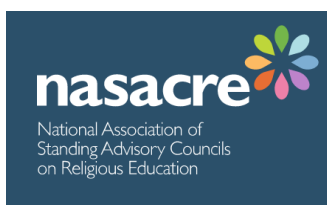


BROMLEY STANDING ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION

BROMLEY SACRE
ANNUAL REPORT
FOR THE ACADEMIC YEAR 2021-22



BROMLEY SACRE is a member of the National Association of SACREs
Introduction to the Annual Report 2021-22

Bromley Standing Advisory Council on Religious Education (SACRE)

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

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

This report covers the academic year 2021-2022. This includes a period of post pandemic transition which had a significant impact on both schools and the work of SACRE.

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BROMLEY SACRE

ANNUAL REPORT FOR THE ACADEMIC YEAR 2021-2022

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1 Introduction

1a. Chair's Introduction

I remain indebted to Joanne Partridge who, in her role of Clerk to SACRE, gives invaluable support to both the Committee and to me. Stacey Burman our RE Advisor continues to work hard to provide as much support as possible to schools. We are pleased that the revised Bromley Agreed Syllabus appears to have been well received and Stacey continues to provide support and resourcing to RE Teachers as they implement it within their schools.

I continue to be grateful also to Jared Nehra, Bromley Director of Education, and to Julia Andrew and Carol Arnfield, Bromley School Standards officers, who assist 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 am grateful also to the members of Bromley SACRE for their commitment to this work and their engagement with the various issues which are raised by it.

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

Rev. Roger Bristow.

1b. Overview of academic year 2021-22

Bromley SACRE met three times online during the academic year 2021-22. Each meeting was quorate, and further details of attendance can be seen in Appendix 1.

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 \(bromley.gov.uk\)](https://www.bromley.gov.uk). Further information related to the teaching of RE is available online via the Borough's Education website: <https://www.bromleyeducationmatters.uk/Page/15522> The RE Advisor ensures all materials and minutes are updated regularly.

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

- Training of primary teachers
- Support for Secondary teachers
- Updating primary Schemes of Learning and other Syllabus support materials
- Borough RE Calendar
- Accommodation for SACRE meetings and the move to online meetings
- Budget and Advisory support for SACRE
- Website access to SACRE information
- Attendance and membership to SACRE
- Agreed Syllabus Review- monitoring implementation in schools
- Determinations and Collective Worship Guidance
- SACRE self-evaluation
- Creation of remote education support materials and resources promoting worldview learning in RE
- NASACRE AGM and conference
- Development of further interfaith dialogue resources for schools

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

2. Standards and quality of provision in RE

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

2a. The Agreed Syllabus

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

We are confident that our syllabus reflects the best practices as outlined in various reports/reviews and documents recently published, including REC research into a worldviews approach in RE. The Advisor remains active in other national projects and with other agencies working closely with research and subject development and continues to demonstrate how our syllabus reflects this to SACRE members in meetings, and to teachers in the networks.

Early reports show that pupils and teachers are engaging well with the enquiry approach and pedagogy set out in the syllabus. Overall, the number of primary schools relying on externally purchased curriculum packages to deliver RE continues to decrease as they become more aware of the difference and benefits of the pedagogical approach in the syllabus, and in their confidence through the Borough networks to support their own teachers. The expertise of the RE Advisor has also been sought to support individual primary and secondary schools in the implementation of the syllabus in their school curriculum beyond the teacher network meetings.

All schools participating in the surveys include the RE curriculum on their school websites, and mention adherence to the locally agreed syllabus here and in the relevant school policies. There have been no declarations of pupil withdrawal from the RE classroom. Please note that details of school provision of RE are included in section 2c.

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

2b: School Support

Interfaith Dialogue Resources

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

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

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

This first conference was a success with numerous clips being prepared for teachers to use as part of their lessons in religious education.

These clips have been shared/shown to teachers in a CPD session, with a discussion of how these could be used to support the development of the three types of knowledge expected in strong RE and required for the Bromley Agreed Syllabus. These are now being formatted by the relevant LA department, so that they can be accessed and used alongside current curriculum materials being developed.

Those taking part requested a further session, and so a second Conference was held in August 2022 following the same process as the first. Further clips have been created and will be entered into the process of formatting once the first samples have been completed .

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

Teacher Networks

Throughout 2021-22 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 increasing attendance and school engagement, including academies, special schools and schools with specialist SEND/Autism units. Sessions continue to be held online, and include discussion of effective pedagogy using enquiry, clarification of key Ofsted messages regarding curriculum and demonstration of

how the Agreed Syllabus supports these. For secondary schools during the last academic year these termly meetings have included bespoke sessions with an examination board.

Bromley SACRE is aware that CoE and RC schools in the Borough run their own networks and training sessions for RE. CoE schools are provided with materials for teaching Christianity by the Education Office of the Church of England, and whilst advised to teach other religions and world views as per their locally agreed syllabus, they have also been provided with some additional resources from the Diocesan Advisor. Bromley SACRE wishes to develop further and stronger links with these schools, and support and encourage the sharing of teaching materials between all Bromley schools. Efforts have been and will continue to be made by SACRE to ensure relevant representation on its Council, the promotion of these teacher networks and the use of approved materials via these representatives.

Teachers in these networks have continued to work collaboratively with the Advisor on units of learning and curriculum maps/overviews. These reflect the latest Ofsted research and include examples of effective teaching strategies in support of the key requirements of the Agreed Syllabus, some of which have been uploaded onto the Bromley Education Matters website as supplementary materials for the Syllabus.

These units of learning being devised by volunteer teachers include reputable external resources that teachers can use in the classroom, plus additional teacher reference materials to build teachers' own understanding prior to delivery. Teacher evaluations of these have been very positive, with much appreciation shown for the teaching strategies and resources that have been shared that mirror the latest developments in subject in using the new Worldviews Approach/pedagogy.

Support Materials

The RE Advisor has continued working with Bromley LA to populate the SACRE page on the Bromley Education Matters website, which is being increasingly accessed by schools and has attracted further attendance to the RE networks being held. In addition to the Locally Agreed Syllabus, this page is regularly updated with further guidance and support materials for schools, including those devised by our own SACRE such as our 'Ramadan Guidance for schools', 'Supporting guidance for Collective Worship', and a 'Guidance document for Guest speakers in our schools', as well as information about our work on creating our additional Interfaith Dialogue resources (please see above).

Additional materials currently being developed with teachers by the Advisor will obviously be added as they become available. In response to comments/feedback from SACRE members and teachers, some focus in the upcoming academic year will be given to furthering the development of subject knowledge about other faiths, religions and worldviews in the community with extended interfaith dialogue and wider engagement.

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

The Bromley Agreed Syllabus 2020 recommends that 5% of curriculum time is dedicated to RE, and that this should equate to approximately: 36 hours per year for KS1; 45 hours for KS2; 45 hours for KS3 and 40-48 hours for KS4. This excludes time allocated for collective worship. Religious education remains statutory for all students and Bromley expects schools to provide all students with their entitlement to study the subject,

including at KS4 when they should preferably be entered for GCSE RS. While requirements for some academies may differ, their funding arrangements ensure that they make provision for all pupils in RE. Further informal consultation with schools has been carried out by the RE Advisor throughout the academic year 2021-22.

Through the RE Teacher networks and the schools survey a wider spreading and more accurate knowledge of school provision has been attained (see above), as well as Teaching Hours for RE from School Workforce Census collected by DFE in November 2021 (please see Table 1 below).

Only 50% primary schools are confident that they are delivering enough curriculum time for RE, and whilst all KS3 curriculum is being delivered by subject specialists according to the survey, only 66.7% of schools are confident that the curriculum time provided matches the requirements in the syllabus. Sadly, a third of our secondaries continue to provide no core/non-examination RE at KS4 and KS5 at all.

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

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

'Drop down days' or 'off timetable'/focus days in RE are rare, with most schools now opting for regular teaching of religious education by the usual class teacher as part of the permanent wider school curriculum. We are aware of one school that also runs a weekly lunchtime optional RE club, and this academic year the number of primary schools engaged in the SACRE's RE calendar annual artwork competition has continued to increase.

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

Due to the Covid-19 pandemic, pupils did not sit formal examinations until Summer 2022. Pupils were instead graded through internal assessment, and therefore no official/verified data was provided.

The following text and tables detail the received data for the previous years, where the public examination results give SACRE information on standards and are provided for SACRE by the LA. At the time of compiling this report, only national data for Summer 2022 was available.

GCSE Full Course in Religious Studies 2018-2022

Year	No. Bromley schools	No. Bromley Entries	Bromley % 9-4	National % 9-4	No. Entries National
2018	16	1,526	69	72	-
2019	14	1524	75	72	249022
2021	No data available			81	243071
2022	No data available			77	243252

Bromley schools appear to be performing just above the national average in 2019. Informal discussions with schools involved in the teachers' network, and with the main examination boards, this pattern has also been confirmed for 2022, where pupils' grades/scores are higher than 2019 figures but less than the Teacher Assessed Grades of the previous years.

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

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

GCSE Short Course in Religious Studies 2019-2022

Year	No. Bromley Schools	No. Bromley Candidates	Bromley % 9-4	National % 9-4	No. Entries National
2019	6	135	96	59	-
2021	No data available			69	22608
2022	No data available			68	24602

Whilst individual school data was not available at the time of writing this report, it is interesting to note that the number of national Full Course entries has decreased by 5770 over the past three years, in contrast to the number of Short Course, which increased by 2000 in the last academic year alone.

In addition, it appears that the attainment of pupils in these exams remains more consistent with the Teacher Assessed Grading than in the Full Course.

A Level in Religious Studies 2013-2022

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

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

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

School	No. entries: 2017	No. entries: 2018	No. entries: 2019
Bishop Justus	12	22	8
Bullers Wood	16	10	11
Chislehurst School for Girls	11	7	19
Darrick Wood	4	6	17
Harris Academy Beckenham	-	2	-
Harris Girls' Academy Bromley	5	12	25
Harris Academy Orpington	4	0	4
Hayes School	16	12	14
Kemnal Technology College	-	-	2
Langley Park School for Boys	10	11	21
Langley Park School for Girls	12	13	6
Newstead Wood	11	11	9
Ravenswood	10	11	7
St Olave's & St Saviour's	15	11	13
The Ravensbourne	16	21	22

The Number of entrants for A Level examinations dropped by more than half in two schools in 2018, Bishop Justus and Langley Park School for Girls. However, four schools doubled the number of pupils they entered for A Level, these being Chislehurst School for Girls, Darrick Wood, Harris Girls Academy Beckenham and Langley Park School for Boys. The number of entrants in the other schools/colleges remains similar to the previous year.

For the first time in over five years, Bromley's attainment in the A Level examinations fell below the national figures in 2019. There may be some correlation between the lower % A*-B grades being achieved in schools with larger numbers of entrants, if pupils were taught in only one group/class. However, there is no way to discern this without individual school attainment figures.

AS Level in Religious Studies 2019-2022

Exam Year	No. Bromley schools	No. of Bromley entrants	Bromley % A-B grades	National % A-B grades	Bromley % A-E grades	National % A-E grades
2019	8	119	48%	46%	90%	94%
2020	No data available					
2021	No data available			67	No Data	99
2022	No data available			60	No Data	96

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

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

School	No. entries: 2019
Bishop Justus	4
Bullers Wood	17
Darrick Wood	1
Harris Girls' Academy Bromley	3
Langley Park School for Boys	1
Newstead Wood	6
St Olave's & St Saviour's	34
The Ravensbourne	53

Please Note: No figures for 2018 AS Level were provided.

The number of examination entrants and attainment prior to 2019 seemed solid in Bromley schools and colleges. In particular, there were large numbers of entrants in St Olave's & St Saviour's and The Ravensbourne, and attainment of both % A-B grades and % A-E grades had increased and were above the national figures.

3. Collective worship

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

policies and school application materials was completed following robust discussions held in 2019 regarding how Bromley SACRE might respond to a request for a determination and we believe we are ready should one arise. These too, are available on the website.

In addition, throughout the Covid pandemic and the transition into full time schooling, SACRE has continuously provided information to schools on resources and websites that support Collective Worship. Whilst there remains a desire to increase this support by updating our guidance and support materials further, the focus in recent years has been directed towards schools' provision of RE teaching and learning through a quality RE curriculum aligned to our syllabus.

There have been no determinations regarding Collective Worship this year.

4. SACRE work with other agencies

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

We are members of NASACRE and both the Advisor and the Chair of SACRE have attended the annual conference. Our Advisor continues to access the latest research and resources through her continued membership with AREIAC with thanks to the Local Authority. Over the past year, she has worked in collaboration with national examination boards as well as establishing links with Ofsted and a national Hindu Education Board to provide training and support for Bromley secondary teachers.

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

5. Community Cohesion

Following concerted efforts and approaches to various national organisations, SACRE now has membership which better reflects the religious and non-religious diversity of the local community, having recently welcomed Orthodox Jewish and Humanist member representation, and in the last year gaining a further representative of Reform Judaism in our community. We now also present attendance at SACRE for each group/committee in the Annual Report, making it easier to identify additional/alternative members to be invited to join SACRE. Please see Appendix 1.

The revised Agreed Syllabus of 2020 contains information about how RE should support the Social, Moral, Spiritual and Cultural development (SMSC) and British values, and efforts have been made to increase references to a wider range of religious and non-religious beliefs that are represented in our community. The

syllabus aims to better support pupils' understanding of both the religious and non-religious by encouraging the investigation of responses to ultimate questions and ethical issues. This should therefore encourage a much deeper understanding of all religions, and hopefully lead to improved cohesion.

Interfaith activities and exchanges were planned for the launch of the syllabus last year but had to be cancelled due to Covid 19. However, to help promote and celebrate religious, cultural and ethnic diversity in the borough and beyond, we continue to engage pupils in creating artwork for an interfaith calendar, which promotes and shares dates of religious and secular celebrations. This calendar was sent to every school in the Borough. We have also published Ramadan Guidance in previous years as a learning resource to further support schools in providing for their Muslim pupils.

Further to this, SACRE are in the process of developing further support materials and resources promoting worldview learning in RE in the form of short video clips. This will engage SACRE members in making and sharing videos of responses to key religious questions. These 'REal Resources' will be made available to all RE teachers in Bromley and referenced in the collaborative units of learning mentioned previously.

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

6. Management of SACRE

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

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

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

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

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

The LA receives all the SACRE funding, and in 2021-22 used this to provide/support:

- The provision of a SACRE / RE Advisor
- CPD and support materials for staff in Bromley Schools on RE teaching and learning
- Administrative support for the delivery of teachers' termly CPD/networks
- Administrative Clerking support for the SACRE from Democratic Services
- SACRE and Religious Education website development and maintenance
- Networking and training opportunities for SACRE Advisor and members (NASACRE conference)
- Design and publishing costs for the Bromley RE Calendar

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

Bromley SACRE is strongly supported by the LA, with two senior officers attending meetings. They have provided continuous support in a way that empowered leadership, management and governance, and allowed flexibility, independence and choice in the way SACRE carried out its work, therefore reflecting the 'Transforming Bromley' Priorities.

7. Summary

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

In the next academic year we are keen to further our focus on developing support materials specifically promoting and developing teacher confidence in interfaith and cross-cultural dialogue, in addition to the production of the 2023/2024 RE Calendar.

However, we remain constrained to focus our work mostly within the termly teachers' network sessions, for which we are grateful to the LA and their School Standards Team in continuing to support.

Appendix 1 Membership of Bromley SACRE during 2021-22

A - Other Faith representatives					
Mr Daniel Coleman	<i>Catholic</i>	Mr Sanjay Gupta	<i>Hindu</i>	Dr Omar Taha	<i>Muslim</i>
Mrs Donna Gold (until September 2021)	<i>Jewish</i>	Mr Saiyed Mahmood	<i>Muslim</i>	Mrs Katie Burtonshaw (from December 2021)	<i>Baptist</i>
Mrs Dorothy Lampert (until August 2022)	<i>Orthodox Jewish</i>	Mr Arvinder Nandra	<i>Sikh</i>	Ms Deborah Corcoran	<i>Humanist</i>
Ms Vicki Ashmore (from February 2022)	<i>Reformed Jewish</i>				

B – Church of England representatives	
Rev. Roger Bristow (Chair)	Mr Christopher Town
Ms Jan Thompson	Rev. Rachel Archer

C – Teacher representatives	
Mrs Denise Angell <i>Primary</i>	Mr Lee Kings <i>Secondary</i>
Ms Hannah Arnold <i>Primary</i>	Ms Stella Odusola <i>Secondary</i> (until August 2022)
Mrs Caroline Ringham <i>Primary</i>	

D – Councillor representatives		
Councillor David Jefferys	Councillor Kate Lymer	Councillor Robert Evans
Councillor Kevin Kennedy-Brooks (until May 2022)	Councillor Kim Botting (until May 2022)	Councillor Mike Botting (until May 2022)
Councillor Pauline Tunnicliffe (until May 2022)	Councillor Jonathan Andrews (from May 2022)	Councillor Graeme Casey (from May 2022)
Councillor Jessica Arnold (from May 2022)	Councillor Chris Price (from May 2022)	

Officers

Mrs Carol Arnfield	Head of Service - Early Years, School Standards and Adult Education
Mrs Julia Andrew	Head of School Standards
Mrs Jo Partridge	Clerk

Attendance of Bromley SACRE during 2021-22

Wednesday 1 st December 2021				
A	B	C	D	Apologies
Mrs D Corcoran Mrs D Lampert Mr S Mahmood Mr A Nandra Mrs K Burtonshaw	Rev R Archer Rev R Bristow (Chair) Ms J Thompson Mr C Town	Mrs D Angell Ms H Arnold Mr L Kings	Cllrs: Kim Botting Mike Botting David Jefferys Kevin Kennedy-Brooks Kate Lymer	Cllr Robert Evans Cllr Pauline Tunnicliffe Mr D Coleman Dr O Taha

Wednesday 23 rd February 2022				
A	B	C	D	Apologies
Ms V Ashmore Mrs K Burtonshaw Ms D Corcoran Mrs D Lampert Mr S Mahmood Mr A Nandra Dr O Taha	Rev R Archer Rev R Bristow (Chair) Ms J Thompson Mr C Town	Mrs D Angell Ms H Arnold Mr L Kings Mrs C Ringham	Cllrs: Kim Botting Mike Botting David Jefferys Kevin Kennedy-Brooks Kate Lymer Pauline Tunnicliffe	Cllr Robert Evans Mr D Coleman

Wednesday 13 th July 2022				
A	B	C	D	Apologies
Mrs K Burtonshaw Ms D Corcoran Mr S Mahmood Dr O Taha	Rev R Archer Rev R Bristow (Chair) Ms J Thompson Mr C Town	Mrs D Angell Mr L Kings	Cllrs: Jonathan Andrews Graeme Casey David Jefferys Kate Lymer	Cllr Jessica Arnold Cllr Robert Evans Cllr Chris Price Ms H Arnold Ms V Ashmore

				Mr D Coleman Mrs D Lampert Mr A Nandra Mrs C Ringham
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Appendix 2 Bromley SACRE Self Evaluation 2022

Section 1: Management of SACRE and partnership with LA and other key stakeholders	
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, now a biannual newsletter, plus the promotion and administration of all teacher networks which are provided at no cost to schools. Further additional funds were achieved through successful application of a bid and used effectively throughout the academic year.
How purposeful, inclusive, representative and effective are SACRE meetings?	Advanced: Meetings are well organised with the support of a dedicated clerk. They are well attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions.
To what extent is the membership of SACRE able to fulfil SACRE's purpose?	Established: Membership reflects the diversity of the local community, and all SACRE members are invited to be involved in and/or attend training opportunities. Most faith members are active in contributing to SACRE projects, including REal Resources and the Interfaith Dialogue Project. Further, several members are keen to support schools with visits. There is room to expand SACRE membership further to perhaps include Higher Education (HE) representatives. (Please see Recommendation a, below).
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	Advanced: Action plan is derived from findings in the self-evaluation which is completed by all members of SACRE. The action plan is detailed with resourcing at each step and is linked to key SACRE objectives and in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting. Over the past few years, nearly all the actions have gone beyond the statutory requirements of SACRE and have been met. This shows that we are a heavily proactive SACRE.
How well informed is SACRE in order to be able to advise the LA appropriately?	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 members to attend conferences and relevant CPD, and information from these is always shared at SACRE meetings or used to inform the work of the Advisor in supporting the action plan. The LA is forthcoming with school data, including performance in examinations and via Ofsted reports when they are available.
What partnerships does SACRE have with key local and national stakeholders?	Established: SACRE is building and strengthening links with local networks, including academy and local faith communities and teacher training organisations. SACRE Advisor and Chair have also attended national conferences including NASACRE. The Advisor is a member of AREIAC, and has made links with the Hindu Education board to compliment the relationships already established with examination boards, Ofsted and national organisations such as Faith Belief Forum and Culham St Gabriels Trust, which all inform her support of SACRE. More contact with further interfaith and HE groups would 'boost' our work. Please see recommendation a, below).
How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	Advanced: Academies are already attending and contributing to teacher network meetings and SACRE also has a representative from one of the larger academies as a member. Academies have offered, and continue, to host the teacher network meetings and contribute to the ASC.
Recommendations:	

a. Build links with other inter faith and higher education organisations that could contribute to SACRE. This is something that can be achieved through the new Regional Hub Programme, shortly to be introduced.

Section 2: Standards and quality of provision of RE

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

Section 3: Effectiveness of the Locally Agreed Syllabus

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

Section 4: Collective Worship

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

Commented [AJ1]: Acronym?

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

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

Appendix 3

Action Plan 2021-22

	Need	Actions	Dates	Notes	
Teacher training and support: network meetings	1 st Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity JA information released on school circulars and email	29/9/21	To include: defining what is good RE, survey of RE provision; launch calendar competition; develop Syllabus support materials Contributing to: ASC; building links with other faiths and SACRE and how Syllabus could best support teaching and learning; clearer picture of school provision; building network support; improving pedagogy in T+L in schools;
		Plan and run Network	SB plan and run network		
	1 st Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity JA information released on school circulars and email	1/10/21	
		Plan and run Network	SB planned but session cancelled due to poor take up		
	2 nd Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity JA information released on school circulars and email	18/1/22	
		Plan and run Network	SB plan and run network		
	2 nd Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity JA information released on school circulars and email	20/1/22	
		Plan and run Network	SB plan and run network		
	3 rd Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity/newsletter JA information released on school circulars and email	29/6/22	
		Plan and run Network	SB plan and run network		
	3 rd Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity/ newsletter JA information released on school circulars and email	1/7/22	
		Plan and run Network	SB plan and run network		
Interfaith Competition: RE Calendar 2022- 2023	School Entries	SB confirm themes with SACRE and email materials for school circular	Autumn 2021		
		JA information released on school circulars	Spring 2022		
		Winners' selection made at Network meeting(s) or independently CA source designers/printers through tenure	Spring 2022		
	Design	CA confirm design, details sent to create draft	May/June 2022		
		SB send to Clerk to email SACRE Chair, CA and members draft for approval (of dates)			
Production	Design finalised	July 2022			
Sharing	SB create accompanying wording for schools circular, Council and LA website, JA share JA ensure sent to schools, CA sharing with relevant LA team(s)	Summer 2022			
Annual Report 2020-21	Draft	JA send data to SB; RB provide relevant info (intro)	December 2021		
		Members complete self-evaluation materials and send to JP to forward SB	January 2022		
		SB write draft 1 for proofreading/check on new NASACRE template SB amend draft, send revised draft to JP	21/1/22 4/2/22		
	Review	SACRE review at Meet 2	23/2/22		
	Share	SB amend accordingly JP to send to NASACRE, JA to add to public SACRE page	March 2022 April 2022		
Agreed Syllabus (see also Teacher training and support: network meetings, above)	1. Supporting Planning Materials	SB teacher feedback for primary Autumn unit plans	18/1/22		
		SB coordinate primary Spring unit plans email to primary network teachers	18/1/22		
		SB coordinate primary Summer unit plans email to primary network teachers	Spring 2022		
		SB teacher feedback for Spring and Summer unit plans, pupil samples	29/6/22		
		SB collate feedback for Summer and Spring unit plans, collate assessment samples	July 2022		
SB send unit plans to Jo to share with SACRE faith members	Autumn 2022				

Need		Actions	Dates
2. Supporting Communication Bi-Annual Newsletter		SB create a school newsletter 1 with further guidance/support, survey opportunity	Jan/Feb 2022
		JA/CA ensure message sent to schools via Newsletter/schools Circular	Spring 2022
		SB create a school newsletter 2 with further guidance/support, survey opportunity	May 2022
3. Supporting Resources a. Interfaith Dialogue	Preparation	SB share plans with SACRE faith members	Autumn 2021
		SACRE members independently devise/create initial responses and email SB	February 2022
	Creation	SB book date, liaise with LA support for recording	March 2022
		SB collate materials, edit/proof and consult with individuals if required, prepare 'script' SB edit resources	
	Please Note:	Further/second conference organised for Summer 2022	Summer/Autumn 2022
	Share	JA ensure format and upload, JA/SB share with Quality Control Group	
		Once approved, SB share materials with teachers	Summer 2022
SB evaluations of impact – case studies with schools?		Summer 2023	
	SB/CA complete funding requirements	Summer 2022	
b. SACRE Speakers	Creation	SB devise guidance/advice for speakers and schools for best practice in embedding learning experience	Autumn 2021
	Share	SACRE share comments following meeting 1	
	Revise	SB revise as per above	February 2022
	Publish	JA/CA check and include in communication with schools (including newsletter)	Spring 2022