



Lancashire SACRE Development Plan 2021-2023

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

Key Priority 1	To raise standards by improving the quality of teaching, learning and assessment in Religious Education.
	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.
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
<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 knowledge and skills are built on cumulatively towards clear end goals.</p>	<p>Launch the Lancashire Agreed Syllabus 2021 across all schools. Separate training is provided for primary and secondary schools.</p> <p>Training focusses on statutory duties and the construction of the curriculum intent (knowledge, concepts, vocab and skills).</p> <p>Training is provided for out of authority schools that buy into the syllabus.</p> <p>The website password is changed in line with the new syllabus to ensure protected access to resources.</p>	By Dec 21	AL	<p>Evaluations following training are analysed and reported to the SACRE</p> <p>A selection of school websites are monitored by SACRE members to check for compliancy.</p>	<p>Leaders are confident in constructing a well-balanced RE.</p> <p>Knowledge builds on cumulatively towards clear end goals and ensures that pupils are 'secondary ready.'</p>	

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
<p>1.2 Teachers have the subject knowledge needed to effectively implement the RE curriculum following the Field of Enquiry methodology and current national recommendations into effective pedagogy.</p>	<p>A suite of RE training is offered to schools by associate consultants:</p> <ul style="list-style-type: none"> - 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.	
<p>1.3 The LAS reflects the religious and non-religious traditions practised locally and nationally following the release of the 2021 census findings.</p>	<p>Findings from the 2021 census are shared with the SACRE. Implications for the structure of the syllabus are discussed.</p> <p>RE consultants work on exemplifications for KS1 and KS3 which reflect any non-religious traditions.</p>	By July 2022	AL	<p>Census findings are discussed at SACRE level.</p> <p>New exemplifications are shared, ratified and uploaded to the website.</p>	The LAS ensures that pupils are prepared to take their place in today's diverse multi religious and multi secular society.	
<p>1.4 Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority.</p>	<ul style="list-style-type: none"> •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.	

Objectives	Action / tasks	Date	Lead	Monitoring/ Quality assurance	Success criteria	Evaluation
1.5 Leaders have the skills needed to continuously evaluate the quality of education in Religious Education and take action to address priorities for improvement.	Provide training for subject leaders on how to audit, monitor and evaluate the impact of the RE curriculum and set targets for improvement. A suite of monitoring and evaluation proformas are created and shared with teachers to support deep dive monitoring exercises.	By Dec 2022	AL/R ECS	Evaluation feedback is shared with the SACRE. New materials are shared with the SACRE	Leaders are confident in measuring the impact of the RE curriculum and using monitoring evidence to inform plans for improvement.	
1.6 The Lancashire Agreed Syllabus for Religious Education is fully inclusive and meets the needs of pupils assessed to have special needs and/or disabilities.	Provide training on the LAS for special schools. Training focusses on how to successfully adapt lesson planning and lesson delivery without compromising on ambition. Schools are signposted to resources, ideas and further reading. Provide different models to show how planning can be adapted in response to different special needs.	By Dec 2022	AL/SE ND	Evaluation feedback is shared with the full SACRE. New materials are shared with the SACRE	The LAS is fully inclusive and can be easily adapted to meeting with needs of pupils who are assessed to have special needs and/or disabilities.	
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.	

Next Steps	
-------------------	--

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

Next steps	
-------------------	--

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 .
--	--

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

Next steps	
-------------------	--

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

	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
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
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>	SACRE meetings are efficient, representative, engaging, & productive. All members feel included and that their views are considered and respected.
4.2 Consideration is given to how SACRE can build a positive relationship with academies across Lancashire.	<ul style="list-style-type: none"> 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>

Measures of success 2021-2023	
--------------------------------------	--

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.
-----------------------	---

	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.	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
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 	Sept 22	AL	The annual survey includes an evaluation on school's confidence in planning to promote spiritual development.	Leaders and teachers are confident in planning for the development of spirituality both within RE lessons and across the wider curriculum.	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
	<ul style="list-style-type: none"> - ensuring that spiritual development is progressive. - 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>			Resources are shared with the SACRE.		

Measures of success 2021-2023	
--------------------------------------	--

