

County Offices  
Newland  
Lincoln  
LN1 1YL

29 February 2016

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 8 March 2016** in **Committee Room One, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely



Tony McArdle  
Chief Executive

**Membership of the Standing Advisory Council on Religious Education**

**Christian and Other Religious Denominations (Group A)**

Mr N McFarlane BEM (Chairman), Salvation Army  
Councillor C Burke, Roman Catholic Church  
Mrs C Dring, Baptist Church  
Mrs L Gaylard, Ground Level Network of Churches in Lincolnshire  
Mr A Hornsby, Methodist Church  
Mrs S Sreenivasan, Hindu Community  
Dr T Ahmed MBA, Islamic Association of Lincoln  
1 Vacancy (United Reformed Church)  
1 Vacancy (Society of Friends)  
1 Vacancy (Lincolnshire Jewish Community)

**Church of England (Group B)**

Mr D Clements, Church of England  
Mr D R Scoffield, Church of England  
Mrs J Sheldrake, Church of England

**Associations Representing Teachers (Group C)**

Mrs C A Williamson, Secondary Schools  
Mrs E Moore, Primary Schools  
Ms S Thornton, Primary Schools

1 Vacancy (National Association of Head Teachers)

**The Local Authority (Group D)**

Councillors Mrs J Brockway, Mrs E J Sneath and C L Strange

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA  
TUESDAY, 8 MARCH 2016**

<b>Item</b>	<b>Title</b>	<b>Report Reference</b>
1	<b>Opening Reflections - David Scoffield</b>	
2	<b>Apologies for Absence</b>	
3	<b>Welcome and introduction of visitors to today's meeting</b> <i>(Three members of Leicester SACRE will be joining us for this meeting –Salma Ravat (Chair), Anne Fishenden (Committee A, representing Quakers), Allan Hayes (Co-opted Humanist representative). The RE Adviser for Lincolnshire, Wendy Harrison, is also a consultant RE Adviser for the City of Leicester)</i>	
4	<b>Declarations of Members' Interests</b>	
5	<b>Minutes of the previous meeting of SACRE held on 24 November 2015</b>	(Pages 5 - 12)
6	<b>Chairman's Correspondence (if any)</b>	
7	<b>Salma Ravat, Chair of Leicester SACRE and Wendy Harrison will talk about what it means to be a SACRE in a multi-cultural area, Leicester SACRE and the links that have been made between some schools.</b>	
8	<b>Cathryn Jones, RE Co-ordinator, Waddington Redwood Primary School, will give a presentation about her link with Wyvern Primary School, Leicester</b>	
9	<b>Summary of Ofsted Inspections of Lincolnshire Schools with Reference to the Provision for Pupil's Spiritual, Moral, Social and Cultural Development</b>	(Pages 13 - 18)
10	<b>Agreed Syllabus Update</b> <i>(Wendy Harrison, RE Adviser, will provide a verbal update on progress with the Agreed Syllabus which is due to be in schools by September 2017)</i>	
11	<b>Diocesan Matters - Update</b> <i>(A report by Gillian Georgiou, Diocesan RE Adviser and Lincoln Cathedral Schools' Officer, which provides an update on Diocesan matters)</i>	(Pages 19 - 20)

- 12 RE/SACRE Conference, Bishop Grossteste University, 20 October 2016**  
*(This conference is being organised by Gillian Georgiou (Diocese), Wendy Harrison (LA) and Mark Plater (Bishop Grosseteste University) and has a working title of Redirection. The theme is the future direction of RE and so far contributors include Dilwyn Hunt (Chair of AREIAC, national speaker and trainer, member of the RE Council Task Group member on the RE Subject Review); Dr Joyce Miller (recent Chair of the RE Council and the Board of Trustees of the Schools Linking Network, former Chair of the AREIAC and of Bradford SACRE); Mary Myatt (co-founder of the REQM, trainer/consultant, Ofsted inspector); Young Ambassadors from Redhill Academy, Nottingham; teacher and headteacher from Lincolnshire school)*
- 13 Action Plan Update**  
*(For information at this stage, to be discussed at the next meeting)*
- 14 Date of SACRE's Annual General Meeting - Autumn Term 2016**  
*(In accordance with SACRE's constitution the first meeting in the Autumn Term 2016 is the AGM)*

(Pages  
21 - 26)

#### **Democratic Services Officer Contact Details**

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**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](http://www.lincolnshire.gov.uk/committeerecords)



**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
24 NOVEMBER 2015**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Group A)

Mr N McFarlane BEM MA (Oxon) LRAM FRSA (Chairman) (Salvation Army), Mrs C Dring (Baptist Church), Mrs L Gaylard (Ground Level Network of Churches in Lincolnshire), Mr A Hornsby (Methodist Church), Mr F Sperring (Society of Friends) and Mrs S Sreenivasan (Hindu Community)

The Church of England (Group B)

Mr D Clements, Mr D R Scoffield and Mrs J Shel Drake

Associations Representing Teachers (Group C)

Mrs E Moore (Primary Schools) and Mrs C A Williamson (Secondary Schools)

The Local Authority (Group D)

Councillors Mrs J Brockway, Mrs E J Sneath and C L Strange

Officer/Advisers

Steve Blagg (Democratic Services Officer), Jill Chandar-Nair (Inclusion and Attendance Manager), Wendy Harrison (RE Adviser) and Gillian Georgiou (Diocesan RE Adviser and Lincoln Cathedral Schools Officer)

Also in attendance – Mark Plater (Bishop Grossteste University)

16 OPENING REFLECTIONS - MRS S SCREENIVASAN

Mrs S Screenivasan gave the opening reflections.

17 APOLOGIES FOR ABSENCE

Apologies for absence were received from Dr T Ahmed MBA (Islamic Association of Lincoln), Professor B Winston (Lincolnshire Jewish Community) and Ms S Thornton (Primary Schools)

18 DECLARATIONS OF MEMBERS' INTERESTS

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

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19 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 23 JUNE 2015

RESOLVED

That the minutes of the previous meeting of SACRE held on 23 June 2015, be agreed as a correct record subject to the replacement of the words "the National Curriculum" by "subjects of academic significance", in minute 11.

20 UPDATES FROM THE MINUTES (IF ANY)

Mark Plater circulated a questionnaire titled "What is RE for?" and requested that members should complete and return it to him.

21 SACRE CONSTITUTION - UPDATE (MINUTE 14)

SACRE received a report on which provided details of its new constitution approved by Executive Councillor Mrs P A Bradwell on 29 September 2015.

Councillor Mrs E J Sneath noted that the local authority representatives (Group D) were required to be politically balanced which was not the case at the moment.

RESOLVED

That the new constitution for SACRE be noted.

22 CHAIRMAN'S CORRESPONDENCE (IF ANY)

The Chairman stated that letters of support had been sent to those schools identified at the previous meeting of SACRE in connection with Ofsted inspections with particular reference to the provision for pupils' spiritual, moral, social and cultural development.

23 SUMMARY OF THE ACCORD INCLUSIVE SCHOOLS AWARD WITH RECOMMENDATIONS OF WHICH SCHOOLS TO NOMINATE

SACRE received a report in connection with the requirements for the Accord Inclusive Schools' Award. Wendy Harrison stated that the award was open to all schools in England and Wales and nominated schools would have to promote, amongst things, cohesion, inclusion, equality and the growth of mutual understanding as a core part of their ethos.

Wendy Harrison stated that since the nomination of Swineshead St Mary's Primary School, the head of that school was leaving the school at the end of the Autumn Term and therefore the school was unable to guarantee that work to achieve this award would continue.

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Members were disappointed that the school was unable to apply for the award and agreed that the opportunity should be taken to identify schools following inspection for nomination for the Award in 2016.

RESOLVED

That the report be noted and that schools be identified following visits by the Inspectorate to be nominated for the Award in 2016.

24     SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS  
WITH REFERENCE TO THE PROVISION FOR PUPILS' SPIRITUAL,  
MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SACRE received a report which summarised inspectors' judgements on schools' provision for pupils' spiritual, moral, social and cultural development (SMSC) since the last report presented to SACRE on 23 June 2015.

Wendy Harrison noted that Ofsted were making more comments about British Values and in some cases, schools' responsibilities to address radicalisation and extremism.

Gillian Georgiou stated that Lincoln Christ's Hospital Academy and Nettleham Junior School had been awarded the RE Quality Mark for reaching Gold Level.

SACRE considered which schools should receive a letter of commendation from the Chairman. With regard to the comments made in connection with Cherry Willingham Community School it was agreed that a letter of support highlighting the positive aspects achieved in the teaching of RE, was required. One member explained that there had been serious concerns about the quality of the inspection but supported the sending of a letter of support.

RESOLVED

(a) That a letter of praise be sent to those schools detailed in the report which had received very positive comments for pupils' spiritual, moral, social and cultural development.

(b) That a letter of support be sent to Cherry Willingham Community School highlighting the positive things RE was undertaking in the school.

(c) That a letter of commendation be sent to Lincoln Christ's Hospital Academy and Nettleham Junior School for being awarded the RE Quality Mark for reaching Gold Level.

25     "A NEW SETTLEMENT: RELIGION AND BELIEFS IN SCHOOLS"

SACRE received a report summarising the paper launched by the Rt Hon Charles Clarke and Professor Linda Woodhead on 15 June 2015, as part of the Westminster Faith Debates. SACRE was informed that the National Association of SACRES (NASACRE) had asked local SACREs to discuss the recommendations, with a focus

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on collective worship and RE. SACRE was informed that while this was not a government paper it was possible that it could be considered by the government when forming its education policy.

Wendy Harrison stated that her presentation only addressed the main recommendations in the paper. Gillian Georgiou said that while Parliamentary briefings on RE had been issued before it was unusual that they should follow so soon after an independent report on RE and therefore showed that the Government might be listening.

Wendy Harrison tabled a questionnaire on the main recommendations detailed in the paper and members split into four groups to address each question.

Comments on each question were noted as follows:-

Question 1 – Should the current requirements for a daily act of collective worship be abolished? If so, what (if anything) should replace it?

Collective worship should not be abolished but it was accepted that change was required. There was a need for whatever replaced collective worship to be relevant to pupils and governors should be involved in deciding what was included in collective worship, or assemblies. The main difficulty arose because of the word "worship".

Other comments included:-

1. It appears that many schools were not meeting statutory requirements regarding collective worship.
2. There had been many changes in society since the 1944 Act and abolishing the statutory duty to have collective worship would let schools make their own decisions about what kind of assemblies or events should replace it.
3. Even if autonomy was given to schools the withdrawal of pupils might still be an issue.
4. If statutory requirements were abolished, some schools might not have any kind of assemblies.
5. The ethos of the school depended on the head teacher and staff, not just governors.

Question 2 – Should locally agreed RE syllabuses be replaced by a national curriculum for RE? If it was, what might the advantages and disadvantages be?

The move towards the provision of a nationally agreed syllabus might make more sense now that so many syllabuses resemble each other. At the time of the 1944 Act there was less diversity in the country. Areas like Lincolnshire were now more diverse than in the past and RE had to include teaching about a range of religions, beliefs and cultures. A national curriculum for RE would address the problems pupils faced at present when moving from one local authority area to another. However, the introduction of a non-statutory local element into the national syllabus would be useful.



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Other comments included:-

1. The QCA (Qualifications and Curriculum Authority, no longer in existence) was advisory only but many schools thought that the programmes of study for RE they produced was actually statutory guidance.
2. The identification of experts to work on the national curriculum for RE would be difficult as so many viewpoints would have to be taken into account.

Question 3 – How might the role of SACREs be transformed if a national curriculum for RE was put in place?

There would still be a role for SACRE but in a different format. Questions were raised about how a national body could support local SACREs. Local SACREs had the opportunity to reflect on local issues. The work undertaken by local authority RE Advisers was important – how would this change if there was a national curriculum for RE? It might be possible for some local SACREs to secure funding over and above that provided nationally. One member commented that grants had been applied for in the past and this was an area which should be examined.

Question 4 – Should the right of withdrawal (from RE and acts of collective worship) be abolished?

Overall, the feeling was that the right of withdrawal should be abolished. Why was there a need to withdraw a pupil in the first place if there was nothing offensive or threatening being taught? There had been many changes in society since the 1944 Act and RE and collective worship was far more inclusive and tolerant. If RE was truly educational (not instructional, as previously) there should not be a need for withdrawal.

Other comments included:-

1. Young people were a lot more tolerant today.
2. There was a need to educate parents –often they withdrew their children due to a misunderstanding about the purpose of RE, e.g. from visits to places of worship.
3. There might be a need for RE and collective worship to be rebranded.
4. Parents should be informed of a school's expectations, e.g. academic and pastoral.
5. There was a need to continue to keep RE separate from collective worship.
6. The idea of change for just a small number of pupils was unnecessary.
7. It might be the case that most schools were not following collective worship as defined in the 1944 Act and Circular 1/94 but there was a lack of hard evidence for this.

RESOLVED

That the comments of SACRE be forwarded to NASACRE by Wendy Harrison.

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26 AGREED SYLLABUS - UPDATE

Wendy Harrison gave a verbal update in connection with the latest situation on the Agreed Syllabus. She outlined the timeframe for reviewing the syllabus and reminded members that the next syllabus had to be in schools by 2017.

She stated that a consultation questionnaire in connection with the Agreed Syllabus had been sent to all schools but responses had been slow in coming back. There was a legal requirement to set up an Agreed Syllabus Conference which could comprise either all members or a working group of members of SACRE. Members were in favour of a working group being set up.

RESOLVED

(a) That the Agreed Syllabus be placed on future agendas for consideration at each meeting.

(b) That a small working group of members be appointed to examine this matter and that SACRE members be asked to forward their name if they are interested in serving on the working group.

27 SACRE ACTION PLAN

Jill Chandar-Nair and Wendy Harrison presented an update on the Action Plan. There was a need to review the Action Plan, e.g. to decide what SACRE members should be doing and how they could be more proactive, to clarify Wendy Harrison's role and to decide what it wished to fund during the next twelve months assuming funding was available.

Wendy Harrison suggested that some funding might be used to support a training event for teachers similar to one provided in Leicester. This involved members of faith communities talking to teachers about their beliefs and also included visits to places of worship. The training event had been organised by the St Phillip's Centre in Leicester. The director, Riaz Ravat, had previously been involved with training events in Lincolnshire and it was decided to invite him to the next meeting of SACRE.

Wendy Harrison explained that a film had been made in Leicester about British Values. This included clips of pupils speaking about values and what they considered to be important. The film also showed members of Leicester's SACRE giving their views about British Values. Wendy Harrison stated that the film's producers were interested making a similar film in Lincolnshire. It would be interesting because of Lincolnshire's different demographic make-up.

Jill Chandar-Nair stated that the film had raised the profile of Leicestershire's SACRE and the importance of SACREs.

The Chairman stated that any action needed specific targets in terms of SACRE's involvement and supported the suggested training event.

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Wendy Harrison suggested that as well as inviting Riaz Ravat to the next meeting, the Chairman could also invite members of Leicester's SACRE.

RESOLVED

(a) That the format of the Action Plan be reviewed.

(b) That a representative from the St Phillip's Centre and members of Leicester's SACRE be invited to attend Lincolnshire's SACRE's next meeting.

(c) That the film about British Values made in Leicestershire be showed at the next meeting.

28     SACRE/RE CONFERENCE

Wendy Harrison stated that the SACRE/RE Conference did not take place as planned due to a number of issues, including funding. NOTED.

29     THE WESTHILL/NASACRE AWARDS 2015/16 - OUTCOME

Wendy Harrison reported that the submission of Lincolnshire's bid for an award of up to £4,000 to help young people to develop their skills of listening to each other without prejudice had not been successful. She stated that it might be possible to submit another bid during 2015/16.

RESOLVED

That the report be noted and bids for 2015/16 would be submitted when appropriate.

30     DIOCESAN MATTERS - UPDATE

SACRE received an update report on Diocesan matters. Gillian Georgiou stated that £50,000 had been awarded for a RE project to engage parents in RE and work was currently on-going with a film company and a drama group to work on this project. A key element of the project was the availability of multi-media resources.

Gillian Georgiou stated that inter-faith work would be ready next year.

RESOLVED

That the report be noted.

31     SUGGESTED FUTURE DATES AND TIMES OF MEETINGS OF SACRE -  
SPRING TERM - 8 MARCH 2016 AND SUMMER TERM - 7 JULY 2016  
(AT 2.00PM)

The following dates and times of future meetings of SACRE were agreed:-

8 March 2016 and 7 July 2016 at 2.00pm.

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It was agreed that a meeting date for SACRE in the Autumn Term 2016 would be agreed at the next meeting.

David Schoffield agreed to do reflections for the next meeting.

The meeting closed at 3.45 pm

# Agenda Item 9

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>8 March 2016</b>
<b>SUBJECT:</b>	<b>Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.</b>
<b>REPORT BY:</b>	<b>Religious Education Adviser</b>
<b>NAME OF CONTACT OFFICER:</b>	<b>Wendy Harrison</b>
<b>CONTACT OFFICER TEL NO:</b>	<b>07540 604842</b>
<b>CONTACT OFFICER EMAIL ADDRESS:</b>	<b><a href="mailto:wendyanneh@aol.com">wendyanneh@aol.com</a></b>
<b>IS THE REPORT EXEMPT?</b>	<b>No</b>
<b>IS THE REPORT CONFIDENTIAL?</b>	<b>No</b>

**SUMMARY:** The report summarises inspectors' judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED since the last report presented to SACRE on 24<sup>th</sup> November 2015

**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.

<b>PAPER TYPE</b>	<b>TITLE</b>	<b>DATE</b>	<b>ACCESSIBILITY</b>
OFSTED Inspection Reports		Various	School Improvement Service County Offices

Lincolnshire SACRE meeting 08.03.06

Analysis of SMSC in Ofsted reports

School	NOR	Date inspected	Overall Effectiveness	SMSC, British values
<b>PRIMARY</b>				
<b>St. Norbert's Catholic PS Spalding</b>	208	8-9 <sup>th</sup> July 2015	Outstanding	The headteacher ensures that the spiritual, moral, social and cultural aspects of the curriculum are outstanding. Pupils are well prepared for life in modern Britain. The school's excellent cultural work has won them recognition as an 'Expert Centre for Global Learning'. Its work to actively promote fundamental British values is excellent. Religious education teaches full tolerance and respect for others with different beliefs. The work as a 'Rights Respecting' school teaches the pupils much about individual liberty and rule of law.
<b>Boston Pioneers Free School Academy Boston</b>	116	2-3 <sup>rd</sup> July 2015	Good	The school promotes good spiritual, moral, social and cultural development for its pupils. It ensures that there are opportunities for them to prepare for life in their own community and further afield. Children behave well and are respectful of each other. They enjoy learning about aspects of life in modern Britain.
<b>The St Faith and St Martin CE Junior School Lincoln</b>	215	10-11 Nov 2015	Good	School leaders ensure the school teaches and promotes strong values. These are framed around the themes of compassion, creativity, honesty, hope, perseverance and responsibility. This gives a strong focus to the promotion of British values and provides regular and effective development of the pupils' spiritual, moral, social and cultural understanding. Pupils are respectful of each other's views and look after each other well. Parents agree that the school provides a strong culture of tolerance and respect.

School	NOR	Date inspected	Overall effectiveness	SMSC, British values
<b>Linchfield Community PS Peterborough</b>	392	10-11 <sup>th</sup> Nov 2015	Good	Strong attention is paid in the curriculum to ensuring that pupils are fully prepared for life in modern Britain by learning about and adopting British values. The school's work towards Investors in Pupils and the International Schools Award has had a positive impact on pupils' spiritual, moral, social and cultural development. Provision for each of these aspects is good, for example, through the curriculum and pupils show good levels of development. They are able to reflect on their own way of life and behaviour and see the need to accept responsibility for helping others.
<b>The John Harrox PS Moulton Spalding</b>	268	25-26 <sup>th</sup> Nov 2015	Good	Pupils have limited knowledge and understanding of the diverse mixture of cultures other than their own within modern British society. The school needs to put into action the plan to develop pupils' awareness and understanding of the world around them, so that they have a greater knowledge of others' cultures within modern Britain. The school is a harmonious, fully inclusive environment and promotes pupils' spiritual, moral, social and cultural development well through a variety of activities, topics, assemblies and trips. Pupils understand well how British values relate to everyday life and show this through their actions and attitudes towards each other.
<b>The Gedney Hill CE (VC) PS Spalding</b>	40	8-9 <sup>th</sup> Dec 2015	Good	The curriculum and the school's Christian ethos help pupils understand and adopt British values such as tolerance and respect for other ways of life. Pupils' spiritual, moral, social and cultural development is good, the strongest being their social and cultural development. Pupils relate very well to one another and show a clear understanding of right and wrong. The school appropriately plans to enhance pupils' cultural development by providing them with more experience of other ways of life and faiths through visitors to school.

<b>South Witham Community PS</b>	103	8 <sup>th</sup> -9 <sup>th</sup> Dec 2015	Inadequate	Pupils' awareness of British values and knowledge of other faiths is limited. Although pupils had been taught about different faiths and cultures their knowledge was often incorrect or vague. Consequently, they are not well prepared for life in modern Britain. The school needs to develop pupils' understanding of British values and knowledge of other faiths. The headteacher recognises that the religious education curriculum needs to develop to give pupils a better understanding of different faiths. A range of activities promote the pupils' spiritual, moral, social and cultural development.
<b>The Bluecoat School Stamford</b>	187	15-16 <sup>th</sup> Dec 2015	Outstanding	The caring and highly respected ethos of the school is preparing pupils very well for life in modern Britain. Pupils' strong spiritual, moral, social and cultural development weaves its way into the day-to-day life of the school.
<b>Ingham PS Lincoln (Short inspection)</b>		12 <sup>th</sup> Jan 2016	Good	The curriculum offers a range of opportunities for pupils to learn about and understand British values. The impact of that work on pupils' awareness is not yet as great for all of them as it could be, however, because there is not a clear and coherent strategy for promoting British values. Pupils also have opportunities to learn about communities different from their own and about the wider world. Those opportunities are helping them appreciate different cultures. However, not all pupils have a strong sense of learning about such things. There was less evidence for them to learn about and develop their views as part of day to day lessons.



<b>SECONDARY</b>				
<b>Spalding Grammar School Spalding</b>	277	5-6 <sup>th</sup> Nov 2015	Good	Effective spiritual, moral, social and cultural development enables pupils to broaden their understanding of the world around them and prepare them for life in modern Britain. Frequent consideration of current topical issues in form time and regular whole-academy assemblies allow pupils to deepen their understanding of such British values as democracy and freedom of speech. Pupils are provided with appropriate opportunities to consider life in modern Britain. The academy has led trips to religious places of worship and has provided a prayer room for Muslim pupils.
<b>Walton Girls' High School and Sixth Form Grantham (Short inspection)</b>		13 <sup>th</sup> November 2015	Good	One leader has recently received training on preventing radicalisation and extremism, and the academy has planned training for all staff on this issue.
<b>Priory City of Lincoln Academy</b>	787	8 <sup>th</sup> -9 <sup>th</sup> December 2015	Good	Pupils listen to each other respectfully in lessons. Assemblies in the school focused on recent terrorist events in Paris, but some teachers did not use the opportunity to discuss issues around extremism. There are, however, well thought-out plans to build this into programmes from years 7-13. Assemblies help pupils to empathise with others. Pupils know right from wrong. Their spiritual, moral, social and cultural development is well supported.

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**Report by Gillian Georgiou, (Diocesan RE Adviser and Lincoln Cathedral Schools Officer) for Lincolnshire SACRE – 8 March 2016**

My work continues to be focused on reshaping the future of RE. I continue to work with a group of RE professionals – teachers (primary and secondary), ITE providers, independent consultants, Diocesan advisers – to produce materials that could be used nationwide to encourage a wide audience to reflect on the current situation of RE and possible future changes and developments. I have recently co-authored a paper on the purpose of RE that has been shared on RE:Online and will be published in a journal aimed at RE teachers. My work on the National Society's RE Development Group continues to look towards the launch of *The Christianity Project*, a series of materials developed in association with RE Today with a concept-based pedagogy that will enable teachers to deliver high-quality teaching of Christianity from Foundation Stage to KS3. Much of my recent CPD has focused on upskilling local RE teachers in key Christian concepts so that they are able to use this resource to give greatest impact in the classroom.

The other training I have recently offered has been focused assessing progress in RE, as many schools consider how to make RE more compatible with the other curriculum planning they carry out. I am also increasingly being asked to provide training on RE curriculum design, as well as the core concepts in a variety of religions including, but not limited to, Christianity.

We have finalised the funding for our interfaith project, which will focus on educating parents alongside their children about Christianity and Islam. The project will run in Swineshead (near Boston) in Lincolnshire; it will also run in Grimsby and Scunthorpe. The outcome will be a piece of community theatre with accompanying educational resources. We are developing the project with schools, and local Christian and Muslim communities.

I continue to produce a termly newsletter (the next edition will go out just after February half term) and run eight termly cluster meetings around the Diocese of Lincoln. During the spring term cluster meetings, we will discuss the purpose of RE and consider how this relates to effect curriculum design and assessment of progress and achievement.

In my role as the Cathedral Schools Officer, I have provided every primary, secondary and special school in Lincolnshire with an educational resource pack on the Methodist

Modern Art Collection. This is in conjunction with the Passion in Paint exhibition in Lincoln Cathedral.

**Gillian Georgiou**

**Diocesan RE Adviser**

# Agenda Item 13

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>8 March 2016</b>
<b>SUBJECT:</b>	<b>SACRE Action Plan</b>
<b>REPORT BY:</b>	<b>Wendy Harrison/Jill Chandar-Nair</b>
<b>NAME OF CONTACT OFFICER:</b>	<b>Wendy Harrison</b>
<b>CONTACT OFFICER TEL NO:</b>	<b>07540 604842</b>
<b>CONTACT OFFICER EMAIL ADDRESS:</b>	<a href="mailto:wendyanneh@aol.com">wendyanneh@aol.com</a>
<b>IS THE REPORT EXEMPT?</b>	<b>No</b>
<b>IS THE REPORT CONFIDENTIAL?</b>	<b>No</b>

## **SUMMARY**

Update of items currently included in the Action Plan.

## **DISCUSSION**

Members to consider a new version of the Action Plan dated 2016-18. Recommendations will be discussed at the next SACRE meeting on July 7<sup>th</sup> 2016.

## **RECOMMENDATION**

That the status of the current Action Plan be amended.

## **APPENDICES – these are listed below and attached at the back of the report.**

Appendix A – SACRE Action Plan 2016-18

**BACKGROUND PAPERS**

There are no background papers associated with this report as defined in the Local Government Act 1972.

# Lincolnshire SACRE Action Plan 2016 - 2018

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Purpose of the action plan: to identify areas of work for the SACRE advisor and members that meets current and future requirements of the SACRE

Objectives:

- Promotion to schools and the role of SACRE members in supporting schools
- Teaching and Learning of RE including revision of Agreed Syllabus
- Recognising and Celebrating diversity of Faith in Lincolnshire schools

<b>Promotion to schools and the role of SACRE members in supporting schools</b>				
<b>Priority</b>	<b>Action</b>	<b>By When</b>	<b>Owner</b>	<b>Progress (RAG rated)</b>
<b>1(i)</b>	Promotional material on SACRE and what it does and faith communities it represents – supporting material from NASACRE			
<b>1(ii)</b>	Create an offer of visits to schools from SACRE members – related to different faiths			
<b>1(iii)</b>	Review of offer of visits from RE Adviser – see above			
<b>1(iv)</b>	Bi annual newsletter from SACRE			
<b>1(v)</b>	Awards and recognition of good practice from SACRE – SMSC analysis- Westhill awards			
<b>1(vi)</b>	Promotion of REQM standards award – through school visits, training, RE conference			
<b>1(vii)</b>	Training for SACRE members			
<b>1(viii)</b>	SACRE/RE conference			

<b>2. Teaching and Learning of RE including revision of Agreed Syllabus</b>				
<b>Priority</b>	<b>Action</b>	<b>By When</b>	<b>Owner</b>	<b>Progress (RAG rated)</b>
<b>2(i)</b>	Review of Agreed Syllabus			
<b>2(ii)</b>	Annual conference to promote agreed theme - 20 <sup>th</sup> October 2016, in partnership with Diocese and Mark Plater at BG University.			
<b>2(iii)</b>	Training session for RE Coordinators – after launch of syllabus, summer 2017 – involvements of SACRE members?			
<b>2(iv)</b>	Production of 'Train the Trainer' pack for Primary RE Co-ordinators to deliver to non-specialist teachers – <i>some co-ordinators very inexperienced themselves so would need to be very selective</i>			
<b>2(v)</b>	RE training with Riaz Ravat from St Philips, L + possible visits to places of worship (for teachers) in Leicester			
<b>2 (vi)</b>	Specific workshop for working towards REQM award			



### 3. Recognising and Celebrating Diversity of Faith in Lincolnshire Schools

Priority	Action	By When	Owner	Progress (RAG rated)
3(i)	Lincolnshire children – how do you celebrate your faith –			
3(ii)	Good practice in Lincolnshire schools – linked to DVD?			
3(iii)	Celebrating World Faith day (?) – or inter-faith week (November)			
3(iv)	Engaging with Supplementary schools/communities of different faith (Islam, Hindu, Catholic) -			
3(v)	Safe, secure environments for discussing Faith or no faith			

Need also to consider:

- CPD – could SACRE members be more involved with training days run by WH?

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