

**Lancashire
Standing Advisory Council
on
Religious Education
ANNUAL REPORT**

2020- 2021



**This report covers the work of the Lancashire SACRE for the period
September 2020 to September 2021.**

Please note: This report has been written following the new annual report framework which was released by the NASACRE/ DFE in the autumn term 2021.

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1. Words from the Chair of SACRE



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Peter Martin
Chair, Lancashire SACRE

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1.Meetings of the Lancashire SACRE

Lancashire SACRE met five times over the year. All meetings were held virtually as informed by current Lancashire C19 risk assessments and national guidance.

The following table gives a brief overview of the key contents of these meetings:

| Date | Contents |
|--|---|
| 5th October 2020 | <ul style="list-style-type: none"> -Convening an Agreed Syllabus Conference. -Ratifying new RE policy -Sharing completed syllabus exemplifications including those for the Early Years. -CPD report shared -School visits protocol discussed -Annual report arrangements agreed -NASACRE school website framework evaluation tool shared -Building Bridges update -Interfaith week update. -Youth Voice -Members news/Observer's contributions |
| 30th November 2020 | <ul style="list-style-type: none"> - AGM – election of Chair and Vice Chair - Draft annual report circulated -Agreed Syllabus Conference report. -Feedback from NASACRE annual conference -Faith Engagement Consultation discussed -Collective Worship working party established -Meeting dates agreed -Youth Voice -Members news/Observer's contributions |
| 1st February 2021 | <ul style="list-style-type: none"> -School Visits protocol finalised - Report from Agreed Syllabus Conference -Report from collective worship working party - CPD report shared -Youth Voice -Members news/Observer's contributions |
| 26th April 2021 | <ul style="list-style-type: none"> -Evaluation of the SACRE development plan. -Report from Agreed Syllabus Conference -Report from collective worship working party -Report from Building Bridges -Youth Voice -Members news/ Observer's contributions |
| 5th July 2021 | <ul style="list-style-type: none"> -New SACRE development plan (2021-23) agreed. -Report from Agreed Syllabus Conference -Final school visits protocol shared. -Feedback from NASACRE conference -Ofsted Research Paper – summary points shared and discussed -Update from Building Bridges -Youth Voice -Members news/ Observer's contributions |
| 27th September 2021 This additional meeting has been reported to show how tasks were completed | <ul style="list-style-type: none"> - Revised Lancashire Syllabus shared 2021 and discussed - Newsletter shared and discussed - CPD report shared and discussed - New collective worship guidance shared and discussed. - Participation in NASACRE online training agreed |

| | |
|--|--|
| from September 20 – September 21. | <ul style="list-style-type: none"> - New NASACRE guidance on annual reports shared - Plans for Interfaith week reported. - NASACRE conference 2022 – details shared. - Update from Building Bridges - Future dates agreed - Youth voice -Members news/ Observer's contributions |
|--|--|

Minutes of the meetings can be accessed on the SACRE web site:

<http://council.lancashire.gov.uk/mgOutsideBodyDetails.aspx?ID=385>

A list of members and their attendance at these meetings can be found in **Appendix A**

Quality and Standards Sub-Committee

The QSS meets between meetings of the full SACRE to drive forward the SACRE's business. Meetings of this smaller committee are open to all members and were held twice during the reporting period as follows:

| Date | Contents |
|-----------------------------|--|
| 17 th March 2021 | <ul style="list-style-type: none"> -Review of collective worship guidelines -Agreeing school visits protocol |
| 9 th June 2021 | <ul style="list-style-type: none"> -Responding to the Ofsted Research Review -Finalising the new SACRE development plan -Discussing the NASACRE annual conference |

Agreed Syllabus Conference

The SACRE asked Lancashire County Council to convene an Agreed Syllabus Conference (ASC) in October 2020 as the syllabus needed to be legally reviewed by September 2021.

Membership was agreed and the ASC met on four occasions over the year to review the content of the syllabus. Membership was drawn from the four SACRE committees with expert advice being provided by Joanne Harris (Head of Humanities at Broughton High School/ LCC RE Associate Consultant) and Lat Blaylock (RE Today).

The syllabus was re launched, following formal Cabinet approval, in September 2021.

The format is now more user friendly (to dovetail with the RE website) and some additional resources have been included to enhance the teaching of the 'Field of Enquiry'. For example:

- Concept maps for Islam, Christianity and Hindu Dharma at primary level. These explain how concepts are built on cumulatively within the syllabus and inform subject knowledge.
- Suggested pillars of progression at KS3 for the progressed religions (to build on from those recently produced at KS1 and KS2).
- A model KS3 curriculum overview with exemplifications provided.

The ASC was keen to ensure that the syllabus provided a coherently structured and progressive curriculum where knowledge and skills are built on cumulatively towards clear end points. As far as was possible in the time allowed, the ASC also took the time to evaluate the syllabus against the recommendations in the Ofsted Research Review prior to re-launch.

2. Religious Education

During the reporting period, the Lancashire Agreed Syllabus for Religious Education (RE) was adopted by five Lancashire academies and 15 non-Lancashire academies. Warrington, Halton, St Helens, and Blackpool authorities also used the syllabus and bought into the website resources.

Three associate consultants support the work of an LA officer who is attached to the SACRE. This enables the authority to provide a continuous programme of teacher training to improve subject knowledge in the teaching of RE. The following support/ resources were provided during 2020-2021, despite C19 restrictions:

- Newsletters which signposted schools to online RE resources for remote learning.
- A model RE policy template (see **Appendix B**)
- Medium term planning exemplifications for all RE units from Reception – Y9.
- Training delivered in partnership with RE Today on improving subject knowledge in the teaching of Hinduism and Islam. This was led by Lat Blaylock on 21st October 2020.
- Free training hosted by one of the RE consultants on 9th February 2021 to share new resources that were being written as part of the syllabus review.
- Several 1: 1 consultancies and bespoke training sessions (both face to face and online) were provided to individual schools and clusters over the year.
- A series of free online training sessions for primary and secondary schools were delivered to support the launch of the new syllabus from September 2021.

The usual round of free termly network meetings was cancelled in response to C19 restrictions.

Lancashire SACRE has continued to improve methods of communication with schools. This includes the website, a termly newsletter and a twitter page in addition to use of the county portal and emails.

Standards and Monitoring of Religious Education

SACRE typically uses several methods to monitor standards and the quality of provision in RE. For example:

- Scrutinising inspection reports.
- Collecting end of key stage attainment data.
- Requesting the completion of an annual questionnaire to check statutory duties and request feedback from schools.
- Analysing the Lancashire pupil attitude questionnaire.
- Undertaking school visits to celebrate and share good practice.
- Monitoring school websites
- Monitoring requests for withdrawal

During 2020/21 opportunities to monitor provision were curtailed by the pandemic. As statutory assessments were cancelled for the second time, it was deemed inappropriate to gather assessment data from schools. Ofsted inspections were also postponed, and the pupil attitude questionnaire was adapted to provide a tool for schools to measure the impact of C19. Plans are in place to recommence the usual cycle of monitoring in the summer term 2022.

Despite the obstacles caused by the pandemic, Lancashire SACRE used the time available to review their **school visits protocol** in readiness for future monitoring. They also used the **NASACRE website evaluation tool** to monitor school websites and provide feedback.

Requests for Withdrawal from Religious Education

Schools are signposted to SACRE protocols for advice on dealing with parental requests for withdrawal. Data collected from schools would suggest that:

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Advice provided to the Local Authority

During 2020/2021 the SACRE has provided advice to the Local Authority on a range of matters relating to policy and provision for Religious Education. For example:

- Recommendations on the variety of professional development and breadth of support provided to schools.
- Advice on remote learning opportunities in RE during C19 restrictions
- Advice on the review of the collective worship guidelines
- Advice on more efficient methods of communication with schools.
- Feedback on the revised Agreed Syllabus.
- Advice on a school visit monitoring protocol

SACRE has not referred any issues to the Department for Education during the past academic year. Plans are being made to work more proactively in partnership with local academies some of whom use the Lancashire Agreed Syllabus.

Complaints and FOI requests

SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. No such complaints were received in the past year.

During the reporting period, the Local Authority received 1 request for information under the FOI act.

REQM award

Schools can apply for three levels of the REQM award. Evidence and provision are assessed by an external assessor against nationally recognised criteria. Lancashire SACRE encourages

all schools to access the REQM assessment materials to use as an audit tool, even if they feel the time and cost of full accreditation are not immediate priorities. See <http://www.reqm.org/> Six Lancashire schools are currently in receipt of a REQM award – all awarded prior to 2020.

3. Collective Worship

During the reporting period the SACRE took the opportunity to revise their collective worship guidance and accompanying resources. Lancashire's approach to collective worship is entitled 'Mirrors and Doors 2'. This comprises of a comprehensive guidance document plus the following appendixes:

- A. Example of a collective worship Policy
- B. Resources
- C. List of themes for primary RE
- D. Suggested programme of themes in action for primary RE
- E. Suggested programme of themes in action for secondary RE
- F. Long Term Planning Grid
- G. A Planning, Recording and Evaluation Pro-forma for a Week
- H. An Act of collective worship Pro-forma
- I. Monitoring Pro-forma
- J. 32 ideas about collective worship from RE Today (2011)
- K. Where is God? A visual resource to demonstrate an assembly idea (2011)

The pandemic curbed the SACRE's ability to undertake any meaningful monitoring of collective worship. This will be undertaken once the new resources have been fully shared with schools and training provided as referenced in the new SACRE development plan (see **Appendix D**). It is hoped that SACRE monitoring will enable the Local Authority to cascade good practice via the website to support other schools.

Determinations

Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. No such requests have been received by SACRE during the past year.

During the reporting period a **Determination Request Proforma** was designed and created by SACRE for use if needed.

Requests for Withdrawal from Collective Worship

Schools are signposted to SACRE protocols for advice on dealing with parental requests for **withdrawal**. Data collected from schools would suggest that:

XXXXXXXXXX

4. Links with other Agencies

The Lancashire SACRE continue to maintain positive links with a number of agencies namely:

The Lancashire Association of School Governing Bodies

The National Association of SACREs (NASACRE)

The Chair of SACRE represented Lancashire at the NASACRE Annual Conference which was held virtually in May 2021. Feedback was provided to all SACRE members.

Diocesan Groups

Lancashire SACRE maintains positive links with the following Diocese e.g.
Anglican – Blackburn, Liverpool, Leeds and Manchester
Roman Catholic – Liverpool, Lancaster and Salford.

NATRE and RE Today

Several SACRE members have strong links with NATRE and RE Today. This ensures that all members are continually updated with new national developments in the teaching and assessment of RE.

Universities

During the last academic year Lancashire SACRE forged positive links with local universities. Two representatives from the University of Cumbria were co-opted as members of the SACRE whilst regular contact was made with Edge Hill University through the Senior lecturer in RE and former NASACRE chair.

North, North West Hub

Lancashire SACRE usually hosts the North, North West Hub network where representatives from several SACREs come together to raise issues of common concern and share good practice. All meetings were cancelled during the pandemic but are starting again virtually in December 2021.

Representatives from Halton, Blackpool, Bolton, Bury, Cumbria, Lancashire, Rochdale, Warrington, St Helens and Wigan are usually represented. Prior to the pandemic, the network group was growing from strength to strength; benefitting from the attendance of the current Chair of NASACRE and a number of North West AREIAC members.

Youth Voice

Lancashire SACRE have always pioneered youth voice. Although plans for a pupil debate were unrealistic during 2020-21, the SACRE contributed to the creation of two pupil surveys

which can be used by subject leaders and SACRE members during school visits. The surveys are designed to gather pupil views about their experiences of being taught RE in their school

5. Local SACRE Involvement

'Building Bridges' continues to deliver assemblies, and facilitate visits from Faith Leaders and to places of worship. Schools are also encouraged to be actively involved in Interfaith Week celebrations.

'Building Bridges' main aim is to raise standards and breakdown stereotypes through school and community linking; contributing to community cohesion in the school/college and therefore in the wider community.

The 'Faith Friends' programme continues to be popular with schools. The 'Faith Friends' support schools by bringing the RE curriculum to life through making connections between life and learning.

'Building Bridges' also work with local faith organisations and schools to tackle issues around Relationships and Sex Education, halal food provision and attendance.

Termly reports are provided to the SACRE on the work that has been undertaken and the number of schools involved. The aim is to boost inclusion, community cohesion, mutual respect and tolerance between different religions and non-religious world views

During COVID 19 restrictions schools have been offered on-site visits subject to schools risk assessments. Alternatively, school visits and places of worship visits have been offered as interactive virtual sessions.

Governor training?
Interfaith week?
Advice to local groups?

6. SACRE Management and Operation

During the reporting period, Lancashire SACRE was supported by the following officers of the County Council:

Mrs A Lloyd, LA Officer
Misbah Mahmood
Garth Harbison

Special Support School Adviser
Senior Democratic Services Officer
Democratic Services Officer

SACRE continues to be well supported by the Local Authority. Funding has been used to pay for:

- The services of RE consultants e.g. for writing resources, providing consultancy support and leading INSET
- The time of the LA Officer (18 days/ year)

- Administrative support (0.5/ week)
- Supply cover for teachers supporting the work of the SACRE
- Attendance at NASACRE conferences and travel expenses
- Room letting rates for meetings, e.g. hosting the NNWHub.
- Subsidising courses

The membership of Lancashire SACRE reflects the religious and ethnic diversity of the local/regional community and supports the teaching of the Agreed Syllabus.

Attendance is regularly reviewed and reported upon (see **Appendix A**). All meetings were quorate. A move to online meetings during 2020-2021 had a positive impact on attendance. In recognition, SACRE members voted to embrace a hybrid approach to meetings, post pandemic, to allow a mix of face to face and online interaction.

When vacancies arise the Senior Democratic Services Officer and Chair of the SACRE are proactive in seeking replacements. An induction pack is given to new members and a warm welcome provided. This includes the current terms of reference and mission statement (see **Appendix C**) A non-attendance policy is also in operation to address any lack of engagement from members.

SACRE members are keen to embrace ongoing training and have responded positively to the online NASACRE training planned for 2021 -2022.

National Reports

The following national reports/guidance/ events were considered by Lancashire SACRE over the year:

- New NASACRE annual report framework
- Ofsted Research Review
- World Interfaith Harmony Week.

This report will be circulated to all Lancashire schools, the DFE, NASACRE,

7. Appendices

Appendix A

SACRE Dates of Meetings and Record of Attendance for 2020/21

During the academic year 2020/2021, the Lancashire SACRE met on five occasions. The dates and frequency of the meetings are determined by the SACRE itself in relation to what has become a customary pattern. Due to the Pandemic the Lancashire SACRE meet virtually via Zoom Meetings. The dates of the meetings during the year and numbers attending according to records are detailed below. Members are encouraged to check that the records present a true record for accuracy purposes:

| Name | 05/10/20 | 30/11/20 | 01/02/21 | 26/04/21 | 05/07/21 | Total |
|---|-----------|-----------|-----------|-----------|-----------|-------|
| Officers | | | | | | |
| Alison Lloyd | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| Misbah Mahmood | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| Representing the Roman Catholic Church | | | | | | |
| Mr Ben McMullen | ✓ | ✓ | Apologies | Absent | ✓ | 3 |
| Representing the Methodist Church | | | | | | |
| Alan Gillies | ✓ | ✓ | ✓ | Apologies | ✓ | 4 |
| Rachel Slaney (Left Oct 20) | ✓ | - | - | - | - | 1 |
| Representing Islam | | | | | | |
| Mufti Khalid Ibrahim | ✓ | ✓ | ✓ | Absent | ✓ | 4 |
| Mrs Tibret Safraz | Apologies | Apologies | Absent | Absent | Apologies | 0 |
| Mufti Javid Pathan (Left July 21) | Absent | Absent | Absent | Absent | Apologies | 0 |
| Ahmed James (Joined Feb 21) | - | - | - | ✓ | Absent | 1 |
| Representing Hinduism | | | | | | |
| Mrs Harsha Shukla | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| Mr Ishwer Tailor | Absent | ✓ | ✓ | ✓ | Apologies | 3 |
| Representing Judaism | | | | | | |
| Mr Robert Ash | Apologies | ✓ | ✓ | ✓ | Apologies | 3 |
| Representing Buddhism | | | | | | |
| Kelsang Pagpa | ✓ | ✓ | ✓ | Absent | Apologies | 3 |
| Representing the ASCL | | | | | | |
| Mr Peter Martin (Chair) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| Representing the NAHT | | | | | | |
| Karen Stephens | Apologies | Apologies | Apologies | Apologies | Apologies | 0 |
| Representing the NEU | | | | | | |
| Julie Gordon | ✓ | Absent | ✓ | ✓ | Absent | 3 |
| Representing the NASUWT | | | | | | |
| Aruna Patel | - | - | - | - | Apologies | 0 |
| Representing the Church of England | | | | | | |
| Mrs J E O'Rourke | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| Mrs Helen Sage | Absent | ✓ | ✓ | ✓ | ✓ | 4 |
| Mr John Wilson | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| Mrs Lisa Fenton | ✓ | Apologies | ✓ | Apologies | ✓ | 3 |
| Representing Lancashire County Council | | | | | | |
| Mr Francis Williams | Absent | Apologies | ✓ | Absent | ✓ | 2 |

| | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|----------|
| CC A Cheetham | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| CC Y Motala (Vice-Chair) | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| CC A Ali (Left 6 May 2021) | Apologies | Apologies | Apologies | Absent | - | 0 |
| CC P Steen (Left 6 May 2021) | Absent | ✓ | ✓ | Apologies | - | 2 |
| CC N Khan (Joined 6 May 2021) | - | - | - | - | Apologies | 0 |
| CC S Jones (Joined 6 May 2021) | - | - | - | - | Apologies | 0 |
| Teachers in the Secondary Sector | | | | | | |
| Ms Joanne Harris | Absent | Absent | Absent | Absent | Absent | 0 |
| Representing the Higher Education University of Cumbria | | | | | | |
| Sally Elton-Chalcraft | Apologies | Apologies | Absent | - | - | 0 |
| Carolyn Reade | ✓ | ✓ | ✓ | ✓ | Apologies | 4 |
| Rebekah Ackroyd (Joined Sept 21) | - | - | - | - | ✓ | 1 |
| Representing the LASGB | | | | | | |
| Mrs Kathleen Cooper | ✓ | ✓ | ✓ | ✓ | ✓ | 5 |
| The Faith Centre | | | | | | |
| Mrs Sajda Majeed | Apologies | ✓ | Apologies | ✓ | ✓ | 3 |
| Peter Lumsden | ✓ | Absent | ✓ | ✓ | Apologies | 3 |
| Observers | | | | | | |
| Representing the Bahá'i Faith | | | | | | |
| Dr Malcolm Craig | ✓ | ✓ | ✓ | Apologies | ✓ | 4 |
| Representing the Humanists | | | | | | |
| Keith Pennington | ✓ | ✓ | ✓ | Apologies | ✓ | 4 |

Appendix B



Developing a policy for Religious Education

The following guidance is intended to assist schools when writing or reviewing their R.E. Policy.

Recommended text is included.

Prompts are written in italics to assist schools when including their own local arrangements.

School Name and School Crest

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and staff. It was approved by Governors on and will be reviewed on

The context of RE

As a *community school/ voluntary controlled school* Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Reception to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The syllabus aims to support pupil's personal search for meaning as they explore what it means to be human. It follows the Lancashire 'Field of Enquiry' medium term planning model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

Purpose and Aims of Religious Education

We believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

Our curriculum for Religious Education aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
 - appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
 - appreciate and appraise varied dimensions of religion or a worldview.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

(‘A Curriculum Framework for Religious Education in England’ Religious Education Council October 2013)

Curriculum Structure – what we teach, when.

Things to consider for inclusion in this section:

The organisation of the long-term curriculum map – how units link together over time.

How knowledge and skills are taught progressively as part of a spiral curriculum.

How teachers ensure that pupils learn more and remember more over time.

How religions are taught – which are taught progressively? How are all religions encountered across the whole curriculum map?

The end goals at the end of each key stage.

How time is allocated to different religions (50% Christianity etc.) [N.B RE curriculum time does not include assembly or collective worship. Christmas and Easter production rehearsals and performances are not RE.]

How much time is allocated to the teaching of Religious Education overall.

How planning is undertaken for mixed age classes.

The medium-term planning format and an explanation about the Field of Enquiry.

*An explanation about how the Field of Enquiry drives forward knowledge linked to the academic disciplines of theology, social sciences and philosophy.
How work should be stored to support assessment and moderation.
How the curriculum is shared with stakeholders and interested parties via the website.*

Curriculum Implementation – how we teach Religious Education well.

Things to consider for inclusion in this section:

Effective pedagogy e.g.

- *Well planned, clearly structured lessons which drive forward key skills and knowledge.*
- *Sequenced lessons that connect chunks of learning over time.*
- *Accurate information, vocabulary and good subject knowledge.*
- *Clear instruction and modelling to introduce the key learning.*
- *Varied questioning techniques to stimulate discussion, promote enquiry, deepen learning and support assessment.*
- *Engaging resources and teaching strategies.*
- *Opportunities for discussion and reflection to develop personal meaning. Time is given for consideration of deep learning around ' bigger questions'.*
- *How CPD is provided to develop subject knowledge.*
- *How teachers tackle sensitive issues.*
- *Use of Resources*
- *How learning is adapted to meet the needs of different pupils* [Specific mention needed for SEND pupils, those who require additional challenge and the disadvantaged]
- *Reference to the Practice Code for Teachers of RE* [see RE website for the 8 principles].

Assessment recording and reporting

Things to consider for inclusion in this section:

- *Learning goals at the end of each key stage.*
- *Age related expectations as identified in the knowledge and progression grids.*
- *How teachers form summative judgements for RE at the end of each term.*
- *Formative assessment and how this informs day to day planning.*
- *How summative judgements are moderated.*
- *End of year reporting to parents.*
- *Reporting to the SACRE*
- *How standards are recorded and reported – standards files? Portfolios?*
- *How work should be marked.*
- *How standards of achievement are shared at the points of transition.*

Equal Opportunities

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society.

Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

Links with other subjects

Although Religious Education is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills from other subject areas. For example, in English, art,

drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.

Monitoring & Evaluation

Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.

The subject leader will maintain a clear overview of the intent, implementation and impact of Religious Education through planned monitoring tasks included with the school's overall monitoring schedule. This might involve reporting to SLT and Governors to support their evaluation and contributing to the school's 'self-evaluation' in preparation for the next Ofsted inspection.

It is the statutory duty of the governing body to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.
- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

Withdrawal

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Our full guidance on withdrawal can be found on the school website.

Visitors and visits to places of worship

We enrich the curriculum by organising visits to places of worship in the immediate vicinity of the school. Faith leaders and other members of the community are also invited when appropriate to contribute to learning in the classroom as an additional valued resource.

Guidance on visits and visitors can be found in the school's visitor policy.

The RE subject leader supports class teachers to organise these educational visits.

RE Link Governor:

Named RE subject leader:

Headteacher:

Clerk to Governors:

Date:

Date for review:

Appendix C

Mission Statement of the Lancashire SACRE

To offer Lancashire Local Authority high quality, informed advice in relation to the provision of both Religious Education and Collective Worship in schools.

Values

In undertaking its statutory functions, the Lancashire SACRE will

- Value and promote religious and community harmony and the establishment of positive partnerships
- Recognise, respect and value the individual beliefs, perspectives and talents of its members
- Recognise itself as a valuable resource to support the development of both Religious Education and Collective Worship in Lancashire schools

Aims

The Lancashire SACRE has agreed the following statement of aims

1. To promote a positive image of Religious Education and the valuable contribution that it can make to young people's education and personal development.
2. To maintain and develop further the status of Religious Education in Lancashire schools, encouraging schools to see it as an effective, important and relevant part of the education that children receive.
3. To recognise and celebrate high quality provision of both Religious Education and Collective Worship in Lancashire schools and to disseminate good practice.
4. To promote processes of learning, discussion and reflective thinking which enable pupils to 'Learn from Religion' and to apply their learning, experience and thoughts to aid their understanding of the communities and world in which they live.
5. To promote learning which enables pupils to explore what religious belief involves and to develop positive values and beliefs by which to live their lives.
6. To encourage schools to develop an explicit and planned approach which enables both Religious Education and Collective Worship to make an effective contribution to pupils' spiritual, moral, social, cultural and physical development.
7. To promote high quality advice and training based on 'Best Value' principles to secure high standards of teaching and learning, high teacher expectations and the raising of pupils' achievement.
8. To ensure that SACRE members are well- informed and aware of current thinking in both Religious Education and Collective Worship.
9. To monitor and evaluate:
 - The advice, support and training provided to schools
 - Standards of both Religious Education and Collective Worship provision to schools
 - The implementation of the Lancashire Agreed Syllabus, and
 - The effectiveness of the Lancashire SACRE.



Lancashire SACRE Development Plan 2021-2023

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

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| Key Priority 1 | To raise standards by improving the quality of teaching, learning and assessment in Religious Education. |
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| | 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. |
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| Measures of success. | <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> |
| Success evaluated by: | <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 | Date | Lead | Monitoring/ Quality assurance | Success criteria | Evaluation |
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| <p>1.1 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</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> | 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> | |

| Objectives | Action / tasks | Date | Lead | Monitoring/ Quality assurance | Success criteria | Evaluation |
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| knowledge and skills are built on cumulatively towards clear end goals. | The website password is changed in line with the new syllabus to ensure protected access to resources. | | | | | |
| 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>A suite of RE training is offered to schools by associate consultants:</p> <ul style="list-style-type: none"> - Planning using the Field of Enquiry (focus ECM teachers and HLTAs) - 'Ways of knowing' RE – effective implementation. - Subject knowledge. <p>Free network meetings are offered in the East, North and South of the county so that updates are shared in a timely manner. 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. | |
| 1.3 The LAS reflects the religious and non-religious traditions practised locally and nationally following the release of the 2021 census findings. | <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. | |

| Objectives | Action / tasks | Date | Lead | Monitoring/ Quality assurance | Success criteria | Evaluation |
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| 1.4 Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority. | <ul style="list-style-type: none"> Standards files are created to model different expectations along the line of progression. Sample assessment tasks are shared at network meetings Network meeting sessions are provided where standards can be moderated between schools. Assessment data is collected and analysed June 2022 and 2023. | 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. | . |
| 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. | <p>Provide training for subject leaders on how to audit, monitor and evaluate the impact of the RE curriculum and set targets for improvement.</p> <p>A suite of monitoring and evaluation proformas are created and shared with teachers to support deep dive monitoring exercises.</p> | By Dec 2022 | AL/R ECS | <p>Evaluation feedback is shared with the SACRE.</p> <p>New materials are shared with the SACRE</p> | 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. | <p>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.</p> <p>Provide different models to show how planning can be adapted in response to different special needs.</p> | By Dec 2022 | AL/SE ND | <p>Evaluation feedback is shared with the full SACRE.</p> <p>New materials are shared with the SACRE</p> | 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. | |

| Objectives | Action / tasks | Date | Lead | Monitoring/ Quality assurance | Success criteria | Evaluation |
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| 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. | |

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| Next Steps | |
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| Key Priority 2 | The SACRE works in effective partnership with the LA to monitor and evaluate standards and the quality of provision for RE in Lancashire schools |
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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.

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| Measures of success. | 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. |
| Success evaluated by: | 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 |
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| <p>2.1 The SACRE has robust processes in place to analyse standards at all key stages as well as examination entries in secondary schools.</p> | <ul style="list-style-type: none"> • Provide clear guidance to schools with regards to the attainment scores that will be collected at Y2, Y6, KS3 and KS4. • SACRE analyse submitted data to keep a check on standards across all key stages. Share standards with schools and compare with NATRE findings. • Agree any implications and next steps. | <p>June 2022 and June 2023</p> | <p>AL/PM</p> | <p>Data is analysed and reported to the SACRE in September 2022 and 2023</p> | <p>Trends in achievement are monitored and strengths and weaknesses identified. Standards are maintained or improve.</p> | |
| <p>2.2 The SACRE monitors the quality of provision in RE through undertaking school visits across a range of schools and key stages.</p> | <p>SACRE Continues to monitor RE via:</p> <ul style="list-style-type: none"> - SACRE visits to a range of schools. - Data analysis - Evaluations and Feedback forms - Annual consultation - Monitoring of Ofsted reports to identify strengths and weaknesses across Lancashire. - Findings from the pupil attitude questionnaire - Feedback during Youth Voice events. - Analysis of any complaints. <p>The SACRE agrees how to respond when a school is identified as not meeting its statutory responsibilities. A ramped approach is agreed.</p> | <p>Termly</p> <p>Completed by April 2022</p> | <p>PM</p> | <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> | |
| <p>2.3 Youth voice events gather the views of pupils across all key stages.</p> | <p>Working party established to agree an approach to Youth Voice. Pupils are consulted to establish which events they would find helpful. A calendar of activities is agreed. Schools are approached and events advertised. Events are published in the termly newsletter.</p> | <p>Autumn 2021</p> | <p>PM/JH</p> | <p>Pupil evaluations are shared with the full SACRE. 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> | |

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| | | | | | Pupils have ongoing opportunities to debate questions relating to RE with their peers. | |
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| Next steps | |
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Key Priority 3 To improve the provision of Collective Worship

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**.

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| Measures of success. | 3.1 The revised Mirrors and Doors materials are shared with schools. These include exemplar good practice materials |
| Success evaluated by: | 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 |
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| 3.1 The revised Mirrors and Doors materials are shared with schools. These include exemplar good | The CW policy and guidelines are updated, shared with the SACRE and uploaded to the website. Materials are advertised in the autumn term newsletter. Teachers are invited to submit good CW exemplars which are shared with schools. | August 2021 Autumn Newsletter Annual evaluation | AL | School visits are reported to the full SACRE. Evaluations are shared with the full SACRE. | The Mirrors and Doors materials helps schools to deliver effective collective worship in line with their vision thereby contributing to the development of | |

| Objectives | Action / tasks | Start date | Lead | Monitoring/ Quality assurance | Milestone/Success criteria | Evaluation |
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| practice materials | SACRE members visit CW during school visits, and feedback to the full council. Teacher's confidence and skills in planning, delivering and monitoring CW is surveyed during the annual consultation. | | | | SMSC and British Values across Lancashire. | |

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

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| | 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. |
| Measures of success. | 4.1 SACRE meetings are purposeful and well represented. 4.2 The SACRE builds positive relationship with academies across Lancashire. |
| Success evaluated by: | 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 |
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| 4.1 SACRE meetings are purposeful and well represented. | <ul style="list-style-type: none"> Actively recruit members to fill vacancies and ensure that all major local religious communities are represented of the SACRE e.g. Sikh Dharam, Apply the agreed attendance policy as needed. Vary venue e.g. County Hall, Zoom, places of worship. Ensure that each meeting includes time for social networking. | 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> | <p>SACRE meetings are efficient, representative, engaging, & productive. All members feel included and that their views are considered and respected.</p> |
| 4.2 Consideration is given to how SACRE can build a positive relationship with academies across Lancashire. | <ul style="list-style-type: none"> The Lancashire Agreed Syllabus will be promoted in all academies – e.g. flier/newsletter/ order form. 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. | 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> |

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| Key Priority 5 | To reinforce the close link between the teaching of religious education, promotion of British Values and development of Spiritual, Moral, Social and Cultural development. |
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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**.

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| Measures of success. | 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. |
| Success evaluated by: | 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 |
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| 5.1 | 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. Enhancing the quality and impact of RE; Building Bridges will offer a SLA to schools to promote cohesion, inter faith dialogue, and religious literacy | September 21 | PM | Reports are provided to SACRE from Building Bridges at each termly meeting. | SACRE actively supports the work of other Lancashire agencies in promoting inclusion, mutual tolerance and respect. Number of schools engaged; number of events; training opportunities provided. | |
| 5.2 | Schools are signposted to resources to support them in: <ul style="list-style-type: none"> - Defining spirituality - agreeing an approach to planning - ensuring that spiritual development is progressive. | Sept 22 | AL | The annual survey includes an evaluation on school's confidence in planning to promote spiritual development. Resources are shared with the SACRE. | 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 |
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| | <ul style="list-style-type: none"> - Gathering evidence to ensure consistency. <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> | | | | | |