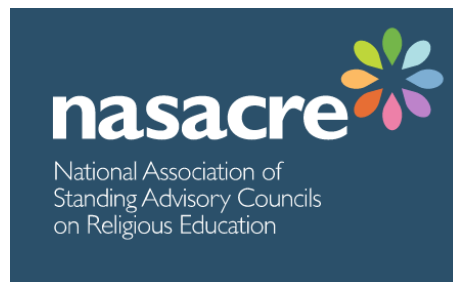


BROMLEY STANDING ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION

BROMLEY SACRE:

DRAFT
ANNUAL REPORT
FOR THE ACADEMIC YEAR 2022-23



BROMLEY SACRE is a member of the National Association of SACREs
Introduction to the Annual Report 2022-23

Bromley Standing Advisory Council on Religious Education (SACRE)

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

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

This report covers the academic year 2022-2023. This includes a period of post pandemic transition which had a significant impact on both schools and 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

BROMLEY SACRE

ANNUAL REPORT FOR THE ACADEMIC YEAR 2021-2022

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1 Introduction

1a. Chair's Introduction

As always, I am indebted to Joanne Partridge who, in her role of Clerk to SACRE, gives invaluable support to both the Committee and to me. As RE Advisor, Stacey Burman continues to work hard to provide as much support as possible to schools across the Borough. In particular, Stacey seeks to provide encouragement and resourcing to RE Teachers as they implement the revised Bromley Agreed Syllabus within their schools. The new REal Resource videos which Bromley SACRE have produced, with much encouragement from Stacey and support from the Borough's officers, look set to further enhance the provision of support to schools in the delivery of RE which engages students with the lived experience of people of faith.

I continue to be grateful also to Jared Nehra, Bromley Director of Education, and to Julia Andrew and Carol Arnfield, Bromley School Standards officers, for their unstinting efforts in assisting 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. We will miss Carol's support as she heads into a well-earned retirement.

I wish to express my gratitude also to the various members of Bromley SACRE for their commitment to this work and their engagement with the various issues which are raised by it. Bromley SACRE seeks always 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 way in which religious and other world views impact every area of our lives. This work remains as vital today as it ever was.

Rev. Roger Bristow.

1b. Overview of academic year 2022-23

Bromley SACRE met three times online during the academic year 2022-23. Each meeting was quorate, and further details of attendance can be seen in Appendix 1.

The RE Advisor, with the support of the LA, ensures all materials and minutes are updated regularly. All agendas and approved minutes of these meetings are saved regularly and made accessible to the public via the Council website, [Standing Advisory Council on Religious Education](https://www.bromleyeducationmatters.uk/Page/15522). Further information related to the teaching and learning of RE is available online via the Borough's Education website: <https://www.bromleyeducationmatters.uk/Page/15522>.

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

- Training of primary teachers and support for Secondary teachers
- Updating primary Units of Learning (non-statutory materials) and other Syllabus support materials
- Borough RE Calendar Competition
- Accommodation for SACRE meetings and the move from solely online meetings
- Budget and Advisory support for SACRE
- Website access to SACRE information
- Attendance and membership to SACRE
- Agreed Syllabus Review- monitoring implementation in schools
- Determinations and Collective Worship Guidance
- SACRE self-evaluation
- Creation of remote education support materials and resources promoting worldview learning in RE
- NASACRE AGM and conference

- Development of further interfaith dialogue resources for schools
- Engagement in pilot project working with Faith Belief Forum
- Use of national data and projects, e.g. RE Hubs
- Guidance and Support for Guest Speakers in Schools

The support work of SACRE is partially informed by the self-evaluation form completed annually by all SACRE members. Any action planning also takes into account awareness of national developments raised via the Advisor, and any feedback received from teachers in schools, including those shared through the Teachers' Network Groups (please see Section 2 of Report). All support work is continually logged and shared with Members via a detailed action plan. Please see Appendix 2 and 3.

2. Standards and quality of provision in RE

In addition to an online survey devised this year as part of a deeper review process, further evidence and information has been gleaned by the RE Advisor through conversations, visits and reports from schools, including academies, faith schools and community schools. Information/evidence has been referenced throughout this report. In addition, a further survey has been created and was shared with school governors.

2a. The Agreed Syllabus

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

We are confident that our syllabus reflects the best practices as outlined in various reports/reviews and documents recently published, including REC research into a worldviews approach in RE. The Advisor remains active in other national projects and with other agencies working closely with research and subject development and continues to demonstrate how our syllabus reflects this to SACRE members in meetings, and to teachers in the networks. In the latter part of the year, one school achieved a Gold RE Quality Mark, a national award which includes judgement about the effectiveness of the RE curriculum and the adherence to a syllabus which promotes effective pedagogy as part of the assessment process.

Reports from schools show that pupils and teachers are engaging well with positive feedback received about the enquiry approach and pedagogy set out in the syllabus. Overall, the number of primary schools relying on externally purchased curriculum packages to deliver RE continues to decrease as they become more aware of the difference and benefits of the pedagogical approach in the syllabus, and in their confidence through the Borough networks to support their own teachers. For example, a further 3 schools have moved from an external curriculum package to following the materials we have devised in the past year following conversation with the RE Advisor. The expertise of the RE Advisor has also been sought to support individual primary and secondary schools in the implementation of the syllabus in their school curriculum beyond the teacher network meetings. In the past year, 2 primary schools have accessed this support and one of the secondary schools in Bromley.

In subject leader network meetings, provided by the LA and facilitated termly by the RE Advisor, several schools have shared examples of their pupils' learning. This not only demonstrates adherence to the Syllabus, but also the willingness to engage and improve the teaching and learning in their schools and work collaboratively in the network to do so. We were also delighted to be hosted by one school for one of these primary sessions, where we were able to establish a clearer [picture of provision and use of the Syllabus. Next year, we shall continue to do visit further schools this way. All SACRE members are invited to join these sessions/meetings.

All schools participating in our online surveys include the RE curriculum on their school websites, and mention adherence to the locally agreed syllabus here and in the relevant school policies. SACRE was notified of a school where the website information was incorrect, and the RE Advisor immediately contacted the school, who subsequently remedied this information. There have been no declarations of pupil withdrawal from the RE classroom. During the next academic year we shall be promoting this survey further to reach more schools in order to gain a wider scope picture. In addition, a further survey has been created to glean feedback from school governors. Bromley SACRE are aware that this is an area of support which could potentially provide much support to subject leaders in their schools. This will be promoted in the coming year for increased completion. Please note that further details of school provision of RE are included in section 2c.

In addition, Bromley SACRE continues to support both the creation of new and the revision of previously mentioned primary units of learning in collaboration with volunteer schools overseen by the RE Advisor. These schemes not only compliment the syllabus and reflect key Ofsted expectations but have been structured in a way that pupils' critical thinking and analytical skills are developed further. They are increasingly engaged in philosophical and ethical discussion and are exposed to a wider range of content. The schemes continue to be developed to allow all pupils from all backgrounds to engage with the subject and are updated regularly with improved resourcing and using feedback and contributions from a large spectrum of Bromley schools. Over two thirds of those responding in the survey (66.7%) now follow these schemes in their primary schools. Please see section 2b for more details.

2b: School Support

Interfaith Dialogue Resources

During the year, SACRE have been active in holding two online Interfaith Dialogue Conferences, led by the Advisor and supported with a financial grant from Westhill. One of the agreed actions of Bromley SACRE for this academic year, was the continued support of teaching of diversity in religions through the provision of electronic resources that promote community cohesion in the Borough. In addition to the 'REal Resources', we further agreed to conduct and record an Interfaith Dialogue Conference with the following aimed outcomes:

- Increased knowledge and understanding of other faiths/beliefs amongst SACRE members
- Electronic resources that will support teachers and pupils in gaining understanding of other faiths/beliefs of members of their community
- Provision of resources for teaching and learning of the curriculum in Bromley schools in line with the Agreed Syllabus, which promotes a Worldviews Approach to Religious Education (RE).

The first Interfaith Dialogue Conference, held in March 2022, was attended by almost all faith representatives from SACRE. At the Conference the Advisor asked attending members to discuss/share their responses to specific questions which correlated with current curriculum materials being developed for schools that aligned with the Bromley Agreed Syllabus. Some of these questions, along with some suggestions of relevant photos or artefacts that may support responses/the discussion, were provided in advance to the meeting, along with a Guidance paper to help participants prepare. Further directed questions beyond those listed, inspired by members' responses, were used to support clarification and to encourage a relaxed and fluid conversation and informal dialogue between those in attendance.

Those taking part requested a further session, so a second Conference was held in August 2022 following the same process as the first. Clips have been created and are now being formatted by the relevant LA department, so that they can be accessed and used alongside current curriculum materials being developed.

These clips have also been shared/shown and piloted with a selection of teachers, from whom feedback has been very positive. There has been a disappointing delay in gaining access via the LA for schools, however, we are glad to be able to share these with more schools this coming academic year. This will be done in conjunction with CPD/discussion of how these could be used to support the development of the three types of knowledge expected in strong RE and required for the Bromley Agreed Syllabus.

Members of SACRE were also invited by NASACRE to share this process with other SACREs nationally via their online conference workshops. A small group, supported by the RE Advisor devised and delivered a session in the later part of the year.

Following these conferences and creation of materials, these SACRE members have been enthused to engage in further interfaith dialogue opportunities. Ideas and suggestions from members include a hybrid event involving pupils and schools directly following the lifting of pandemic restrictions, dependent on availability of future budgets and other funding.

In addition, SACRE members were also able to experience for themselves an example of effective RE aligned to the new Worldviews Approach (reflected in our Syllabus) and aimed to increase parental engagement in the learning of their pupils. The Special Objects project was shared and modelled during one section of a recent SACRE meeting. This opportunity to develop members' understanding of quality RE remains important to us, and we shall continue to include examples in future meetings as well.

Teacher Networks

Throughout 2022-23 the RE Advisor, with support from the LA, has continued to run termly teacher networks for both primary and secondary schools. Approximately a third of primary schools engage with this network, whilst just under half of the secondary schools are active. These network sessions continue to have attendance and engagement from a wide range of schools, including academies, special schools and schools with specialist SEND/Autism units. Sessions include discussion of effective pedagogy using enquiry, clarification of key Ofsted messages regarding curriculum and demonstration of how the Agreed Syllabus supports these. SACRE members are invited to join these sessions, one of which was hosted at a school in the summer term. Despite this particular session having lower attendance, it is hoped these sessions – even if not all – will continue to be hosted by schools. A point has been raised through the self-evaluation, and will be discussed at a future meeting about alternative timings to increase schools' capability to attend where some may struggle in releasing teachers during the school day.

Bromley SACRE is also 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 Advisor. Bromley SACRE wishes to develop further and stronger links with these schools, to support and encourage the sharing of teaching materials between all Bromley schools. Efforts have been and will continue to be made to ensure relevant representation on its Council, the promotion of these teacher networks and the use of approved materials via these representatives. In addition, the RE Advisor, Chair and certain members of SACRE have agreed to reach out to the relevant Diocesan Advisors in the region. It is hoped that by sharing information shared within, and perhaps even coordinating the running of these separate networks, these schools could support each other in certain areas of experience or expertise, such as collective worship in faith schools and the delivery of substantive knowledge regarding other religions where there has been much development in the teachers' networks of the LA.

Support Materials

The RE Advisor has continued working with Bromley LA to populate the SACRE page on the Bromley Education Matters website, which is being increasingly accessed by schools and has attracted further attendance to the RE networks being held. In addition to the Locally Agreed Syllabus, this page is regularly updated with further guidance and support materials for schools, including those devised by our own SACRE such as our 'Ramadan Guidance for schools', 'Supporting guidance for Collective Worship', and a 'Guidance document for Guest speakers in our schools', as well as information about our work on creating our additional Interfaith Dialogue resources (please see above). Further to this, SACRE have been encouraging relevant members to register as Speakers with the RE Hubs website, to ensure more pupils have access to local places and people, and are delighted to confirm that our guidance materials reflect the salient points from the training provided here.

However, following consultation of the SACRE self-evaluation, suggestions have been made for how SACRE could better support those schools who are unable to release teachers to attend networks. First, we have introduced a biannual newsletter for all schools in the LA, which includes updates and invitations to join in local and national initiatives. In addition, other useful links and resources, including those produced by teachers in the networks and other quality checked online materials, have been added to the website. Following the development of the Interfaith Resources and engagement by some schools in the pilot project (both mentioned above), further resources can also be added. Unfortunately, the capacity of the LA in updating this website has been affected by staff absences caused by extenuating circumstances.

SACRE also continues to run the borough wide RE calendar competition, open to all Bromley schools. This results in an annual calendar detailing religious and non-religious faith festivals and commemorations throughout the year, which schools can use to inform and support learning of other faiths and worldviews. The artwork for this calendar is based around carefully planned enquiry questions which promote inclusivity and focus on key concepts relevant to RE, but also reflect some of the curriculum planning being developed in the teachers' networks. This year there was a large increase in the number of schools taking part.

2c. School Provision, Attainment and Quality of Religious Education

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

LA Officers notify SACRE whenever an Ofsted inspection reports in detail about a school's RE provision, and more accurate knowledge of school provision has been attained through the RE Teacher networks and the schools survey (see above), as well as through the Teaching Hours for RE from School Workforce Census collected by DFE in November 2021 (please see Table 1 below). We are still awaiting figures for 2022. According to the schools' survey, only 50% primary schools who completed this so far are confident that they are delivering enough curriculum time for RE, and whilst all KS3 curriculum is being delivered by subject specialists according to the survey, only 66.7% of schools who completed the survey to date are confident that the curriculum time provided matches the requirements in the syllabus. Sadly, a third of our secondaries continue to provide no core/non-examination RE at KS4 and KS5 at all.

Table 1 Teaching Hours for RE from School Workforce Census collected by DFE in November 2021

School	% year 7 hours - RE	% year 7 hours - philosophy	% year 8 hours - RE	% year 8 hours - philosophy	% year 9 hours - RE	% year 9 hours - philosophy	% year 10 hours - RE	% year 10 hours - philosophy	% year 11 hours - RE	% year 11 hours - philosophy	% year 12 hours - RE	Year 13 hours - philosophy	% year 13 hours - RE
1	3.5	.	5.09	.	5.09	.	5.09	.	0	.	3.49	.	1.97
2	.	.	.	.	.	.	.	.	.	.	.	.	.
3	4.44	.	3.93	.	4.69	.	3.95	.	2.55	.	2.29	.	2.99
4	.	.	.	.	.	.	.	.	.	.	.	.	.
5	7.07	.	6.87	.	6.14	.	8.08	.	6.05	.	3.35	.	3.6
6	5.73	.	6.11	.	5.78	.	6.35	.	9.93	.	4.29	.	4.23
7	4.58	0	4.09	0	3.64	0	2.67	0	3.38	0	0	5.5	0
8	.	3.92	.	3.81	.	3.84	.	1.42	.	1.25	.	5	.
9	2.12	.	2.56	.	1.83	.	0	.	0	.	0	.	0
10	3.65	.	3.64	.	3.31	.	2.37	.	1.15	.	1.6	.	1.59
11	4.49	.	4.49	.	6.21	.	5.95	.	5.77	.	2.06	.	1.98
12	8.52	0	4.49	0	8.24	0	7.8	0	7.66	0	0	5	0
13	3.24	.	3.11	.	2.98	.	1.64	.	2.78	.	2.35	.	2.98
14	1.08	.	1.59	.	0.57	.	0	.	0	.	0	.	0
15	3.47	.	3.4	.	3.32	.	1.49	.	1.59	.	4.75	.	5.12
16	0	.	0	.	0	.	2.78	.	2.82	.	0	.	0
17	.	.	.	.	.	.	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.	.	.	.	.	.	.

'Drop down days' or 'off timetable'/focus days in RE are rare, with most schools now 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 in addition to curriculum time provided for the subject, and this academic year the number of primary schools engaged in the SACRE's RE calendar annual artwork competition has continued to increase.

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

Due to the Covid-19 pandemic, pupils did not sit formal examinations until Summer 2022. 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. At the time of compiling this report, confirmed/validated data for Summer 2023 was unavailable. This data will be added once provided.

GCSE Full Course in Religious Studies 2018-2022

Year	No. Bromley schools	No. Bromley Entries	Bromley % 9-4	National % 9-4	No. Entries National
2018	16	1,526	69	72	-
2019	14	1,524	75	72	249022
2021	No data available			81	243071
2022	14	1,545	79	77	243252

Bromley schools in 2022 have maintained the number of entries and have again performed just above the national average. Individual school data is shown below:

School	No. entries: 2017	No. entries: 2018	No. entries: 2019	No. entries: 2022
Bishop Justus	175	172	172	204
Bullers Wood	35	32	185	221
Charles Darwin	1	1	0	1
Chislehurst School for Girls	180	149	187	184
Coopers	5	47	-	1
Darrick Wood	237	232	230	242
Harris Academy Beckenham	88	53	58	10
Harris Girls' Academy Bromley	106	0	1	26
Harris Academy Orpington	163	145	40	-
Hayes School	215	205	213	222
Kemnal Technology College	12	-	-	-
Langley Park School for Boys	62	30	28	7
Langley Park School for Girls	79	44	29	37
Newstead Wood	135	157	152	150
Ravenswood	22	47	23	-
St Olave's & St Saviour's	9	1	1	-
The Ravensbourne	194	210	205	23

Whilst most schools have similar numbers of entries for the examinations, it is disappointing to see that Langley Park School for boys, The Ravensbourne and Harris Academy Beckenham have decreased the numbers of pupils being entered.

GCSE Short Course in Religious Studies 2019-2022

Year	No. Bromley Schools	No. Bromley Candidates	Bromley % 9-4	National % 9-4	No. Entries National
2019	6	135	96	59	-
2021	No data available			69	22608
2022	2	129	96	63	24602

Whilst Bromley schools appear to be achieving well over the national average in these examinations and with a consistent number of pupils being entered, it should be noted that number of schools engaged has dropped to only 2 (Glebes and St Olives).

A Level in Religious Studies 2013-2022

At the time of writing this report, we do not have the verified data for these years groups for 2022-23. We therefore include the previous years' data and comments below.

Exam Year	No. Bromley schools	No. of Bromley entrants	Bromley % A*-A grades	National % A*-A grades	Bromley % A*-B grades	National % A*-B grades	Bromley % A-E grades	National % A-E grades
2013	13	138	30%	22%	62%	51%	99%	99%
2014	13	137	30%	21%	57%	49%	100%	98%
2015	14	156	27%	21%	56%	50%	98%	99%
2016	13	177	26%	20%	64%	51%	100%	100%
2017	13	142	31%	24%	59%	51%	100%	99%
2018	13	149	25%	20%	54%	49%	99%	98%
2019	14	178	16%	22%	39%	50%	96%	98%
2020	No data available							
2021	No data available			44	No Data	73	No Data	100
2022	No data available			36	No Data	68	No Data	100

Similar to the GCSE Full Course results, there is a similar pattern of attainment for the A Level examinations, with pupils' grades/scores being higher than 2019 figures, though with a drop from those of 2021. In addition, there continues to be a decrease nationally in the number of pupils sitting the exams, of 1617 from 2019 to 2022.

Though individual school data wasn't available at the time of this report the previous years' is shown below:

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 in 2019. 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 2019-2022

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
2019	8	119	48%	46%	90%	94%
2020	No data available					
2021	No data available			67	No Data	99
2022	No data available			60	No Data	96

Sadly, the number of students sitting the AS Level examination nationally in 2022 has almost halved since 2019. However, the pattern of attainment remains consistent with those found in the GCSE Full Course and A Levels, in that there was a small drop in the percentage of pupils achieving the A-B and A-E grades from the previous year, but there is still an increase in the overall attainment of pupils since 2019.

Though individual school data wasn't available at the time of this report the previous years' is shown below:

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

The number of examination entrants and attainment prior to 2019 seemed solid in Bromley schools and colleges. In particular, there were 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 had increased and were above the national figures.

3. Collective Worship

Bromley SACRE supports an inclusive approach to collective worship that promotes spiritual development and contributes to community cohesion. SACRE have previously provided resources for use in school assemblies including guidance on Collective Worship with ideas and suggestions for quality collective worship. This document is available to schools via the Bromley Education Matters website.

A review of policies and school application materials was completed following robust discussions held in 2019 regarding how Bromley SACRE might respond to a request for a determination and we believe we are ready should one arise. These too, are available on the website, but there have been no requests this year.

SACRE has continuously provided information to schools on resources and websites that support Collective Worship. In addition, SACRE has included questions around Collective Worship in the recently devised school governors' survey, not only to help inform us of school provision, but also to raise awareness of this statutory requirement to all schools.

Whilst there remains a desire to increase this support by updating our guidance and support materials further, the focus in recent years has been directed towards schools' provision of RE teaching and learning through

a quality RE curriculum aligned to our syllabus. It is hoped that this year, if funding allows, SACRE will be able to provide further guidance and support in this area to schools in the coming year.

4. SACRE work with other agencies

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

We are active members of NASACRE and both the Advisor and the Chair of SACRE have attended the annual conference. This year, Bromley SACRE even presented at one of the national workshops as part of the NASCRE online conference programme. Our Advisor continues to access the latest research and resources through her continued membership with AREIAC and as part of her work beyond the LA. Over the past year, she has also worked in collaboration with national examination boards as well as establishing links with Ofsted, and the Faith Belief Forum to provide training and support for Bromley secondary teachers.

Through the production of a biannual newsletter and via the teachers' networks, schools have also been advised continuously of a range of support materials from other agencies, including Culham St Gabriels Trust (CSGT). The RE Advisor has ensured that schools have been notified and invited to join opportunities to work with others in the region and beyond, and it is evident through her informal conversations and feedback from teachers and the schools' survey, that some subject leaders are becoming more involved at a national level, for example, taking up membership with NATRE, in the completion of E Learning Courses from CSGT and one in achieving the Gold Award in the RE Quality Mark.

5. Community Cohesion

Following concerted efforts and approaches to various national organisations, SACRE now has membership which better reflects the religious and non-religious diversity of the local community, having recently gained a further representative of Reform Judaism from our community and having boosted our Hindu representation in membership in the summer term. We wish to continue extending this representation, and actions will be taken to secure Buddhist representation in the coming year. We now also present attendance at SACRE for each group/committee in the Annual Report, making it easier to identify additional/alternative members to be invited to join SACRE. Please see Appendix 1. We have therefore been able to note repeated and extended absence of representation from Catholic Worldviews and aim to remedy this in future.

The revised Agreed Syllabus contains information about how RE should support the Social, Moral, Spiritual and Cultural development (SMSC) and British values, and efforts have been made to increase references to a wider range of religious and non-religious beliefs that are represented in our community and even less well-known religions beyond it. The syllabus aims to better support pupils' understanding of both the religious and non-religious ideas by encouraging the investigation of responses to ultimate questions, ethical issues and concepts through a similar pedagogy akin to the Worldviews Approach. This should therefore encourage a much deeper understanding of all religions, and hopefully lead to improved cohesion, where similarities and connections can be recognised through dialogue.

Further to this, several Bromley schools and SACRE members engaged in a pilot project which brought these dialogues to parents/carers and the wider community with the use of various special objects to stimulate philosophical, theological and sociological enquiry. This project culminated in schools being supported to run

interfaith multicultural events, celebrating the diversity in the community. Feedback from parents/carers and families involved all confirmed that they would like to learn more about other religions and worldviews, and some to even contribute to this learning in their children's schools. It is hoped that, with the further development of materials and resources provided to and developed by these schools, and sharing through the teachers' networks, that this project and subsequent events may continue to be hosted in more schools across the borough in the future.

We continue to engage pupils in creating artwork for an interfaith calendar, which promotes and shares dates of religious and secular celebrations. This calendar was sent to every school in the Borough. In addition, SACRE have been developing further support materials and resources promoting worldview learning in RE in the form of short video clips. This engaged SACRE members in making and sharing videos of responses to key religious questions. These 'REal Resources' will be made available to all RE teachers in Bromley and referenced in the collaborative units of learning mentioned previously.

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

6. Management of SACRE

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

A detailed action/development plan is produced for SACRE each year aligned with the financial year of the council and is regularly updated by the RE Advisor and revisited by SACRE in meetings. A copy of the action plan for the academic year of this report can be found in Appendix 3.

The actions specified for the above are in part derived from the detailed self-evaluation (Appendix 2) which SACRE completes annually for the preceding academic year. The RE Advisor then provides recommendations based on these comments, from which the following year's action plan is derived.

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

Membership of SACRE is reviewed in all meetings, and members are reminded that they should provide a representative in their absence or introduce a replacement when they resign the SACRE committee. Despite the appointment of several new members to SACRE in Group A, regular attendance by a representative from Buddhism and a Catholicism remains an action point. We have also continued to increase the teachers' representation, gaining two additional teacher members last year, which broadened the spectrum of SACRE experience across primary and early years and now includes a representative from a Bromley Special school, we have now also elected a further secondary representative to Group C.

The LA receives all the SACRE funding, and in 2022-23 used this to provide/support:

- The provision of a SACRE / RE Advisor
- CPD and support materials for staff in Bromley Schools on RE teaching and learning
- Administrative support for the delivery of teachers' termly CPD/networks

- Administrative Clerking support for the SACRE from Democratic Services
- SACRE and Religious Education website development and maintenance
- Networking and training opportunities for SACRE Advisor and members (NASACRE conference)
- Design costs for the Bromley RE Calendar
- Development and formatting of REal Resources
- Maintaining the SACRE/RE website of resources for teachers

In addition, Bromley SACRE were awarded grant funding from Westhill to support their work on the Interfaith Dialogue Conferences and resources. Contribution from other Council/LA departments, including IT and the Customer Engagement Team have been received to support the production and dissemination of resources.

Bromley SACRE is strongly supported by the LA, with two senior officers 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.

7. Summary

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

We have been delighted with the engagement and feedback received so far for the production of the annual RE Calendar, the Special Objects Project and around the 'REal' support materials we have devised to date. These promote and develop teacher confidence in interfaith and cross-cultural dialogue, and in the next academic year we are keen to ensure that more schools are able to access these and to perhaps even develop more.

We have a keen and active SACRE, with members who repeatedly demonstrate their keenness to contribute to the learning of the subject and the support of Collective Worship. We have this year benefitted from additional monies obtained through successful bid/applications to other agencies and charities. Without a continued influx of external funding, we will be unable to enact the development of these projects and will be constrained to only focussing our work within the termly teachers' network sessions, for which we are grateful to the LA and their School Standards Team in continuing to support.

Appendix 1a

Membership of Bromley SACRE during 2022-23

A - Other Faith representatives			
Mr Daniel Coleman	<i>Catholic</i>	Mr Sanjay Gupta	<i>Hindu</i>
Mrs Katie Burtonshaw	<i>Baptist</i>	Mr Saiyed Mahmood	<i>Muslim</i>
Mr Arvinder Nandra	<i>Sikh</i>	Ms Vicki Ashmore	<i>Reformed Jewish (until March 2023)</i>
		Dr Omar Taha	<i>Muslim</i>
		Ms Deborah Corcoran	<i>Humanist</i>
		Dr Katie Turner	<i>Reformed Jewish (from June 2023)</i>

B – Church of England representatives	
Rev. Roger Bristow	<i>(Chair)</i>
Mr Lee Kings	<i>(from March 2023)</i>
Mr Christopher Town	
Rev. Rachel Archer	<i>(until December 2022)</i>

C – Teacher representatives	
Mrs Denise Angell	<i>Primary</i>
Ms Hannah Arnold	<i>Primary</i>
Mrs Caroline Ringham	<i>Primary/SEND</i>
Mr Lee Kings	<i>Secondary (until March 2023)</i>
Ms Alex Hamill	<i>Secondary (from March 2023)</i>
Ms Cilla Larbi	<i>Secondary (from March 2023)</i>

D – Councillor representatives		
Councillor David Jefferys	Councillor Jonathan Andrews	Councillor Robert Evans
Councillor Chris Price	Councillor Graeme Casey	Councillor Kate Lymer <i>(until May 2023)</i>
Councillor Jessica Arnold <i>(until May 2023)</i>	Councillor Dr Sunil Gupta <i>(from May 2023)</i>	Councillor Rebecca Wiffen <i>(from May 2023)</i>

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

Appendix 1b

Attendance of Bromley SACRE during 2022-23

Wednesday 23rd November 2022				
A	B	C	D	Apologies
Mrs K Burtonshaw Mr S Mahmood Mr A Nandra Dr O Taha	Rev R Archer Rev R Bristow (Chair) Mr C Town	Mrs D Angell Ms H Arnold Mr L Kings Mrs C Ringham	Cllrs: Jonathan Andrews Graeme Casey David Jefferys Kate Lymer Chris Price	Cllr Robert Evans Mr D Coleman Ms D Corcoran

Wednesday 1st March 2023				
A	B	C	D	Apologies
Mrs K Burtonshaw Ms D Corcoran Mr S Mahmood	Rev R Bristow (Chair) Mr C Town	Mrs D Angell Ms H Arnold Ms Alex Hamill Ms Cilla Larbi	Cllrs: Jonathan Andrews Graeme Casey Robert Evans David Jefferys Kate Lymer	Cllr Jessica Arnold Cllr Chris Price Mr L Kings Mr A Nandra Dr O Taha

Wednesday 14th June 2023				
A	B	C	D	Apologies
Mrs K Burtonshaw Ms D Corcoran Mr S Mahmood Mr A Nandra Dr O Taha Dr K Turner	Rev R Bristow (Chair) Mr C Town	Mrs D Angell Ms H Arnold Ms A Hamill Mrs C Ringham	Cllrs: Graeme Casey Dr Sunil Gupta David Jefferys Chris Price Rebecca Wiffen	Cllr Jonathan Andrews Cllr Robert Evans Mr D Coleman Mr L Kings Ms C Larbi

Section 1: Management of SACRE and partnership with LA and other key stakeholders	
How well supported and resources is SACRE?	<u>Advanced</u> : SACRE is supported by an RE Specialist as Advisor and senior LA representatives regularly attend and contribute to meetings and in the completion of agreed actions. SACRE is supported with sufficient funding/resourcing, used to support a lot of SACRE activity, including attendance to conferences by multiple members, as well as production of the calendar, now a biannual newsletter, plus the promotion and administration of all teacher networks which are provided at no cost to schools. Further additional funds were achieved through successful application of a bid and used effectively throughout the academic year.
How purposeful, inclusive, representative and effective are SACRE meetings?	<u>Advanced</u> : Meetings are well organised with the support of a dedicated clerk. They are well attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions.
To what extent is the membership of SACRE able to fulfil SACRE's purpose?	<u>Established</u> : Membership reflects the diversity of the local community, and all SACRE members are invited to be involved in and/or attend training opportunities. Most faith members are active in contributing to SACRE projects, including REal Resources and the Interfaith Dialogue Project. Further, several members are keen to support schools with visits. There is room to expand SACRE membership further to perhaps include Higher Education (HE) representatives. (Please see Recommendation a, below).
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	<u>Advanced</u> : Action plan is derived from findings in the self-evaluation which is completed by all members of SACRE. The action plan is detailed with resourcing at each step and is linked to key SACRE objectives and in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting. Over the past few years, nearly all the actions have gone beyond the statutory requirements of SACRE and have been met. This shows that we are a heavily proactive SACRE.
How well informed is SACRE in order to be able to advise the LA appropriately?	<u>Advanced</u> : SACRE has an excellent relationship with the LA, working in unison to improve the quality and provision of RE in schools. SACRE is a member of NASACRE, and the LA supports/funds the Advisor, Chair and members to attend conferences and relevant CPD, and information from these is always shared at SACRE meetings or used to inform the work of the Advisor in supporting the action plan. The LA is forthcoming with school data, including performance in examinations and via Ofsted reports when they are available.
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. The Advisor is a member of AREIAC, and has made links with the Hindu Education board to compliment the relationships already established with examination boards, Ofsted and national organisations such as Faith Belief Forum and Culham St Gabriels Trust, which all inform her support of SACRE. More contact with further interfaith and HE groups would 'boost' our work. Please see recommendation a, below).
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:	
a. Build links with other inter faith and higher education organisations that could contribute to SACRE. This is something that can be achieved through the new Regional Hub Programme, shortly to be introduced.	

Section 2: Standards and quality of provision of RE

<p>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?</p>	<p><u>Established:</u> Having set up teacher networks SACRE now has a picture of what some schools are delivering. The network sessions now attracts approximately half of all schools, including special schools and academies. Improved evaluation strategies have been put in place to glean more detailed feedback from these, and a school survey was set up and all schools were invited to take part. However, not all schools have engaged in these networks/opportunities. Schools are regularly being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated, and this year we published a regular newsletter for all schools, providing helpful information, resources and information to support the teaching and learning of RE, as well as advertising the free networks led by the Advisor.</p>
<p>How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p><u>Established:</u> LA provides examination data when available so the presentation of GCSE and A Level results can be amended in the Annual Report so that a clearer picture of school standards and provision can be defined. The Advisor has strengthened her relationships with other agencies to source further data such as the Teaching Hours for RE from School Workforce Census collected by DFE in November 2021. This is used to inform SACRE members and ascertain priorities if support through the Action plan. In addition, a cross phase assessment tool has been included in the new Agreed Syllabus and shared with subject leaders. In these networks, there is now a focus towards Borough moderation in the hope of consistent reporting of progression in the subject.</p>
<p>How well does SACRE use knowledge of quality of learning to target support appropriately?</p>	<p><u>Established:</u> teacher networks have been set up where schools have been able to identify areas of concern and training has been delivered to address these specified needs. Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured and will be made available to Bromley schools in due course. SACRE has also been informed where concerns have been raised by schools or parents, and the RE Advisor has been actively supporting schools beyond the teacher networks in these instances.</p>
<p>To what extent does SACRE have and pass on information that supports high quality RE in schools?</p>	<p><u>Advanced:</u> SACRE are able to identify schools where SLT support is given as identified by Subject Leaders (middle managers) attending teacher networks. The LA provides information and support to ensure effective communication to schools via the website, teacher networks and a dedicated newsletter. The Clerk and Advisor are effective in sharing information regarding events and contact details to schools in support of RE provision. SACRE are well informed about developments in RE pedagogy, which has fed into the Syllabus and continues to be included on the agenda in response to relevant papers and report publications. The LA supports SACRE in continuing to provide networks for teachers which include the collaborative sharing and development of high quality resources and curriculum materials, as well as the creation of a variety of resources</p>
<p>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</p>	<p><u>Advanced:</u> Engagement with non LA maintained schools remains strong, with regular attendance to teacher networks, input to and sharing of collaborative projects as well as engagement in the Borough RE calendar artwork competition. The teacher networks remain available for all Bromley schools to attend at no cost to them, no matter their status. SACRE has also invited academies etc to join its membership and continues to provide information, resources and updates to all schools beyond these networks through email communication, an accessible website and from next year, a regular newsletter.</p>

Recommendations:

b. The engagement of the Advisor in the RE Hubs Programme will increase opportunities being made available to schools and SACRE to engage with and promote quality RE

Section 3: Effectiveness of the Locally Agreed Syllabus

<p>How does SACRE review the success of the existing Agreed Syllabus?</p>	<p><u>Advanced:</u> The new syllabus was launched in 2020 and includes contributions from teachers and members from all 4 SACRE committees. It was unanimously and enthusiastically Agreed and is now available on the SACRE website. Schools are already adopting the Syllabus, and Advisor is gaining positive feedback through well attended teaching networks, plus through email communication direct from schools, and via an online survey which all schools were invited to respond.</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. Over 2/3 of primary schools attending the networks/responding to surveys are now using these curriculum resources. Further support materials are being devised by SACRE to support and encourage effective delivery of RE through enquiry, including REal Resources in response to teacher feedback.</p> <p>Work towards collating cross borough samples of pupil work, in addition to those being entered for the calendar competition, is repeatedly being advocated in the teachers' network.</p>
<p>How well does the Agreed Syllabus promote effective teaching and learning in RE?</p>	<p><u>Advanced:</u> The syllabus now includes contemporary pedagogy at its core, and termly network meetings with teachers incorporate the latest updates and evidences how the syllabus supports these expectations of pupils and teachers which are in line with the latest Ofsted guidelines and national developments/research. The syllabus is continually being supplemented with further curriculum materials and resources, which promote the effective teaching and learning of RE, including those devised by SACRE members themselves.</p>
<p>How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?</p>	<p><u>Leading to Advanced:</u> Teachers continue receive effective and highly evaluated training via local teacher networks and the LA have updated their website provision so that SACRE has its own page and the Syllabus and materials are now freely available. Emails and feedback from schools demonstrate that these are being accessed. Feedback from teachers using the AS, via the network meetings has been positive.</p> <p>There have been some new schools attending the Network meetings this year, meaning a third of primaries and over half secondaries are now engaged, although there has been a decrease in attendance in some of these meetings this academic year. A newsletter has been devised to reach all schools, informing, promoting and supporting teaching and learning, as well as boosting the networks, which have been held online due to budget concerns.</p> <p>The number of resources supporting the AS continues to develop. Some members have produced video clips showing their religious beliefs in practice in the local community. These videos will provide valuable additions to the bank of resources which are both relevant and up to date.</p> <p>Although 68% of primary schools are following these network-developed materials, some primary schools are purchasing RE packages that are not totally fit for purpose/do not align with the syllabus e.g. alternative resources such as Discovery RE. The RE Advisor is providing guidance to these schools to negate this. In fact where the Advisor has been able to speak directly with the HT, schools have vocalised their preference and compliments for the Bromley curriculum materials instead.</p>
<p>To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?</p>	<p><u>Advanced:</u> Membership of SACRE has been enhanced so there is better representation of primary schools, including early years and Special schools, plus added membership representation of Humanism, Orthodox and Reform Judaism, and Baptist Christianity, providing a wider representation of religions and worldviews. Though an ASC is not required at the moment, our SACRE is well placed to ensure contributions from a wide array of teachers active in/through the networks and across SACRE membership. All SACRE members have received input from the Advisor in clarifying the latest developments in the subject and how the syllabus supports this. Discussion in meetings is vibrant and RE practice is questioned to ascertain deeper understanding of how the agreed syllabus is used in teaching and learning and also its effectiveness. Some members have also been involved in devising quality resources, or reading/studying further online materials and courses, all of which will support an ASC.</p>
<p>How robust are the processes for producing a strong educational Agreed Syllabus?</p>	<p><u>Advanced:</u> Though a more formal consultation is not currently considered necessary as only 3 years into last revision, informal consultation continues with teachers through the networks which are well attended. The skills spectrum is available and widely referred to these network meetings, and attendees are invited to give examples of work to moderate, supported by newly devised 'progress trackers'. It is hoped these can be used to support moderation, which could be developed further next year</p> <p>The RE Advisor continues to build on relationships with Church of England and Catholic Diocese officials, Ofsted representatives, other national organisations and conferences to inform work on/to support the Agreed Syllabus, which reflects the latest research findings from Ofsted and beyond.</p>
<p>How well does the Agreed Syllabus make use of national documents?</p>	<p><u>Advanced:</u> RE Advisor is familiar with national documents, including Ofsted and guidance from DfE and local Diocese materials and has delivered training to SACRE members, ASC and teachers via the network meetings and through the newsletters. Relevant elements of these materials have been included in the Syllabus.</p>
<p><u>Recommendations:</u> c. Ensure continued informal consultation and review with teachers, and try and establish collation and sharing of pupil samples</p>	

Section 4: Collective Worship

What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	<p>Developing: Bromley SACRE continues to hold the provision of good quality collective worship to be of paramount importance, such that it features frequently in our meetings. Some resources and materials have been provided to schools and will continue to be available via the new LA website.</p> <p>Additional guidance was devised and approved by SACRE this academic year to support and promote the invitation of guest speakers to schools now that the transition period following the pandemic has passed.</p> <p>However, though a small glimpse of what Collective Worship (CW) has been gained from schools attending networks, and through contact with/requests from members of SACRE, not all schools across the Borough have provided feedback and SACRE are far from confident that all pupils are receiving this provision.</p>
How does SACRE seek to influence the quality of collective worship in the LA's schools?	<p>Established: SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools. Another SACRE member has also recently been asked to devise a programme of Collective worship in one school, and use has been made of the SACRE website to promote the use of suitable external resources in schools. CW has been discussed in SACRE meetings and SACRE are aware of the issues and concerns in this area. SACRE has previously collated and shared some guidance materials to schools.</p>
How robust are SACRE's procedures for responding to requests from schools for a determination?	<p>Advanced: A review of policy and systems and school application materials has been completed. We believe we are ready should one arise.</p>
<p>Recommendations:</p> <p>d. RE Advisor could work with schools SACRE members and attending teacher networks to create a profile of suitable materials</p> <p>e. Development of CW survey/monitoring materials sent to schools</p>	

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

How representative is SACRE's membership of the local community?	<p>Established: We have strong representation from all major local religious communities, and this now includes different groups with in the same religious tradition beyond Christianity, having considered and discussed what local faith communities may not already be represented. Further reference to Census data 2021 when available can be made.</p>
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<p>Established: The REal Resources project is already under way to help promote religious, cultural and ethnic diversity. Some video contributions have already been received from SACRE members, and some have also been shared in the SACRE meetings. However, additional contributions are requested to ensure a broad reflection of worldviews before the resource is fully launched with schools. Funding has also been used for the Interfaith Dialogue Project, a key activity to develop next academic year. This has received very positive feedback and enthusiastic feedback regarding building knowledge around beliefs and values of others in the community. Resources from these will be developed and shared with SACRE members and teachers this coming year.</p> <p>Through the work of individual SACRE members, we are aware of groups and initiatives. Members continue to share further events through the SACRE Clerk, and those relevant for schools are forwarded by the RE Advisor. Permission has been granted to the RE Advisor to also share with teachers the contact details (for potential visits, talks, etc.) for various places of worship. It was decided previously that we would not publish these the SACRE website.</p> <p>In addition, to support the Syllabus, the Advisor has been working with schools to develop teaching planning materials, with increased coverage of worldviews and religions, and have learning opportunities through guest speakers and visits embedded in the learning. These will be made available on the SACRE website once all completed and will also include reference to the REal Resources. It is therefore desired that schools invite/engage with SACRE members for specific learning related to these materials, and guidance has been produced to support this.</p> <p>SACRE members have started to visit schools as agreed representatives of the organisations of their religion/worldview. These have only just started to recommence and are conducted in response to individual requests to schools and are therefore ad hoc and varied. However, as these are normally arranged with schools via the RE Advisor, they can therefore be supported by her, and it is encouraged that feedback is shared with the RE Advisor/SACRE afterwards. The suggested guidance (above) will also support this.</p>
How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<p>Established: The locally agreed syllabus encourages a much deeper understanding of all religions and engagement with why followers feel and behave as they do. This deeper understanding can only lead to improved cohesion. The syllabus includes references to how RE supports community cohesion.</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 Ramadan Guidance as a learning resource as and to support schools in providing for their Muslim pupils. This continues to be available to schools via the SACRE website. Specific reference to how actions and activities of SACRE that have contributed to community cohesion have been specified in the Annual Report, and members have been active in creating resources for schools (REal Resources) and have agreed to take part in the Interfaith Dialogue Conference project next academic year. However, SACRE members would like to be even more involved in this area.</p>
How well is SACRE linked to LA initiatives promoting community cohesion?	<p>Developing: We are not aware of any specific LA initiatives linked to the promotion of community cohesion. Although, there are strong links with the LA through the education services who share information, it would be beneficial to make connections with other departments involved in community events and initiatives so that SACRE are more able to contribute.</p>
<p>Recommendations (in addition to continuing current actions, and those mentioned above):</p> <p>f. Please see recommendations a and b, above.</p>	