

BROMLEY SACRE

BROMLEY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

ANNUAL REPORT FOR THE ACADEMIC YEAR 2023-24



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 the 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 religious education (RE) and Collective Worship in those schools for which the LA has responsibility.

This report covers the academic year 2023-2024. Bromley SACRE is a member of the National Association of SACREs (NASACRE). A copy of this report covering the academic year 2023-2024 will be sent to NASACRE.

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Annual Report for the Academic Year 2023-24

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1 Introduction

1a. Chair's Introduction

As ever, I am hugely grateful for the invaluable support that Joanne Partridge, in her role as Clerk to SACRE, gives to both the Committee and me. Stacey Burman, our RE Adviser, continues to work hard to provide as much support as possible to schools across the Borough, seeking to provide encouragement and resourcing to RE teachers as they implement the Bromley Agreed Syllabus within their schools. Our REal Resource videos 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, Julia Andrew, and more recently, Sara Groenli, LA 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 Julia's support as she follows Carol Arnfield into a well-earned retirement.

I also express my gratitude to the various members of Bromley SACRE for their commitment to this work and their engagement with the various issues it raises. I have been particularly encouraged by their willingness to be actively involved in creating useful resources for schools.

Bromley SACRE always seeks to encourage and support those who deliver RE and lead Collective Worship in Bromley's schools (whether maintained or not). This work helps ensure that children and young people are given every opportunity to discover for themselves the ways in which religious and other Worldviews impact every area of our lives. It remains as vital today as it ever was.



Rev. Roger Bristow

1b. Overview of academic year 2023-24

Bromley SACRE met three times during the academic year 2023-24. Each meeting was quorate, and further attendance details are 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](#). 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 through local networks
- Borough RE calendar competition
- Accommodation and support for SACRE meetings by the LA
- Budget and advisory support for SACRE
- Website access to SACRE information
- Agreed Syllabus Review- monitoring implementation in schools
- Determinations and Collective Worship Guidance
- SACRE self-evaluation

- Sharing of education support materials and resources promoting Worldview learning in RE
- NASACRE Annual General Meeting and Conference
- Ofsted updates and other developments in subject pedagogy through national research projects
- Engagement in a pilot project working with Faith Belief Forum
- Use of national data and projects, e.g., RE Hubs
- Application for Westhill funding for the Interfaith Dialogue Conference project
- Promotion of SACRE's work with LA and other shareholders
- Membership of SACRE and reflection of local community
- Widening communication of SACRE with schools, including school governors
- Processes to broaden understanding of RE provision in schools, including academies

The support work of SACRE is partially informed by the self-evaluation form completed annually by all SACRE members. Any action planning also considers 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 the 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 RE Provision

In addition to an online survey devised as part of a deeper review process, the RE Advisor has gleaned further evidence and information 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 shared with school governors.

2a. The Agreed Syllabus

The Syllabus was unanimously agreed upon and positively received by schools when soft-launched in 2020. It is available on the SACRE webpage provided by the LA.

At its core, the syllabus has a contemporary pedagogy that reflects the latest research and the best practices outlined in various reports/reviews and recently published documents, including the Religious Education Council (REC) research into a Worldviews approach in RE, the National Content Standard, and the REC handbook. We benefit from the RE Advisor being at the spearhead of several national developments, including Department of Education (DfE) projects and work commissioned by the REC and the NASACRE.

The Advisor continues to demonstrate how our syllabus reflects this to SACRE members in meetings and teachers in the networks. In the latter part of the year, one school achieved a Gold RE Quality Mark. This national award includes judgment about the effectiveness of the RE curriculum and adherence to a syllabus that promotes effective pedagogy as part of the assessment process.

Bromley schools are able to participate in innovative **pilot projects** (e.g., with the Faith Belief Forum) because the Syllabus has been designed to support the latest (Worldviews) approaches and developments in the subject. This year, many were involved in a national research project with a university. We would not be able to engage with these opportunities if our syllabus was not aligned with these new approaches in the subject.

Reports from schools gleaned from the teacher networks, which include CPD on and around the RE being promoted in the syllabus, have been positively evaluated as including 'inspirational content.' Pupils and teachers are engaging well with the enquiry approach and the pedagogy set out in the syllabus. SACRE looks forward to further enhancing the content of this syllabus when we review it in the near future.

2b. School Support

Teacher Networks

Throughout 2023-24, 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 educational needs and/or disabilities (SEND)/Autism units. Sessions include discussion of effective pedagogy using enquiry, clarification and updates of key Ofsted messages regarding curriculum and demonstration of how the Agreed Syllabus supports these.

In these subject leader network meetings, several schools 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. SACRE members are invited to join these sessions, and we continue to promote the schools to host them. With the absence of a 'school visiting programme', which occurred many years ago, this is a helpful method to establish a clearer picture of the provision and use of the Syllabus in schools.

A point has been raised through the self-evaluation about alternative after-school timings to increase schools' capability to attend, where some may struggle to release teachers during the school day. This will continue to be monitored and discussed in future meetings.

Bromley SACRE is also aware that Church of England (CoE) and Roman Catholic (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 CoE. While advised to teach other religions and Worldviews 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.

This year, the RE Advisor met with the Deputy Diocesan Advisor for the Borough. Whilst they are unable to accept the invitation to join SACRE, it was muted to share information given to schools and even coordinate the running of these separate networks. This would allow the schools to 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.

Efforts have been made, and will continue to be made, to ensure relevant representation on SACREs Council, promote these teacher networks, and ensure the use of approved materials via these representatives.

Communication with Schools

There have been no declarations of pupil withdrawal from the RE classroom, though the Advisor is on hand to support with these, or any other queries raised by schools. Throughout the academic year of 2023-24, the Advisor responded to individual school enquiries and shared any guidance provided with SACRE.

We continue to publish and send out a biannual **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. However, not all schools have engaged in these networks/opportunities, nor all Subject Leaders are reportedly receiving the newsletter. Therefore, actions were implemented to update contact information for these

Leads, including a survey sent to school governors (see below) and a revised survey, which will be sent to each school via the schools' bulletin.

Bromley SACRE also shares information and updates with schools with the support of the LA through a dedicated **webpage** on Bromley Education Matters. In addition to the Locally Agreed Syllabus, this includes further guidance and additional materials devised by our SACRE, such as our 'Ramadan Guidance for Schools', 'Supporting guidance for Collective Worship', and a 'Guidance document for Guest speakers in our schools'. We also share information about our work on creating our additional Interfaith Dialogue resources (please see below).

While this webpage is increasingly accessed by schools and has attracted more attendance to the RE networks being held, teachers' comments show that it could be improved by introducing further resources to better support those who cannot access the networks. In addition, this website needs to be continually updated, e.g., with old materials removed.

Further resources were also produced and shared with schools in response to the conflict in the Middle East, including a guidance paper with quality-checked resources published on the webpage. Continuing Professional Development (CPD) X was devised and a session was delivered for secondary schools to support constructive interfaith dialogue around these events and was attended by half of Bromley schools.

In addition, a survey was devised and shared to glean feedback from school **governors**. Bromley SACRE is aware that this is an area which could potentially provide much support to subject leaders in their schools. After data analysis, the results were shared with SACRE members. In response, SACRE has decided to provide a special session for school governors to reiterate the role of RE and how it can support community cohesion. This training is being supported by the LA and will include information about schools' duties and how SACRE may be able to support these.

To increase awareness of SACRE, we are producing a promotional **video** this year to explain who we are, our aims, and how we promote high-quality RE provision for everyone. This video includes representatives from faiths and Worldviews, as well as teachers and councillors, and supports improved cohesion. It is hoped this video can be shared with a wide range of stakeholders as a first step in strengthening relationships, which may lead to opportunities for more collaborative work across the Borough.

SACRE 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 the learning of other faiths and Worldviews.

The artwork for this calendar is based on carefully planned enquiry questions that promote inclusivity and focus on key concepts relevant to RE. The questions 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.

Interfaith Dialogue Resources

SACRE members are always keen to increase their understanding of others represented in the community and to take part in interfaith dialogue and activities during meetings, experiencing for themselves an example of effective RE aligned to the new Worldviews Approach (reflected in our Syllabus). 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.

Several SACRE members have now undertaken training to secure a personal kitemark with the **RE Hubs** for visits with Schools, and we are delighted to confirm that our guidance materials reflect salient points from the training

provided here. These members' contact details are on the RE Hubs website to enable teachers to approach them about visits, to ensure more pupils have access to local places and people, and SACRE is informed in meetings when any visits have taken place.

The **REal Resources** project (2022-23) led to the creation of various videos in which people speak about their own beliefs and values. These videos have been shared with schools to help further promotion of religious, cultural and ethnic diversity. All SACRE members were invited to join in creating these materials via two interfaith conferences and have since been provided the opportunity to watch the completed videos.

These have received very positive and enthusiastic feedback from SACRE members and schools. We were recently asked to share this innovative project as part of the national NASACRE online webinar programme.

Following these conferences and the creation of materials, these SACRE members have been enthused to engage in further interfaith dialogue opportunities. We are delighted that our application for funding from Westhill to create our own Schools' **Interfaith Dialogue Conference Workshop** next year for and with schools was successful.

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

The Bromley Agreed Syllabus recommends that 5% of curriculum time is dedicated to RE. 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. 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 Religious Studies (RS). While requirements for some academies may differ, their funding arrangements ensure that they make provision for all pupils in RE.

Ofsted's latest Subject Report (2024) was shared with SACRE and discussed in the summer term meeting. This included Ofsted's national findings around the number of schools delivering RE as per statutory expectations. These findings and other key information were denoted as a handout and shared with schools via a headteachers' bulletin by the LA. These findings have inspired SACRE with renewed energy to support all schools in delivering high-quality RE to all pupils. SACRE also recognises the need to further clarify RE provision in Bromley to determine whether these national findings were reflected in Bromley schools.

Whilst a large number of schools are accessing the RE Newsletters and/or the teacher networks, SACRE members agreed to partake in a **website survey**, to explore which schools were showing correct information about how their curriculum was devised, whether this was using the Locally Agreed Syllabus, and if they showed information about how RE was delivered, i.e. in discrete lessons as part of a timetable. The survey results will be shared in the next academic year and will enable SACRE and the RE Advisor to target schools that appear to require more support. Once data from these has been fully analysed and with increased engagement with school governors, the resulting follow-up actions next year will hopefully further improve the number of schools with whom we are directly engaging and, therefore, provide a clearer picture ahead for the upcoming Syllabus review.

In the meantime, the RE Advisor continues to glean information through those schools participating in the teacher networks and has found that the number of **primary** schools relying on externally purchased curriculum packages to deliver RE continues to decrease overall. This is a result of primary schools becoming more aware of the differences and benefits of the pedagogical approach in the syllabus through conversations with the RE Advisor and in their confidence through the Borough networks to support their own teachers. The expertise of the RE Advisor has also been sought to support individual primary and secondary schools in implementing the syllabus in their school curriculum beyond the teacher network meetings. In the past year, two primary schools have accessed this support and one of the secondary schools in Bromley.

The LA continues to provide examination data when possible, and to notify SACRE whenever an Ofsted inspection reports in detail about a school’s RE provision. Data from the Teaching Hours for RE from the School Workforce Census collected by DfE is also used by SACRE to build a picture of RE provision in the borough.

The following tables detail the received data for the previous years. Current data will be added once provided.

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 the curriculum time provided for the subject. 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. Instead, they were graded through internal assessment, and no official/verified data was provided.

The following text and tables detail the received data for previous years. The public examination results give SACRE information on standards and are provided by the LA for SACRE. At the time of compiling this report, confirmed/validated data for Summer 2023 were unavailable. Once provided, this data will be added.

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

While most schools have similar numbers of examination entries, it is disappointing to see that Langley Park School for Boys, The Ravensbourne, and Harris Academy Beckenham have had fewer entries in 2022.

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 the number of schools engaged has dropped to only 2 (Glebe and St Olave's).

A Level in Religious Studies 2013-2022

At the time of writing this report, we do not have the verified data for these groups for 2023. Therefore, we 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 2022 pupils' grades/scores being higher than 2019 figures, though with a drop from those of 2021. Nationally, there continues to be a decrease nationally in the number of pupils sitting the exams, of 1617 from 2019 to 2022.

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.

Though current 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 2019, Bishop Justus and Langley Park School for Girls. However, four schools doubled the number of pupils they entered for A Level: 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.

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 Bromley pupil attainment in 2022 remains consistent with those found in the GCSE Full Course and A Levels. There was a small drop in the percentage of pupils achieving the A-B and A-E grades from the previous year, but there has been an increase in pupils' overall attainment since 2019.

3. Collective Worship and Determinations

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. We promote an inclusive approach to collective worship that supports spiritual development and contributes to community cohesion. SACRE has 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. In addition, the SACRE Chair has addressed this issue with school governors via LA-provided Governor Training.

Additional guidance has been devised and approved by SACRE to support and promote the invitation of guest speakers, which has been made available to schools. We actively promote the invitation of guest speakers to schools through engagement via the RE Hubs website (see above). The SACRE Chair regularly leads worship in two church schools in the 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 the SACRE website promotes the use of suitable external resources in schools.

Following robust discussions regarding how Bromley SACRE might respond to a request for a determination, we reviewed policies and school application materials. We believe we are ready should one arise. These, too, are available on the website, but there have been no requests this year.

However, there remains a desire to increase support for Collective Worship by further updating our guidance and support materials, even though 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.

SACRE recognises the first step in achieving this goal is to be more informed of school provision and their needs, which is why questions around Collective Worship were included in the recently devised school governors' survey. With a clearer picture and more members registered/kitemarked on the RE Hubs website, SACRE can consider viable actions to support any schools needing support, including reviewing and updating these materials. The Advisor will also strengthen relationships with organisations currently supporting schools (Spinnaker Trust), which may lead to further opportunities to support the development of materials alongside/in line with SACRE if funding allows.

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 fosters understanding and respect for all communities. 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 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. We now subscribe to the NASACRE webinar programme, and the Advisor has attended several sessions and reported back to SACRE. However, it has been noted in the self-evaluation that some other members may also like to attend these.

Our Advisor continues to access the latest research and resources through her continued membership with the Association of RE Inspectors, Advisers and Consultants (AREIAC) and as part of her work beyond the LA. Over the past year, she has collaborated with national examination boards and established links with Ofsted and the Faith Belief Forum to provide training and support for Bromley secondary teachers. In addition, several SACRE members are already engaging with the RE Hubs, and we now also have an opportunity to build links with other London SACREs through some of their events. In time, this may lead to cross-borough collaboration on certain projects.

Through the production of a biannual newsletter and via the teachers' networks, schools have been regularly advised of the range of support materials from other agencies, including Culham St Gabriel's 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, including contributing to a previous pilot project with the Faith Belief Forum and contributing this year to a research project being led by a university. It is evident through her informal conversations, teacher feedback, and the schools' survey that some subject leaders are becoming more involved at a national level. Examples include taking up membership with the National Association of Teachers of RE (NATRE), completing E-Learning Courses from CSGT and one subject lead achieving the Gold Award in the RE Quality Mark.

5. Contribution to Community Cohesion

Following concerted efforts and approaches to various national organisations, SACRE now has a membership that better reflects the religious and non-religious diversity of the local community. We are delighted to have Baha'i representation, but actions continue to be taken to secure Buddhist representation. However, where gaps remain, the Advisor always ensures that any materials produced by or on behalf of SACRE are externally checked by members of the appropriate bodies.

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 absences of representation from Catholic Worldviews and aim to remedy this in the future, in addition to the work already undertaken to strengthen our collaboration with CoE (see above).

The Agreed Syllabus contains specific information about how RE should support Social, Moral, Spiritual and Cultural development (SMSC) and British values. It also includes references to a broader range of religious and non-religious beliefs represented in our community and even lesser well-known religions beyond it. Our syllabus aims to better support pupils' understanding of religious and non-religious ideas by encouraging the investigation of responses to

ultimate questions, ethical issues and concepts through a pedagogy akin to the Worldviews Approach. This should, therefore, encourage a much deeper understanding of all religions and Worldviews and hopefully lead to improved cohesion, where similarities and connections can be recognised through dialogue.

In addition, SACRE has been active in creating and engaging in a wide range of Interfaith initiatives to promote and engender community cohesion over the past few years (please see section **2b**, above), some of which have been listed below:

- Interfaith Dialogue Conference resulting in REal Video Resources
- Participation in Faith Belief Forum pilot project around special artefacts
- Schools Interfaith Dialogue Workshop
- Promotional SACRE video
- Interfaith Calendar Artwork and School Competition
- Kitemark Accreditation and Training with RE Hubs

Having said this, SACRE is keen to continue earnestly building on these with new initiatives, including making connections with other departments involved in community events and initiatives so that SACRE can contribute more. Whilst there are strong links with the LA through the education services that share information, SACRE invites LA Officers and Councillors to suggest, update, connect and promote collaborative working with others in the LA in promoting community cohesion. Sharing the SACRE video (mentioned above) will support building the initial links with others in the LA.

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 Deborah Corcoran, from Group A.

Each year, SACRE produces a detailed action/development plan aligned with the council's financial year. The RE Advisor regularly updates this plan, which SACRE revisits in meetings. A copy of the action plan for the academic year of this report is included in Appendix 3.

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

The LA continues to support the work of our SACRE by providing a 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 from the SACRE committee. Despite the appointment of several new members to SACRE in Group A, regular attendance by a representative from Buddhism and 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 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 was awarded grant funding from Westhill to support their work on the Interfaith Dialogue Conferences and resources. Contributions 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 empowers leadership, management and governance, and allowed flexibility, independence and choice in the way SACRE carried out its work, reflecting the 'Transforming Bromley' Priorities.

7. Summary

Engagement with schools remains positive. Strong relationships are being developed with the RE Advisor in an increasing number of Bromley schools, including academies, special schools, and community schools. The surveys, newsletters, and webpage continue strategies that enable us to engage with and build connections with even more schools.

We have been delighted with the engagement and feedback received so far regarding all our interfaith projects, resources, and initiatives. These promote and develop teacher confidence in interfaith and cross-cultural dialogue. In the next academic year, we are keen to ensure that we continue to develop these further so more schools can access them. We can perhaps even develop additional resources.

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. However, without a continued influx of external funding, we would 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 2023-4

A - Other Faith representatives					
Daniel Coleman	<i>Catholic</i>	Sanjay Gupta	<i>Hindu</i>	Deborah Corcoran	<i>Humanist</i>
Patricia Colling	<i>Catholic</i>	Saiyed Mahmood	<i>Muslim</i>	(Vice Chair)	
Arvinder Nandra	<i>Sikh</i>	Omar Taha	<i>Muslim</i>	Katie Burtonshaw	<i>Baptist</i>
Iqbal Klimo	<i>Baha'i</i>			Katie Turner	<i>Reformed Jewish</i>
<i>(from November 2023)</i>					

B – Church of England representatives		
Rev. Roger Bristow	<i>(Chairman)</i>	Lee Kings
		Christopher Town

C – Teacher representatives			
Denise Angell	<i>Primary</i>	Cilla Larbi	<i>Secondary</i>
Hannah Arnold	<i>Primary</i>	Alex Hamill	<i>Secondary</i>
Caroline Ringham	<i>Primary/SEND</i>		

D – Councillor representatives		
Councillor David Jefferys	Councillor Sunil Gupta	Councillor Chris Price
Councillor Jonathan Laidlaw	Councillor Graeme Casey	Councillor Robert Evans
<i>(from May 2024)</i>	<i>(until May 2024)</i>	<i>(until May 2024)</i>
Councillor Jonathan Andrews	Councillor Kate Lymer	Councillor Keith Onslow
<i>(until May 2024)</i>	<i>(from May 2024)</i>	<i>(from May 2024)</i>
	Councillor Rebecca Wiffen	

Appendix 1b

Attendance of Bromley SACRE during 2023-24

Wednesday 1st November 2023						
A		B	C	D		Apologies
K Burtonshaw	S Mahmood	Rev R Bristow	C Larbi	Cllrs:	Dr S Gupta	D Angell
D Corcoran	O Taha	(Chairman)	C Ringham	J Andrews	D Jefferys	H Arnold
S Gupta	K Turner	L Kings		G Casey	C Price	A Hamill
I Klimo				R Evans	R Wiffen	A Nandra

Wednesday 28th February 2024						
A		B	C	D		Apologies
K Burtonshaw	K Turner	Rev R Bristow	D Angell	Cllrs:	D Jefferys	Cllr Robert Evans
P Colling	A Nandra	(Chairman)	H Arnold	J Andrews	C Price	D Corcoran
I Klimo		L Kings	C Ringham	G Casey	R Wiffen	O Taha
		C Town	A Hamill	Dr S Gupta		

Monday 22nd July 2024						
A		B	C	D		Apologies
K Burtonshaw	S Mahmood	Rev R Bristow	D Angell	Cllrs:	K Lymer	Cllr Rebecca Wiffen
D Corcoran	O Taha	(Chairman)	A Hamill	Dr SI Gupta	K Onslow	H Arnold
I Klimo	K Turner	C Town		D Jefferys	C Price	L Kings
				J Laidlaw		A Nandra
						C Ringham

Section 1: Management of SACRE and partnership with LA and other key stakeholders	
a. How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?	Advanced: 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.
b. How purposeful, inclusive, representative and effective are SACRE meetings?	Advanced: Meetings are well organised with the support of a dedicated clerk who is well experienced and supportive. Meetings are well attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions, and even engaging in some interfaith activities they encourage to take place in schools.
c. 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. Most faith members are active in contributing to SACRE projects, including the creation of resources and the <u>upcoming Interfaith Dialogue Project</u> . Further, several members are keen to support schools with visits, and several have registered on the RE Hubs website accordingly. <u>There is room to expand SACRE membership further to perhaps include Higher Education (HE) representatives.</u>
d. How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	Advanced: An ongoing 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.
e. 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. SACRE is a member of NASACRE, and the LA supports/funds the Advisor, Chair and other members to attend conferences. In addition, SACRE has subscription to and has been making use of the relevant CPD offered through NASACRE webinars and have also been invited to participate in the RE Hubs/NASACRE London specific online events. Information from all these is always shared at SACRE meetings and/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. <u>All members made aware of NASACRE webinar CPD programme and invited to attend.</u>
f. 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. The Advisor is a member of AREIAC and has made links with examination boards, Ofsted and national organisations such as Faith Belief Forum and Culham St Gabriel's Trust, which all inform her support of SACRE. More contact with further interfaith and Higher Education (HE) groups would 'boost' our work. The RE Advisor has been working to develop relationships with HE providers during the academic year, and even provided an opportunity for Bromley teachers to participate in a national research project with one university. <u>Advisor to continue developing relationships with schools, HE and other local stakeholders.</u>
g. 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: Although some members are missing a school visiting programme which used to take place several years ago, many of the schools in the borough are now part of Multi-Academy Trusts (MAT). 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. <u>One of the agreed actions (see website survey - action plan) will enable Advisor in future to engage with even more schools who are part of a MAT.</u>

Section 2: Standards and quality of provision of RE	
a. 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 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 have been invited to take part. We continue to publish and send out 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. However, not all schools have engaged in these networks/opportunities nor all Subject Leaders receiving the newsletter. <u>Therefore, schools have been asked to provide updated details of subject leader to ensure all SACRE/LA opportunities are being disseminated. In addition, one of the action points (website survey-action plan) will also hopefully alleviate this issue.</u>
b. How does SACRE use information about standards and examinations to target support and training for schools?	Established: LA provides examination data when available so the presentation of GCSE and A Level results can be amended in the Annual Report and 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. This will be 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.
c. 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. In addition, a further survey was devised, shared with and completed by schools, this time with a focus on providing support to school governors. <u>In response, specific training will be provided to school governors in the following academic year.</u> 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.
d. To what extent does SACRE have and pass on information that supports high quality RE in schools?	Advanced: 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. This will continue as SACRE moves towards reviewing the Locally Agreed Syllabus in due course. 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. The biannual newsletter and website mean schools have better access to the latest development, resources and opportunities being provided.
e. To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?	Advanced: 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. Academies also form membership of SACRE and engage with teacher networks. The teacher networks remain available for all Bromley schools to attend at no cost to them, no matter their status. SACRE 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. <u>One of the agreed actions (see website survey - action plan) will further enable Advisor in future to engage with even more schools who are part of a MAT.</u>

Section 3: Effectiveness of the Locally Agreed Syllabus

<p>a. How does SACRE review the success of the existing Agreed Syllabus?</p>	<p>Established: The 2020 Syllabus includes contributions from teachers and members from all 4 SACRE committees. Advisor is gleaned positive feedback from those schools adopting this who attend teaching networks. One school recently achieved a Gold REQM award where the 'syllabus and curriculum map were highlighted as strengths', providing a testament to the quality of RE it is promoting.</p> <p>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. All feedback from these is discussed at SACRE meetings. 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, and schools were also invited to take part in an online survey. This also serves as an opportunity to create a picture of what and how RE is being delivered in our schools.</p> <p>However, SACRE are aware that several schools are still not engaging with these networks, and the survey had a poor completion rate during this academic year. Therefore, to improve our processes and scope for feedback, several actions this year (governors survey, website survey) were put in place and will lead to resulting follow up actions next year. This will hopefully improve the number of schools with whom we are directly engaging, and therefore provide a clearer picture ahead of the Agreed Syllabus (AS) Conference (ASC) and review. <u>It may be worth scoping the funding/ASC budget to allow for an increase of hours when ASC is due.</u></p>
<p>b. How well does the Agreed Syllabus promote effective teaching and learning in RE? Is it "fit for purpose"?</p>	<p>Advanced: The syllabus has at its core a contemporary pedagogy which reflects the latest research, and we benefit from the RE Advisor being at the spearhead of several national developments, including DfE projects and work commissioned by the Religious Education Council (REC) and the National Association of SACRES. Bromley schools are able to partake in innovative pilot projects (e.g. with the Faith Belief Forum) because the Syllabus has been designed to support the latest (Worldviews) approaches and developments in the subject, and this year many were involved in a national research project with a university.</p> <p>Teacher feedback from the teacher networks, which include CPD on and around the RE being promoted in the syllabus have been positively evaluated as including 'inspirational content.' SACRE looks forward to further enhancing the content of this syllabus when we come to review the contents in the near future.</p>
<p>c. How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?</p>	<p>Advanced: Teachers continue to receive effective and highly evaluated training via local teacher networks and the Syllabus and some materials are now freely available via the website. Emails and feedback has been positive from schools and demonstrate that these are being accessed, however, the development of resources supporting the Syllabus is a continued focus. Teachers' comments show that the website could be improved with the introduction of further resources, meaning that those not able to access the networks would also be better supported. In addition, this <u>website needs to be continually updated</u> – e.g. with old materials being removed.</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. We acknowledge that we would like to increase the participation rate even higher and have been putting in place several strategies to support this, <u>including reaching out to governors and the production of a promotional video.</u> Further to this, some consideration could be made towards moving these to twilight sessions. This would, though, incur additional costs as these would no longer be able to be held on the same day as SACRE meetings, and so additional funding may be required to support the Advisor's travel and availability if these were to continue to be held face to face.</p>
<p>d. To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?</p>	<p>Advanced: SACRE meetings are very well attended with strong representation from all 4 groups, and following actions from the previous year, teacher representation is now strong both for Primary and Secondary schools and is always bolstered with additional feedback from other schools gleaned through local network meetings. Discussion in meetings is vibrant and RE practice is repeatedly explored 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 when required. The Advisor is active in trying to fill any gaps in the SACRE membership and we recently expanded membership group B, with members being 'inducted effectively'. Where gaps remain (e.g. Buddhism) the Advisor always ensures that any materials produced by or on behalf of SACRE are always externally checked by members of the appropriate bodies.</p>
<p>e. How robust are the processes for producing a strong educational Agreed Syllabus?</p>	<p>Advanced: Informal consultation continues with teachers through the networks to ensure teachers are fully involved in and have a sense of ownership in the Syllabus and any developments and revisions. Teachers are invited to share examples of pupil learning, trial new resources and materials and join various innovative projects. It is hoped that in the coming year more schools will engage and share their pupils' learning to support a wider scale moderation against the skills spectrum, the challenging progression in learning specified clearly in the syllabus, which is available and widely referred to in Primary Network meetings. In addition, unit plans and progression trackers have also been produced to support the AS and provided to those that have attended the Primary Network meetings. A more <u>formal consultation will be put in place for the next year, and a survey for schools has been devised in readiness.</u></p>
<p>f. How well does the Agreed Syllabus Conference make choices relating to the</p>	<p>Advanced: 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, and any revision of the syllabus will be further enhanced due to her continued involvement in other national projects and awareness of developments in the subject.</p>

use of national documentation?	
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Section 4: Collective Worship	
a. What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	Established: 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 LA Bromley Education Matters website. Additional guidance has been devised and approved by SACRE to support and promote the invitation of guest speakers to schools, which has been made available to schools, and we actively promote the invitation of guest speakers to schools through engagement via the RE Hubs website. However, a small glimpse of what is happening in Collective Worship (CW) has been gained from schools attending networks, and through contact with/requests from members of SACRE. Sadly, not all schools across the Borough have provided feedback and consequently SACRE are far from confident that all pupils are receiving their entitled provision of CW in accord with statutory requirements. <u>SACRE members have agreed to undertake a survey of school websites to see what information they provide regarding CW. With a clearer picture, and with more members registered/kitemarked on the RE Hubs website, SACRE can begin to consider viable actions to support any schools needing support.</u>
b. 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. Another SACRE member has also recently been asked to devise a programme of CW in one school, and use has been made of the SACRE website to promote the use of suitable external resources in schools. In addition, the SACRE Chair has addressed this issue with school governors via LA provided Governor Training. 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 called 'Reflective Pools' which remains available on the LA Bromley Education Matters website. RE Advisor and SACRE Members are looking to review and update these materials. <u>With a clearer picture following certain agreed actions (see website survey - action plan), and with more members registered/kitemarked on the RE Hubs website, SACRE can begin to consider viable actions to support any schools needing support, including to review and update these materials. The Advisor will be strengthening relationships with organisations currently supporting schools (Spinnaker Trust), and this may lead to opportunities to support the development of materials alongside/in line with SACRE.</u>
c. How robust are SACRE's procedures for responding to requests from schools for a determination?	Advanced: A review of policy and systems and school application materials has been completed. We believe we are ready should one arise.

Section 5: Contribution of SACRE to promoting cohesion across the community	
a. How representative is SACRE's membership of the local community?	Advanced: We have strong representation from all major local religious communities, and this now includes different groups within the same religious tradition beyond Christianity, having considered and discussed what local faith communities may not already be represented and with reference to Census data collated.
b. How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	Advanced: The REal Resources project led to resources being made and shared with schools this year to help promote religious, cultural and ethnic diversity. All SACRE members were provided the opportunity to watch these videos of those speaking about their own beliefs and values. These have received very positive and enthusiastic feedback from SACRE members and schools, and we were recently asked to share this innovative project as part of the national NASACRE online conference. 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. Through the work of individual SACRE members, we are more aware of local groups and initiatives. Members are encouraged to 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 on the SACRE website. However, several SACRE members have undertaken training to secure a personal kitemark with the RE Hubs for visits with Schools. These members' contact details are on the RE Hubs website to enable teachers to approach them about visits. SACRE members visit schools as agreed representatives of the organisations of their religion/worldview 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 schools visit guidance prepared previously also supports this.

	<p>In addition, Bromley schools were invited to join an innovative pilot project around special artefacts in differing worldviews and religions. SACRE members partook in some of the activities developed as part of this project as an extension to the usual more formal agenda, in which members were encouraged to share their own worldviews and experiences. Following this pilot project, materials have now been made available nationally. Further to this, the Advisor also created an opportunity for Bromley teachers to participate in a national research project with one university, due to be published in the near future.</p>
<p>c. How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?</p>	<p>Advanced: 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. SACRE has undertaken a survey of schools to understand syllabus is being used for RE and how this is being promoted on the school websites. <u>Further activity resulting from this survey will serve to improve cohesion and will contribute to the Syllabus review in the coming academic years.</u></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, special artefacts) and are well aware how these may contribute to schools' provision of community cohesion having experienced this for themselves. Further to this, SACRE has been successful in its bid for funding towards a <u>schools' interfaith Conference to be developed and delivered in the next academic year.</u></p> <p>In addition, SACRE is producing a promotional video to explain who SACRE is, what our aims are and how we promote high quality provision of RE for everyone. This video includes representatives from faiths and worldviews as well as teachers and councillors and supports improved cohesion. Clearly, SACRE members are keen to continue strengthening this focus and would like to be even more involved in this area.</p>
<p>d. How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</p>	<p><u>Developing:</u> 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. <u>SACRE would like to invite LA Officers and Councillors to suggest, update, connect and promote collaborative working with others in LA in promoting community cohesion. The sharing of the SACRE video (mentioned above) will be supportive in building the initial links with others in the LA.</u></p>