BROMLEY SACRE

BROMLEY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

ANNUAL REPORT

FOR THE ACADEMIC YEAR 2025-26

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 2025-2026. Bromley SACRE is a member of the National Association of SACREs (NASACRE). A copy of this report covering the academic year 2025-2026 will be sent to NASACRE.

Contacts

SACRE Chairman
Rev. Roger Bristow
SACRE.Chair@bromley.gov.uk
0208 462 1280

Clerk to SACRE
Jo Partridge, Bromley Council
joanne.partridge@bromley.gov.uk
0208 461 7694

Annual Report for the Academic Year 2025-26

Contents Page

1. Introduction 3
2. Standards and Quality of RE Provision 4
3. Collective Worship and Determinations 10
4. SACRE Work with Other Agencies 11
5. Contribution to Community Cohesion 11
6. Management of SACRE 12
7. Summary 13
8. Appendices
   - SACRE Membership and Attendance 14
   - Self-Evaluation 15

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 and Laura Collins, 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 2025-26

Bromley SACRE met three times during the academic year 2025-26. 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
- Meetings and decisions of the 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 projects
- 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 and secondary Headteachers
- 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 shared with SACRE members in meetings and subsequently referenced throughout this report. In addition, a further survey was previously 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 also 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 around 'Personal Knowledge' with a university supported by the RE Hubs. 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 and positively received by schools when originally launched in 2020 and remains available on the SACRE webpage provided by the LA. Last year a series of **surveys** were conducted with primary and secondary schools and several examples of RE learning continue to be 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.

Having secured additional funding from the LA, there have been several meetings of the convened **Agreed Syllabus Conference** throughout the year. In the first it was agreed to continue promoting the pedagogy in the current syllabus, but to provide a new visual model to help define how this approach reflects the recent developments and expectations from Ofsted, including the use of terminology around the different types of knowledge, as well as to support teacher planning.

The 'Flower Model' was devised and adopted early in the academic year and provided a framework for the development of curriculum models, teaching materials and samples, including EYFS planning and KS1-2 curriculum materials, which were co-devised and/or trialled in volunteer schools. These will all be included in the non-statutory section or "Subject Leaders' Toolkit" of the Syllabus to allow continued enhancement and additions.

Both the syllabus and the Toolkit have been shared with teachers and following some minor amendments in light of their feedback, the final version was completed ad unanimously agreed in July 2026. This syllabus will be made available to schools via the SACRE webpage on the LA platform from August 2026, with an expectation for full implementation by September 2027.

During this period, A further survey for Subject Leaders to collate their initial responses will be conducted, and the RE Advisor will continue to provide support for Subject Leaders with termly training, the sharing of sampler materials, and the development of KS3, 4 and 5 materials for the Toolkit with volunteer secondary schools.

2b. School Support

Teacher Networks

Throughout 2025-26, 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. There were approximately 25 schools present for the July session.

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.

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.

The RE Advisor had previously met with the Deputy Diocesan Advisor for the Borough when it was suggested to share information about, or even co-deliver some training, within 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 Syllabus in place, and with a new CoE representative in place, 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 2025-26, the RE Advisor responded to individual school enquiries and shared any relevant guidance that was 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, the Head of Educational Effectiveness in the LA, who joined SACRE last year, and continues to ensure 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. This includes the Locally Agreed Syllabus, 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 and has recently included functions for teachers to book onto these. Following comments last year, efforts have been made by the RE Advisor to keep this updated, and we are grateful to the additional LA Officer who joined SACRE this year for her support in this, and in advance for further resources being added in future, particularly in relation to the revised Agreed Syllabus and support materials.

In addition and following the success of last years' session for school Governors, Bromley SACRE delivered a special session for **secondary school Headteachers** to reiterate the role of RE and how it can support community cohesion. This training was being supported by the LA, and further sessions have been suggested for the next academic year, particularly as the revised Agreed Syllabus will be launched.

SACRE continues to promote its work through the specially created **video** to increase awareness of our work, explain who we are, share our aims and how we encourage 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 previously been shared with governors and secondary school headteachers at their respective sessions (see above), as well as now being available on our webpage. It has also been decided that all new members of SACRE – particularly elected Councillor members – will be encouraged to watch this video to support their initiation.

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 enquiry questions promoting inclusivity and which reflect the Syllabus pedagogy, as well as some of the curriculum planning being developed in the teachers' networks, with an increasing number of schools taking part.

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. Almost all SACRE faith group members have now undertaken training to secure a 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 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.

Following these conferences and the creation of materials, these SACRE members have been highly enthused to engage in further interfaith dialogue opportunities. Last year We were delighted that our application for funding from Westhill to for and with schools was successful.

Last year, volunteer SACRE members and subject leaders in schools were invited to work with the RE Advisor to devise and run our own Schools' **Interfaith Dialogue Conference Workshop** based on the Big Question '**How did the world and life get here?**' which 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, which also included opportunities for pupils 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, as well as a selection appearing in our 2024-5 interfaith calendar.

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 100% schools feeling it 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 of our own, we are restricted by funding for the RE Advisor's time. However, all secondary schools were invited to take part in an Interfaith Dialogue Conference programme being run by another SACRE based on the Big Question "**why remember**?" with a focus on responses to examples of Religious Persecutions in the past, including the Shoah, some Sikh martyrs and accounts of Baha'i discrimination. 4 secondary schools engaged, as well as several faith group members contributing. Resources and teaching materials devised from this event have subsequently been shared with schools with some also being featured in the Subject Leaders' Toolkit.

In addition, a further **Interfaith Dialogue Conference** was held for subject leaders in July where several faith group members of SACRE shared response to questions about life and death and if they had beliefs about a soul. These topics of discussion have not only appeared in some of the primary sample materials which have been shared in the network but are also included in GCSE examination specifications. Therefore, some of the videoed resources and teaching materials devised from this event will be included in the Subject Leaders' Toolkit.

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, and excludes time allocated for collective worship. Religious education remains statutory for all students, and Bromley SACRE 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 have been 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. We are keen to therefore also include KS4 and KS5 core curriculum planning samples in our **non-Statutory Syllabus materials**, and the RE Advisor has set time aside to work collaboratively on these with volunteer schools this coming year.

Previously, SACRE members conducted 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. Using this data, the RE Advisor was able 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. Plans have already been put in place to support several schools within a Multi-Academy Trust from September 2026 in planning their curriculum to align with the newly revised syllabus.

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.

KS3 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.

It appears that only 4 schools are fulfilling the 5% curriculum time requirements for Years 12 and 13, but this is one less since SACREs messages to schools went out. In addition, whilst most schools continue to provide more time for KS3 (Years 7-9), there has also been a decrease in the number of schools who are not since last year.

Table A **Teaching Hours for RE from School Workforce Census collected by DfE for 2025**

	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	% hours - RE	% KS4 FC entries	% KS4 SC entries	% KS4 All Entries	No Entries %	Ofsted Rating	%9-4FC	%9-4SC	Secondary Premium
1	5.56	6.36	6.36	3.62	1.85	5.4	5.48	4.76	13.3	0	13.3	86.7		90.9		Medium
2	2.24	3.03	5.11	5.51	3.42	2.07	2.43	3.45	55.1	0	55.1	44.9	Outstanding	72.9		Very Low
3	8.63	4.7	8.06	7.13	7.43	0	0	4.91	98.3	0	98.3	1.7		82.2		Very Low
4									0	0	0	100				Low
5	4.12	4.05	5.78	5.26	4.85	1.72	1.76	3.88	92.3	0	92.3	7.7		78.9		Very Low
6	6.41	4.53	6.88	7.31	7.08	6.29	4.56	6.26	82.9	0	82.9	17.1		74.7		Low
7	3.5	5.2	5.09	5	0	3.64	2.11	3.34	8.7	91.3	100	0	Outstanding	100	99.1	Very Low
8	0	0	0	1.46	1.28	0	0	0.48	10.3	0	10.3	89.7		76.2		Low
9									0	0	0	100	Good			Low
10	5.91	4.42	4.04	7.19	7.87	2.27	3.01	5.43	93.6	0	93.6	6.4	Good	56.9		Low
11	6.41	4.53	6.88	7.31	7.08	6.29	4.56	6.26	82.9	0	82.9	17.1	Good	74.7		Low
12	5.77	5.77	3.91	3.9	3.59	0	0	3.14	94.1	0	94.1	5.9	Good	63.7		Very Low
13	2.22	2.22	2.09	0	0	0	0	1	0	0	0	100	Good			Low
14	3.88	3.83	3.52	1.23	1.14	1.53	1.71	2.29	8.6	0	8.6	91.4	Good	84.2		Very Low
15	0	0	0	0	1.27	0	0	0.24	2.6	0	2.6	97.4	Outstanding	100		Low
16	5.56	6.36	6.36	3.62	1.85	5.4	5.48	4.76	13.3	0	13.3	86.7	Outstanding	90.9		Medium
17									0	0	0	100	Good			Medium
18									98.9	0	98.9	1.1	Good	53.6		

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

GCSE in Religious Studies 2025

Only one school (7) entered any pupils for the **Short Course GCSE** (% KS4 SC entries). 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.

While most schools continue to enter pupils for the Full Course (%FC ent), we note there are only 6 which enter the majority of the cohort. This is a decrease from 10 the previous year. Four of these schools (3, 5, 6 and 7) supported 74% of pupils or more to achieve the grades 9-4. The results for schools 3, 5 and 6 are particularly impressive when we consider that a large proportion of the cohort were entered, particularly school 3 which achieved the highest % of pupils attaining grades 9-4 with over 90% of pupils being entered. Conversely, the 100% of pupils achieving grades 9-4 in school 7 is less impressive when we consider that this only accounts for less than 10% of the cohort.

Across the borough then, 78.5% of pupils in Bromley schools achieved schools achieved grades 9-4 in Full Course RE, which is 5.1% higher than the national average of 73.4%.

3. Collective Worship and Determinations

There were no requests for **Determinations** this year, however, following robust discussions regarding how Bromley SACRE might respond to a request for a determination, and having previously 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.

We are delighted that this year, we have been able to focus on our support of Collective Worship. Following an enquiry from a MAT regarding their provision, as well as questions raised by several other secondary headteachers (see under communications with schools, page 6), a full review of our Guidance was conducted. Through informal **consultation**, it became clear that the majority of secondary schools were not confident they were fulfilling the statutory requirements for a daily act of Collective Worship.

Subsequently, new **guidance** has been devised and uploaded onto the website for schools to access. This clarified what was meant by Collective (rather than Corporate) Worship, as well as what 'Broadly Christian' would entail. In addition, a simple model was devised allowing schools to flexibly implement Collective Worship in a multitude of ways that reflected their daily schedules/routines.

Further to this, **sample materials** following this model were devised with contributions from several SACRE members and in collaboration with other London SACREs during the Spring and Summer terms. These materials not only demonstrate how the model could be used for several different areas of consideration or themes as part of any Collective Worship programme, but also reflect the key principles of Interbelief dialogue, which is central to the Syllabus.

Initial feedback from teachers included immediate recognition of how these materials could be adapted to suit their own individual schools' models of delivering Collective Worship, and also recognition of how they would also encourage interbelief dialogue among their pupils, thus support the learning being promoted in the Syllabus. Indeed, some even suggested that the level of detail provided would be adaptable for units of learning as part a curriculum which would meet its requirements.

We continue to promote the promote the invitation of guest speakers via the RE Hubs website to contribute to the delivery of Collective Worship, and our additional guidance for schools (and speakers) remains available on the webpage. The SACRE Chair regularly leads worship in two church schools in the Borough, and other members have been invited into schools.

With these resources and more members now registered/kitemarked on the RE Hubs website, SACRE can consider further viable actions to further support schools in delivering effective collective worship in the future. Meanwhile, it is our intention to glean more detailed feedback from these volunteer schools and collate further samples of these materials 'in action' to continue inspiring more schools to deliver effective Collective Worship more widely, and in due course, to conduct a more formal survey to gain a coherent picture of school provision.

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, Bromley schools have had the opportunity to take part in unique opportunities on other programmes, projects and organisations such as the Woolfe Institute.

In addition, over the course of this academic year, several SACRE members have been involved in cross-borough collaboration on certain projects, including devising Collective Worship materials and delivering a pupils' online Interbelief Dialogue conference, as per the above.

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). 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 working towards a 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 revised 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 further 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 Chairperson 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 Chairperson.

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 Head of Educational Effectiveness, and this year a further LA Officer from her department has also joined our SACRE and provided invaluable support in communicating with schools and in the production of various resources. Regular update and planning meetings are held with these link Officers, the RE Advisor, the Chairperson and Clerk of SACRE, and all actions requiring LA support have been delivered effectively.

The LA receives all the SACRE funding, and in 2025-26, used this to provide/support including:

- 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 and In Conversation events)
- Design costs for the Bromley RE Calendar and Agreed Syllabus
- Maintaining the SACRE/RE website of resources for teachers

In addition, Bromley SACRE was provided further funding was secured from the LA to proceed with the review and revision and publication of the Agreed Syllabus this academic year.

7. Summary

Stronger relationships continue to be developed with the RE Advisor in an increasing number of Bromley schools, including academies, special schools, and community schools, and via increased membership of SACRE. The surveys, networks, newsletters, and webpage continue to be useful 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 in support of Collective Worship. We have been delighted with the engagement and feedback received so far regarding all our interfaith projects, resources, and initiatives, and the recent opportunities to work collaboratively with other SACREs.

We are proud of our revised Agreed Syllabus with its strong pedagogy reflected in all its supporting materials which have been developed in a way that models and promotes this collaborative working across all groups and shareholders, and which has been replicated in the devising of new and innovative Collective Worship resources, and we remain ever grateful to the LA for their support, enabling us to be so creative and productive, and look forward to even more opportunities in the coming year.

Appendix 1a Membership of Bromley SACRE during 2025-6

	3/11/25	29/1/26	1/7/26
A - Other Faith representatives			
Arvinder Nandra *Sikh*	Y	N	N
Iqbal Klimo *Baha'i*	Y	Y	Y
Sanjay Gupta *Hindu (until Jan 2026)*	N	N	N
Saiyed Mahmood *Muslim*	Y	A	N
Omar Taha *Muslim*	Y (remotely)	A	Y
Katie Turner *Jewish*	Y (remotely)	Y	Y
Kyoichiro Hosoya *Buddhist*	A	Y	Y
Deborah Corcoran *Humanist (Vice-Chairperson)*	Y	Y	Y
Katie Burtonshaw *Baptist*	Y	Y	Y
Wayne Biswas *Catholic*	A	N	Y
B – Church of England representatives			
Rev. Roger Bristow *(Chairperson)*	Y	Y	Y
Christopher Town	Y	A	Y
Rev. Shavaun Shodeinde *(until Feb 2026)*	A	A	
C – Teacher representatives			
Denise Angell *Primary*	Y	Y	Y
Hannah Arnold *Primary*	A	A	A
Caroline Ringham *Primary/SEND*	N	A	A
Cilla Larbi *Secondary*	Y (remotely)	A	Y
Alex Hamill *Secondary*	Y	Y	A
D – Councillor representatives			
Cllr David Jefferys *(until May 2026)*	A	A	
Cllr Rebecca Wiffen *(until May 2026)*	N	A	
Cllr Kate Lymer *(until May 2026)*	N	A	
Cllr Chris Price *(until May 2026)*	Y	Y	
Cllr Robert Evans *(until May 2026)*	A	A	
Cllr Will Rowlands *(until May 2026)*	N	N	
Cllr Alan Cook *(from Oct 2025 - May 2026)*	Y	Y	
Cllr A Igoe *(from Dec 2025 - May 2026)*		A	
Cllr Giles Cordwell *(from May 2026)*			Y
Cllr Ian F. Payne *(from May 2026)*			Y
Cllr Sumeet Jalan *(from May 2026)*			Y
Cllr Kevin Kennedy-Brooks *(from May 2026)*			Y
Cllr Graeme Casey *(from May 2026)*			Y
Cllr Steve James *(from May 2026)*			Y

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, much of which goes beyond the statutory requirements.
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. Many members offer additional time in support of further activities outside of meetings.
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 additional SACRE projects, including the creation of resources and the Interfaith Dialogue Project. Further, several members are keen to support schools with visits, and most 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**: A very detailed ongoing action plan is derived from findings in the self-evaluation which is completed by all members of SACRE. The action plan includes 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/NASASCRE 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. All members made aware of NASACRE webinar CPD programme and invited to attend.
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 an Exec 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 has also continued to 'boost' our work and 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, and 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. Actions have been taken to ensure even wider engagement with schools who are part of a MAT in the coming year.

Section 2: Standards and quality of provision of RE	
a. How effectively does the SACRE gain information about RE provison in schools and put in place strategies to support delivery of pupil entitlement?	**Advanced**: SACRE has several routes for gaining information about RE provision across Bromley, including RE subject leader network meetings, informal school feedback, surveys, BEM webpage analysis, all of which have provided information about RE teaching, assessment and progression in schools. SACRE recognises that not all schools attend networks or respond to surveys, but engagement has increased during the year, including recording the greatest number of schools yet attending its most recent event, and this is a positive sign. 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 helpful if these contact details could be forwarded to the RE Advisor. SACRE has a very strong relationship with the LA who support, suggest and facilitate information sharing with schools, including newsletters, items in school circulars and engagement through the revision of the Locally Agreed Syllabus, and continuous maintenance of the BEM website. All resources devised by SACRE have LA input and recommendations as well as school samples (including Special schools), meaning differing models are used to ensure pupil entitlement whilst meeting the specific needs and priorities of their schools.
b. How does SACRE use information about standards and examinations to target support and training for schools?	**Established**: SACRE receives and considers information about standards and examination outcomes with the LA where this data is available. It is used to inform the Annual Report and to build a clearer picture of standards and provision, alongside additional sources such as School Workforce Census teaching hours data. This year, this data was also used to prepare for further informal conversations with schools, so that an even clearer picture of where support may be needed and targeted support for schools could be directed. However, further focus could be given to developing a strategic tool for collating more evidence for targeting support. 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 in the future.
c. How well does SACRE use knowledge of quality of learning to target support appropriately?	**Established**: Teacher networks provide regular opportunities for professional development, discussion of pedagogy and sharing of practice, and the revised Locally Agreed Syllabus is being developed through a collaborative model involving subject leaders and faith/community representatives. This year's programme has included syllabus support materials, EYFS samples, curriculum planning resources, portfolio work and teacher feedback, including development of the 'flower' model, meaningful questions framework, progression spectrum and supporting materials to strengthen curriculum planning and implementation, including those with SEND. SACRE has real strengths in relation to providing support and developing resources, regular analysis of examination and workforce data as well as detailed evaluations of T&L following the development of further interfaith dialogue conferences and resources, but will develop further analysis tools following the release of the new Syllabus and materials, including surveys, to monitor the quality of learning and teaching across all schools.
d. To what extent does SACRE have and pass on information that supports high quality RE in schools?	**Established**: SACRE is established in this area, with some advanced features. SACRE communicates regularly with schools across all sectors through a range of routes, including RE networks, newsletters, school circulars, headteacher briefings, the Bromley Education Matters SACRE webpage and governor forums. The Bromley Education Matters SACRE page acts as the main source of communication to promote networks and other areas such as the syllabus launch and support for all Bromley schools. SACRE clearly communicates key RE messages and resources to schools and also has some advanced features, particularly where subject leaders and senior leaders from a range of schools are actively engaging with networks and syllabus development, in working groups (e.g. Collective Worship and Syllabus development). Additional resources and opportunities are provided to all schools following suggestions received from schools, and there is continued increase in engagement from schools in the various projects, programmes and competitions delivered, but relationships are not yet embedded across all schools in the whole borough. For example, if all Subject Leads receive the newsletter, and consideration could be given into how we might better engage other teacher networks in the borough e.g. CoE networks.
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**: SACRE has a proactive approach to continue increasing engagement with schools. The recent teacher networks/syllabus launch event was particularly well attended and schools appreciate the collaborative nature of SACRE work such as developing the syllabus, the calendar competition and network forums, all of which are open to all Bromley schools at no cost, regardless of school status. SACRE has continued to build links with schools, strengthened networks and improved communication, including with schools, academies and MATs. SACRE recognises the many strengths in this area whilst also acknowledging that sustained work is needed to ensure the widest possible participation from all academies/MATs. It has been agreed that sustained work is needed to ensure the widest possible participation from all academies/MATs.

Section 3: Effectiveness of the Locally Agreed Syllabus	
a. How does SACRE review the success of the existing Agreed Syllabus?	**Established**: A revised syllabus has just been completed with input from a wide range of teachers and SACRE members, and includes materials collaboratively devised with volunteer schools including SEN, faith, State and MATs. The pedagogy has been evaluated extremely highly, and now has visual support materials to support understanding, planning and delivery. Continuous CPD and opportunities have been open to all schools on using the AS to ensure the highest quality teaching of RE, and initial feedback has been positive, including that received at the recent 'soft-launch' event. Though originally intended to be open to Head teachers to attend, it was decided instead to use remaining budget on the creation of further resources to support subject leaders. Instead, messages about the new Syllabus were shared through Head Teachers' and school governors' meetings, with thought needing to be made to how promote and publicise the Syllabus further this coming year. Further evaluation strategies to glean wider school - and HT - feedback will be also need to be deployed.
b. How well does the Agreed Syllabus promote effective teaching and learning in RE?	**Advanced**: The syllabus has at its core a contemporary pedagogy which reflects the latest research and Ofsted expectations whilst promoting interbelief dialogue and will be in line with any development of National Curriculum should it arise. This pedagogy is well established, with Bromley schools therefore being 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. Termly meetings with teachers and regular written newsletters and briefings incorporate latest updates from Ofsted and how the AS exceed requirements. All schools as well as all SACRE members have been invited to join in with developing supporting materials, and the RE advisor is constantly reviewing best practice and editing how the Syllabus can be used to deliver the highest quality of RE to pupils. We are confident the Syllabus promotes effective teaching, and this year we will be ensuring better promotion and sharing with all schools of the available materials ready for implementation by September 2027.
c. How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	**Established**: Though originally intended to be open to Head teachers to attend a larger launch event in July, it was decided instead to use remaining budget on the creation of further resources to support subject leaders. Instead, messages about the new Syllabus were shared through Head Teachers' and school governors' meetings, with thought needing to be made to how continue to promote and publicise the Syllabus further this coming year, ensuring all schools are aware. Teachers continue to receive effective and highly evaluated training via local teacher networks and the Syllabus, and additional materials will be made available via the website. There have been some new schools attending the Network meetings this year, meaning a third of primaries and over half secondaries are now engaged, and the Advisor will be working with MATs in the coming year. 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. SACRE want to ensure that the majority of schools within the Borough attend/are aware.
d. To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?	**Advanced**: 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, Bahai and a Catholic representative.
e. How robust are the processes for producing a strong educational Agreed Syllabus?	**Advanced**: Extensive informal consultation was carried out with teachers through the networks and all schools as well as all SACRE members have been invited to join in with developing the Syllabus and supporting materials, with revisions being shared at every SACRE meeting for comment. Volunteer schools have been invited to trial materials in schools, and this collaborative approach will continue.
f. How well does the Agreed Syllabus make use of national documents?	**Advanced**: The RE Advisor demonstrates a thorough and current understanding of national documentation, including Ofsted frameworks, guidance issued by the Department for Education, conversations around inclusion in the national curriculum 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.

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:** We continue to hold the provision of good quality collective worship to be of paramount importance, such that it features frequently in our meetings, and this year a full review of our Guidance was conducted. Subsequently, new guidance has been devised and uploaded onto the website for schools to access, clarifying what is meant by Collective (rather than Corporate) Worship, as well as what 'Broadly Christian' would entail. In addition, a simple model was devised allowing schools to flexibly implement Collective Worship in a multitude of ways that reflected their daily schedules/routines. Sample materials following this model were devised with contributions from several SACRE members and in collaboration with other London SACREs during the Spring and Summer terms. Initial feedback from teachers included immediate recognition of how these materials could be adapted to suit their own individual schools' models of delivering Collective Worship, and also recognition of how they would also encourage interbelief dialogue among their pupils, thus support the learning being promoted in the Syllabus.
b. How does SACRE seek to influence the quality of collective worship in the LA's schools?	**Established**: Following initial consultations with schools (at a secondary Headteacher session with the LA) and a separate enquiry from a MAT lead, a full suite of resources has been created in collaboration with schools and SACRE members – including those from other London Boroughs. This includes a simplified audit tool for schools to measure their own Collective Worship. We continue to promote the invitation of guest speakers via the RE Hubs website to contribute to the delivery of Collective Worship, and our additional guidance for schools (and speakers) remains available on the webpage. SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools, and the Advisor has a strong relationship with organisations currently supporting schools (Spinnaker Trust). It is our intention to glean more detailed feedback from schools and collate further samples materials inspired by our resources of CW 'in action' to continue inspiring more schools to deliver effective Collective Worship more widely, and in due course, to conduct a more formal survey to gain a coherent picture of school provision.
c. How robust are SACRE's procedures for responding to requests from schools for a determination?	**Advanced**: A revised policy (including a simplified audit tool for schools to measure their own collective worship and whether a determination is required), systems and school application materials are available to schools 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, including different groups within the same religious tradition, with the addition of a Buddhist, Hindu and Catholic faith representatives. The current representation is much aligned to the current Census data for the area. However, we do need to overcome barriers in finding a sustainable active representation in Group B.
b. How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	**Advanced**: We continue to build upon the REal Resources project of 2024, with some SACRE members having contributed two interfaith dialogue conferences this year, as well as collaborative working on Collective Worship (CW) and Syllabus materials. These have all provided opportunities for members to increase their understanding of the faiths and those who practice them in their local community. In addition, SACRE continues to be very open to promoting local events, maintaining good liaison with local initiatives, and this year two meetings were held in different places of worship in the Borough, and one included a presentation from one of our faith group members about their own religion.
c. How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	**Advanced**: Further to the work on the locally agreed syllabus, SACRE members have been engaged in planning and delivering two interfaith conferences this year as well as creating resources and Collective Worship materials, all of which can be used to enhance RE in the classroom. 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. 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, Interfaith Conferences and resulting video resources), wall of which go on our website and promoted through newsletters and are well aware how these may contribute to schools' provision of community cohesion having experienced this for themselves. Many continue to be accredited speakers with RE Hubs.
d. How well is SACRE linked to LA initiatives promoting community cohesion?	**Established**: Last year SACRE created a promotional video which has been shared at schools Governors' meetings, secondary Head teachers and on our webpage. All councillors joining SACRE will be invited to view this video prior to their joining so they can recognise how SACRE is able to support LA initiatives promoting community cohesion. Following concerns raised around Antisemitism in the area, SACRE has been involved in a pupil interfaith conference around religious persecution, and one MAT has expressed their keenness to support Holocaust Memorial Day and learning around the Shoah to build stronger community cohesion in the future. Conversations have also been had with Mayoral office around SACRE involvement in planning HMD activities as well.