

### Bromley Training Activity 1 What should a good SACRE be doing?

#### Statements we looked at were;

##### A SACRE Should.....

- 1 monitor and praise schools' achievement.
- 2 provide high quality training for teaching staff and SACRE members.
- 3 gather information on provision and standards by questionnaire and/or professional support.
- 4 write guidance for schools and parents on specific issues, e.g. Right of withdrawal or observing a religious festival.
- 5 exemplify standards in RE by publishing pupils' work online or in a portfolio.
- 6 listen to teachers and invite them to report on good practice from the classroom.
- 7 publicise its work by, eg: organising a competition to engage pupils' interest in RE.
- 8 contribute to interfaith work in the area.
- 9 showcase pupils' work in RE by, eg: facilitating an exhibition.
- 10 encourage faith communities to host SACRE meetings.
- 11 set up an annual lecture for all those interested in faith and RE.
- 12 use RE advisers and consultants to brief and support SACRE.
- 13 support a working party of teachers on a key topic, e.g. RE assessment, RE and citizenship.
- 14 seek to develop the role and influence of the SACRE every year by auditing the effectiveness of its work.
- 15 meet in schools.
- 16 monitor examination results in RE.
- 17 look regularly at examples of pupils' work.
- 18 monitor the effectiveness of its agreed syllabus.
- 19 alert the LA to the need to review its agreed syllabus.
- 20 be a talking shop.
- 21 meet regularly in its constituent groups.
- 22 produce an annual report every year.
- 23 encourage all its members to observe an RE lesson.
- 24 advertise its meetings

#### What the groups thought;

Group	A other faiths	B C of E	C Teachers	D councillors
<b>Essential</b>	1.6.12.19.21.22.	3.7.12.14.16. 18.19,22.24.	6.7.8.18. 19.23	12.16.18.19.22.24
<b>Highly Important</b>	7.8.14.18.	1.4.8.23	12	1.2.3.4.6.8.9.11
<b>Quite important</b>	3..9.10.11.16.23.	5.6.9.11	1.3.13.16.24	5.21
<b>Nice in ideal world</b>	13.17.2.5	10.13.15.17	2.5.9.10	7.15.17.23
<b>Least important</b>	4.15.24	21	11.14.17. 21.22	20
<b>Inappropriate</b>	21	2.20	15.20	6

This training exercise should help SACRE to plan for the future and can be the starting point for discussion. To start with it is quite interesting to find the difference in priorities between the four groups, it would have been ideal if we had all had the same priority however the set of statements which were deemed essential or highly important by at least three groups were;

*1 monitor and praise schools' achievement. 6 listen to teachers and invite them to report on good practice from the classroom. 7 publicise its work by, eg: organising a competition to engage pupils' interest in RE. 8 contribute to interfaith work in the area. use RE advisers and consultants to brief and support SACRE. 18 monitor the effectiveness of its agreed syllabus. 19 alert the LA to the need to review its agreed syllabus. 22 produce an annual report every year.*

Statements which two groups gave high priority to were;

*3 gather information on provision and standards by questionnaire and/or professional support. 4 write guidance for schools and parents on specific issues, e.g. Right of withdrawal or observing a religious festival. 14 seek to develop the role and influence of the SACRE every year by auditing the effectiveness of its work. 16 monitor examination results in RE. 22 produce an annual report every year. 24 advertise its meetings*

Therefore members would seem to want to focus their concentration on these aspects, some of them are the legal requirements of a SACRE anyway as outlined in the document papers that precede this exercise. In order to fulfil what a SACRE must do i.e. *In relation to RE, a SACRE must: advise the local authority (LA) on religious education given in accordance with the agreed syllabus, and on matters to do with RE as the SACRE sees fit or in response to those issues that might be referred to the SACRE by the LA.* Therefore surely, a SACRE should: *monitor the provision and quality of agreed syllabus RE and the effectiveness of the syllabus itself; provide advice and support on teaching agreed syllabus RE; consider whether changes need to be made to the agreed syllabus; offer advice to the LA, and through the LA to its schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.* Otherwise the knowledge base of the SACRE members would not be good enough to fulfil its duties.

The two categories of **least important and discarded as inappropriate** included statements 4, 6, 14, 22, 24 which were also among those deemed most important. A SACRE must by law produce an annual report (22) the meetings should also be advertised (24) as they are open to the public scrutiny. Bromley SACRE has produced guidance documents (4). It is important to do these things and also surely it is very important to try to do number 6 which is listening to teachers so that we can do the work of SACRE. In our feedback discussion we wondered if 14 was of benefit to the pupils and also wondered how this could be achieved. Perhaps we should think further about this statement.

'Meet regularly in constituent groups' and 'provide high quality training' did not come very high in the ranking but I consider that some training of members is important and to do this we will need to be in our groups. This will help with the development towards Bromley SACRE becoming an advanced SACRE. Of the other statements that were in the middle two categories sometimes it helps a SACRE to meet in a school to see the RE work and get feedback from teachers. Also meeting in a faith community premises can also show members what is similar and different about each other.

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December 2010