

BROMLEY SACRE

BROMLEY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

ANNUAL REPORT

FOR THE ACADEMIC YEAR 2024-25



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 which 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 2024-2025. Bromley SACRE is a member of the National Association of SACREs (NASACRE). A copy of this report covering the academic year 2024-2025 will be sent to NASACRE.

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Annual Report for the Academic Year 2024-25

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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 and Interfaith Dialogue Programme this year 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 more recently Laura Compton, 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.

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 2024-25

Bromley SACRE met three times during the academic year 2024-25. 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
- Monitoring implementation of current Agreed Syllabus in schools
- Setting up an Agreed Syllabus Conference
- 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
- Use of national data and projects, e.g., RE Hubs
- Planning, running and reporting on 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 RE 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.

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

At its core, the current 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.

Bromley schools have been 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. Last 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.

The RE Advisor continues to demonstrate how our syllabus reflects this to SACRE members in meetings and teachers in the networks. One school is reapplying for their 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. SACRE would like to promote more schools to apply for the award and will be providing schools opportunities to engage with and contribute to the Agreed Syllabus review, which will provide further evidence for an award.

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 and remains popular with the schools engaged in the initial reviews conducted this year. This year a series of **surveys** were conducted with primary and secondary schools, and several examples of RE learning were shared which reflects the pedagogical approach where it is recognisable effective learning beyond only substantive knowledge recall has taken place.

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,’ and faith group members of SACRE have been, and will continue to, be involved in providing input for school RE curriculum materials.

Both teachers and faith group representatives wish to continue with this pedagogy in the syllabus, and it was agreed a new visual model would be helpful in defining this approach, as well as to support teacher planning. Further **teacher examples** and input to include in the syllabus were also discussed, such as exemplars for using the spectrum in checking, monitoring and reporting on pupil progression, plus some EYFS planning samples.

In the Summer term, SACRE decided to hold its first **Agreed Syllabus Conference**, in which it was unanimously agreed for the RE Advisor to revise the current syllabus with the visual model, and to work with teachers in the coming year to collate and include the above support materials in the non-statutory section. The LA has secured additional funding for this work to take place.

2b. School Support

Teacher Networks

Throughout 2024-25, 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.

Within several of these subject leader network meetings, 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. SACRE members are invited to join these sessions, and we continue to promote 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 continues to be aware that **Church of England (CoE)** and Roman Catholic (RC) schools in the Borough run their own networks and training sessions for RE, and 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 still wishes to develop further and stronger links with these schools, to support and encourage the sharing of teaching materials between all Bromley schools. Last year, the RE Advisor met with the Deputy Diocesan Advisor for the Borough and it was suggested 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.

SACRE is hopeful that with the new CoE representative appointed, we can continue to work towards this goal.

Communication with Schools

There have been no declarations of pupil withdrawal from the RE classroom, though the RE Advisor is on hand to support with these, or any other queries raised by schools. Throughout the academic year of 2024-25, the RE Advisor responded to individual school enquiries and shared any guidance provided with SACRE.

We continue to publish and send out a biannual **newsletter** to 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 RE Advisor. In addition, a newly appointed Head of Educational Effectiveness in the LA joined SACRE this year, and has been helpful in ensuring regular messaging is sent to headteachers of all schools.

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).

This webpage is increasingly accessed by schools and has attracted more attendance to the RE networks being held. Following comments last year, efforts have been made by the RE Advisor working with the LA Officer to keep this updated. Discussions have also taken place about further resources being added in future, particularly in relation to, and in support of, the revision of the Agreed Syllabus with further support materials

In addition, following a survey to glean feedback from school **governors**, Bromley SACRE decided to provide a special session for school governors to reiterate the role of RE and how it can support community cohesion. This training was being supported by the LA and included information about schools' duties and how SACRE may be able to support these. Governors attending this session feedback this was helpful, and further sessions have been suggested for the next academic year, particularly as the Agreed Syllabus revision will be taking place.

SACRE also produced a promotional **video** this year to increase awareness of our work, explaining 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. The video has been shared with governors at their session (see above), and with headteachers at the showcase event (see below), as well as now being available on our webpage. It is hoped this video 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 culminates 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. Sadly, much of the artwork for this calendar was lost due to circumstances beyond the control of SACRE. However, in response to comments from schools, alternative artwork was sourced so the production of the calendar can proceed.

Interfaith Dialogue Resources and practice

SACRE members remain keen to learn more about those living in the local community and in experiencing for themselves examples of effective RE aligned to the new Worldviews Approach (reflected in our Syllabus), by taking part in interfaith dialogue and activities during meetings. Many are keen to share their lived experiences with others.

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. In addition, our RE Advisor was also able to provide RE Hubs Kitemark training this year to volunteer speakers at the Spinnaker Trust, many of whom already visit Bromley schools. These too have now registered with the RE Hubs and are now keen to build collaborative relationships with SACRE.

The **REal Resources** project (2022-23) led to the creation of a range of videos in which individuals across a broad range of Worldviews speak about their own beliefs and values. 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 videos have been shared with schools to help further promotion of religious, cultural and ethnic diversity, and 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. Plans for the revision of the syllabus will include opportunities to add further content.

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

Volunteer SACRE members and subject leaders in schools were invited to work with the RE Advisor to devise a programme for this conference. It was agreed this would be based on the Big Question '**How did the world and life get here?**' and took place in several stages, including an introductory session for teachers to run in schools with pupils prior to the online conference, as well as a reflection session after the event. Both these and the conference itself were fully resourced with materials created/donated by the faith speakers developed into interactive tasks by the RE Advisor, with our faith and belief speakers being supported with bespoke training from the RE Advisor. The reflection session also included opportunities to develop their own responses to the key question through art media. This artwork was displayed at the showcase event hosted by one of our schools as the last stage, and to which all headteachers and other councillors were invited. In addition, some of the artwork from this was selected to be included in the interfaith calendar for the reasons above. All the materials produced for and generated from this programme, including the event itself along with the resource packs for schools, will be developed into lesson support materials in the future.

We had over 300 pupils taking part, and the programme was rigorously evaluated, with surveys for schoolteachers, pupils and our faith and belief speakers. Results from these were compiled into a summary report. This showed 100% of speakers wanting to take part in a further event and 100% schools feeling this supported both pupils' skills in interfaith dialogue as well as teacher confidence in delivering the subject in a way that reflected the pedagogy in the Agreed Syllabus.

Whilst SACRE are keen to devise further programmes like this, we are restricted by funding for the RE Advisor's time, which will instead need to be focussed on the revision of the Syllabus in the coming year. However, we shall continue working collaboratively with these speakers and our schools to develop the further support materials suggested which will promote the emphasis on, and modelling of, interfaith dialogue in our Syllabus.

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) is repeatedly shared with SACRE and expectations of pedagogy have been positively correlated with the requirements in our current Syllabus. These will be made even more evident in the revised Syllabus with a new visual model.

In addition, Ofsted's national findings around the number of schools delivering RE as per statutory expectations have inspired SACRE with renewed energy to support all schools in delivering high-quality RE to all pupils, and were denoted in a handout and shared with schools via a headteachers' bulletin by the LA.

Last year, 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 enabled SACRE and the RE Advisor to target schools that appeared to require more support. The resulting follow-up actions helped improve the number of schools with whom we are directly engaging and, hopefully, also with contributing to the upcoming Syllabus revision.

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. With the inclusion of a visual model it is hoped that schools will be better able to determine whether external packages do indeed support the requirements of the revised Syllabus.

'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.

Key Stage 3 and upwards

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.

Table A, which shows % curriculum time dedicated to RE per year group, as well as GCSE data for the previous academic year, as at the time of writing this report other figures were not yet available.

Please note that unless otherwise indicated, all secondary schools are an Academy or part of a Multi Academy Trust (MAT) and without a religious character. In addition, Ofsted Inspection gradings have been listed where available.

Only one school (9) entered any pupils for the Short Course GCSE (%SC ent). They appear to have entered all pupils, 99% of which gained a grade 9-4. This is despite pupils in Year 7 only apparently receiving 3.5% curriculum time for dedicated RE learning.

It appears that only 3 schools are fulfilling the 5% curriculum time requirements for Years 12 and 13, and whilst most schools are providing more time for KS3 (Years 7-9), there remains 9 schools who are not.

Table A Teaching Hours for RE from School Workforce Census collected by DfE for 2024

School	%hours RE							%FC entry	%9-4 FC	%SC entry	%9-4 SC
	7	8	9	10	11	12	13				
1	5.56	6.36	6.36	3.62	1.85	5.4	5.48	13.3	90.9	0	
2 "Outstanding"	2.24	3.03	5.11	5.51	3.42	2.07	2.43	55.1	72.9	0	
3	8.63	4.7	8.06	7.13	7.43	0	0	98.3	82.2	0	
4								0		0	
5	3.88	3.83	3.52	1.23	1.14	1.53	1.71	8.6	84.2	0	
6	5.77	5.77	3.91	3.9	3.59	0	0	94.1	63.7	0	
7	6.41	4.53	6.88	7.31	7.08	6.29	4.56	82.9	74.7	0	
8	2.22	2.22	2.09	0	0	0	0	0		0	
9 (LA) CoE "Outstanding"	3.5	5.2	5.09	5	0	3.64	2.11	8.7	100	91.3	99.1
10	1.87	1.82	3.46	0.68	1.12	1.92	2	4.7	100	0	
11	0	0	0	1.46	1.28	0	0	10.3	76.2	0	
12 CoE	5.91	4.42	4.04	7.19	7.87	2.27	3.01	93.6	56.9	0	
13 "Good"								0		0	
14 CoE "Good"	5.91	4.42	4.04	7.19	7.87	2.27	3.01	93.6	56.9	0	
15 "Good"	6.41	4.53	6.88	7.31	7.08	6.29	4.56	82.9	74.7	0	
17 "Good"	5.77	5.77	3.91	3.9	3.59	0	0	94.1	63.7	0	
18 "Good"	0	0	0	1.46	1.28	0	0	10.3	76.2	0	
19 "Good"	2.22	2.22	2.09	0	0	0	0	0		0	
20 "Good"	3.88	3.83	3.52	1.23	1.14	1.53	1.71	8.6	84.2	0	
21 "Outstanding"	4.12	4.05	5.78	5.26	4.85	1.72	1.76	92.3	78.9	0	
22 "Good"	8.63	4.7	8.06	7.13	7.43	0	0	98.3	82.2	0	
23 "Good"	1.87	1.82	3.46	0.68	1.12	1.92	2	4.7	100	0	
24 "Outstanding"	0	0	0	0	1.27	0	0	2.6	100	0	
25 "Good"								0		0	
26 (Free) "Good"								98.9	53.6	0	

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

GCSE Full Course in Religious Studies 2025

While most schools continue to enter pupils for the Full Course (%FC ent), we note there are only 10 which enter the majority of the cohort. Three of these schools (7, 21, 22) supported 79% of pupils or more to achieve the grades 9-4.

Across the borough, 78.9% of pupils in Bromley schools achieved schools achieved grades 9-4 in Full Course RE, which is 5.2% higher than the national average of 73.2%.

In other schools where 90-100% of pupils achieved the higher grades in the RE Full Course appear less impressive when we consider that only 13% or fewer of their pupils were actually entered. In one case, just 2% were entered, and if in a large school (10 class cohort) this would equate to only 6 pupils from the whole year group.

AS and A Level in Religious Studies

At the time of writing this report, no current or previous examination data less than 3 years old was available, but this will be reviewed by SACRE in due course.

3. Collective Worship and Determinations

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.

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 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 previously 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. Further to this, the RE Advisor has delivered training to Spinnaker volunteers, some of whom deliver collective worship in some Bromley schools. These speakers are now registered with the RE Hub.

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, and next year, much time will be dedicated to the revision of the Agreed Syllabus.

However, 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 in the future to support any schools needing support, including reviewing and updating these materials. The RE 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 RE Advisor and the Chair of SACRE have attended the annual conference. We now also subscribe to the NASACRE webinar programme, and the RE 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 in future.

In addition, Bromley SACRE was present at both 'In Conversation with NASACRE for London SACREs' events this year and were able to provide colleagues with some suggestions for how to improve attendance and engagement from SACRE members (particularly for Group 4), for which we have been incredibly well supported.

Our RE 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 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**, as well as having secured Buddhist and Catholic representatives. SACRE will continue to monitor attendance and representation, with information for each group/committee recorded in the Annual Report. This makes it easier to identify additional/alternative members to be invited to join SACRE. Please see Appendix 1.

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 Programme
- 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 further 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 continues to invite 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, and Deborah Corcoran, from Group A, continues to hold the position of Vice Chair. This year SACRE decided to review their constitution and agreed to rename these roles as Chairperson and Vice Chairperson going forwards.

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.

The actions specified in the above are partly derived from the detailed self-evaluation 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 the newly Head of Educational Effectiveness. Regular update and planning meetings are held with this link Officer, the RE Advisor, the Chairperson and Clerk of SACRE, and all actions requiring LA support have been delivered. From next year, SACRE will be supported by another member of the same department who has more recent school experience and will continue to act as a conduit between SACRE and the various LA departments.

The LA receives all the SACRE funding, and in 2024-25, 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 members (NASACRE conference)
- Design costs for the Bromley RE Calendar
- 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, and further funding from the LA was secured to proceed with the review and revision of the Agreed Syllabus to continue next academic year.

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 an enthusiastic and proactive SACRE, with members who repeatedly demonstrate eagerness to contribute to the learning of the subject and the support of Collective Worship. We have been delighted with the engagement and feedback received so far regarding all our interfaith projects, resources, and initiatives.

In the next academic year, we are keen to develop the Agreed Syllabus and its supporting materials in a way that models and promotes this collaborative working across all groups and shareholders.

Appendix 1a

Membership of Bromley SACRE during 2024-5

A - Other Faith representatives					
Daniel Coleman	<i>Catholic</i>	Sanjay Gupta	<i>Hindu</i>	Kyoichiro Hosoya	<i>Buddhist (from April 2025)</i>
Patricia Colling	<i>Catholic</i>	Saiyed Mahmood	<i>Muslim</i>	Deborah Corcoran	(Vice Chairperson) <i>Humanist</i>
Arvinder Nandra	<i>Sikh</i>	Omar Taha	<i>Muslim</i>	Katie Burtonshaw	<i>Baptist</i>
Iqbal Klimo	<i>Baha'i</i>	Katie Turner	<i>Jewish</i>	Wayne Biswas	<i>Catholic (from June 2025)</i>

B – Church of England representatives		
Rev. Roger Bristow	(Chairperson)	Christopher Town
Lee Kings	(until December 2024)	Rev. Shavaun Shodeinde
		(from April 2025)

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

D – Councillor representatives		
Councillor David Jefferys	Councillor Kate Lymer	Councillor Robert Evans
Councillor Rebecca Wiffen	Councillor Jonathan Laidlaw	Councillor Will Rowlands
Councillor Chris Price	Councillor Dr Sunil Gupta	Councillor Keith Onslow
	(until May 2025)	(from May 2025)
	(until June 2025)	(until May 2025)

Appendix 1b

Attendance of Bromley SACRE during 2024-25

Wednesday 4th December 2024				
A	B	C	D	Apologies
K Burtonshaw D Corcoran S Gupta I Klimo S Mahmood A Nandra O Taha	Rev R Bristow (Chairman) L Kings C Town	D Angell H Arnold A Hamill C Larbi	Cllrs: Dr Sunil Gupta David Jefferys Jonathan Laidlaw Kate Lymer Chris Price Rebecca Wiffen	Cllr Keith Onslow K Turner

Wednesday 2nd April 2025				
A	B	C	D	Apologies
K Burtonshaw D Corcoran K Hosoya I Klimo O Taha K Turner	Rev R Bristow (Chairman) C Town	D Angell H Arnold	Cllrs: Dr Sunil Gupta Jonathan Laidlaw Kate Lymer Keith Onslow Chris Price	Cllr David Jefferys Cllr Rebecca Wiffen A Hamill A Nandra C Ringham Rev S Shodeinde

Wednesday 18th June 2025				
A	B	C	D	Apologies
W Biswas K Burtonshaw K Hosoya I Klimo S Mahmood A Nandra O Taha K Turner	Rev R Bristow (Chairman) Rev S Shodeinde C Town	D Angell H Arnold A Hamill C Ringham	Cllrs: David Jefferys Kate Lymer Chris Price Will Rowlands	Cllr Robert Evans Cllr Rebecca Wiffen D Corcoran C Larbi

Section 1: Management of SACRE and partnership with LA and other key stakeholders	
a. How well supported and resources is SACRE?	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, a biannual newsletter, plus the promotion and administration of all teacher networks which are provided at no cost to schools.
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 Interfaith Dialogue Project. Further, several members are keen to support schools with visits, and several have registered on the RE Hubs website accordingly. There is room to expand SACRE membership further to perhaps include Higher Education (HE) representatives.
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 and regional events. 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?	Advanced: 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 Gabriels Trust, which all inform her support of SACRE. More contact with further interfaith and HE groups would 'boost' our work. The RE Advisor has been working to develop relationships with HE providers during the academic year, will continue to provide opportunities for Bromley teachers to participate in a national research project when available. Actions were taken to increase engagement with CoE schools, and along with new relationships being built with MATs, initiatives to increase engagement will continue in the next year.
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 MATs. 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>Actions have been taken to ensure wider engagement with schools who are part of a MAT in the coming year.</u>

Section 2: Standards and quality of provision of RE

<p>a. 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>Established: Teacher networks are well established, meaning SACRE now has a picture of what some schools are delivering. The network sessions have in the past attracted 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. It has been suggested that some analysis can be taken to ensure faith schools (CoE) are also engaged. Schools have been asked to provide updated details of subject leader to ensure all SACRE/LA opportunities are being disseminated, and it would be <u>helpful if these contact details could be forwarded to the RE Advisor</u>.</p> <p>.We continue to publish and send out a bi-annual 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, it is also unclear whether all subject leaders receive the newsletter.</p>
<p>b. How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p>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.</p> <p>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.</p> <p>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>c. How well does SACRE use knowledge of quality of learning to target support appropriately?</p>	<p>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. In response, specific training was provided to school governors this academic year. Several schools have been involved in co-writing curriculum planning materials with the Advisor to support the revision of the 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>Analysis is conducted of examination data provided by the LA as well as workforce data in/or following the annual report. In addition, a website survey was undertaken by members this year to identify those schools where further support may need be directed, and the Advisor has approached those schools accordingly.</p>
<p>d. To what extent does SACRE have and pass on information that supports high quality RE in schools?</p>	<p>Advanced: The LA provides information and support to ensure effective communication about quality assured resources and opportunities via the Advisor to schools through the website, teacher networks and a dedicated newsletter, as well as inserts in the HT bulletin/circular.</p> <p>This year, SACRE have also presented to school governors, as well as running its first pupils' interfaith conference programme which was open to all schools.</p> <p>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.</p> <p>The LA supports SACRE continues to support SACRE ensuring schools have better access to the latest development, resources and opportunities being provided.</p> <p>The Chair attends the in Conversation with NASACRE events and several members have/continue to attend the RE Hubs kitemark training, as well as receive and forward opportunities and updates received via their connections to the RE Hubs. All of this expertise is included in SACREs activities in creating interfaith resources (REal Videos, interfaith conferences etc) and will be incorporated when reviewing the agreed syllabus in the coming year.</p>
<p>e. 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>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. It has been agreed that <u>the Advisor will continue to engage with even more schools who are part of a MAT</u>.</p>

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. 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. Since its launch, termly meetings have been held to support gleaning feedback about the effective implementation of the syllabus and to promote high-quality RE teaching. Further support materials have been devised by SACRE to support and encourage effective delivery of RE through enquiry, including the first pupils’ interfaith conference. 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. While questionnaires have been distributed to gather this information, low engagement with these reviews remains a challenge. Therefore several actions last year (governors survey, website survey) were put in place, leading to the identification of, and communication with schools, which required additional support in compliance with the Agreed Syllabus, and SACRE provided training to school governors. SACRE continues to consider further and more rigorous methods to monitor the Agreed Syllabus and RE provision in schools.</p>
<p>b. How well does the Agreed Syllabus promote effective teaching and learning in RE?</p>	<p>Advanced: The syllabus has at its core a contemporary pedagogy which reflects the latest research, and 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. The RE Advisor demonstrates a strong commitment to continuous improvement and sharing of best practice in RE and the latest updates from Ofsted at termly meetings and through regular written updates, as well as the devising of resources and activities such as the REal videos and interfaith dialogue conferences with SACRE members, which illustrate how individuals in the local community live out their beliefs, providing authentic and engaging material for classroom use. Subject leaders attending the CPD sessions are able to disseminate this good practice in their own schools. Over the next year, the revision of the syllabus will continue to work with a collaborative model, where schools are invited to co-create additional materials and trial in their schools, thus building capacity for the 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, and efforts have been made to ensure this is kept up to date. 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. There have been some new schools attending the Network meetings this year, meaning a third of primaries and over half secondaries are now engaged. However, challenges persist in communication and accessibility, with some teachers reporting not receiving information about available training, and for others, rigid timetabling and limited cover arrangements within schools hinder their ability to attend sessions held during the school day. A promotional video was developed to highlight the role of SACRE and the value of Network meetings, but despite efforts to engage school leaders—including an invitation to a celebratory event showcasing the video—attendance was disappointingly low. Some consideration has been 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. SACRE are fully aware when considering the launch of the revised syllabus, we need to ensure that the majority of schools within the Borough attend/are aware.</p>
<p>d. To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?</p>	<p>Advanced: SACRE meetings are consistently well attended, reflecting strong engagement across the community. Recent efforts have successfully increased teacher representation, ensuring that classroom perspectives are well integrated into discussions, 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. In response to the RE Advisor’s commitment to inclusive representation, SACRE has recently welcomed both a Buddhist and a Catholic representative.</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. Recent consultation regarding a revised syllabus was incorporated into the agenda of the latest Primary Network meeting. Feedback indicated that the current syllabus is highly effective, and as such, a complete overhaul was deemed unnecessary.</p>
<p>f. How well does the Agreed Syllabus make use of national documents?</p>	<p>Advanced: The RE Advisor demonstrates a thorough and current understanding of national documentation, including Ofsted frameworks, guidance issued by the Department for Education, and resources provided by the local Diocese. They have also facilitated professional development for teachers through structured Network meetings and delivered training to SACRE members and shared through the newsletters. The revision of the syllabus will be supported with her continued involvement in other national projects and awareness of developments in the subject.</p>

Section 4: Collective Worship

a. What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	<p>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.</p> <p>However, a small glimpse of what is happening in Collective Worship (CW) has been gained from schools attending networks, and a survey of schools websites was undertaken. In addition, an electronic survey was sent to schools and governors. 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 Collective Worship in accord with statutory requirements. SACRE continues to encourage <u>more members to be registered/kitemarked on the RE Hubs website, and the RE Advisor to make connections with other SACREs to begin considering further viable actions to support any schools needing support.</u></p>
b. 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. 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. Throughout the last academic year, the Advisor strengthened relationships with organisations currently supporting schools (Spinnaker Trust), as well as other SACREs. It is hoped this may lead to opportunities to support the development of materials alongside/in line with SACRE.</p>
c. 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>

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

a. How representative is SACRE's membership of the local community?	<p>Advanced: We have strong representation from all major local religious communities, including different groups within the same religious tradition. This is more so in 2025 with the addition of a Buddhist (Kyoichiro Hosoya) and Catholic (Wayne Biswas) faith representatives. The current representation is much aligned to the current Census data for the area.</p>
b. How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<p>Advanced: This year SACRE members built upon the REal Resources project of 2024, by developing an interfaith dialogue conference and showcase event. This was a wonderful opportunity for different faith groups to learn more about one another through preparation of material, artwork, webinar attendance, and an in-school parents/pupils evening. This has been coupled with the kitemark sessions with the RE Hubs for school visits which have furthered our collective understanding of RE in the local area. SACRE continues to be very open to promoting local events, maintaining good liaison with local initiatives.</p>
c. How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<p>Advanced: Further to the work on the locally agreed syllabus, we surveyed schools to understand their current provision for RE. This has been coupled with the interfaith dialogue and showcase event, alongside a 'Who is SACRE' promotional video which was shared with schools.</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, Interfaith Conferences) and are well aware how these may contribute to schools' provision of community cohesion having experienced this for themselves.</p>
d. How well is SACRE linked to LA initiatives promoting community cohesion?	<p>Developing: This year SACRE created a promotional video which has been shared at schools Governors' meetings, and on our webpage. Though all were invited, there were disappointing numbers of councillors attending the Showcase event to see this video. There appears to be little further advancement in this category, even following attempts to increase communication and collaboration with local council initiatives e.g. through inserts in the local council newsletter. SACRE remains unaware of any specific LA initiatives linked to the promotion of community cohesion. We feel it would be beneficial to make connections with departments involved in community events and initiatives, in order that SACRE members can contribute.</p>