



**Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Monday, 7th February, 2022 at 10.00 am, Virtual Zoom Meeting**

**Agenda**

**No. Item**

**Part 1 (Open to Press and Public)**

- 1. Apologies**
- 2. Minutes of the Meeting held on 29 November 2021** (Pages 1 - 6)
- 3. RE Update Report** (Pages 7 - 8)
- 4. SACRE Newsletter - Spring 2022** (Pages 9 - 14)
- 5. SACRE Development Plan 2021-2023** (Pages 15 - 24)
- 6. Observers' Contributions**
- 7. Members' News**
- 8. Correspondence** (Pages 25 - 26)
- 9. Date of Next Meeting**  
The next scheduled meeting of the SACRE will be held at 10.00am on Monday 25 April 2022.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston



# Agenda Item 2

## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Minutes of the Meeting held on Monday, 29th November, 2021 at 10.00 am  
in Zoom Virtual Meeting - Zoom**

### **Attendees**

**Teachers Associations**                      The Chair, Mr Peter Martin (ASCL)  
Julie Gordon (ATL)

**Lancashire County Council**              County Councillor Anne Cheetham  
County Councillor Nweeda Khan

**Church of England**                      Mr John Wilson  
Mrs Helen Sage  
Mrs Joan O'Rourke

**Blackburn Diocesan Board of  
Education**                                  Mrs Lisa Fenton

**Hinduism**                                      Mrs Harsha Shukla

**Methodist**                                      Professor Alan Gillies

**Islam**    Ahmed James

**Judaism**    Robert Ash

**University of Cumbria**                      Rebekah Ackroyd

### **Co-optee Non-Voting**

**LASGB**    Mrs Kathleen Cooper

### **Community Representatives**

**Burnley Building Bridges**                      Sajda Majeed MBE

### **Observers**

**Humanists**                                      Keith Pennington

### **Officers**

Mrs Alison Lloyd – School Advisor, Lancashire County Council  
Dave Gorman – Senior Democratic Services Officer, Lancashire County  
Council  
Garth Harbison – Democratic Services Officer, Lancashire County  
Council

## **1. Annual General Meeting: Election of Chair and Deputy Chair**

Peter Martin was proposed and seconded to be elected as Chair and County Councillor Anne Cheetham was proposed and seconded to be elected as Vice Chair.

The Chair thanked the previous Vice Chair, County Councillor Yousuf Motala, for all his hard work and support.

## **2. Apologies**

Apologies were received from County Councillors Stewart Jones and Yousuf Motala, and Ben McMullan.

## **3. Minutes of the Meeting held on 27 September 2021**

The minutes of the last meeting held on 27 September 2021 were agreed as a true and accurate record.

## **4. Draft Annual Report**

An Annual report had to be produced every year on the work of the SACRE. This year the Lancashire SACRE had been advised by the NASACRE of a new standardised report format which has been agreed by the Department for Education.

Alison Lloyd had created the draft Annual Report on recollections of what had happened and information gathered. Members were asked to look through the new SACRE Annual Report Framework to see if anything had been missed out or could be worded better. Normally what happened was that the SACRE would feedback their comments to Alison and at the QSS meeting in January the final document would be shared and later would be sent to the NASACRE and the DfE as the final report had to be in by the end of January.

The report included all that happened at the Lancashire SACRE meetings in the academic year from September 2020 to August 2021. It was pointed out that the September 2021 meeting was also included in the report. This was because a lot of the things the SACRE had done in the year were about working towards the new Lancashire Agreed Syllabus which had been discussed at the September 2021 meeting.

Regarding the Agreed Syllabus Conference, the report made note of the expert advice of Joanne Harris (Head of Humanities at Broughton High School / LCC RE Associate Consultant) and Lat Blaylock (RE Today).

The syllabus was not just used by Lancashire Maintained Schools but also by a number of academies and the maintained schools of other local authorities.

The report stated that it was a statutory role of the SACRE to monitor the standards and the quality of RE provision in schools.

Regarding 'Requests for Withdrawal from Religious Education', there was no entry for this in the report at the moment. Schools had been asked to submit their data by 3 December 2021. This data would be discussed at the next QSS meeting.

The report stated that the Lancashire SACRE continued to maintain positive links with a number of agencies. Regarding Diocesan Groups it was felt that links with the Lancashire Methodist District should be included. It was felt that there should be more information included for all the agencies.

Under the section 'Local SACRE Involvement', it was felt it was important to explain what Building Bridges was and its origin. It was important to have more information on events that took place across the county during Interfaith Week. It was also important to note what was happening within the dioceses across Lancashire.

It was felt that the report gave an excellent overview of how, in difficult times, the Lancashire SACRE had managed to adapt and modify in order to deliver and support Lancashire schools effectively.

It was agreed by SACRE members to put this draft report forward to the QSS Group to finalise.

## **5. Website Monitoring Feedback**

Alison informed members that she had received some findings from Kathleen Cooper who stated that it had been an interesting and thought provoking process. Kathleen had electronically highlighted the evaluation documents showing how each school was rated and what her judgements were on their websites.

Alison requested that other members send their findings to her so that they could be looked at in the next QSS meeting and then report back to the next full SACRE meeting.

## **6. Online Training Feedback**

The feedback referred to two elements of online training:

- i. Training that was available for members of the SACRE through the NASACRE website.
- ii. Training available to RE teachers in Lancashire in respect of the new syllabus.

Members were informed that 60 people had attended the online training for RE teachers in Lancashire on the new syllabus. There was another training session for people who could not attend this earlier session and 91 people attended.

There had been no formal evaluation as it had been all online. Feedback received was that teachers were keen to get to grips with the syllabus. Interest in the syllabus and the fact it was so clearly structured had been very helpful for teachers.

The online training that was available for SACRE members had included training on World Issues. This training had been very interesting and wide ranging. It was also thought to be quite academic, opened your eyes to world views and was helpful to hear. Within each religion there were different approaches and world views. If you were not religious you still had your own world views.

## **7. Funding for Academies**

Members were informed that Lancashire had made the new syllabus free to all academies so they did not have to buy it in. It was freely available to all academies within Lancashire.

It was suggested that a letter be written from the SACRE to all Lancashire academies informing them of the availability of the new Lancashire Agreed Syllabus.

## **8. Pupil Voice Survey**

The SACRE was informed that the QSS was impressed with the openness of the questions of the survey. Thanks was given to Helen Sage for sending some useful documents to help with forming the survey.

Alison Lloyd was open to feedback and comments on the survey. School consultants had been asked to trial the survey in their schools.

Alison was thanked for putting the Pupil Voice Survey together.

## **9. Application for a Determination Proforma**

If a school wanted to have worship which was not mainly Christian in nature for example, it had to apply to the SACRE for permission to do so and this was called a Determination. A Determination lasted for 5 years before it had to be resubmitted. It was pointed out that the last time the Lancashire SACRE had a single Determination was about 15 years ago. Every school had the right to ask for a Determination. Schools that were not maintained schools in Lancashire did not apply to the SACRE for a Determination. Academies would apply to the Academy Trust for a Determination.

The Chair pointed out that in all his years on the Lancashire SACRE there had only been one school that had applied for a determination and after three years it had withdrawn its request for a determination. The SACRE had still to be aware that there may be maintained schools in Lancashire where circumstances arose that the school felt it was appropriate to apply for a determination so there needed to be a proper proforma for this.

Alison had looked at lots of different examples from elsewhere in order to put this Determination proforma together. It was vital to have this proforma available for schools.

## **10. Collective Worship in Lancashire Schools Guidelines**

The Collective Worship in Lancashire Schools Guidelines had been tidied up and amended slightly. The last time the document was circulated it had all the additions and changes marked on it. Since then, it had been looked at again twice and these had now been removed. The final document was now uploaded to the RE website.

The document was carefully compartmentalised into collective worship in the life of the school, management of collective worship, development of collective worship and the delivery of collective worship. Any school should find this a very comprehensive document.

The Lancashire SACRE welcomed the Collective Worship in Lancashire Schools Guidelines presented at the meeting as the final document.

## **11. Correspondence**

The Chair, Peter Martin, informed members that he had email correspondence with one of the Teacher Associations, the NASUWT, who were proposing a new representative for their professional association. The teacher that had been put forward was not an employee of Lancashire County Council and therefore not eligible to be a representative of the NASUWT on the Lancashire SACRE and a suitable replacement was now being looked for.

## **12. Members' News**

Helen Sage informed the SACRE, that as part of Interfaith Week, the Knife Angel had been a valuable part of the week. The Knife Angel had reached over 16,000 pupils across Lancashire.

Building Bridges had a number of events during Interfaith week that had been well attended.

Also during Interfaith Week, Ahmed James had given a presentation on Islam and Afrocentrism which had been well received. Ahmed was looking forward to doing this on a regular basis. It was suggested that he make the presentation to the SACRE in the future.

## **13. Observers' Contributions**

There was no Observers' Contributions.

**14. Proposed Dates of Meetings in 2022**

The proposed dates of meetings in 2022 were agreed.

**15. Date of Next Meeting**

The next scheduled meeting of the Lancashire SACRE would be held at 10:00am on Monday 7 February 2022.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston





# Agenda Item 3

## Report to Lancashire SACRE: February 2022

- The following training opportunities are planned for the spring term:
  1. 25<sup>th</sup> February 2022 – Subject Leader training for the Yarrow Schools Teaching Alliance (30 schools)
  2. 25<sup>th</sup> March 2022- training for trainee teachers who access the School Centred Initial teacher training programme (SCITT)
  3. Assessment training for all key stages to support schools in submitting secure summative end of key stage outcomes and establishing effective formative assessment procedures  
<https://lpds.lancashire.gov.uk/courses.asp?subject=REL>
- The SACRE annual report has now been submitted to the DFE/ NASACRE following scrutiny at the Quality and Standards Sub Committee  
[http://www.lancsngfl.ac.uk/curriculum/re/index.php?category\\_id=79](http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=79)
- The spring 22 RE newsletter has been circulated and is attached.
- A survey has been sent to special schools in authorities that use our syllabus. We are gathering views on what adaptations are needed and what training would be welcomed to enable teachers to best meet the needs of their pupils.
- A range of new subject leader resources are now available to teachers: pupil voice monitoring tool, quality of education evaluation proforma, model policy document, website evaluation tool.
- The QSS intend to amend the NASACRE website evaluation tool following feedback after a trial run in the autumn term.
- Actions taken to date have been highlighted on the current SACRE Development Plan – attached.

### Lancashire SACRE

#### Monitoring of Ofsted Reports published between

1<sup>st</sup> September 2021 – 21<sup>st</sup> January 2022.

#### Primary

*51 reports were published in total; 18 were inspections of community or voluntary controlled schools. The quality of religious education is not mentioned in any report.*

**Banks Methodist (VC):** Section 8 – remains a good school.

Pupils have opportunities to learn about different faiths and cultures. This helps them to respect differences between people. Pupils learn about British values, including democracy.

**Banks St Stephens (VC):** Section 5 OE: Good

They understand the importance of tolerance and respect for the views of others.

**Bowerham Primary and Nursery:** Section 5 OE: Good

Pupils understand the importance of tolerance and mutual respect.

**Brookfield Community:** Section 8 – Outcome 3

**Deepdale Community:** Section 5 OE: Good

**Fishwick:** Section 8 – remains a good school.

**Gisburn Road Community:** Section 8 – remains a good school

**Higham St Johns (VC):** Section 8 – remains a good school

**Holme Primary:** Section 8 – remains a good school

**Ingol Community:** Section 5- OE: Good

**Lancaster Road:** Section 8- remains a good school

Pupils know that people come from families, faiths and cultures that may be different from their own. They respect and celebrate these differences.

**Leyland Methodist Junior:** Section 5 – OE: Good

**Longsands Community:** Section 8- remains a good school

**Lytham Hall Park:** Section 5 – OE: Outstanding

Pupils know how to build and maintain healthy relationships. They talk confidently about faiths and beliefs that differ from their own.

**Morecambe Bay:** Section 5- OE Good

They learn about differences and similarities in faiths and cultures.

**Oswaldtwistle St Andrews VC:** Section 8 – remains a good school

**Balladen Rawtenstall:** Section 5- OE Requires Improvement.

**Sabden:** Section 8 – remains a good school

### Secondary

*21 secondary schools had reports published during this period, 3 of which were Lancashire community schools or voluntary controlled schools who had section 5 or section 8 inspections.*

**Carr Hill Hall:** Section 5 OE Requires Improvement

**Longridge High School:** Section 5 OE Requires Improvement.

**Moor Park High:** Section 5 OE Good

Pupils learn about the cultures and beliefs of others. This helps them to understand the diversity of the world in which they live,

## SACRE NEWSLETTER

(Issue 9) Spring 2022



Twitter: Lancashire SACRE @LancsSACRE

[www.lancsngfl.ac.uk/curriculum/re](http://www.lancsngfl.ac.uk/curriculum/re)

### Contents

#### Page 2

[The SACRE Annual Report](#)  
[Knowledge Organisers – want to share?](#)  
[Pupil Voice](#)  
[Belonging and Believing](#)  
[Festive Calendar](#)

#### Page 3

[School Website Monitoring](#)  
[Cumbria Development Education Centre](#)

#### Page 4

[NATRE](#)  
[Mirrors and Doors](#)  
[Religious Education in Special Schools](#)

#### Page 5

[Ofsted Research Review](#)  
[Cambridge in your Classroom](#)  
[Needing Help?](#)

#### Page 6

[Planning to visit a Mosque?](#)

### REPORTING END OF KEY STAGE ATTAINMENT DATA FOR RELIGIOUS EDUCATION TO LANCASHIRE SACRE

A heads up! Lancashire SACRE intend to ask schools to submit their end of key stage attainment data for religious education at the end of this academic year. This will be undertaken alongside the annual school survey.

At the start of the summer term, a letter will be sent to schools giving instructions on how to submit data for KS1 and KS2 by September '22. An evaluation survey will be sent to secondary schools.

To support schools in forming assessment judgements against the Lancashire Agreed Syllabus, consultants will hold free training sessions for schools as follows. Both sessions will be hosted by Zoom:

**KS1 and KS2**-- May 25<sup>th</sup> 2022 – 1.30- 3.30pm

This session will provide resources to help schools secure their attainment data at the end of Y2 and Y6.

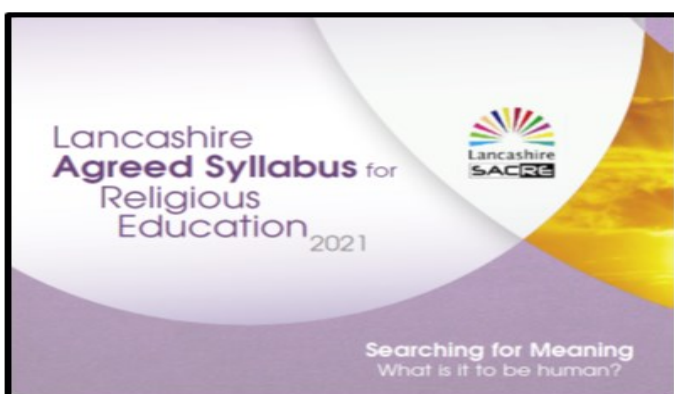
[Courses \(lancashire.gov.uk\)](http://lancashire.gov.uk)

**KS3** – May 25<sup>th</sup> 2022 – 3.30- 5.00pm

This course will explore the principles of good assessment for students at KS3.

[Course Details \(lancashire.gov.uk\)](http://lancashire.gov.uk)

**Both courses will be FREE and we suggest signing up to them as soon as you possibly can.**



## The SACRE Annual Report

The SACRE Annual Report is now complete and is available to download from the SACRE website.

Please follow this link [http://www.lancsngfl.ac.uk/curriculum/re/index.php?category\\_id=135](http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=135)

Many thanks to the schools who submitted information about the number of withdrawals from RE and Collective Worship. A brief overview of findings can be found in the annual report.



## Knowledge Organisers – want to share?

An additional tab has been added to the RE website for teachers who wish to share any of their knowledge organisers. Its always good to have WAGOLL when you are creating something new! Please email [advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk)

## Belonging and Believing

This set of beautifully produced hard-back books for learners of all ages, is an essential resource to support understanding of the diversity of religion and worldviews. Each book, written by Gill Vaisey, focusses on a five-year-old child within the family and includes simple text and full-page photographs to illustrate aspects of the child's and family's everyday life.

The main religions and world view are included.

[http://www.booksatpress.co.uk/belongingandbelieving.html?utm\\_source=emailmarketing&utm\\_medium=email&utm\\_campaign=primary\\_natre\\_members\\_new\\_sletter\\_with\\_download\\_november\\_2021&utm\\_content=2021-12-22](http://www.booksatpress.co.uk/belongingandbelieving.html?utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_natre_members_new_sletter_with_download_november_2021&utm_content=2021-12-22)

## Pupil Voice

Consultants have prepared a selection of questions for primary school subject leaders who are monitoring the impact of the RE curriculum in their schools. The questions are designed to help teachers find out how much pupils know and remember in order to evaluate their levels of religious literacy.

To download the resource please **CLICK HERE** ([This is the document on the website](#))

## Festive Calendar

For an online Festivals Calendar click here!

[Festival Calendar - RE:ONLINE \(reonline.org.uk\)](#)

The Lancashire Forum of Faiths has also put together a one-page list of festivals in 2022.

This can be found on our RE website.

Please click here.

[Interfaith Resources \(lancsngfl.ac.uk\)](#)

## School Website Monitoring

To ensure you are fulfilling your statutory obligations you **MUST** publish on your website the content of your school curriculum in each academic year for every subject, including Religious Education.

This document clarifies NATRE expectations for RE on school websites. This document is accessible via the RE website under the subject leader tab.

### Guidance for teacher members on SACREs for making judgements about RE on primary school websites:

Exceptional practice	Green (good or better RE)	Amber (unclear as to the quality of RE)	Red (concerns as to whether RE is being taught)
Excellent levels of detail on RE curriculum plans, which may include additional information about what will happen in RE lessons. You may also see reference to skills being taught and how it builds on prior learning.	The level of detail published on the RE curriculum plans for each year group is at least comparable to that for foundation subjects such as History and Geography (even if the subject is called something else)	The level of detail published on the RE curriculum is not comparable to that for foundation subjects such as History and Geography	The curriculum map does not give the reader a clear indication of what will be taught. For example, A list of religions or belief is provided with no indication about the content of the study
There is a clear and detailed statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow.	The school includes a statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow	There is no reference to the syllabus followed	There is no reference to the syllabus followed
RE features regularly on the website and may include photos of learning, visits and visitors, parent views and pupil feedback.	There are regular references to RE on the website	There is a little reference to RE on the website	There is no reference to RE on the website
There is a clear and detailed explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is a clear explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is little reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is no reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.
A very clear and detailed statement of the aim, purpose or intent of RE.	A clear statement of the aim, purpose or intent of RE.	The aim, purpose or intent of RE is unclear.	There is no statement of the aim, purpose or intent of RE.
It is very easy to discover how parents or other members of the public can find out more about the RE curriculum the school is following.	It is easy to discover how parents or other members of the public can find out more about the curriculum the school is following.	It is difficult for parents to navigate the website to find out more about the curriculum the school is following.	It is impossible for parents or other members of the public to find out more about the curriculum the school is following.
There is a discrete policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website but no statement of the aims of the subject aims and/or the right to withdraw.	There is no policy for RE on the website
<b>Action: Send a congratulatory letter to the school on their excellent RE.</b>	<b>Action: Send a letter of congratulations and support for the good RE in the school.</b>	<b>Action: Send a letter of mild concern and support.</b>	<b>Action: Send a letter of serious concern. State SACRE's statutory duty and the school's need to be compliant with the law which states that all pupils in England must receive Religious Education.</b>

This work was inspired by an activity conducted by Bristol SACRE



## Cumbria Development Education Centre

Cumbria Development Education Centre (CDEC) and Cumbria SACRE have pulled together a collection of virtual tours of religious and spiritual sites to help RE teachers and students discover more about faith. There are also ideas for helping pupils search for and explore other sites too.

Take a look!

<https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours>

## Religious Education in Special Schools

### What are your views?

Lancashire SACRE is keen to ensure that the agreed syllabus is easily accessible to teachers in special schools and can be readily adapted to fully meet the needs of pupils with special needs and/or disabilities.

Members are keen to gather views from schools to ensure that any work undertaken to adapt materials and create new resources is wise and appropriate.

With this in mind, the SACRE would be grateful if special schools could complete a very short questionnaire. This is being sent to schools via the schools portal with a letter for the attention of the headteacher and subject lead for religious education.

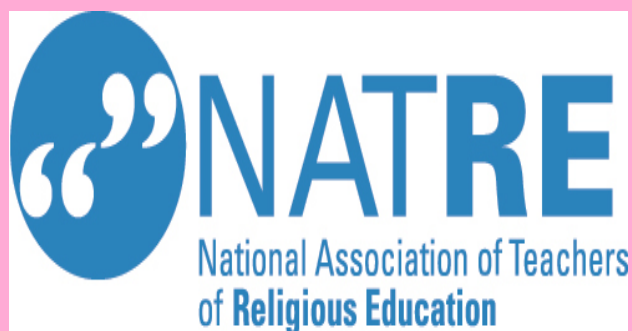
We ask that the click form is completed by Friday 11<sup>th</sup> February 2022.

Or paste this link in to your browser  
<https://clickquestion.lancashire.gov.uk/runQuestionnaire.asp?qid=871354>

## NATRE

**NATRE** are providing regular online CPD with prices according to your NATRE membership status

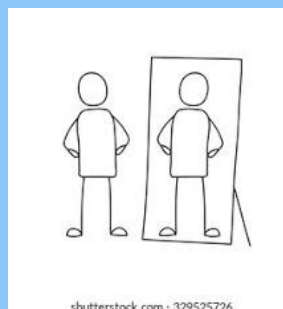
[Upcoming Courses & Events \(natre.org.uk\)](http://natre.org.uk)



## Mirrors and Doors – Lancashire's Collective Worship guidance.

**SACRE have recently updated Lancashire's collective worship guidance which can be found on the password protected tab in the RE website.**

**The guidance includes ideas for themes, sample planning formats and a model policy.**



## Ofsted Research Review

For those who haven't seen it, the recently published [Ofsted RE research review](#) is an important read.

As it is a very long, for those with membership, NATRE have produced a two page precis which summaries the main points.

Ofsted will publish a review of the quality of RE curriculums in spring term 2022. This will be based on 'deep dives' carried out during inspections under the EIF.

Click here for David Lewin and Janet Orchard's blog about the research report on Religious Education.

[What's 'what' in RE: Relating the what, the how and the why of curriculum content. — After Religious Education \(squarespace.com\)](#)

## Needing Help?

Finding the Agreed Syllabus a challenge? Not sure how to assess in RE? Needing to increase subject knowledge of a specific religion? Wanting to raise the profile of RE in your school? Committed to developing the effectiveness of the subject leader for Religious Education?

To access support please contact:

[advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk)

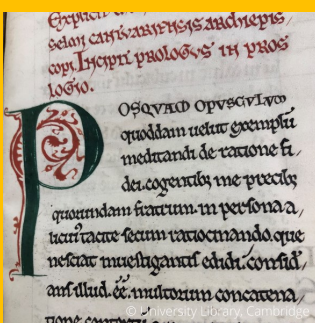
## Cambridge in your Classroom

Experts from the Faculty of Divinity answer some **of the big questions of religion, philosophy and ethics** in this series of *Cambridge in your Classroom*.

**Aimed at students aged 14-18**, *Cambridge in Your Classroom* is a joint project by the [Faculty of Divinity](#) and the Faculty of Education [Religious Studies PGCE](#) course.

For further details please follow this link:

[https://www.divinity.cam.ac.uk/study-here/open-days/cambridge-your-classroom?utm\\_source=emailmarketing&utm\\_medium=email&utm\\_campaign=primary\\_natre\\_members\\_new\\_sletter\\_with\\_download\\_november\\_2021&utm\\_content=2021-12-22](https://www.divinity.cam.ac.uk/study-here/open-days/cambridge-your-classroom?utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_natre_members_new_sletter_with_download_november_2021&utm_content=2021-12-22)

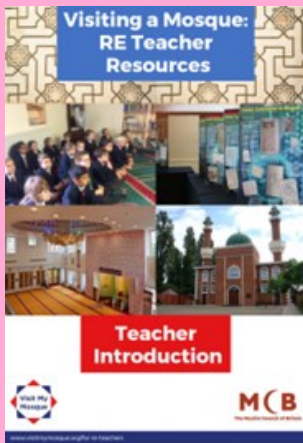


## Planning to visit a Mosque?

This “**Visiting a Mosque: RE Teachers Resources**” pack is intended to support and empower Religious Education (RE) Teachers in organising and delivering school visits to Places of Worship such as mosques. Virtual mosque tours are included.

Click here for the resources

[RE Teachers Resources \(visitmymosque.org\)](http://visitmymosque.org)







# Lancashire SACRE Development Plan 2021-2023

This Development Plan sets out SACRE's key priorities for improvement over the two years from 2021-2023  
Progress in implementing the plan is evaluated on an ongoing basis so that priorities can be adjusted and revised as needed.

<b>Key Priority 1</b>	<b>To raise standards by improving the quality of teaching, learning and assessment in Religious Education.</b>
	<b>Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what is ongoing or has been started but not yet embedded and what has not yet been achieved.</b>
<b>Measures of success.</b>	<p>1. Leaders are clear about the standards and expectations within the Lancashire Agreed Syllabus for Religious Education 2021. They use this knowledge to construct a balanced curriculum which specifies how knowledge and skills are built on cumulatively towards clear end goals.</p> <p>2. Teachers have the subject knowledge needed to effectively implement the RE curriculum following the Field of Enquiry methodology and current national recommendations into effective pedagogy. A more formal method of school to school support is established.</p> <p>3. The LAS reflects the religious and non-religious traditions practised locally and nationally following the release of the 2021 census findings.</p> <p>4. Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority.</p> <p>5. Leaders have the skills needed to continuously evaluate the quality of education in Religious Education and take action to address priorities for improvement.</p> <p>6. The Lancashire Agreed Syllabus for Religious Education is fully inclusive and meets the needs of vulnerable pupils and those with SEND.</p> <p>7. The effectiveness of the Lancashire Agreed Syllabus is evaluated annually by gathering the views of pupils (youth voice) and teachers.</p>
<b>Success evaluated by:</b>	An annual report and monitoring report are shared with all Lancashire schools and published on the Lancashire RE/ SACRE website and NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
<p><b>1.1</b> Leaders are clear about the standards and expectations within the Lancashire Agreed Syllabus for Religious Education 2021. They use this knowledge to construct a balanced curriculum which specifies how knowledge and skills are built on cumulatively towards clear end goals.</p>	<p>Launch the Lancashire Agreed Syllabus 2021 across all schools. Separate training is provided for primary and secondary schools.</p> <p>Training focusses on statutory duties and the construction of the curriculum intent (knowledge, concepts, vocab and skills).</p> <p>Training is provided for out of authority schools that buy into the syllabus.</p> <p>The website password is changed in line with the new syllabus to ensure protected access to resources.</p>	By Dec 21	AL	<p>Evaluations following training are analysed and reported to the SACRE</p> <p>A selection of school websites are monitored by SACRE members to check for compliancy.</p>	<p>Leaders are confident in constructing a well-balanced RE.</p> <p>Knowledge builds on cumulatively towards clear end goals and ensures that pupils are 'secondary ready.'</p>	<i>The NASACRE website evaluation tool is to be amended by the QSS committee to make it clearer and more user friendly.</i>

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
<p>1.2 Teachers have the subject knowledge needed to effectively implement the RE curriculum following the Field of Enquiry methodology and current national recommendations into effective pedagogy.</p>	<p>A suite of RE training is offered to schools by associate consultants:</p> <ul style="list-style-type: none"> <li>- Planning using the Field of Enquiry (focus ECM teachers and HLTAs)</li> <li>- 'Ways of knowing' RE – effective implementation.</li> <li>- Subject knowledge.</li> </ul> <p>Free network meetings are offered in the East, North and South of the county so that updates are shared in a timely manner.</p> <p>Sample knowledge organisers are uploaded to the website.</p>	By July 2019	AL	Evaluations following training are analysed and reported to the SACRE	Evaluation data shows that teachers are improving their subject knowledge and gaining confidence in the implementation of the syllabus.	
<p>1.3 The LAS reflects the religious and non-religious traditions practised locally and nationally following the release of the 2021 census findings.</p>	<p>Findings from the 2021 census are shared with the SACRE. Implications for the structure of the syllabus are discussed.</p> <p>RE consultants work on exemplifications for KS1 and KS3 which reflect any non-religious traditions.</p>	By July 2022	AL	<p>Census findings are discussed at SACRE level.</p> <p>New exemplifications are shared, ratified and uploaded to the website.</p>	The LAS ensures that pupils are prepared to take their place in today's diverse multi religious and multi secular society.	
<p>1.4 Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority.</p>	<ul style="list-style-type: none"> <li>•Standards files are created to model different expectations along the line of progression.</li> <li>•Sample assessment tasks are shared at network meetings</li> <li>•Network meeting sessions are provided where standards can be moderated between schools.</li> <li>•Assessment data is collected and analysed June 2022 and 2023.</li> </ul>	by July 2022	RECs /AL	<p>Standards files and assessment procedures are shared with SACRE.</p> <p>Attainment data is reported to the SACRE and Lancashire schools.</p>	Increasing proportions of teachers are confident in assessing achievement in RE. Assessment judgements are more reliably reported.	<p>Schools are aware that attainment data will be collected this year and have been informed about the training and resources that will be provided from May 22.</p>

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
1.5 Leaders have the skills needed to continuously evaluate the quality of education in Religious Education and take action to address priorities for improvement.	Provide training for subject leaders on how to audit, monitor and evaluate the impact of the RE curriculum and set targets for improvement.  A suite of monitoring and evaluation proformas are created and shared with teachers to support deep dive monitoring exercises.	By Dec 2022	AL/R ECS	Evaluation feedback is shared with the SACRE.  New materials are shared with the SACRE	Leaders are confident in measuring the impact of the RE curriculum and using monitoring evidence to inform plans for improvement.	
1.6 The Lancashire Agreed Syllabus for Religious Education is fully inclusive and meets the needs of pupils assessed to have special needs and/or disabilities.	Provide training on the LAS for special schools. Training focusses on how to successfully adapt lesson planning and lesson delivery without compromising on ambition. Schools are signposted to resources, ideas and further reading.  Provide different models to show how planning can be adapted in response to different special needs.	By Dec 2022	AL/SE ND	Evaluation feedback is shared with the full SACRE.  New materials are shared with the SACRE	The LAS is fully inclusive and can be easily adapted to meeting with needs of pupils who are assessed to have special needs and/or disabilities.	A SEND survey has been sent to schools to start the process in addressing this target area.
1.7 The effectiveness of the Lancashire Agreed Syllabus is evaluated annually by gathering the views of pupils (youth voice) and adults.	Surveys are distributed to schools and students annually,  The findings are analysed and shared with the SACRE. Next steps are agreed and shared with stakeholders.	Annually July 2022 and 2023	AL	Survey findings are analysed by the SACRE and next steps agreed.	The LA gathers, listens and responds to the views of stakeholders in order to continually evaluate the success of the LAS.	

<b>Next Steps</b>	
-------------------	--

<b>Key Priority 2</b>	<b>The SACRE works in effective partnership with the LA to monitor and evaluate standards and the quality of provision for RE in Lancashire schools</b>
-----------------------	---

Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

<b>Measures of success.</b>	2.1 The SACRE has robust processes in place to analyse standards at all key stages as well as examination entries in secondary schools. 2.2 The SACRE monitors the quality of provision in RE through undertaking school visits across a range of schools and key stages. 2.3 Youth voice events gather the views of pupils across all key stages.
<b>Success evaluated by:</b>	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
2.1 The SACRE has robust processes in place to analyse standards at all key stages as well as examination entries in secondary schools.	<ul style="list-style-type: none"> <li>• Provide clear guidance to schools with regards to the attainment scores that will be collected at Y2, Y6, KS3 and KS4.</li> <li>• SACRE analyse submitted data to keep a check on standards across all key stages. Share standards with schools and compare with NATRE findings.</li> <li>• Agree any implications and next steps.</li> </ul>	June 2022 and June 2023	AL/PM	Data is analysed and reported to the SACRE in September 2022 and 2023	Trends in achievement are monitored and strengths and weaknesses identified. Standards are maintained or improve.	
2.2 The SACRE monitors the quality of provision in RE through undertaking school visits across a range of schools and key stages.	<p>SACRE Continues to monitor RE via:</p> <ul style="list-style-type: none"> <li>- SACRE visits to a range of schools.</li> <li>- Data analysis</li> <li>- Evaluations and Feedback forms</li> <li>- Annual consultation</li> <li>- Monitoring of Ofsted reports to identify strengths and weaknesses across Lancashire.</li> <li>- Findings from the pupil attitude questionnaire</li> <li>- Feedback during Youth Voice events.</li> <li>- Analysis of any complaints.</li> </ul> <p>The SACRE agrees how to respond when a school is identified as not meeting its</p>	Termly  Completed by April 2022	PM	<p>Visits findings are reported back to each SACRE meeting.</p> <p>Findings from all monitoring activities are added to an annual calendar and reported as they occur.</p> <p>Findings are reported to NASACRE/DFE via the annual report.</p>	<p>Methods of monitoring provide the SACRE with a clear picture of standards and the quality of teaching, learning and assessment across Lancashire.</p> <p>SACRE responds quickly when statutory duties are not being fulfilled.</p>	

	statutory responsibilities. A ramped approach is agreed.					
2.3 Youth voice events gather the views of pupils across all key stages.	<p>Working party established to agree an approach to Youth Voice.</p> <p>Pupils are consulted to establish which events they would find helpful.</p> <p>A calendar of activities is agreed.</p> <p>Schools are approached and events advertised.</p> <p>Events are published in the termly newsletter.</p>	Autumn 2021	PM/JH	<p>Pupil evaluations are shared with the full SACRE.</p> <p>SACRE members are represented at events and report back to the full council.</p>	<p>Pupils have a voice in setting the direction for improvement for RE in Lancashire. Their views are listened to</p> <p>Pupils have ongoing opportunities to debate questions relating to RE with their peers.</p>	

<b>Next steps</b>	
-------------------	--

<b>Key Priority 3</b>	<b>To improve the provision of Collective Worship</b>
-----------------------	---

	Relevant columns should be RAG rated at the end of each term to indicate <b>what has been achieved</b> , <b>what has been started but not yet embedded</b> and <b>what has not yet been achieved</b> .
--	--

<b>Measures of success.</b>	3.1 The revised Mirrors and Doors materials are shared with schools. These include exemplar good practice materials
-----------------------------	---

<b>Success evaluated by:</b>	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.
------------------------------	---

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
3.1 The revised Mirrors and Doors materials are shared with schools. These include exemplar good practice materials	<p>The CW policy and guidelines are updated, shared with the SACRE and uploaded to the website.</p> <p>Materials are advertised in the autumn term newsletter.</p> <p>Teachers are invited to submit good CW exemplars which are shared with schools.</p> <p>SACRE members visit CW during school visits, and feedback to the full council.</p> <p>Teacher's confidence and skills in planning, delivering and monitoring CW is surveyed during the annual consultation.</p>	<p>August 2021</p> <p>Autumn Newsletter</p> <p>Annual evaluation</p>	AL	<p>School visits are reported to the full SACRE.</p> <p>Evaluations are shared with the full SACRE.</p>	The Mirrors and Doors materials helps schools to deliver effective collective worship in line with their vision thereby contributing to the development of SMSC and British Values across Lancashire.	

Page 21

<b>Next steps</b>	
-------------------	--

**Key Priority 4** To ensure that the SACRE is effectively managed and works in close cooperation with the LA and other key stakeholders.

	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
<b>Measures of success.</b>	4.1 SACRE meetings are purposeful and well represented. 4.2 The SACRE builds positive relationship with academies across Lancashire.
<b>Success evaluated by:</b>	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
4.1 SACRE meetings are purposeful and well represented.	<ul style="list-style-type: none"> <li>Actively recruit members to fill vacancies and ensure that all major local religious communities are represented of the SACRE e.g. Sikh Dharam,</li> <li>Apply the agreed attendance policy as needed.</li> <li>Vary venue e.g. County Hall, Zoom, places of worship.</li> <li>Ensure that each meeting includes time for social networking.</li> </ul>	Ongoing	Democratic Services/ Chair	<p>Annual feedback and consultation with SACRE members – views gathered and analysed via electronic poll.</p> <p>Attendance of members is monitored and analysed.</p>	SACRE meetings are efficient, representative, engaging, & productive. All members feel included and that their views are considered and respected.
4.2 Consideration is given to how SACRE can build a positive relationship with academies across Lancashire.	<ul style="list-style-type: none"> <li>The Lancashire Agreed Syllabus will be promoted in all academies – e.g. flier/newsletter/ order form.</li> <li>The views of academies who buy into the syllabus will be gathered on an annual basis so that they can regard themselves as stakeholders and partners with the SACRE.</li> </ul>	June 2018	AL/ PM	<p>Academies data base shared with the full SACRE.</p> <p>Views analysed and feedback provided to the full SACRE.</p>	<p>The SACRE develops a positive partnership with local academies.</p> <p>Increasing proportions of academies buy into the syllabus and see themselves as key stakeholders.</p>



<b>Measures of success 2021-2023</b>	
--------------------------------------	--

<b>Key Priority 5</b>	<b>To reinforce the close link between the teaching of religious education, promotion of British Values and development of Spiritual, Moral, Social and Cultural development.</b>
-----------------------	---

Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

<b>Measures of success.</b>	5.1 The SACRE works closely with the EMAGRT team and Building Bridges to promote community cohesion, and inclusion regardless of religion and belief within a climate of mutual respect and tolerance. 5.2 Schools are confident in planning for progressively deeper opportunities to promote spiritual development.
<b>Success evaluated by:</b>	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Page 23

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
5.1	<p>The criteria for the Religion and Belief quality mark are shared with SACRE members. Feedback is given. The quality mark is promoted via the SACRE website.</p> <p>Enhancing the quality and impact of RE; <b>Building Bridges</b> will offer a SLA to schools to promote cohesion, inter faith dialogue, and religious literacy</p>	September 21	PM	Reports are provided to SACRE from Building Bridges at each termly meeting.	<p>SACRE actively supports the work of other Lancashire agencies in promoting inclusion, mutual tolerance and respect.</p> <p>Number of schools engaged; number of events; training opportunities provided.</p>	
5.2	<p>Schools are signposted to resources to support them in:</p> <ul style="list-style-type: none"> <li>- Defining spirituality</li> <li>- agreeing an approach to planning</li> </ul>	Sept 22	AL	The annual survey includes an evaluation on school's confidence in planning to promote spiritual development.	Leaders and teachers are confident in planning for the development of spirituality both within RE lessons and across the wider curriculum.	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
	<ul style="list-style-type: none"> <li>- ensuring that spiritual development is progressive.</li> <li>- Gathering evidence to ensure consistency.</li> </ul> <p>Advice is provided for schools on the how to create opportunities for spirituality through the teaching of RE. This is interwoven within each RE course.</p> <p>Good examples are shared on the RE website</p>			Resources are shared with the SACRE.		



# SCHOOL VISITS TO PLACES OF WORSHIP IN BIRMINGHAM

Agenda Item 8

Resources for schools:

<https://birmingham-faith-visits.theartsociety.org/>

Supported by a generous grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

## For each place of worship the resources include:

**Films:** 3 x 4 min

Classroom Clips of:

- Virtual Tour of the building
  - The Faith and Worship
  - Links with community
- (Sept 2021)

**Illustrated guide and quiz online and printed**

(Sept 2021)



Additionally, relevant to all faiths there are ideas for arts-related cross-curricular activities relating to:

- Awe and Wonder
  - Heritage and Culture
  - Creative arts
  - Service and Charity
- (March 2022)



St. Philip's Cathedral



Gurdwara served by GNNSJ



Birmingham Central Mosque



Shri Venkateswara (Balaji) Temple



Birmingham Progressive Synagogue



Birmingham Buddhist Vihara

*A resource to encourage children to be curious and reflective by focusing on the imagery, heritage and culture of six places of worship, to see similarities and to celebrate differences.*

See the website for each place of worship for further information on school visits.

For all resources:

<https://birmingham-faith-visits.theartsociety.org/>



