



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

**Monday, 1st July, 2019 at 10.00 am in Committee Room 'B' - The Diamond Jubilee Room, County Hall, Preston**

### **Agenda**

<b>No.</b>	<b>Item</b>
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|------------|--|------------------------|
| <b>1.</b>  | <b>Apologies</b>   |                        |
| <b>2.</b>  | <b>Minutes of the last meeting held on 29 April 2019</b>                               | <b>(Pages 1 - 8)</b>   |
| <b>3.</b>  | <b>New Draft Constitution and Terms of Reference for Lancashire SACRE</b><br>Attached. | <b>(Pages 9 - 14)</b>  |
| <b>4.</b>  | <b>SACRE Development Plan</b><br>Attached.   | <b>(Pages 15 - 28)</b> |
| <b>5.</b>  | <b>10 Minute Break and Networking Opportunity</b>                                      |                        |
| <b>6.</b>  | <b>Monitoring Arrangements (End of Key Stage 1 and 2 expectations)</b><br>Attached.    | <b>(Pages 29 - 34)</b> |
| <b>7.</b>  | <b>Building Bridges Update Report</b><br>Verbal update – Ms Sajda Majeed               |                        |
| <b>8.</b>  | <b>NASACRE Conference and Cumbria SACRE Conference Update</b><br>Verbal update.        |                        |
| <b>9.</b>  | <b>Lancashire Youth Voice</b>  |                        |
| <b>10.</b> | <b>Correspondence</b>  |                        |
| <b>11.</b> | <b>Members' News</b>   |                        |
| <b>12.</b> | <b>Observers' Contributions</b>  |                        |

**13. Date of Next Meeting**

The next scheduled meeting of the SACRE will be held at 10.00am on Monday 7 October 2019 in The Henry Bolingbroke Room (Cabinet Room D), County Hall, Preston.

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 April, 2019 at 10.00 am in Committee Room 'D' - The Henry Bolingbroke Room, County Hall, Preston**

### **Attendees**

<b>Teachers Associations</b>	Mr Peter Martin (Chair) Ms J Gordon (ATL) Ms J Roper (NASUWT)
<b>Church of England</b>	Mr J Wilson Mrs J O'Rourke
<b>Roman Catholic</b>	Mr B McMullan Ms J Westray
<b>Lancashire County Council</b>	CC A Cheetham CC Y Motala CC P Steen Mr F Williams
<b>Islam</b>	Mr M J Pathan
<b>Representing the LASGB</b>	Mrs K Cooper
<b>Representing Higher Education Sector</b>	Ms C Reade
<b>Representing NAHT</b>	Ms K Stephens

### **Officers**

Mrs A Lloyd – Advisor (School Improvement), Lancashire County council, Children and Young People Directorate

Mrs M Mahmood – Senior Democratic Services Officer, Lancashire County Council, Legal and Democratic Services Officer

Mr G Harbison – Committee Support Officer, Lancashire County council, Legal and Democratic Services

## **1. Welcome to New SACRE Members**

The Chair, Peter Martin, welcomed two new members to the Lancashire SACRE. Karen Stephens from the National Association of Head Teachers, and, Janet Westray from the Catholic Diocese of Lancaster representing the Roman Catholic Church.

## **2. Apologies**

Apologies were received from Mrs H Y Shukla, Mr K Pagpa, Ms L Horobin, Mrs H Sage, Mr A Anwar, Dr M Craig, Mr A H Qureshi, Mufti K Ibrahim, Mrs T Safraz, Mrs S Majeed, and County Councillor S Malik.

## **3. Minutes of the last meeting held on 11 February 2019**

The minutes of the last meeting held on 11 February 2019 were agreed as a true and accurate record.

## **4. Local Authority Officer Report**

Mrs Alison Lloyd, Special Support Advisor, informed members that the free network meetings had been well attended at all the venues. They had all been led by Ms Joanne Harris, Head of Humanities at Broughton High School. Ms Harris had been appointed NATRE RE Ambassador for the North West. The ambassador role acted as a central point of contact for SACREs, NATRE, LTLRE (Learn Teach Lead RE project), universities, etc. They would also be used to promote events and support teachers in the classroom. This was a two year project. Ms Harris was also providing training for the 'SHARES' cluster in Skelmersdale on 8<sup>th</sup> May 2019.

A two day training event had been arranged for September 2019. This would be led by Angela Hill for teachers of GCSE Religious Studies.

The Spring SACRE Newsletter had been circulated to schools at the end of March.

In June a letter and click form would be sent to all schools requesting the annual submission of attainment data. . A short survey would be included as part of the submission. The survey would ask schools to provide data on the number of parental requests for withdrawal. Results would be reported to the SACRE in the autumn term. The Chair thanked Mr John Wilson for summarising the withdrawal guidance for schools and this had now been uploaded to the website.

Work was continuing to take place to update the syllabus and most of the 42 exemplifications had been rewritten to align with the revised long term curriculum

overview and progressive assessment grids. EYFS units would hopefully be written by September 2019.

Schools were now preparing for the introduction of a new Education Inspection Framework from September 2019. It was recommended that the SACRE development plan should be amended to reflect new Ofsted expectations relating to the curriculum.

The county council had once again committed to funding the work of the SACRE and the budget allowance remained the same as that provided in previous years which was welcome news.

## **5. Implications of the new Education Inspection Framework**

Mrs A Lloyd delivered a presentation on the new Education Inspection Framework. The new Education Inspection Framework was quite positive in terms of Religious Education.

If there were changes after consultation the overall effectiveness of the framework would be to do with:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

The quality of education was all to do with the delivery of the curriculum around intent, implementation and impact. Intent was around curriculum design, coverage and appropriateness. Implementation was around curriculum delivery, teaching and assessment. Impact was about attainment and progress, reading and destinations.

It was highlighted this would be a big change for schools in terms of focus. Head teachers now also had to take into account the teachers' wellbeing. Teachers had to have the skills to deliver the curriculum.

Inspectors should take account of all judgements made across the evaluation schedule, especially:

- The extent to which leaders and providers plan, design and implement the curriculum.
- How effectively leaders use additional funding.
- The extent to which the curriculum and care practices met the needs of the range of children who attended, particularly children with SEND.
- The progress all children made in their learning and development.
- Children's personal, social and emotional development.

It was pointed out that children must have cultural capital to engage with different areas of society.

In the research it was noted there was a lack of curriculum knowledge and expertise. It was also noted that the full curriculum was not fully adapted for disadvantaged children and special needs children.

Ofsted's research into the curriculum had shown that some schools narrowed the curriculum available to pupils, especially in key stages 2 and 3. This had a disproportionately negative effect on the most disadvantaged pupils. It was important that in key stage 1 teachers focused on ensuring that pupils were able to read, write and use mathematical knowledge. Curricular breadth and balance was less important at this stage. From key stage 2 onwards and in secondary education inspectors would expect to see a broad, rich curriculum. This included languages and the humanities, along with the arts and other creative subjects. Inspectors would be alert to signs of narrowing in key stages 2 and 3 curriculums.

All pupils in maintained schools were expected to study the national curriculum subjects, religious education and age-appropriate sex education. Academies were expected to offer all pupils a curriculum that was similar in breadth and ambition to the national curriculum, including the requirements to teach English, mathematics, science and religious education.

Regarding the inspection of religious education and collective worship, the Secretary of State had designated certain schools as having a religious character. In schools without religious character Ofsted inspected RE and collective worship as part of inspections under Section 5 of the Education Act 2005. In schools with a religious character, denominational education and collective worship were inspected by a body appointed by the maintained school's governing body under Section 48 of the Education Act 2005 or as provided in the academy's funding agreement.

In terms of the next steps, there must be advice provided for schools on how to create an intent statement for RE. Teachers had to be aware of the progressive knowledge, concepts and skills in the RE curriculum. Teachers would have training provided to improve their content pedagogical knowledge. There had to be continued advice provided on how to undertake formative assessment and form summative judgements in RE.

Head teachers had to ensure their staff had the appropriate Continuing Professional Development (CPD).

## **6. 10 Minute Break and Networking Opportunity**

SACRE members had a break to network with each other.

## **7. Sex and Religious Education - FAQs released by the DfE**

The Department for Education (DfE) was introducing compulsory Relationships Education for primary school pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. It would also be compulsory for all schools to teach Health Education. During March 2019 there has been significant media coverage on this issue.

Through these subjects the DfE want to support all young people to be happy, healthy and safe. During the engagement process as the DfE developed this curriculum, it had heard a number of wide ranging concerns.

Schools would be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which would inform school's decisions on when and how certain content was covered.

It was highlighted that compulsory sex education was not being introduced at primary schools, only Relationships Education.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics were appropriately handled. Schools with a religious character could build on the core content by reflecting their beliefs in their teaching. Several faith organisations had produced teaching materials that schools could choose to use.

Parents would have a right to withdraw their child from sex education delivered as part of RSE in secondary schools. There was no right to withdraw from Relationships Education at primary or secondary as the DfE believed the contents of these subjects were important for all children to be taught.

The DfE was committed to supporting schools to deliver these subjects to a high standard. It was also encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019.

## **8. Building Bridges Update Report**

Members were informed that the Building Bridges Team had delivered a three day training programme for potential Faith Friends. The team was doing well in finding places of worship.

The total number of schools signed up to the Service Level Agreement was:

- 23 primary schools
- 2 secondary community colleges
- 1 16+ college

The total number of faiths accessed was:

- Buddhism 2
- Hinduism 9
- Islam 4
- Judaism 6
- Sikhism 4
- Christianity 5

## **9. Newsletter and Feedback from School Visit**

Members were informed that the SACRE Newsletter was sent out to all schools.

One of the items in the newsletter was on the visit in February to Moorside Primary School in Lancaster. The attendees from SACRE were the Chair, Peter Martin, Julie Roper and Carolyn Read. The school had put on a comprehensive programme. The visit was to learn more about RE in the school and the visitors were able to see this in action by observing two lessons and meeting pupils at KS 1 and KS2. Moorside was a large school with an international feel to its makeup and RE was well integrated into the overall curriculum. The profile of RE was promoted throughout the school by colourful and interactive displays.

Another school visit for SACRE members to a different school would be scheduled in shortly.

## **10. Agenda Items for next SACRE QSS Meeting on 12 June 2019:**

At the next SACRE QSS meeting on 12 June 2019, items for discussion would include:

- Evaluation of the Development Plan
- Review of Halton's constitution and terms of reference.

## **11. Lancashire Youth Voice**

There was nothing to report regarding the Lancashire Youth Voice.

## **12. Correspondence**

The Chair, Peter Martin, had received a letter from the British Humanist Association, there was a conference in London on 9 July 2019.

## **13. Members' News**

There was nothing to report.



**14. Observers' Contributions**

No observers were present.

**15. Date of Next Meeting Monday 1 July 2019**

The next meeting of the SACRE would be held at 10:00am on Monday 1 July 2019 in Cabinet Room B – The Diamond Jubilee Room, at County Hall, Preston.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston



## **Lancashire County Council**

### **Standing Advisory Council on Religious Education - Constitution and Terms of Reference**

#### **1. Construction**

In this document, unless the context otherwise requires:-

"The Act" means the Education Act 1996:

"The Authority" means Lancashire County Council:

"SACRE" means the Standing Advisory Council on Religious Education required to be established in accordance with Section 390 of the Education Act 1996.

"Representative Group" means one of the four statutory representative groups required to be included on the SACRE by Section 390 of the Education Act 1996.

#### **2. Composition of SACRE**

It is desirable that all members have an interest in education in general and in religious education in particular. The SACRE shall include representatives of the following groups:

##### **(a) Representative Groups**

As required by Section 390 of the Act the SACRE is to include four representative groups as follows:-

- (i) Christian and other religious denominations which appropriately reflect the principal religious traditions in the area:

The Roman Catholic Church	3 representatives
The Free Church Federal Council	4 representatives
Islam	5 representatives
Hinduism	2 representatives
Judaism	1 representative
Sikhs	1 representative
Buddhism	1 representative

- |       |                                    |                   |
|-------|------------------------------------|-------------------|
| (ii)  | The Church of England              | 5 representatives |
| (iii) | Associations representing teachers | 5 representatives |
| (iv)  | The Authority                      | 5 representatives |

**(b) Co-opted Members**

The representative groups on the SACRE may appoint a further five co-opted members.

The SACRE may make recommendations to the Authority in respect of its composition.

**3. Terms of Reference**

The SACRE shall have the following functions:-

- (a) To advise the Authority upon such matters connected with the religious worship in community schools or in foundation schools which (within the meaning of Part II of the School Standards and Framework Act 1998) do not have a religious character and the religious education to be given in accordance with an agreed (or other syllabus in accordance with Schedule 19 to that Act) as the Authority may refer to the SACRE or as the SACRE may see fit.
- (b) The matters referred to in (a) above include in particular methods of teaching, the choice of materials and the provision of training for teachers.
- (c) The SACRE shall each year publish a report with respect to the exercise of their functions. A copy of the report will be uploaded to the RE website and sent to the Department of Education, NASACRE and all Lancashire Schools. The report shall in particular:-
  - (i) Specify any matters in respect of which the SACRE have given advice to the Authority;
  - (ii) Broadly describe the nature of the advice given;
  - (iii) Where any such matter was not referred to the SACRE by the Authority, give the SACRE's reasons for offering advice on that matter.
- (d) To require the Authority (on a vote of the representative groups representing the Church of England, other denominations and teachers' associations) to review the agreed syllabus by convening a statutory conference in accordance with the

provisions of Para 3, Schedule 31 to the Education Act 1996.

- (e) In accordance with Section 394 of the Act to consider applications made by the headteacher of any community school maintained by the authority or any foundation school which has not been designated under Section 69(3) of Schedule 20 to the School Standards and Framework Act 1998, as having a religious character, whether it is appropriate for the requirement for Christian collective worship to apply in the case of the school or in the case of any class or description of pupils at the school. Such applications to be made by the headteacher after consultation with the governing body.
- (f) The SACRE also has within its powers to discuss any matter related to its functions as it sees fit and may therefore include the provision of RE in Academies in its discussions or address such matters as may be referred to it.

#### **4. Term of Office**

- (a) Subject to sub-paragraph (c) below, each member of the SACRE shall hold office for a term of four years.
- (b) A member of the SACRE shall be eligible to be re-appointed for a further term.
- (c) The Authority may from time to time review the constitution and composition of the SACRE and any person appointed to the representative groups may be removed by the Authority.
- (d) A person appointed as a co-opted member may be removed by the SACRE.
- (e) A member of the SACRE may at any time resign his/her office.
- (f) On resignation or removal by the Authority, an appointed person shall be replaced by the Authority for the remainder of the term of office by another member.
- (g) Following non-attendance of a member at three consecutive meetings without apology, the SACRE will recommend to the LA that a replacement nomination be sought from the relevant nominating body.

#### **5. Chairmanship**

The representative groups on the SACRE shall each year, normally at their annual meeting, elect a Chairman and Vice-Chairman from

amongst the membership of the representative groups. In the absence of the Chairman, the Vice-Chairman will take the chair and in the absence of both the Chairman and Vice-Chairman a Chairman will be elected for the meeting from amongst the members of the representative groups. The Chairman of the meeting shall not be entitled to exercise a second or casting vote.

## **6. Meetings**

- (a) The SACRE shall hold at least one meeting per year at which the annual report shall be agreed.
- (b) Meetings of the SACRE shall be held in public except where an item of business is being considered which involves the consideration of confidential information in accordance with the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994.
- (c) For the purpose of suppressing or preventing disorderly conduct or other misbehaviour at a meeting the Chair of the SACRE may exclude any person from a meeting.
- (d) Public notice of the time and place of a meeting of the SACRE shall be given by posting it on the LCC website at least 3 clear days before the meeting.
- (e) Copies of the agenda for a meeting and copies of any reports for the meeting shall be available for inspection by members of the public on the LCC website at least three clear days before the meeting unless an item is added to the agenda to be considered as a matter of urgency or the report relates only to items during which the meeting is not likely to be open to the public.
- (f) After a meeting of the SACRE a copy of the agenda and any report which relates to an item during which the meeting was open to the public and a copy of so much of the minutes of the meeting as relates to any such item shall be available for inspection by members of the public on the LCC website for a period of 6 years from the date of the meeting.
- (g) For documents presented at the meeting which are in draft and/or for consultation and/or consideration by the members of SACRE prior to the final document being published members will be able to withhold those documents from being published on the LCC website with the minutes of the meeting and other accompanying papers.

(h) The right to inspect any document shall include the right to make copies or to take extracts except where it is considered that such copying may infringe copyright.

(i) Observers at meetings of the SACRE will be invited to comment on discussion items covered by the agenda at the end of the meeting.

## **7. Working Party**

In between full SACRE meetings, the SACRE may on occasions invite members to join a working party for the purposes of serving the work of the SACRE.

## **8. Quorum**

The Quorum for meetings of the SACRE shall be eight members provided that these shall include at least one member from each of the four statutory representative groups.

## **9. Voting**

(a) Subject to paragraph (b) below, on any question to be decided by the SACRE, only the representative groups shall be entitled to vote and each group shall have a single vote.

(b) For the purpose of voting, each representative group will elect a spokesperson at each meeting.

(c) In the event of a formal vote being taken, votes will be cast by the nominated spokesperson for each group. Arrangements will be made for each group to consider how its vote should be cast. the meeting shall, if necessary, agree a time limit for this purpose.

(d) The single vote of each representative group shall be cast on the basis of the simple majority view within each such group. A tied vote within a group shall be treated as an abstention by that group.

## **10. Officers**

(a) The Clerk to the SACRE shall be the Head of Democratic Services or his/her representative.

(b) The Director of Children and Young People shall be entitled to attend, or be represented by members of his/her staff at any meetings of the SACRE or any meetings of sub-groups or

working parties established by the SACRE.

## **11. Agreed Syllabus**

The representative groups of SACRE other than Group (IV) may at any time require a review of any agreed syllabus. Each representative group shall have a single vote on the question of whether to require such a review.

The statutory duty on the Local Authority to establish and convene an Agreed Syllabus Conference to review the agreed syllabus is every five years.

The SACRE will provide the agreed syllabus materials and accompanying learning resources to academy schools, free schools and other authorities that use the agreed syllabus.

## **12. Constitution Review**

The Lancashire SACRE Constitution was ratified by XXXXX on XXXXXX.

The Constitution will be reviewed every three years, unless legislation determines an earlier review.





# Lancashire SACRE Development Plan 2018-2020.

This Development Plan sets out SACRE's key priorities for improvement over the two years from 2018- 2020.

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>	<ul style="list-style-type: none"> <li>• The paper syllabus is re designed so that it is more accessible and user friendly for teachers.</li> <li>• A system of school to school support is established so that good practice can be shared.</li> <li>• A new assessment system is implemented which results in reliable judgements about pupil achievement.</li> <li>• Schools have the tools available to self-evaluate their own practice and set internal targets for improvement.</li> <li>• Effective systems are introduced to evaluate the quality and response to ongoing training and consultancy.</li> </ul>
<b>Success evaluated by:</b>	<p>An annual report and monitoring report are shared with all Lancashire schools and published on the Lancashire RE/ SACRE website and NASACRE site annually.</p> <p>The impact of the action plan is evaluated once/ term by the full SACRE.</p>

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
1.1 The paper syllabus is re designed so that it is more accessible and user friendly for teachers	<p>- Associate consultants, QSS and LA officer evaluate the design of agreed syllabuses from other authorities.</p> <p>- The syllabus is redesigned and relaunched. It is sent to all qualifying schools and uploaded to the website. The content of the Field of Enquiry will not be altered.</p>	Completed by December 18	AL	<p>The first draft of the re designed syllabus is shared with the full SACRE for editing ( either autumn of spring meeting)</p> <p>Target date for completion now September 2019.</p>	<p>The paper copy of the Agreed Syllabus provides effective support and guidance to teachers. Expectations of the syllabus and the Field of Enquiry are clear to all.</p>	<p>The Associate RE consultant and LA officer are still working on the re writing of the syllabus which is taking longer than anticipated. 35/49 exemplifications have been re written. New assessment and progression overviews and documents to provide clarity on end of key stage expectations have also been produced. Yet to do: Summer 2 exemplifications EYFS overviews Concept overviews KS3 and KS4 editing and refreshing.</p>

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
1.2 A system of school to school support is established so that good practice can be shared.	<ul style="list-style-type: none"> <li>-Monitoring reports continue to identify good practice and inform school SACRE visits. These are celebrated via the newsletter.</li> <li>-A system of primary RE Leading Teachers is established and uploaded to the website so that schools can independently arrange their own support. Principles are agreed and also uploaded to the website (e.g. methods of communication, payment etc.)</li> </ul>	By July 2019	AL	<ul style="list-style-type: none"> <li>Visits are reported to the full SACRE meeting each term.</li> <li>The RE LST website is shared with the full SACRE.</li> <li>Uptake is monitored and reported to the SACRE</li> </ul>	School to school support for RE is established and participation increases.	<p>A bank of effective subject leaders is now established and informal methods of school to school support are in place. This is not yet formalised.</p> <p>An attempt to increase the consultant working party was unsuccessful as teachers did not have the expertise required to contribute fully.</p>
1.3 A new assessment system is implemented which results in reliable judgements about pupil achievement	<ul style="list-style-type: none"> <li>•An assessment procedure is shared with schools.</li> <li>•Standards files are created to model different expectations along the line of progression.</li> <li>•Network meetings sessions are provided where standards can be moderated between schools/ within schools.</li> <li>•Cross county moderation sessions are established.</li> <li>•Assessment data is collected and analysed June 2019 and 2020.</li> </ul>	by July 2019.	RECs /AL	<ul style="list-style-type: none"> <li>Standards files and assessment procedures are shared with SACRE.</li> <li>Attainment data is reported to the SACRE and Lancashire schools.</li> </ul>	<p>Increasing proportions of teachers are confident in assessing achievement in RE.</p> <p>Assessment judgements are more reliably reported.</p>	<p>Teachers like the new progression overviews of knowledge, concepts and skills.</p> <p>Teachers are less confident in designing assessment tasks.</p> <p>Examples and standards files need to be provided.</p>
1.4 Schools have the tools available to self-evaluate their own practice and set internal targets for improvement.	<ul style="list-style-type: none"> <li>• RECs/LA Officer and QSS create a RE audit tool to inform school based improvement in the quality of teaching, learning and assessment in RE</li> <li>• Audit tool to be trialled during network meeting sessions.</li> <li>•Sample action planning formats to be uploaded to the RE website to show how self-evaluation informs school improvement.</li> </ul>	Completed by March 2020	AL/ QSS/ RECs	RE self-evaluation tool to be shared and ratified by full SACRE.	Schools are provided with clear benchmarks to self-evaluate the quality of teaching, learning and assessment in RE. This informs ongoing plans for improvement.	<p>Targeted for 2020.</p> <p>This task now needs to be adapted to support schools in fulfilling the 'intent, implementation and impact' requirements of the new EIF. This will be in line with the Lancashire format for other subjects.</p>

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
1.5 Effective systems are introduced to evaluate the quality and response to ongoing training and consultancy.	<ul style="list-style-type: none"> <li>•Evaluation forms are distributed at all training, conferences and on the release of new materials.</li> <li>•Consultation continues once/ year.</li> <li>•If possible an online evaluation format is uploaded to the website.</li> </ul>	Starting May 2018	AL/ RECS	Evaluation analyses and consultation responses are reported to the full SACRE and lessons are learnt for the future.	An effective and simple method is in place to ensure that the quality of support materials and training is constantly evaluated and reviewed.	<i>Evaluations from training provided by RE today and Joanne Harris are uniformly positive.</i>

<b>Evaluation</b>	Steady progress is being made against the overall target however pace could accelerate if we could make some positive appointment to the consultant pool. This remains an ongoing task.
<b>Next Steps</b>	<ol style="list-style-type: none"> <li>1. Complete the syllabus review and publish on the RE website by autumn 2019.</li> <li>2. Continue to identify good practice and appoint to a band of RE lead teachers/ consultants working party</li> <li>3. Write standards files and share example assessment tasks with schools.</li> <li>4. Write and share the RE audit tool to support the development of the RE curriculum in line with the requirements of the new EIF.</li> <li>5. Consider where online feedback/ evaluation tools are required.</li> </ol>
<b>Adaptions/ Inclusions needed?</b>	Target 1.4 has been adapted in light of the new EIF

<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>
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	<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>
<b>Measures of success.</b>	<ul style="list-style-type: none"> <li>• Appropriate systems are established to monitor pupil achievement based on reliable assessment.</li> <li>• Methods to monitor standards and the quality of provision in RE are embedded and improved.</li> </ul>
<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 Appropriate systems are established to monitor pupil achievement based on reliable assessment.	<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. Establish a new electronic reporting format.</li> <li>• Provide guidance on how summative judgements can be formed using the new age related assessment materials for each faith.</li> <li>• Analyse submitted data to keep a check on standards across all key stages. Share standards with schools and compare with NATRE findings.</li> </ul>	<p>April 2017</p> <p>October each year.</p>	AL	Data is analysed and reported to SACRE in the Autumn term 2018/9/20	Trends in achievement are monitored and strengths and weaknesses identified. Standards are maintained or improve.	
2.2 New methods to monitor the quality of provision in RE are trialled.	<ul style="list-style-type: none"> <li>• Continue to monitor RE via: <ul style="list-style-type: none"> <li>- SACRE visits</li> <li>- Data analysis</li> <li>- Consultation and Feedback forms</li> <li>- Monitoring of Ofsted reports to identify strengths and weaknesses across Lancashire.</li> </ul> </li> <li>• Agree a SACRE response when schools are identified to <b>not</b> be meeting their statutory responsibilities in the teaching of RE.</li> <li>• Joint work/ advice on monitoring to be undertaken with the NNWHub and NASACRE</li> </ul>	<p>June 18</p> <p>Ongoing Cycle established</p>		Findings are compiled in an Annual monitoring report which is shared with the SACRE.	Methods of monitoring provide the SACRE with a clear picture of standards and the quality of teaching, learning and assessment across Lancashire.	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
	<ul style="list-style-type: none"> <li>• Gather views from pupils and analyse findings via the use of the Pupil Attitude Questionnaire ( PAQ)</li> <li>• Gather feedback from pupils via Youth Voice events</li> <li>•Gather views from teachers during training and meetings.</li> <li>•Monitor and respond to any complaints re RE/CW</li> </ul>					

<b>Evaluation</b>	Lancashire SACRE continue to use a range of methods to monitor the quality and impact of RE teaching across Lancashire.
<b>Next Steps</b>	<p>To gather the views of pupils via Youth Voice.</p> <p>To consider a response using NASACRE guidance when a school is identified as not fulfilling its statutory requirements.</p>
<b>Adaptions/ Inclusions needed?</b>	

<b>Key Priority 3</b>	<b>To improve the provision of Collective Worship</b>
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	<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>
<b>Measures of success.</b>	<ul style="list-style-type: none"> <li>• Good quality support and guidance is available to support schools in fulfilling their statutory duties with regards to the provision of Collective Worship.</li> <li>• The SACRE has a clear procedure established to ensure an efficient response to requests for disapplication.</li> </ul>
<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 Good quality support and guidance is available to support schools in fulfilling their statutory duties with regards to the provision of Collective Worship.	<ul style="list-style-type: none"> <li>• Evaluate the current '<i>Mirrors and Doors</i>' materials.</li> <li>• Survey RE subject leaders and Leadership teams – what advice is needed? Are existing materials fit for purpose?</li> <li>• Clarify statutory duties for Collective Worship.</li> <li>• Review national guidance and that provided by other SACREs.</li> <li>• Amend the existing materials and signpost to useful websites for collective worship ideas.</li> <li>• Provide advice for schools that feed communities that are not broadly Christian in nature.</li> </ul>	July 2019 – completed by July 2020.	AL, QSS and RECs.	New CW materials and resources are shared and ratified by the full SACRE.	<p>Lancashire schools are fulfilling their statutory responsibilities for the provision of collective worship.</p> <p>Schools are provided with good quality advice and guidance via the website.</p>	
3.2 The SACRE has a clear procedure established to ensure an efficient response to requests for disapplication.	• QSS members to agree a protocol for dealing with any requests for disapplication and the granting of a determination. Advice taken from Democratic Services /national guidance and ratified by the full SACRE	Dec 2018	PM	Chair to report protocol to full SACRE	Clear protocols are followed if a HT requests disapplication.	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
3.3 The SACRE provides schools with clear advice on how to respond to parental requests for withdrawal from RE and Collective Worship.	<ul style="list-style-type: none"> <li>• Simple, clear advice is uploaded to the RE website.</li> <li>• Schools are signposted to more detailed guidance from NASACRE and NATRE.</li> <li>• Verbal advice is given from the LA officer on request.</li> <li>• The number of requests for parental withdrawal is monitored annually.</li> </ul>	Autumn 2018	JW	<p>Advice is shared with the SACRE prior to publications.</p> <p>Number/ nature of requests for withdrawal is reported annually to the full SACRE meeting</p>	Headteachers are provided with clear guidance to support them when dealing with a parental request for withdrawal	

<b>Evaluation</b>	Targets 3.1 and 3.2 have not yet been addressed.
<b>Next Steps</b>	
<b>Adaptions/ Inclusions?</b>	



<b>Key Priority 4</b>	<b>To ensure that the SACRE is effectively managed and works in close cooperation with the LA and other key stakeholders.</b>
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	<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>
<b>Measures of success.</b>	<ul style="list-style-type: none"> <li>• SACRE meetings are purposeful and well represented.</li> <li>• Consideration is given to how SACRE can build a positive relationship with academies across Lancashire.</li> <li>• The SACRE works positively in partnership with key local and national stakeholders.</li> <li>• Children and Young people are provided with opportunities to participate in the development of RE</li> <li>• The SACRE builds positive relationships with local teacher training organisations.</li> </ul>
<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>• Review membership of the SACRE to ensure that all major local religious communities are represented e.g. Buddhism, Sikhism, Methodism and Judaism. Monitor attendance.</li> <li>• Agree procedures for frequent non-attendance.</li> <li>• Adjust agendas to ensure that all members have opportunity to fully contribute, engage with issues and offer views.</li> <li>• Vary meeting venue e/g using places of worship or schools.</li> </ul>	Ongoing	Democratic Services/ Chair	<p>Annual feedback and consultation with SACRE members – views gathered and analysed</p> <p>Attendance of members is monitored and analysed.</p>	SACRE meetings are 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>• Data base kept of all academies who already buy into the Agreed Syllabus and website resources – further training opportunities to be circulated.</li> <li>• The views of academies who buy into the syllabus will be gathered on an annual basis –</li> </ul>	June 2018	AL/ PM	<p>Academies data base shared with the full SACRE.</p> <p>Views analysed and feedback to the full SACRE.</p>	<p>The SACRE develops a positive partnership with local academies.</p> <p>Increasing proportions of academies buy</p>	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	
	so that they can regard themselves as stakeholders and partners with the SACRE.				into the syllabus and see themselves as key stakeholders.	
4.3 The SACRE works positively in partnership with key local and national stakeholders.	<ul style="list-style-type: none"> <li>Continue to foster positive links with:               <ul style="list-style-type: none"> <li>NNWHub</li> <li>Faith belief contacts for visits/ visitor resourcing.</li> <li>NASACRE</li> </ul> </li> <li>Access regular information from the RE council/ Ofsted/ NATRE/ AREIAC</li> <li>Keep up to date with national development in RE and share with the full SACRE.</li> <li>Ensure that Lancashire SACRE is represented at all national conferences.</li> <li>Arrange a programme of speakers to share insights/ experiences with the full SACRE e.g. Invite the new Chair of NATRE to speak at a SACRE meeting.</li> </ul>	NNWHub meetings 1/term  Ongoing	AL/PM/	Regular updates/ feedback are provided to the full SACRE as a standing agenda item.	Provision for RE is enriched through links with different faiths, beliefs and traditions.  SACRE is well informed keeps abreast of national development in RE	
4.4 Children and Young people are provided with opportunities to participate in the development of RE	<ul style="list-style-type: none"> <li>Develop the role of Youth voice. Provide opportunities for young people to participate in national/ local debates e.g. plan for another Youth conference to be held at County Hall.</li> <li>Provide opportunities for primary pupils to participate in Youth Voice events e.g. Lat Blaylock's Y5 conference in Feb 2019.</li> </ul>	Autumn 18  Feb 2019	REcs	Youth Voice is a standing item on all full SACRE agendas.	Pupils have a voice in informing the development plan and setting the direction for improvement for RE in Lancashire.  Pupils have ongoing	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	
					opportunities to debate questions relating to RE with their peers.	
4.5 The SACRE builds positive relationships with local teacher training organisations.	<ul style="list-style-type: none"> <li>• The QSS invites representatives from the University of Cumbria, Lancaster and Edge Hill to discuss stronger links moving forward.</li> <li>• How can local universities familiarise students with the Field of Enquiry prior to taking up positions in Lancashire and other authorities?</li> <li>• How can local schools access events and training opportunities being hosted by local teacher training organisations, universities?</li> </ul> How can these be advertised more widely?	Autumn agenda 18	QSS	Report provided to the full SACRE by SACRE members representing local Higher Education institutes	A positive mutual beneficial partnership is created with local teacher training institutions and universities.	

<b>Evaluation</b>	
<b>Next Steps</b>	
<b>Adjustments?</b>	

<b>Key Priority 5</b>	<b>To develop the contribution of RE to Community Cohesion</b>
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	<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>
<b>Measures of success.</b>	Further develop links with people of different faiths, beliefs and traditions through training of Faith Leaders / volunteers Make resources available to download (if applicable) Engage more schools in the SLA to make the service full cost recovery Develop a sustainable Primary/Secondary School linking Programme to promote community cohesion and tackle controversial issues.
<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.

<b>Objectives</b>	<b>Action / tasks</b>	<b>Start date</b>	<b>Lead</b>	<b>Monitoring/ Quality assurance</b>	<b>Milestone/Success criteria</b>
Further develop links with people of different faiths, beliefs and traditions through training of Faith Leaders / volunteers	<ul style="list-style-type: none"> <li>Identify community/faith leaders to support delivery of Interfaith programme for schools</li> <li>Provide appropriate training for leaders/volunteers to enable them to confidently deliver in school setting</li> <li>Devise an induction programme to ensure minimum requirements are met in line with SACRE/LCC policies (Safeguarding, DBS, risk Assessments)</li> </ul>	July 18	AA	Faith Coordinator to provide written/verbal updates at Full SACRE Meeting	<p>Volunteers/Leaders are increasingly confident when delivering in school setting</p> <p>Three quality training sessions are delivered across the county</p> <p>Policies and procedures in place</p>
Make resources available to download (if applicable)	<ul style="list-style-type: none"> <li>Promote the Prevent for Schools Website and encourage schools to have a link on their websites</li> <li>Work with LCC partners to develop and update the online resources available on Prevent for Schools</li> <li>Provide links and guidance to promote Fundamental British Values, supporting SMSC development as defined in the Ofsted Inspection Handbook.</li> </ul>	Ongoing	AA	New materials to be shared with Full SACRE group	<p>Strategies/resources are easily accessible</p> <p>Increase in the number of schools accessing Prevent for Schools website</p>
Engage more schools in the SLA to make the service full cost recovery	<ul style="list-style-type: none"> <li>Continue to promote the work of the Faith Coordinator through:</li> <li>LCC Advisory Service</li> <li>Encounters with Faith</li> <li>Hosting events and training for teachers/community</li> </ul>	Sept 18	AA	Faith Coordinator to provide written/verbal updates at Full SACRE Meeting	The role of the Faith Coordinator is fully traded

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
Develop a sustainable Primary/Secondary School linking Programme to promote community cohesion and tackle controversial issues.	<ul style="list-style-type: none"> <li>•Further develop the primary School linking programme engaging schools from across Lancashire</li> <li>•Work with partners to develop and promote the 'All Together Now' project</li> <li>•Access funding to promote and deliver the 'We Stand Together' project with two new secondary schools</li> </ul>	Sept 18	AA	Faith Coordinator to provide written/verbal updates at Full SACRE Meeting	<p>A number of projects (primary &amp; secondary) delivered across county</p> <p>Ofsted reports acknowledge whole schools impact of the project</p>

Evaluation	
Next Steps	
Adjustments?	



knowing about and understanding religions and worldviews			expressing and communicating ideas related to religions and worldviews	
Beliefs and values		Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Christianity				
God	Pupils will know that Christians believe in one God who created the world and humanity. They should be able to give examples of Christian beliefs about God, including the belief that God is like a father – a loving God who cares for his creation. They should be able to suggest ways in which Christians might believe that God cares for humanity.	Pupils should know that Christians express their beliefs about God through activities such as prayer and celebrating Christian festivals (eg. Christmas). They should be able to suggest what makes these activities religious. They should know that Christians believe the world is God’s creation and so should be treated with respect.	Pupils should be able to identify and talk about different types of human communities and the things that unite communities. They should be able to talk about the importance of belonging and the different ways that humans express their belonging to a community.  They should be able to talk about why some things are particularly special and valued. They should be able to suggest non-materialistic things that are important to humans such as family, love, babies, light, and hope. They should be able to give examples of things that really matter to humans and suggest why.  They should be know what is meant by the term symbol and symbolise and be able to give religious and non-religious examples.  Pupils should be able to raise questions and talk about the ways that humans use the planet. They should be able to talk about our shared human responsibility to look after the world. They should be able to talk about the ways that collective actions can make a difference, and how this can also unite communities.	Pupils should be able to talk about their own identity and the different roles and responsibilities that they may have. They should be able to give examples of communities that they belong to and their own sense of identity and belonging as part of a particular community (eg. the school community, the family). They should be able to give examples of how they shown commitment to the people and communities that important in their lives.  They should be able to talk about their own values and suggest how these might affect their behaviour. They should be able to identify the people who matter to them and suggest why some relationships are special.  They should be able to give examples of things that they are grateful for and talk about ways that they show their gratitude. They should be able to talk about things that they do because they should (i.e. recognise a sense of duty).
Jesus	Pupils will know that Jesus is special to Christians – that he is regarded as more than just a man. They should be able to retell a simple version of the accounts of the birth of Jesus. Pupils should be able to give examples of titles that Christians might use when talking about Jesus – eg. Saviour, Light of the World, Christ, Son of God.	They should know that Christmas is a special religious time for Christians, a time to celebrate the birth of Jesus. They should be able to give examples of religious activities that might be done as part of the Christmas celebrations – eg. taking part in or watching a nativity play, attending church, Christingle services.		
Church	Pupils should be able to identify core beliefs and values of Christianity (eg. belief in one God, belief in Jesus Christ). They should be able to talk about what is meant by the Church family. They should know that some Christians perform infant baptism as a sign of welcoming a child into the Church family.	Pupils should be able to suggest why Christians might want to be part of a church community, to worship with others, to have their children baptised. They should be able to identify the cross as a Christian symbol. They should know the basic features of a church and be able to talk about what happens at an infant baptism and suggest the deeper meaning of the rituals involved.		
Progressed religions (Islam and the Hindu Dharma)				
Islam	Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life. They should know that Muslims believe that God created the world and everything in it.	They should know that Muslims believe the world is God’s creation and so needs to be cared for. They should be able to suggest ways that Muslims might care for the world. They should know that prayer is an important part of Muslim life and a way of showing obedience and gratitude to God.		

# Lancashire Agreed Syllabus for RE: End of KS1 expectations

<p><b>Hindu Dharma</b></p>	<p>Pupils should know that Hinduism teaches that there is one God in many forms and that God is present in all living things. They should be able to name some of the different deities that Hindus might worship and talk about how the qualities of these deities are expressed in imagery.</p>	<p>They should be able to describe how and why Hindus might worship at home and in the Mandir. They should be able to identify and explain symbolic aspects of worship. Pupils should be able to identify items that might be used in Hindu worship eg. arti lamp, items from a puja tray. They should be able to suggest why worship might be important to a Hindu.</p>	<p>Pupils should be able to talk about the complexity of identity. They should be able to give examples of how people might take on different roles and responsibilities in different settings. They should ask questions about how and why humans might change their roles and identity over the course of their life.</p>	<p>They should be able to talk about the way that they are able to change and adapt according to the situation and the people they are with. They should be able to identify times when this is helpful and why it is sometimes important to take on new roles and responsibilities.</p>
<p><b>Other religious and non-religious world views (non-progressed)</b></p>				
<p>By the end of KS1, pupils should have studied ONE other religion (The exemplar planning recommends Judaism). They should also be aware of non-religious world views.</p>				
	<p>Pupils should be aware that most religious people believe in a God of some sort. There is a shared belief my most religions that there must be a cause for the existence of the world and for the, this is God. Pupils should be able to retell some of the stories from this religious tradition (eg. In Judaism – the story of the flood and the story of Abraham) and explain what these teach believers about God. Pupils should know that some people do not believe in a God or are uncertain – and that these people might look for alternative explanations for the existence of the universe, eg. from scientific theories.</p>	<p>They should know that religion has an impact on the life of a believer and be able to give specific examples of this – eg. that worship and prayer are common aspects of religious life and an expression of devotion. They should be able to give examples of special days and celebrations within religions (eg. The Sabbath Day for Jews) and talk about how these are a time to focus on God and to pass on religious beliefs and values. They should be able to talk about how a religion might provide moral guidance and authority (eg. how Jewish people might be guided by the Torah and the Ten Commandments)</p>	<p>Pupils should know that many people (religious and non-religious) believe it is important to be a good person, to care for the world and to think carefully about how they behave towards others. They should think about the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities.</p>	<p>They should be able to ask relevant questions and talk about their own beliefs, values and identity and those of others. Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied. They should be able to identify people who have influenced them and talk about the effect this has on their ideas and attitudes towards what matters.</p>



knowing about and understanding religions and worldviews			expressing and communicating ideas related to religions and worldviews	
Beliefs and values		Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Christianity				
God	Pupils will know that Christians believe in <b>one God</b> who <b>created the world and humanity</b> . They should be able to explain Christian beliefs about God, including the belief that God is like a <b>father</b> – a <b>loving</b> God who is <b>merciful</b> to those who are truly sorry. They should be able to explain how and why Christians believe that they have a relationship with God and that God is <b>active in human history</b> . They should be able to explain how and why Christians have different views about and interpretations of the Bible. They should be able to apply this knowledge to analyse the teachings of <b>Genesis 1 and Genesis 3</b> (Creation and the Fall). They should be able to explain how these teachings might influence Christian beliefs and values about <b>caring for the world</b> and responses to <b>sin and temptation</b> .	Pupils should know that Christians express their beliefs about God through activities such as <b>prayer</b> and celebrating <b>Christian festivals</b> (eg. Christmas). They should know that <b>Christians believe the world is God’s creation</b> and so should be treated with respect. They should know why <b>the Bible</b> is important to Christians and how it might be used as a source of wisdom and guidance. They should be aware of other <b>sources of authority</b> (eg. church leaders, prayer, conscience) and how these might guide a Christian in their life. Pupils should be able to explain the links between beliefs and values and living religious traditions – eg. they should be able to explain the importance of <b>worship, prayer and rituals</b> as a way of strengthening the connection between the believer and God.	Pupils should know about different types of human communities and the things that unite communities. They should be able to explain the importance of belonging and the different ways that humans express their belonging to a community.  They should be able to explain why some aspects of human experience are particularly valuable. They should be able to suggest non-materialistic things that are important to humans. They should be able to give examples of things that really matter to humans and explain why.  They should be know what is meant by the term symbol and be able to explain religious and non-religious examples.	Pupils should be able to discuss their own identity and the different roles and responsibilities that they may have. They should be able to support this with examples of communities that they belong to and their own sense of identity and belonging as part of a particular community (eg. the school community, the family). They should be able to explain how they show commitment to the people and communities that important in their lives.  They should be able to take part in discussions about their own values and suggest how these might affect their behaviour. They should be able to explain why some relationships are special and the qualities needed to maintain these relationships.
	Pupils will know that <b>Jesus is regarded as God incarnate</b> . They should be able to retell some of the key <b>teachings of Jesus</b> (eg. The Parable of the Good Samaritan) and some of the <b>main events in his life</b> (birth, miracle stories, death and resurrection) and explain how these might guide a Christian today. They should know what is meant by <b>discipleship</b> and be able to explain why some people became disciples.	Pupils should be able to explain how <b>Christian festivals</b> link with events from the life of Jesus (Advent, Christmas, Lent, Easter). They should be able to give examples of religious activities that might be done as a reminder of the religious message of the celebration. They should be able to explain how and why Christians might put the teachings and example of Jesus into action – eg. through showing <b>love for all</b> , through <b>charity work</b> etc. Pupils should be able to explain how Christians might remember the life and sacrifice of Jesus through religious traditions such as <b>pilgrimage</b> and the <b>Eucharist</b> .	Pupils should be able to raise questions about the ways that humans use the planet. They should be able to discuss our shared human responsibility to look after the world. They should be able to explain ways that collective actions can make a difference, and how this can also unite communities.  Pupils should be able to discuss the complexity of identity and how this may change in different contexts. They should	Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied.  They should be able to identify their own sources of wisdom and authority - people, ideas and experiences that have influenced them and explain the

# Lancashire Agreed Syllabus for RE: End of KS2 expectations

Church	<p>Pupils should be able to explain the core beliefs and values that unite the Church (eg. <b>belief in one God, belief in Jesus Christ, beliefs about the Holy Spirit</b>).</p> <p>They will know that the Church is a <b>diverse community</b> with shared beliefs and values, but with differing interpretations and practices.</p>	<p>Pupils should be able to give examples of how being a Christian could have an <b>impact</b> on a person's attitudes and behaviours. They should be able to recognise and explain the <b>symbolism</b> of key Christian symbols such as the cross, candles, the dove).</p> <p>They should be able to explain differing forms of <b>Christian worship</b> and how the rituals might reflect key beliefs and teachings. Pupils should be able to explain the impact that worship might have on a Christian – ie. a sense of feeling closer to God, a sense of identity and belonging.</p>	<p>be able to discuss how and why humans might change their roles and identity over the course of their life.</p> <p>Pupils should know that many people (religious and non-religious) believe it is important to be a morally good person, to care for the world and to think carefully about how they behave towards others. They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities.</p>	<p>effect this has on their ideas and attitudes towards what matters. They should be able to discuss and debate the sources of guidance available to them and consider the value of differing sources of guidance.</p> <p>Pupils should demonstrate an increasing self-awareness in their own personal development and in their ability to express their own beliefs, values and commitments.</p>
Progressed religions (Islam and the Hindu Dharma)				
Islam	<p>Pupils should know that Muslims believe in one God (<b>Allah</b>) and that <b>submission</b> (obedience) to God is an important part of Islamic life. They should know why the <b>Prophet Muhammed</b> is important to Muslims.</p> <p>Pupils should be able to explain what is meant by the <b>Five Pillars of Islam</b> and how these unite the <b>Ummah</b>.</p> <p>They should be able to explain why <b>the Qur'an</b> is so important to Muslims and how it might be used as a source of guidance.</p>	<p>They should know that Muslims believe the world is God's creation and that this should lead them to care for the world and <b>act charitably</b> towards all people. They should know that the Five Pillars are an important part of life for many Muslims and a way of <b>showing obedience and gratitude</b> to God. Pupils should be able to <b>explain symbolism</b> and the deeper meaning of <b>rituals</b> such as those involved in wudhu, salah and Hajj.</p>		
Hindu Dharma	<p>Pupils should know that Hinduism teaches that there is <b>one God in many forms</b> and that God is present in all living things. They should know about some of the <b>deities</b> that Hindus might worship and how the qualities of these deities are expressed in through imagery and stories. They should know about the concept of dharma and how Hindus might find guidance about their <b>dharma</b> from the stories that are celebrated at festivals such as Diwali and Holi. Pupils should be able to explain Hindu beliefs about <b>samsara</b>, using religious vocabulary such as <b>karma</b> and <b>moksha</b>.</p>	<p>Pupils should be able to describe how and why Hindus might <b>worship</b> and explain symbolic aspects of <b>worship and rituals</b>.</p> <p>They should be able to explain why <b>festivals</b> (eg. Raksha Bandhan, Diwali, Holi) and <b>rites of passage</b> are important to individuals and the community and what Hindus might learn from these celebrations.</p>		
<b>Other religious and non-religious world views (non-progressed)</b> By the end of KS2, pupils should also have studied Judaism, Sikhism and Buddhism. They should also be aware of non-religious world views. Although these are non-progressed studies, it important that pupils have learnt about these religions and world-views as part of a broad, balanced and inclusive religious education curriculum.				

# Lancashire Agreed Syllabus for RE: End of KS2 expectations

	<p>Pupils should be aware that most religious people believe in a <b>God</b> of some sort. Many people ask questions about the <b>origins of the universe</b> and for some the explanation for the existence of the world is God, whereas other people find answers in science and non-religious world views.</p> <p><b>Pupils should be able to retell some of the stories from these religious traditions</b> (eg. In Judaism – the story of the flood and the story of Abraham or the story of how Prince Siddhartha became the Buddha in Buddhism or stories about Guru Nanak from Sikhism) and explain what these might teach believers. They should have an understanding of the idea of <b>the sacred</b> – of people, places and scriptures that might have a special meaning for people who hold a particular religion or world view.</p>	<p>They should know that religious beliefs have an impact on the life of a believer – eg. that <b>worship, prayer and rituals</b> are common aspects of religious life and an expression of <b>devotion</b>. They should be able to give examples of <b>special days and celebrations</b> within religions (eg. The Sabbath Day for Jews and Baisakhi in Sikhism) and explain how these are an opportunity to pass on beliefs, values and traditions. They should be able to talk about how a religion might provide <b>moral guidance</b> and <b>authority</b> (eg. how Jewish people might be guided by the Torah and the Ten Commandments, how a Sikh might try to follow the example of the Gurus or how a Buddhist might try to live in accordance with the Eight-fold path).</p>		
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