

Report for Lincolnshire SACRE – 2 July 2018

The last few months have focused on supporting schools as they prepare to implement the new Lincolnshire Agreed Syllabus for RE. All schools in the Lincoln Anglican Academy Trust have opted to use this syllabus as the basis of their RE, which means that I have been working with schools across three local authorities that will be utilising the syllabus.

The exemplar curriculum plans I produced as part of the SACRE training on the new syllabus are being used by a number of schools in the county and I have been working to produce bespoke versions of this curriculum plan to meet the needs of schools with mixed-age and cross-phase classes. These have been designed for schools that use the *Understanding Christianity* resource and those that do not. I will use the summer holidays to produce a bank of suggested teaching and learning activities to support teachers with their delivery of the compulsory units on Islam and Hinduism. I have also begun to put together some exemplar end-of-phase expectations that relate to the balanced RE model I have been working on nationally ('believing', 'living' and 'thinking').

This work on balanced RE takes up a significant amount of my time at the moment. It is being discussed by the Commission on RE as they prepare to present their final report in September. My colleagues have produced blogs for the Theos think tank and I have recently submitted an article on this work to *Impact*, the journal associated with the Chartered College of Teaching. I will also be working with Merelina Haughton at Bishop Grosseteste University to produce an article for RE Today on the impact of the *Understanding Christianity* training in the region. We have recently completed our fifth tranche of training on this resource and will begin the sixth tranche in autumn term.

The final key element of my recent work is delivering subject knowledge enhancement sessions on Christianity, Hinduism and Islam. For the most part, schools are requesting that this be delivered as twilight sessions, sometimes for a collaborative network of schools.

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