be made between religious and moral rules and state ones, with pupils thinking about what happens when the two collide.

Individual liberty

RE is a time for pupils to consider questions about identity and belonging. They may think about the way they are themselves and free, but also think about constraints and responsibilities placed on all of us by our cultures, faiths and beliefs. Pupils may look at how people may choose to practice faiths in different ways, focusing on diversity within each religion.

New Ofsted Common Inspection Framework for inspection of schools

The teaching of British values forms an important part of the inspection focus in the new framework. Reports of inspections undertaken under the new framework have recently started to be published. The table below provides examples of inspection findings that make reference to British values and social, moral, spiritual and cultural education.

Comments on British Values taken from early inspection reports

Name of school	Date	Ofsted Outcome	Comments in report
Holy Cross RC Primary School	23-24 Sept 2015	Good Previous requires Improvement	Pupils' spiritual, moral, social and cultural understanding is well developed and well supported by the curriculum and religious context of the school. Pupils' personal and social education is given equally high priority. Fundamental British values permeate the curriculum, as well as focused events such as the planned 'Democracy Week' and visits to the Houses of Parliament. As such, pupils have a well-developed understanding of living in Britain and their contribution to it.
St. Jude's Catholic Primary School	22-23 Sept 2015	Good Previous Requires improvement	British values such as tolerance and respect are taught effectively through the curriculum and assemblies. Pupils spoke about how they learn about the values of friendship and forgiveness. These are underpinned by the Christian values of the school. Pupils also raise money for different charities that support pupils' understanding of their role in society in helping others. Representatives of the school

Name of school	Date	Ofsted Outcome	Comments in report 3.
			council are elected democratically. Pupils have a clear understanding about different religions and cultures, including through visits, visitors and celebrating the different heritages of the pupils within school. These promote pupils' spiritual, moral, social and cultural development well and prepare them for life in modern Britain.
Minet Junior school	24-25 Sept 2015	Good Previous requires Improvement	<p>Spiritual, moral, social and cultural development is promoted well. As a result, pupils are respectful and considerate young citizens.</p> <p>Pupils are well prepared for life in modern Britain because they learn about a wide range of cultures and about topics such as the value of honesty and freedom. Spiritual, moral, social and cultural development is promoted strongly. For example, in one assembly during the inspection, pupils learned the importance of determination and dedication. In Year 6, pupils were thoughtful when discussing the meaning of being 'taxed to the edge of starvation'.</p>

3. Recommendations

Members to bring any questions to the meeting.

C) Bromley SACRE Teacher Survey

1. Reason for report

To review the responses to the teacher survey sent by Bromley SACRE to find out about the needs of the RE Coordinators in Bromley.

2. Commentary

The survey was sent out in the middle of October to Head teachers and RE co-ordinators with a closure date of 6th November 2015. A report of the survey results will be tabled at the meeting. A copy of the survey is attached as Appendix B.

3. Recommendations

The results of the survey will be tabled and discussed at the meeting.

D) School Visits

1. Reason for report;

To present information to all members on the school visit undertaken by the RE Consultant and Mr Town during the summer term to the Hayes School on June 22nd 2015

2. Commentary.

This visit was undertaken by the RE Consultant and Mr Town (Church of England group representative).

We went in the afternoon and were met by Mr Addison and Ms Turner. Mr Simon Addison is the head of the RE department and leads a team of four specialist teachers, with no staff from other departments being asked to undertake RE lessons. This inevitably ensures that this is a strong department, and illustrates the support given to this subject by the school's management. Mr Addison is taking on another role from September 2015 and Ms Turner will be leading the department.

We had a very interesting conversation with the two teachers on the running of the department and how they achieve their good RE results. Exam results for the school are very good and pupils are obviously prepared well. The school has many strategies for improving the self-esteem of pupils and this is reflected in the achievements of the department.

We discussed resources and also discussed the possibility of them looking at the RE quality mark in the future. Some members of SACRE may recall that a number of years ago the religious education department was not very well supported but this is definitely not the case now. The enthusiasm of the two teachers we spoke to and the different initiatives that are taking place in the RE department shows the regard that RE is given.

We spent a few minutes in an RE lesson where pupils were looking at exam questions and answering and we had a little talk with the teacher.

We then went to the collective worship which was for the lower school and led by Mr Addison. He was speaking about a new initiative that the school were doing for a week in the summer. The pupils were enthusiastic and concentrated well.

This was a very good visit to a school where religious education is thriving and we thanked them for their invitation to host a SACRE visit.

3. Recommendations;

Members to note the report and comment as necessary.