



County Offices
Newland
Lincoln
LN1 1YL

8 July 2019

Standing Advisory Council on Religious Education

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 16 July 2019** in **Committee Room Three, County Offices, Newland, Lincoln Lincs LN1 1YL** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely

A handwritten signature in cursive script that reads 'Debbie Barnes'.

Debbie Barnes OBE
Head of Paid Service

Membership of the Standing Advisory Council on Religious Education

Christian and Other Religious Denominations (Committee "A" upto 10 members)

Chris Burke (Chairman), Roman Catholic Church
Peter Crosby, Baptist Church
Andrew Hornsby, Methodist Church
Swathi Sreenivasan, Hindu Community
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln
Amanda Grant, Jewish Community
Claire Simons, Salvation Army
1 Vacancy (Society of Friends)
1 Vacancy (Ground Level Network of Churches)

Church of England (Committee "B" upto 4 members)

David Clements
Cherry Edwards OBE
Lynsey Norris
Mark Plater

Associations Representing Teachers (Committee "C" upto 4 members)

Catherine Williamson, NASUWT
Elizabeth Moore, NASUWT
Kay Sutherland, NAHT

Lincolnshire County Council (Committee "D" upto 4 members)

Councillors B Adams, Mrs J Brockway and M A Whittington

Co-Opted Member

Jack Dryden

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA
TUESDAY, 16 JULY 2019**

Item	Title	Report Reference
1	Opening Reflections by Cherry Edwards OBE	
2	Apologies for Absence/Member Changes	
3	Declarations of Members' Interests	
4	Minutes of the previous meeting of SACRE held on 12 March 2019	(Pages 5 - 10)
5	Correspondence received by the Chairman (if any)	
6	Future venues for SACRE meetings <i>(Members will recall that the issue of venues for SACRE meetings was mentioned at the previous meeting following our visit/meeting at the Mosque in Lincoln. Members' views are sought on arranging the occasional meeting at places of worship)</i>	(Verbal Report)
7	Use of Facebook to publicise SACRE <i>(This item was briefly discussed at the last meeting)</i>	(Verbal Report)
8	Summary of Ofsted Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development (SMSC) <i>(To receive a report by Wendy Harrison, RE Adviser, summarising Ofsted Inspections with reference to SMSC since the previous meeting)</i>	(Pages 11 - 20)
9	Lincolnshire SACRE Annual Report 2017-18 <i>(To receive SACRE's Annual Report 2017-18 by Wendy Harrison, RE Adviser)</i>	(Pages 21 - 32)
10	NASACRE Annual Conference Report 2019 <i>(To receive a joint report by Chris Burke and Mark Plater in connection with their attendance at the NASACRE Annual Conference 2019)</i>	(Pages 33 - 34)
11	New Ofsted Framework - update and presentation <i>(To receive a verbal update and presentation from Wendy Harrison, RE Advisor, on the new Ofsted framework and possible implications for RE)</i>	(Verbal Report)
12	School visits - update and presentation <i>(To receive an update and presentation by Wendy Harrison, RE Adviser, on visits made to schools since January 2019)</i>	(Verbal Report)

- 13 Resources - update and presentation**
(To receive an update and presentation by Wendy Harrison, RE Adviser, on the purchase of new resources to support school visits and training, as approved by SACRE at the previous meeting) (Verbal Report)
- 14 Diocesan RE Adviser's Report**
(To receive a report from Gillian Georgiou, Diocesan RE Adviser, in connection with work undertaken in the Diocese since the previous meeting) (Pages 35 - 36)
- 15 Reflections at the next meeting**
(A volunteer is sought to do reflections at the next meeting)
- 16 Date and time of the next meeting - 26 November 2019**
(Please note this is the AGM)

Democratic Services Officer Contact Details

Name: **Steve Blagg**
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E Mail Address steve.blagg@lincolnshire.gov.uk

Please Note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

All papers for council meetings are available on:
www.lincolnshire.gov.uk/committeerecords



STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 12 MARCH 2019

PRESENT:

Christian Denominations and Other Religious Denominations (Committee A)

Chris Burke (Chairman) (Roman Catholic Church), Peter Crosby (Baptist Church), Dr Tanweer Ahmed MBA (Islamic Association of Lincoln) and Amanda Grant (Jewish Community)

The Church of England (Committee B)

David Clements, Cherry Edwards OBE and Mark Plater

Associations Representing Teachers (Committee C)

Catherine Williamson (NASUWT)

The Local Authority (Committee D)

Councillor Bob Adams and Councillor Mark Anthony Whittington

Officer/Advisers

Steve Blagg (Democratic Services Officer) and Wendy Harrison (RE Adviser)

45 OPENING REFLECTIONS BY CHRIS BURKE

Chris Burke gave the opening reflections.

46 WELCOME TO DR AMANDA GRANT, REPRESENTATIVE FROM THE JEWISH COMMUNITY

The Chairman welcomed Dr Amanda Grant, from the Jewish Community, to her first meeting of SACRE.

47 APOLOGIES FOR ABSENCE

Apologies for absence were received from Andrew Hornsby (Methodist Church), Swathi Screenivasan (Hindu Community), Elizabeth Moore (NAS/UWT, Primary Schools), Kay Sutherland (NAS/UWT, Secondary Schools), County Councillor Mrs Jackie Brockway and Jack Dryden (Co-opted Member).

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
12 MARCH 2019**

48 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations declared at this stage of the meeting.

49 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 6
NOVEMBER 2018

RESOLVED

That the minutes of the previous meeting held on 6 November 2018, be agreed as a correct record and signed by the Chairman.

50 PRESENTATION BY DR TANWEER AHMED MBA, ISLAMIC
ASSOCIATION OF LINCOLN

SACRE received a presentation from Tanweer Ahmed in connection with the history of the development of the Mosque, on Dixon Street, Lincoln. He stated that he was the Chairman of the Lincoln Islamic Association which was a registered charity and highlighted the hard work which had been undertaken by him and other individuals in getting the project off the ground despite initial public objections. He outlined the great efforts made to win over the local community to the development including arranging visits for local residents to explain the purpose and role of the Mosque. He stated that the Mosque now received numerous requests to visit the Mosque including from many schools.

The Chairman thanked Tanweer for his excellent presentation and for hosting the meeting of SACRE. A tour of the Mosque took place preceding the meeting.

Members supported the opportunity of future meetings of SACRE in venues of worship.

51 CORRESPONDENCE RECEIVED BY THE CHAIRMAN (IF ANY)

The Chairman made the following announcements:-

- Chris Rose, representing the Society of Friends on SACRE, had resigned due to an increased workload in other areas of his work.
- Christina Barnes, the Salvation Army's nomination to SACRE, had resigned from the Salvation Army just before she was due to be appointed to SACRE.
- Replacements for the other vacancies on SACRE, including Ground Level Network, the Teachers' Panel and the Church of England, were being pursued.

52 SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS
WITH REFERENCE TO THE PROVISION OF PUPILS' SPIRITUAL,
MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

SACRE received a report from Wendy Harrison which summarised inspectors' judgements on schools' provision for pupils' spiritual, moral, social and cultural

development, including British values in those schools inspected by Ofsted since the last report prepared for SACRE.

After summarising the inspectors' comments Wendy Harrison stated that the proposed new Ofsted Framework had a focus on the "wider curriculum", which included RE. The purpose was sufficiently wide enough to meet children's needs as in recent years there had been an emphasis on the teaching of Maths and English.

Wendy Harrison stated since the completion of the Agreed Syllabus she had been able to re-engage with school visits. A recent flyer resulted in around thirty schools asking for help and support. Schools were offered two hours 1:1 support for free but had to pay if they required staff training. Schools could also be requested help from the Diocese so this meant that they were being well supported in the implementation of the new syllabus.

RESOLVED

- (a) That the following schools receive a letter from the Chairman congratulating them on the positive remarks made by the inspectors:-

Thurlby Primary School
Gipsey Bridge Academy
Donington-on-Bains Primary School
Weston Hills CoE Primary School
Holton-le-Clay Junior School
Tetney Primary School

- (b) That the following schools receive a letter from the Chairman expressing concern about the various weaknesses identified by Ofsted:-

Willoughton Primary School
The Fourfields CoE School
The West Grantham Academy St John's

53 COMMISSION ON RE: RESPONSE FROM THE RT HON DAMIAN HINDS,
SECRETARY OF STATE FOR EDUCATION

A response to the final report of the Commission on RE had now been received from Damian Hinds, Secretary of State for Education. SACRE was informed that the Government did not wish to make any significant changes at this time, mainly because of the need to reduce teacher workload and therefore most of the recommendations of the Commission would not be implemented. However, the Secretary of State acknowledged the importance of RE and pointed out that he had taken some actions in response to the report, e.g. the announcement of RE bursaries for ITT and funding for RE Subject Knowledge Enhancement.

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
12 MARCH 2019**

RESOLVED

That the response to the Commission on RE by the Secretary of State for Education, be noted.

54 DIOCESAN ADVISER'S REPORT

SACRE received a report from Gillian Georgiou in connection with work being carried out in the Diocese. This included that many schools had continued to request subject knowledge support to deliver the Lincolnshire Agreed Syllabus; the second phase of the REConnecting Lincolnshire project, which, amongst others, included religious and cultural literacy working with clusters of secondary and primary schools in both the East Coast region and Grantham areas and supporting schools in light of the new SIAMS (section 48) Evaluation Schedule for church schools' inspections.

RESOLVED

That the report be noted.

55 NASACRE ANNUAL CONFERENCE 2019

SACRE was informed that it could nominate up to a maximum of three members to attend the NASACRE National Conference in Manchester on 22 May 2019 and that all expenses associated with attendance were paid for by the local authority. The Chairman and Mark Plater volunteered to attend the Conference.

The Clerk agreed to email all members to seek a third volunteer to attend.

RESOLVED

That the Chairman and Mark Plater attend the NASACRE National Conference on 22 May 2019 and that the Clerk email all members to seek a third volunteer to attend.

(Post meeting note: Councillor Bob Adams had volunteered to attend)

56 PAYMENT OF TRAVEL EXPENSES TO SACRE MEMBERS/SACRE FUNDING

SACRE was informed that a member had raised the issue of the payment of travel expenses for attendance at meetings of SACRE. It was noted that the local authority members were already eligible to claim expenses.

Members agreed that the County Council's members' expenses scheme should be adopted by SACRE.

Wendy Harrison stated that she had been informed by the local authority that SACRE had between £5,000 to £6,000 available to spend in the financial year 2019/20. This money could be spent on a variety of educational matters, including the purchase of

resources to support school visits and to support members attendance at conferences.

Members welcomed this funding and agreed that it would seem reasonable to spend at least £2,000 on resources. They also agreed that the funds should be used to fund attendance at conferences; the payment of expenses to members for attendance at meetings of SACRE in accordance with the local authority's scheme of members' allowances and events to promote the work of Lincolnshire SACRE.

Councillor Mark Withington agreed to examine the use of the local authority's reserves to help SACRE.

RESOLVED

- (a) That the sum of approximately £2,000 be spent on RE resources to support work in schools and training events.
- (b) That the remaining money be used to support attendance at conferences by members; the payment of expenses to members for attendance at meetings of SACRE in accordance with the local authority's scheme of members' allowances and events to promote the work of Lincolnshire SACRE.

57 REFLECTIONS AT THE NEXT MEETING OF SACRE

Cherry Edwards agreed to do reflections at the next meeting.

58 DATE AND TIME OF THE NEXT MEETING OF SACRE - 16 JULY 2019 AT 2.00PM

59 USE OF FACEBOOK TO PUBLICISE SACRE

The Chairman stated that he had set up an initial page on Facebook for SACRE and agreed to share the details with members.

SACRE was informed that the County Council's website team had stated that a separate website on the main website was not the way forward due to a shortage of resources. However, a presence on the Council's main website would be able to be found more easily in search engines and the content could probably be managed by existing resources. They would be happy to look at this once the new site became live later in the year. They agreed that Facebook was a good place to start and that they could share some content on the main Council account.

The meeting closed at 3.50 pm

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Agenda Item 8

REPORT REFERENCE:

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	16th July 2019
SUBJECT:	Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.
REPORT BY:	Religious Education Adviser
NAME OF CONTACT OFFICER:	Wendy Harrison
CONTACT OFFICER TEL NO:	07540 604842
CONTACT OFFICER EMAIL ADDRESS:	wendyanneh@aol.com
IS THE REPORT EXEMPT?	No
IS THE REPORT CONFIDENTIAL?	No

SUMMARY: The report summarises inspectors' judgements on schools' provision for pupils' SMSC development, including British values, in those schools inspected by OFSTED since the last report prepared for SACRE on 2018.

DISCUSSION: The present inspection framework (Section 5) does not require inspectors to grade SMSC but asks for it to be embedded throughout the report. SMSC now includes judgements about the way schools promote British values and prepares pupils for life in modern Britain.

RECOMMENDATION: That the report be noted and any comments made as necessary.

APPENDICES – None

BACKGROUND PAPERS: The following background papers, as defined in the Local Government Act 1972, were relied upon in writing this report.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
OFSTED Inspection Reports		Various	School Improvement Service County Offices

Analysis of SMSC in Ofsted reports: Lincolnshire SACRE, 16 July 2019

Please note: Overall effectiveness (OE) grade

This grade is not specifically about RE, SMSC or British values, though it includes these aspects. It is included in the above analysis to give SACRE members an idea of the overall context of the school and how the SMSC judgement sits alongside that. Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In making a judgement about a school's OE inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate. In judging OE inspectors first make judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils
- leadership and management.

Before making the final judgement on OE, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' SMSC development
- the extent to which the education provided by the school meets the needs of pupils with disabilities and special educational needs.

Different types of inspections: *to be updated during autumn 2019 in line with the new Ofsted Framework*

Short inspections of schools judged good at their most recent section 5 inspection

A short inspection determines whether the school continues to provide a good standard of education for the pupils and that safeguarding is effective. These arrangements will also apply to special schools, pupil referral units and maintained nursery schools that were judged outstanding at their previous section 5 inspection. A short inspection does not result in individual graded judgements. It will not change the overall effectiveness grade of the school. Once a school has received its first short inspection, further short inspections will be conducted at approximately three-year intervals.

Monitoring visits and support for schools that require improvement in order to become good or outstanding

Schools judged to require improvement or to be inadequate receive monitoring visits from Ofsted.

**Analysis of SMSC in Lincolnshire Ofsted reports
November 2018 – May 2019**

School	NOR	Date inspected	Overall Effectiveness	SMSC
PRIMARY				
The Spalding Parish CE Day School	486	6-7th November 2018	Inadequate	Leaders and teachers provide a wide range of opportunities for the spiritual, moral, social and cultural development of pupils. This is a strength of the curriculum. Pupils who met with inspectors said that this is an important part of their learning and helps them to understand the importance of respecting others. Pupils know what the schools values are and do their best to uphold them. They understand diversity and respect values and beliefs that differ from their own. Pupils learn about different cultures and faiths, for example, Hinduism and Islam.
Weston St Mary CE PS Spalding		20-21st November 2018	Short inspection letter	Pupils understand that all people are different, for example, saying 'they should accept people for who they are'. Pupils learn about different religions and know there are similarities and differences between them. They learn about significant events in the world and Britain.
Kirton PS Boston	525	4-5th December 2018	Good	The school's curriculum promotes pupils' spiritual, moral, social and cultural development well. They are encouraged to consider and discuss issues in their everyday lives and relate them to events in the wider world. The curriculum successfully develops pupils' personal development. It ensures that pupils gain an insight into, and understanding of, British values.

School	NOR	Date inspected	Overall Effectiveness	SMSC
St George's CE (Aided) PS Stamford	193	4-5th December 2018	Good	The curriculum develops pupils' spiritual, moral, social and cultural development well. However, some pupils in key stage 2 are not as confident as they should be for their age in articulating the fundamental British values. Teachers are increasingly effective at making links between different subjects. For example, pupils apply their writing and mathematical skills in religious education work. Pupils are reflective and considerate. They understand the importance of treating each other with respect and show a good understanding of different faiths and religions.
The Cowbit St Mary's (Endowed) CE PS Spalding	62	8-9th January 2019	Requires improvement	Pupils embody the school's values and understand them well. They are knowledgeable regarding faiths and cultures different to their own and are prepared well for life in modern Britain. Pupils are knowledgeable regarding the school's core values of perseverance, trust, responsibility, forgiveness, compassion and respect. They understand the meaning of these values and are rewarded in assemblies for displaying the attributes of a value during the week. There are opportunities for pupils to develop confidence by reading out relevant bible verses and prayers during daily assemblies and at the local church.
Mercer's Wood Academy Gainsborough	198	9-10th January 2019	Requires improvement	Pupils' spiritual, moral, social and cultural understanding is developed well. The many and wide-ranging displays throughout the school reflect a celebration of different cultures. Pupils also develop a good understanding of fundamental British values, including tolerance and mutual respect. This is reflected in the positive attitudes that pupils display in lessons and during social time. Pupils also said they enjoyed exploring different faiths in year 4, including participating in the construction of a gurdwara as part of a topic on Sikhism.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Horncastle Community PS	533	16-17th January 2019	Requires improvement	Pupils' spiritual, moral, social and cultural development is promoted well through a variety of topics and extra-curricular experiences. However, leaders are not complacent and have identified that there are areas where the curriculum can be improved to meet the increasingly diverse needs of the school community.
Boston Pioneers Free School Academy		22nd January 2019	Short inspection letter	Pupils' spiritual, moral, social and cultural development is well provided for.
Linchfield Community PS Peterborough	459	22-23rd January 2019	Inadequate	Pupils' spiritual, moral, social and cultural development is promoted well. The awareness of British values are strengths of the school. Pupils have a wide range of opportunities to develop their understanding of the world. Staff use visiting speakers and external visits to ensure that pupils have experience of other faiths and cultures. Pupils appreciate how Britain has changed over the years and play an active role in the local community.
Ingham PS Lincoln	104	23-24th January 2019	Requires improvement	Pupils' moral, social and cultural development is well developed in school through the curriculum. However, pupils' spiritual development is patchy. Pupils spoken to had a limited understanding of different world religions. In September 2018, leaders introduced a new religious education curriculum throughout the school in response to this previously identified need. Work in pupils' books shows that a wider variety of religions are now being taught, including Islam and Hinduism. British values are embedded throughout the curriculum and assembly themes. As a result, pupils have a good understanding of these, which is preparing them well for life in modern Britain.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Belmont Community PS Grantham	202	5-6th February 2019	Good	The provision for pupils' spiritual, moral, social and cultural development is strong. Values, such as respect, resilience and reflectiveness, resonate throughout the school. Many parents value the inclusivity of the school and the contributions staff and pupils make to the wider community. Leaders ensure that pupils have many opportunities to learn about a range of cultures and faiths. For example, pupils make regular visits to places of worship, such as mosques.
The Edward Richardson PS Tetford Horncastle	105	6-7th February 2019	Good	The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils' understanding of equality and diversity is promoted well through the school's programme of assemblies. Pupils are well educated about the importance of fundamental British values. They apply their learning to their everyday life both at school and outside it and show respect for different cultures and traditions.
The New Leake PS Boston	57	6-7th February 2019	Good	Teachers develop pupils' spiritual, moral, social and cultural education well. Pupils have a secure understanding of British values. Through the school's curriculum pupils learn about different countries and cultures. They know that we are all the same but there are different beliefs.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Long Bennington CE Academy Newark	264	12-13th February 2019	Good	Leaders have ensured that pupils have many opportunities to learn about why it is so important that everyone is treated equally. Pupils have a strong understanding of fairness and equality. Leaders have enhanced the broad and balanced curriculum so that it clearly promotes pupils' spiritual, moral, social and cultural development. First-hand experiences, such as visiting a mosque, enhance pupils' understanding of diversity in modern Britain. Pupils have a very clear understanding of right and wrong, underpinned by their golden rules and the values that these are based on. Leaders include 'education for diversity and inclusion' in the school curriculum. Marking Holocaust Memorial Day and Black History Week has enabled pupils to understand why it is so important that everyone is treated equally. Governors challenge school leaders to ensure that the curriculum prepares pupils for life in modern Britain.
Marshchapel Infant School Grimsby	41	5-6th March 2019	Good	Pupils' spiritual, moral, social and cultural development is promoted well. They learn about a range of cultures and beliefs and in discussion they spoke confidently about other ways of life in modern Britain.
The Saint Augustine's Catholic Voluntary Academy Stamford	129	5-6th March 2019	Requires improvement	The school's curriculum is well balanced and broad. Staff develop pupils' spiritual, moral, social and cultural development well and this is a strength of the school. Pupils learn about their place in the world, and how their actions impact on others. Pupils are reflective and talk engagingly about their views and opinions. The curriculum prepares pupils well for life in modern Britain. Through the development of SMSC, pupils learn how to express themselves well. Staff encourage pupils to consider how their actions impact on others, and how to be good citizens. Pupils are taught not to use derogatory language, and they understand how hurtful this can be to others.

School	NOR	Date inspected	Overall Effectiveness	SMSC
The Morton CE PS Bourne		5th March 2019	Short inspection letter	The staff team and governors have worked hard to provide a stimulating environment within a Christian ethos where pupils can become confident learners. Spiritual, moral, social and cultural development is promoted well. Respect for different cultures and religions is fostered through visits and through the wider curriculum. Pupils are involved in events in the local community and in raising money for different charities. Older pupils take on positions of responsibility within the school and provide role models for younger pupils. This creates a tolerant, respectful school community.
The St Faith and St Martin CE Junior School Lincoln		12th March 2019	Short inspection letter	The church values underpin the work of the school. The six values of perseverance, patience, responsibility, creativity, honesty and hope are central to the work of the school. These are evident in classrooms and they support learning.
Billingborough PS Sleaford	164	20-21st March 2019	Good	Leaders have ensured that the curriculum helps pupils to develop their understanding of life in modern Britain. Visits to the mosque and the cathedral have provided opportunities for pupils to learn about other faiths. Teachers provide opportunities for pupils to deepen their thinking. In religious education, for example, pupils used their knowledge of key texts from the New testament to explain Christian religious imagery such as the paschal lamb and the use of candles. Pupils understand the strong moral code of the school. They understand the importance of being trustworthy, respectful and resilient, and acting safely.

School	NOR	Date inspected	Overall Effectiveness	SMSC
William Hildyard CE Primary and Nursery school Market Deeping	231	2-3rd April 2019	Good	Leaders promote pupils' personal, spiritual, moral, social and cultural development well through the school's curriculum and Christian ethos. Pupils frequently have opportunities to discuss, investigate and solve problems in different areas of learning. For example, in a computing lesson, inspectors saw pupils using their knowledge gained from their learning about Christian symbols to design and create a cross for a stained glass window. The school's curriculum successfully develops pupils' spiritual, moral, social, cultural and personal development. Through the school's ethos, leaders ensure that pupils gain an insight and understanding of British values. Additional plans are in place to make these values even more explicit across the curriculum. The school's Christian values are reflected in the positive relationships between staff and pupils.
Secondary schools				
Haven High Academy Boston	1039	22-23rd Jan 2019	Requires improvement	Pupils have a good understanding of British values. The curriculum helps pupils to understand and respect those with protected characteristics. Leaders promote pupils' spiritual, moral, social and cultural development very well.
The Peele Community College Spalding	624	5-6th Feb.2019	Inadequate	The new leader for spiritual, moral, social and cultural education is successfully ensuring an appropriate programme. Pupils benefit from a wide variety of opportunities to develop their awareness, understanding and appreciation of life in modern Britain.
University Academy Holbeach Spalding	1304	12-13th March 2019	Good	Pupils are provided with meaningful opportunities to develop spiritually, morally, socially and culturally. They show sensitivity and respect for others. The school is highly inclusive. Pupils are typically very welcoming and appreciative of 'difference' in all its forms.

School	NOR	Date inspected	Overall Effectiveness	SMSC
John Spendluffe Foundation Technology College Alford	585	26-27th March 2019	Requires improvement	Pupils benefit from a personal, social, health and citizenship education programme. This makes an effective contribution to pupils' spiritual, moral, social and cultural development and understanding of British values. However, teachers do not consistently make full use of the time available to make this as effective as they could. Pupils participate in a range of activities which help to promote their personal development and understanding of British values. For instance, current members of the Student Council, together with Student Council representatives from another school, are designing a 'united diversity' banner.
Special Schools				
Athena School Lincoln	70	12-13th Dec.2018	Good	The school's curriculum makes a significant contribution to pupils' achievement and their spiritual, moral, social, cultural and personal development. Leaders ensure that pupils develop a comprehensive appreciation of British values and of spiritual, moral and cultural issues through the school's curriculum, visits to places of interest and visitors to the school. Pupils have a good understanding of different faiths and cultures and the impact they have on their own lives.



**LINCOLNSHIRE SACRE ANNUAL REPORT
2017 – 2018**

DRAFT

Introduction from the Chair

SACRE has continued to monitor and support the provision of Religious Education and collective worship in Lincolnshire. There were a few changes of membership as personal circumstances led to the departure of some long serving and valuable members, but we have been strengthened by their replacements who quickly had an impact on our work. We continue to value the tireless efforts of our Adviser, Wendy Harrison, and the co-operation and support of both Local Authority officers and the Diocesan authorities. The increase in schools beyond Local Authority governance with academy or free school status has diminished SACRE's direct contact with them. Nevertheless we continue to offer support and many of them continue to use the Local Agreed Syllabus.

SACRE continues to receive regularly from the Adviser invaluable briefings about the SMSC aspects of Ofsted's reports on all Lincolnshire schools. As a consequence we have sent congratulatory letters to a number of schools, together with offers of support where the reports have indicated a weakness. A major part of SACRE's work this year has been to promote the statutory five-year review of the Local Agreed Syllabus. I salute the members of the Syllabus Conference and the Teachers' Panel whose industrious efforts enabled us to present the revised Syllabus, together with some introductory training resources for teachers, in time for the new school year. We trust that this Syllabus will continue to be a sound foundation for the work of preparing our young people for life in a diverse and multicultural world.

On a personal note I need to say that this will be my last Annual Report. After more than two decades as a member of SACRE, including five years as Chairman, I have concluded that it is an appropriate time to step down and pass the baton on to others. I wish to place on record my sincere thanks to Wendy, our Adviser, and to all the SACRE members, past and present with whom it has been a pleasure to share this work.

Neville W McFarlane
Chairman of Lincolnshire SACRE

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DRAFT

1: Background

The Education Reform Act (1988) established compulsory Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five-yearly revision of the locally agreed syllabus for Religious Education (RE) and consider any complaints about the provision and delivery of RE and collective worship referred to it by the LA.

The membership of SACREs comprises four groups, together with nominated Advisers. The groups are:

Committee A: Christian denominations and other religions and religious denominations

Committee B: The Church of England

Committee C: Teachers' Associations

Committee D: The Local Authority.

[See Appendix, p. for details of Lincolnshire SACRE membership.]

2: Meetings and Membership

Lincolnshire SACRE met twice during 2017/18 – in November 2017 and July 2018. The meeting planned for March 2018 was cancelled due to the large number of apologies. Business was carried forward to the July meeting.

Election of Chairman and Vice Chairman

In accordance with the procedures for election of the Chairman detailed in SACRE's constitution it was moved and seconded and resolved that

- Neville McFarlane be elected as Chairman of SACRE for the ensuing year 2017/18.
- Chris Burke be elected as Vice-Chairman for 2017/18.

During the November meeting the Chairman welcomed Peter Crosby (Baptist Church-Committee A), Kay Sutherland (teachers' group – Committee C) and Cllr M A Whittington (LCC – Committee D) as new SACRE members. Mark Plater, who has been attending SACRE for some years as an observer, was welcomed onto Committee B (Church of England).

SACRE welcomed Jack Dryden, representing Humanists UK, to the July meeting. The Chairman stated that this was an opportunity for members to decide whether it wished to accept him as a co-opted member. Jack gave a brief talk to explain something about his background and what he thought he could contribute to the group and invited questions from members. A range of questions were put forward after which SACRE agreed unanimously to appoint Jack as a co-opted member.

Other membership issues

The East Midlands Synod of the United Reform Church was approached to fill the remaining vacancy on Committee A but did not respond. The vacancy therefore still exists.

3: SACRE agenda items

3.1: Summary of OFSTED Inspections of Lincolnshire Schools with reference to the provision for Pupil's Spiritual, Moral, Social and Cultural Development

Comments are overwhelmingly positive, even when schools are placed into a category by Ofsted.

Examples of positive comments from reports

'Leaders promote pupils' spiritual, moral, social and cultural development, including their physical well-being, exceptionally well and this is a strength of the school...'

[CE Primary Academy]

'The school and staff work tirelessly to support pupils in their spiritual, moral, social and cultural development and in their understanding of fundamental British values.'

[Special School]

'The school's work to promote the pupils' spiritual, moral, social and cultural development and to teach them about British values is a cornerstone of the school's ethos.'

[Primary school]

Occasionally areas are identified for improvement, for example:

- The curriculum does not promote multi-cultural understanding strongly.
- Opportunities for pupils to explore other cultures are limited.

Members noted that the comments made by inspectors regarding SMSC development were inconsistent in quality and quantity. This needed to be monitored and if necessary brought to the attention of OFSTED.

Letters of Commendation sent by the Chairman to the following schools during the year:

Baston CE Primary School
Bourne Elsea Park CE Primary Academy
Louth Eastfield Infants' & Nursery School
Morton Trentside Primary School
North Cotes CE Primary School
Rauceby CE Primary School
St Peter and St Paul Catholic Voluntary Academy
Swineshead St Mary's CE Primary School
The Barnes Wallace Academy
The Old Leake Primary & Nursery School
Waddington Primary school
Waddington Redwood Primary School
Boston Grammar School
Caistor Yarborough Academy

Ambergate Sports College
The Ash Villa School

3.2: School visits made by LA RE Adviser

Schools identified for support through regular SMSC analysis (see above) were offered support for RE, SMSC and British values from the LA RE Adviser.

3.3: Visiting speakers - Thomas Middlecote Academy, Kirton

SACRE received a presentation from Ruth Baldwin, Head of Year 11 and Teacher of Religious Studies and Careers Co-Ordinator at the Thomas Middlecote Academy, Kirton, about the teaching of Religious Education in her school. Following the presentation Ruth responded to comments and questions from members.

3.4: Review of the Lincolnshire Agreed Syllabus

Previous to the November meeting, a draft of the new agreed syllabus was circulated to all members to check for accuracy. An Agreed Syllabus Conference (ASC) had been set up to prepare and approve the final draft before it was approved by the County Council's Executive. Training would be provided by the LA RE Adviser and Diocesan RE Adviser to help schools implement the new syllabus. During the November meeting there was some discussion about the omission of Judaism as a compulsory unit. It was confirmed that this religion could still be studied as one of the new 'additional units'. Islam had been included as a compulsory unit (along with Christianity and Hinduism) because the ASC considered it to be vitally important that Lincolnshire pupils were well informed about a religion that is so often misrepresented, e.g. by the media. Hinduism had been included to provide a representation of a dharmic faith. The Chairman stated that there would be an opportunity to review the new syllabus once it had been established in schools.

During the July meeting the Chairman informed SACRE that the new Agreed Syllabus had been completed, approved by the County Council's Executive and delivered to all schools. Training to support the implementation of the syllabus had been well attended and schools which had not attended were followed up. The Chairman thanked the members of the Agreed Syllabus Conference, especially Wendy Harrison (LA Adviser), Gillian Georgiou (Diocesan Adviser) and Jill Chandar-Nair for all their hard work.

3.5: National reports: Updates from the LA RE Adviser, Wendy Harrison (WH)

The State of the Nation: A report on RE provision within secondary schools in England - REC/NATRE/RE Today¹

WH explained that the report showed differences in the provision of RE in different types of secondary schools. Overall, research shows provision is best in schools **with** a religious character and is least effective in academies. In many schools students are not receiving the education, in terms of RE, to which they are entitled. WH stated that in the past OFSTED reported on individual subjects, but as this was no longer the case it was difficult to be clear about provision. The point was made that some of the recommendations in the report were very generic and some were just impractical. There were no

¹ <https://www.religiouseducationcouncil.org.uk/resources/documents/state-of-the-nation-report-on-re-provision/>

recommendations for local authorities. It remained to be seen how the findings of the report could be translated into action.

Commission on RE: Interim report²

WH outlined the four interim recommendations in the report: a national entitlement for RE; holding schools to account for the provision of RE; the preparation of a national plan to improve the teaching and learning of RE and a new and extended role for SACREs. She briefly outlined the implications of each recommendation, providing details about the proposed new role for SACREs. She also referred to the right of withdrawal. It was a complex issue as it involved Human Rights legislation and a national entitlement that was not unduly influenced by particular faith groups.

Comments by members and the responses by officers, where appropriate, included:

- The lack of reliable information about the withdrawal of pupils from RE in Lincolnshire. Officers were aware of cases where parents had withdrawn their children from certain parts of the RE curriculum.
- Members were encouraged to engage with the Commission and submit responses.

3.6: NASACRE Annual Conference 2018

SACRE received a report from Mark Plater on his attendance at the NASACRE Annual Conference. He responded to comments and questions as follows:

- It would be useful for whoever attended future AGMs to take examples of activities carried out by Lincolnshire SACRE.
- Responses from panel members to the idea of a national curriculum for RE had been mixed.

4: Diocese news/events

During the November meeting SACRE received a report from Gillian Georgiou in which she outlined the work being done to increase religious literacy in schools and academies in the Diocese through the nationally-accredited training for the Understanding Christianity resource. Since September 2016, a large number of church and community schools around the Diocese of Lincoln have engaged with this training, led by Gillian. This training provides teachers and subject leaders with subject confidence in teaching the core concepts at the heart of the Christian narrative, as well as practical tools for ensuring pupils develop their religious literacy in relation to Christian beliefs and practices.

During the July meeting members were informed that the new Lincolnshire Agreed Syllabus had been uploaded onto the Lincoln Diocesan Board of Education website.

4.1: Religious Education Quality Mark

During 2017-18 the following schools achieved the REQM:

- The West Grantham Academy St Hugh's - Silver
- St Peter at Gowts Church of England Primary School: Silver
- Lisle Marsden Church of England Primary Academy, Grimsby: Gold

² <https://www.commissiononre.org.uk/religious-education-for-all-commission-interim-report/>

4.2: Good practice in church schools

Ellison Boulters Church of England Primary Academy

Pupils were provided with the opportunity to explore different faiths as part of an inter-faith exhibition. They were very excited to get involved, commenting that, 'lots of religions have similar values' and 'I don't think the religions are the same because they all have something unique'.

Lisle Marsden Church of England Primary Academy,

Ann-Marie Wilson, RE subject leader at the school writes about a recent visit provided by the Muslim Learner Services:

'On 16th January Imran Kotwyal visited our school to help teach the year 3 and 4 children as part of their RE work on Islam. Imran's assembly was engaging and interactive and the children from years 3 and 4 left the hall feeling excited for their workshops. After the children left for the day it was the staff's turn, as Imran led staff training on Islam, the five pillars and six articles of faith as well as educating us on how to dispel many of the myths we may read about Islam in the press. Imran was an asset to our school for the day, he was able to engage the pupils in understanding his faith and left staff wishing that meetings after school went on for longer! We look forward to welcoming to our school again in the future.'

Bourne Elsea Park and Bourne Abbey Church of England Academies

Both have been recognised as Rights Respecting Schools by UNICEF, with Bourne Elsea Park being awarded a Level 2 UNICEF UK Rights Respecting School award. The glowing report highlights the fact that 'it was particularly impressive to discover the extent to which the school's senior leaders and Governors have integrated the UN Convention on the Rights of the Child (CRC) with the school's Christian ethos and vision and are able to confidently articulate this.'

Bishop King Day 2018

On the 8th March 2018, pupils and staff at Bishop King Church of England Primary School celebrated their namesake, Bishop Edward King (1829-1910). The current Bishop of Grimsby, Bishop David, visited the school to meet with pupils and share his experiences of serving as a Bishop in the Church of England. Nicki Knapp, the RE subject leader, writes that pupils thoroughly enjoyed the day and their meeting with Bishop David: 'I enjoyed meeting Bishop David because he is very special and he wore one of our mitres.' (Monika, Year 3) and, 'We celebrated Bishop King day because we want to remember how important he is to our school and that he was known as the most loved in Lincoln.' (Scarlet, Year 4)

Coningsby St Michael's Church of England Primary School

On Friday 18th May, pupils spent the day exploring Pentecost. The day started with a fire in the school mystical garden. Every class visited the fire pit which was the perfect setting for them to hear the story of Pentecost. The afternoon was then spent exploring the concepts of the Holy Spirit, the Trinity and Pentecost in a wide variety of ways. The Reception children made fiery headbands and used these to role play the story in their outdoor learning area. Year 1 created some symbols of the Holy Spirit and Years 2 and 5 spent time exploring the idea of the Holy Spirit as a guiding voice by playing trust games as a class. Year 6 produced some artwork to represent what they had understood from the day and were able to talk about their images displaying the "power, peace and excitement" that the Holy Spirit brought to the early

church. In Year 4, the children explored the fruits of the Holy Spirit, thinking about the changes that the Holy Spirit is said to bring to those who receive it and in Year 3 the children made twirlers that moved in the wind reminding them that Christians believe the Holy Spirit can be felt but not seen.

5. 2018 Examination results

5.1: National overview from the National Association of Teachers of Religious Education (NATRE)³

The number of pupils in England and Wales taking GCSE Religious Studies full course has fallen for the second year in a row, down 10.4% against 2017 to 241,749. In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 35.8% from last year to 34,087. The decline is greater in England than in Wales. In England the number of entries for GCSE Religious Studies full course has fallen by 10.7% to 229,189. In Wales the equivalent figures are down by 4.2% to 12,560, although these come after last year's record high.

All schools, including academies, have a legal requirement to offer RE at all key stages, but figures suggest that this is not sufficient to ensure that all pupils in England get to study the subject at Key Stage 4. In too many cases, there are no consequences for those schools that decide to flout their legal obligation, with RE not featuring in measures such as the EBacc that are used to hold them to account.

The fall in entries comes despite pupils emphasising how much they value and enjoy studying RE (underlined by the overall rise in entries at A-Level and GCSE over the past decade) and despite the fact that the government is rightly emphasising the importance for young people to have knowledge and understanding of religions and non-religious beliefs.

It has been encouraging to hear that Ofsted intend to pay closer attention to whether schools are meeting their requirements to teach Religious Education. Today's figures show how important it will be for Ofsted to do this.

The key outcomes for Religious Education in England and Wales at KS4 in 2018 are as follows:

- There were 241,749 entries for the full course in GCSE RS, **a fall of 10.4%** from 2017 (269,839)
- There were 34,087 entries for the short course in GCSE RS, **a decline of 35.8%** from 2017 (53,071)
- There were 275,836 entries for GCSE RS (combined short and full courses), **a decline of 14.6%** from 2017 (322,910). Entries for GCSE RS (combined short and full courses) peaked in 2011 at 461,795. Today's figures show a decline in entries of 40.3% in seven years with 186,000 fewer pupils achieving a qualification in RS at the end of KS4.

³ <https://www.natre.org.uk/news/latest-news/religious-studies-a-level-entries-decline-by-22-8-as-the-subject-is-squeezed-out-of-the-curriculum/>

5.2: The new grading system

This new scale is aligned to key grades on the current A* to G scale. Grades 9, 8 and 7 are broadly equivalent to an A* and A. Grades 6, 5 and 4 are in line with B and C grades. A grade 4 is broadly equivalent to a C grade. A grade 3 would be broadly similar to a D grade, with 2 and 1 taking in grades E, F and G. There is still a U - ungraded - mark.

Grade 4 will be known as a 'standard pass'. Grade 5 will be known as a 'strong pass' and will be equivalent to a high C and low B on the old grading system.

5.3: Examination results for Lincolnshire 2018

GCSE Full Course

Number of entries: 2245 (1319 girls, 926 boys) compared to 3020 in 2017

Some data is presented as 'reformed', some (most) as 'unreformed'. To avoid confusion, just the reformed data is presented here.

	National 2018 %	Lincolnshire 2018 %		
9-5				
All	60.4	65.0		
Girls	68.6	75.0		
Boys	50.8	50.0		
9-4				
All	71.9	77.0		
Girls	79.0	86.0		
Boys	63.5	65.0		

This shows that overall, schools are performing above the national average but girls are significantly out-performing boys. Remember, far more girls are entered for the examination.

Schools achieving above national average at 9-5

1. Bourne Academy: 75%
2. Bourne Grammar: 77.5%
3. Branston Community Academy: 62.5%
4. Caistor Grammar School: 89.5%
5. Gainsborough The Queen Elizabeth's High School: 98.5%
6. Grantham and Kesteven & Grantham Girls' School: 97%
7. Horncastle Queen Elizabeth's Grammar School: 80%
8. Kesteven & Sleaford High School Selective Academy: 93%
9. Lincoln Christ's Hospital: 79%

10. Lincoln The Priory Academy LSST: 100% (9 entries)
11. Lincoln The Priory City of Lincoln Academy: 75%
12. North Hykeham Sir Robert Pattinson Academy: 79%
13. Queen Elizabeth's Grammar School Alford: 76.5%
14. Skegness Academy: 65% (Girls: 86%, Boys: 44%)
15. Skegness Grammar School: 90%
16. Sleaford Carre's Grammar: 89%
17. Spalding High School: 99%
18. St George's Academy: 68.5%
19. St Peter & St Paul, Catholic Voluntary Academy: 31% (Girls: 45%, Boys: 17%)
20. The Deepings School: 65.5%
21. Thomas Cowley High School: 40% (7 entries, Girls: 40%, Boys 0%)
22. Thomas Middlecott Academy: 61.5% (Girls: 78%, Boys: 45%)
23. Walton Girls' High & 6th Form: 93%
24. William Farr CE Comprehensive School: 75.5%
25. William Lovell CE Academy: 71% (Girls: 71%, Boys: 0% - 1 entry)

Short course

Due to the potential for confusion, data is omitted in this report but it will be included in the 2018-19 report.

A and AS Level

From NATRE (National Association of Teachers of Religious Education)

It is concerning to see a significant drop in the number of young people taking Religious Studies at A level in England and Wales. The drop in RS entries by 22.8% is disappointing given that the subject's popularity has grown in recent years. Despite this reduction in entries for RS, there are still 65% more entries than in 2003 (11,132 entries were recorded in 2003).

The key outcomes of the 2018 A level results in England and Wales for Religious Education are as follows:

- 18,422 RS **A level** entries were recorded, a decrease of 22.8% on 2017.
- There were 6,024 entries for RS at **AS level**, a decrease of 63% on 2017 – may be partly because AS level grades no longer count towards A levels under the linear scheme.
- 22.4% of entries for RS A level were awarded an A or an A* with 4.6% of RS entries awarded the top A* grade.

	Lincolnshire 2018 %	Lincolnshire 2017 %		
A level	A*-C	A*-C		
All	80%	82%		
AS level				
All	74%	69%		

Appendix

Membership of SACRE 2016-17

Committee A: Christian and Other Religious Denominations

Neville McFarlane BEM, Chairman, Salvation Army
Chris Burke, Roman Catholic Church
Christina Dring, Baptist Church
Lynette Gaylard, Ground Level Network of Churches in Lincolnshire
Andrew Hornsby, Methodist Church
Swathi Sreenivasan, Hindu Community
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln
Chris Rose, Society of Friends

Committee B: Church of England

David Clements
Cherry Edwards OBE
David Scofield

Committee C: Associations Representing Teachers

Catherine Williamson, NAS/UWT
Elizabeth Moore, NAS/UWT
Kay Sutherland, NAHT
Sarah Thornton, NUT

Committee D: The LA

Cllr Mrs J Brockway
Cllr Mrs E J Sneath
Cllr C L Strange

Officers/Advisers in attendance

Steve Blagg, Clerk to SACRE
Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)
Gillian Georgiou (Diocesan RE Adviser and Lincoln Cathedral Schools Officer)
Wendy Harrison (RE Adviser, LA)
Mark Plater (Bishop Grosseteste University)

Agenda Item 10

NASACRE annual conference: Cohesive Communities and Effective Partnerships: RE near & far.

Hilton Doubletree, Manchester

Wed 22nd May, 2019



The theme and city for this conference were specifically chosen to coincide with the anniversary of the Manchester Arena bombing in 2017. About 100 people attended.

Unfortunately, we missed the first Keynote talk by Peter Bull, but arrived in time to hear Prof Julian Stern (York St John University) speaking about the importance of RE confronting directly issues of mortality and uncertainty. Julian argued that truly cohesive communities are only possible when we allow for difference and challenge rather than insisting on uniformity.

After a lovely lunch we joined one of the nine table-workshops for consideration of the benefits of research for schools and SACREs. The workshop leader, Dr Kevin O'Grady (from the Culham St Gabriel's Research for RE project), explained the project (including work done with Mark's PGCE students this year), and then invited us to consider how the website might be used by SACREs to support local schools and teachers. We came up with lots of ideas, including some given below.

Winners of the Westhill SACRE awards were announced and then a panel of speakers responded to pre-submitted questions, including: *Where is personal search and youth voice in CORE? (the*

recent Commission Report on RE); How much influence does NASACRE have with the DfE and central government?; How can NASACRE help SACREs?; and Where should a SACRE begin when developing a new syllabus? Responses were engaging and generated considerable additional comment and discussion from the floor.

The conference is also the AGM for NASACRE, so reports from executive members were received confirming that the organisation is in good health as it continues fighting for RE and SACREs on many fronts.

Ideas emerging from both formal and informal discussions for us to consider:

- When our website is available, link-buttons could be available for Research as well as practical resources, support networks, etc.
- How can we include youth voices in our SACRE?
- Create a Youth SACRE? -via our two Universities, contacting Subash Chellaiah, Multi-Faith Chaplaincy, University of Lincoln, + Revd Canon Prof Peter Neil, Vice Chancellor, & Rev Dr Peter Green, Chaplain at BGU)
- Build hubs so schools can work together.
- SACRE visits to local places? (e.g. Holocaust Centre).
- Apply for a Westhill SACRE award for 2020-21? (to develop a new project).
- Build links with Kevin O'Grady, Lead at Culham St Gabriel's on research.
- Highlight good practice and good leaders.

We feel that this was a very worthwhile event for our SACRE and that we were able to make an input to the discussions, contributing thoughts on rurality and the need for equality and justice principles to be present also in areas like ours which can have less of a cultural breadth.



Paul Smalley (left), Chair of NASACRE, & other panel members.

Report by Cllr Chris Burke and Mark Plater.

SACRE Meeting – 16 July 2019

Diocesan RE Adviser's Report

During spring and summer term, the Diocesan RE Adviser has been working with church schools around Lincolnshire to help them prepare for inspection under the new Section 48 (SIAMS) inspection schedule and Ofsted inspection framework. This includes supporting schools to think about how RE sits effectively within the broad and balanced curriculum and how RE can contribute to a school realising its overarching vision.

The Diocesan RE Adviser is currently involved in delivering the REConnecting Lincolnshire project. This project works with primary and secondary schools in two key regions: East Coast and Grantham. It engages pupils in Years 5 and 7 to explore issues around identity, belief and worldviews and focuses on Christianity and Islam in particular. Pupils have been working with nationally-recognised artistic practitioners, including a theatre director, a visual artist, a film-maker and a scriptwriter, to produce a performance that will be shared on the 2nd July in Stickney and the 9th July in Grantham. This will then be toured to a range of other schools in the region over a period of two weeks. There will be an associated educational workshop with which pupils will engage. This work has been funded by a range of groups, including the Lincolnshire County Council Community Collaboration Fund, Culham St Gabriel's, the Westhill Endowment, the Johnson and Mukherjee Brothers Trust, Garfield Weston, the Mercers' Company and the Big Lottery Fund. We are currently fundraising to extend the work into the Boston and Louth areas during the next academic year.

Gillian Georgiou

Diocesan RE Adviser

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