

**Lancashire
Standing Advisory Council
on Religious Education (SACRE)**

Annual Report 2022-2023



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Words from the Chair of Lancashire SACRE



Peter Martin
Chair, Lancashire SACRE

As we returned to face-to-face meetings in County Hall, we have been challenged by gaps in our membership and a slow response from some appointing bodies. Excellent presentations from serving teachers showed us just how much the Agreed Syllabus is appreciated - and developed - in our schools. We are pleased to find that yet more neighbouring Local Authorities have now adopted the Lancashire Syllabus, and our dialogue with their representatives continues through our North West SACRE Hub.

The LA officers who service our meetings merit our deep gratitude, and our Elected Members continue to show their strong support.

Meetings of the Lancashire SACRE

Lancashire SACRE met five times during the reporting period. All meetings were in-person meetings. The following table gives a brief overview of the agenda items for each meeting:

Date	Contents
26 September 2022	<ul style="list-style-type: none"> -Report of the LA Officer -NASACRE self -assessment tool -Building Bridge's report -North West Hub – feedback -Launch of the new RE website -Engaging with academies -Observers' contributions and members' news. -Correspondence
28 November 2022	<ul style="list-style-type: none"> -Election of chair and vice chair -Outcomes for the RE Survey -Draft annual report and development plan evaluation -Building Bridge's report - Observers' contributions and members' news. -Correspondence
6 February 2023	<ul style="list-style-type: none"> -Presentation from the community team leader, LCC Equality and Diversity Team -Report of the LA Officer -2021 Census data -School's Bill update -SACRE member profiles - Building Bridge's report - Observers' contributions and members' news. -Correspondence
24 April 2023	<ul style="list-style-type: none"> -Presentations by 3 RE subject leads -KS3 survey outcomes -GCSE and A level outcomes -SACRE attendance

	<ul style="list-style-type: none"> -Building Bridges report - Observers' contributions and member's news. -Correspondence
10 July 2023	<ul style="list-style-type: none"> -SACRE attendance and engagement -Report of the LA Officer - The British Library resources -NASACRE annual conference feedback -Future meeting attendance by the Cabinet member for Education and Skills and governor services -Observers' contributions and members' news. -Correspondence

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

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

A list of members can be found in the **Appendix**.

Quality and Standards Committee

The QSS is a working party that meets between meetings of the full SACRE to drive forward the SACRE's business. Meetings of this smaller committee are open to all members and were held four times during the reporting period as follows. All meetings were held virtually.

Date	Contents
2 November 2022	-Full self -evaluation using the NASACRE self- assessment tool.
18 January 2023	<ul style="list-style-type: none"> -Finalising the annual report -Discussing a strategy to increase engagement with secondary schools. -Pupil voice – next steps
1 March 23	<ul style="list-style-type: none"> -Census data – detailed analysis -Implications of removal of the School's Bill - Sharing of NASACRE resources - Draft detailed planning unit for Hindu Dharma -2026 Syllabus – national research
7 June 22	<ul style="list-style-type: none"> -KS3 survey analysis -Increasing the profile and engagement of SACRE meetings

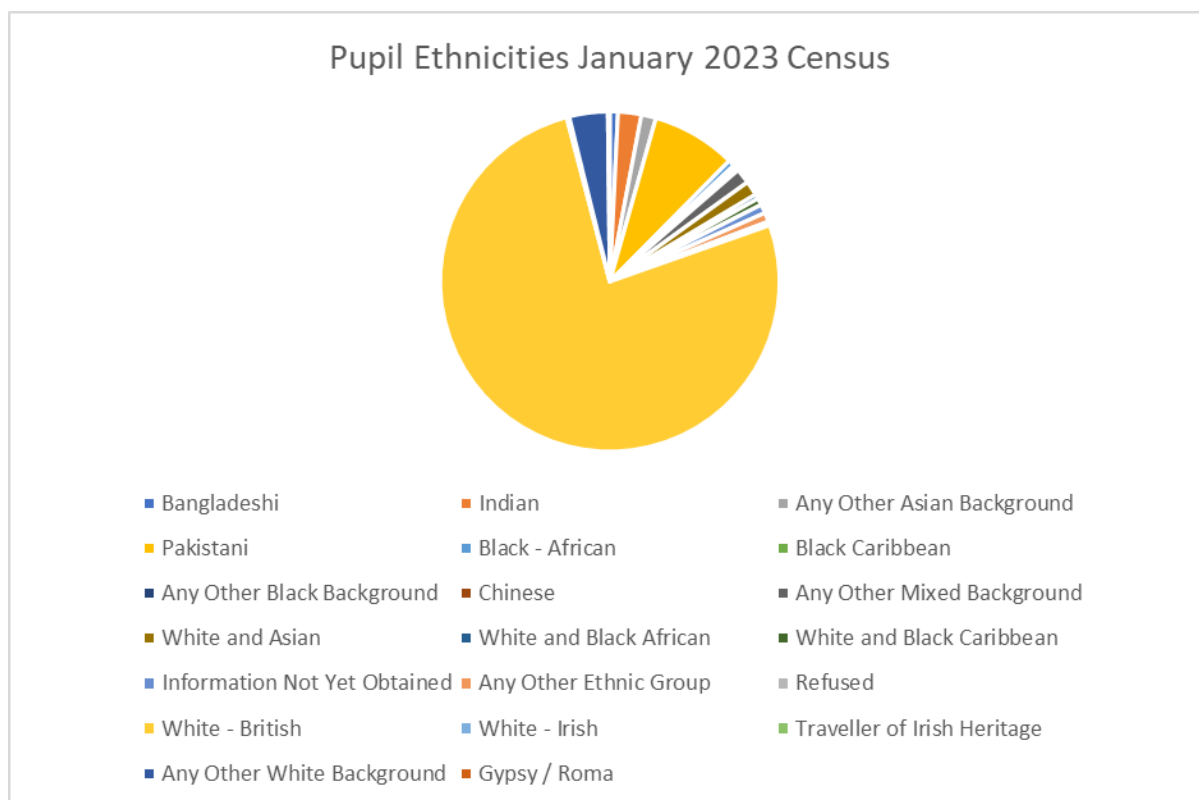


Ethnicity Across Lancashire Schools

Number and Percentage of Pupils 2023

	Lancashire no	Lancashire %	National no	National %
Bangladeshi	1382	0.77%	151644	1.79%
Indian	3988	2.22%	311012	3.67%
Any Other Asian Background	2507	1.39%	179066	2.11%
Pakistani	14457	8.04%	383457	4.52%
Black - African	1110	0.62%	362477	4.27%
Black Caribbean	106	0.06%	80353	0.95%
Any Other Black Background	362	0.20%	65855	0.78%
Chinese	580	0.32%	58731	0.69%
Any Other Mixed Background	2585	1.44%	225855	2.66%
White and Asian	2475	1.38%	139682	1.65%
White and Black African	807	0.45%	78375	0.92%
White and Black Caribbean	1162	0.65%	134456	1.59%
Information Not Yet Obtained	1521	0.85%	140373	1.66%
Any Other Ethnic Group	1552	0.86%	195998	2.31%
Refused	679	0.38%		
White - British	137062	76.26%	5309428	62.60%
White - Irish	232	0.13%	21124	0.25%
Traveller of Irish Heritage	211	0.12%	6891	0.08%
Any Other White Background	6599	3.67%	608170	7.17%
Gypsy / Roma	344	0.19%	28340	0.33%





2021 Lancashire- 12 area Census Data

Christian	54.7%
No religion	31.5%
Muslim	6.9%
Hindu	< 1%
Buddhist	< 1%
Sikh	< 1%
Jewish	< 1%
Other religion	< 1%

More detailed information can be found here:

[Religion - Lancashire County Council](#)

Agreed Syllabus Conference

The Lancashire Agreed Syllabus was reviewed and relaunched following cabinet approval in September 2021. Free virtual training was provided to all schools to support implementation and knowledge of the syllabus. The syllabus will be reviewed ready to relaunch in 2026.

During the reporting period, the Lancashire Agreed Syllabus for Religious Education (RE) was adopted by at least five Lancashire academies and 17 non-Lancashire academies.



Warrington, Halton, St Helens, and some Blackpool schools buy into Lancashire's website resources.

Religious Education (RE)

Four associate consultants support the work of the LA Officer who is attached to the SACRE. Three are primary specialists. They enable the authority to provide a continuous programme of teacher training to improve subject knowledge in the teaching of RE. The following support was provided during 2022-2023:

- Termly newsletters which signpost schools to new resources, national developments and advice.
- Training for special schools who use the Lancashire Agreed Syllabus.
- Training for those in school- based initial teacher training (SCITT)
- Training to clusters of schools across Lancashire.
- Training for secondary teachers on how to raise standards across KS4.
- Training for teachers new to the syllabus.
- The writing of new resources e.g. vocabulary lists and detailed units of work.
- Several 1: 1 consultancies were provided to individual schools.

Lancashire SACRE has continued to improve methods of communication with schools. This includes the website, a termly newsletter and a twitter page in addition to use of the county portal and emails. A new electronic click form is now available for schools who want to request support for RE. This is located on the RE Website.

Monitoring of Religious Education (RE)

SACRE uses several methods to monitor standards and the quality of provision in RE.

For example:

- Scrutinising Ofsted and SIAMs inspection reports.
- Collecting end of key stage attainment data.
- Analysing published data for GCSE/ A level.
- Requesting the completion of an annual school self- evaluation to check statutory duties and request feedback from schools.
- Analysing the Lancashire pupil attitude questionnaire.
- Undertaking school visits to celebrate and share good practice or inviting schools to attend SACRE meetings.
- Monitoring school websites
- Monitoring requests for withdrawal
- Analysing feedback from teachers who attend training.

Each year all schools are asked to complete a school self-evaluation survey. Outcomes from the 2023 survey are as follows:



Primary

There was a positive increase in the number of schools who responded to the primary survey in 2023.

End of Key Stage 1 & 2 Attainment

78% of Y2 pupils from the schools who responded were judged to have met the expected standard in religious education (RE) in 2023. This is a teacher assessment judgement and compares to 68% of pupils nationally who met the expected standard in reading.

82% of Y6 pupils from the schools who responded were judged to have met the expected standard in RE in 2023. This is a teacher assessment judgement and compares to 73% of pupils who were judged to meet the expected standard nationally in reading.

The effectiveness of curriculum Implementation

All responding schools reported to have an RE policy in place. All schools were using the Lancashire Agreed Syllabus other than two schools who were using a published scheme and nine VC schools who were following the Blackburn Diocesan Syllabus. 97% of schools reported that their websites were up to date with relevant RE curriculum information.

94% of schools judged the quality of teaching to be at least good in their schools. 8% judged it to be outstanding. Schools report that this judgement was informed by lesson drop ins, book looks, assessments, moderation exercises, surveys and pupil interviews. 10 schools had their judgements validated by inspection during the year. A number had asked for their provision to be evaluated by diocesan or school advisers. Positively schools are now placing more emphasis on pupils retaining substantive knowledge across the curriculum.

Schools shared the following strengths in practice:

- Visiting places of worship and welcoming representatives from different faiths into school. This aims to build pupils' understanding of the living religious traditions in their communities. Many schools praised the work of Building Bridges in making this possible.
- Actively involving pupils in interactive experiences to celebrate festivals from a range of faiths.
- Involvement in interfaith week.
- Developing good relationships with parents who might have previously considered withdrawing their children from RE.
- Providing enriching, creative approaches to teaching RE including the use of computing to create 4D immersive experiences.
- Teaching of philosophy.
- Developing the profile of RE through diversity days.
- Developing pedagogy by embedding vocabulary, introducing retrieval starters and low stakes quizzes, introducing floor books and creating knowledge organisers.
- Adapting effectively for pupils assessed to have special educational needs and/or disabilities.
- Incorporating a Godly play approach and the use of Persona Dolls.
- Introducing collective worship councils and pupil faith ambassadors
- Providing dedicated time for staff training, monitoring and evaluation.

Some schools requested support with the following:

- Becoming more skilled in adapting learning to meet the needs of pupils with special educational needs and/or disabilities.
- Accessing links to good learning resources and artefacts
- Embedding disciplinary knowledge



- Arranging trips to places of worship across a wider range of faiths.
- Accessing training on the Lancashire Syllabus and mixed age planning
- Developing methods of accurate assessment.
- Providing collective worship
- Accessing school to school support to see good practice in action.
- Considering non-religious worldviews.
- How to undertake a deep dive into RE following an Ofsted approach.

66% of schools reported that their school had a nominated governor for religious education. In some schools the nominated governor had an active role which involved: interviewing pupils, participating in collective worship, evaluating the work of the subject leader, checking websites, evaluating the standard of work in books, undertaking learning walks and evaluating the RE action plan.

As a result of the primary survey, Lancashire SACRE plan to:

- Provide free support for schools who evaluated their practice to be less than good overall.
- Celebrate and share the practice of schools with outstanding provision.
- Ensure that all schools are signposted to places of worship and faith representatives to provide curriculum enrichment.
- Ask the LA to create a programme of CPD in response to survey findings.
- Work with governor services to raise the profile of RE across governing boards.

As a result of the last annual survey (2022), a small group of subject leaders shared their practice at the SACRE meeting on 24th April 2023. They represented both community and VC schools.

Secondary

Following an evaluation of the secondary RE survey and a scrutiny of school websites, 5 schools were invited to attend a free webinar with the associate RE consultant. The purpose of the training was to explore:

- The features of an ambitious, well balanced and coherently sequenced curriculum.
- How to ensure that knowledge and vocabulary build cumulatively towards clear end goals.
- How to meet the curriculum requirements of the Lancashire Agreed Syllabus
- Pedagogical methods that lead to impact. For example how to teach pupils different 'ways of knowing' RE.
- Clarity about what is being assessed and why.

GCSE Outcomes (KS4)

The number of students entered for GCSE Religious Studies (RS) fell in 2023. 5009 students were entered compared to 6527 in 2022. This is 38% of all KS4 pupils.

Attainment remains below the national average. Attainment at Grade 4 +: 67% (National 71%). Progress at Grade 4+: -3% (national average 0%). Data is analysed from all publicly funded schools which includes Church schools and academies.

Pupil group reports show that pupils of Asian and Chinese heritage made the most progress from their starting points. Those pupils who qualified for FSM6 plus those with special educational needs and /or disabilities made the least progress.



Lancashire SACRE note the below average achievement at KS4 and recognise the challenges that the revised GCSE syllabus has presented to schools. For example in allocating enough teaching time for the subject and the need to deepen subject knowledge. SACRE has responded by providing free training to KS4 teachers of Religious Studies in 2022 and 2023.

KS5 Outcomes 2022

Standards at A level have been analysed for 2022. 228 pupils took A level Religious Studies. This shows a considerable rise in entries. Attainment was as follows: A*-E 99%, A*-C 86%, A*-B 68%, A*-A 29%. Overall national progress was measured to be -0.7.

Ofsted Reports and SIAMS reports

192 inspection reports were published for primary schools and 56 for secondary schools between September 2022 and September 2023. This includes 20 academies, 7 special schools and 13 independent schools. 102 schools were voluntary aided. These schools teach denominational religious education.

Inspection reports for maintained and voluntary controlled schools are scrutinised by the LA officer. There are few specific references to the quality of education in religious education. Only two community primary schools had a deep dive into RE across the reporting period. However, there are regular references to a school's duty to build knowledge about the diversity of modern Britain and an overall ethos of inclusion. For example:

Abbey Village Primary: Pupils learn about diversity, difference and similarity among people through a range of experiences.

Hyndburn Park Primary: Through the curriculum, pupils learn about a range of other faiths and cultures. They understand the importance of tolerance.

Lancaster Lane Community Primary: Pupils learn to respect other people's religion and heritage, for example by meeting online with pupils from a Jewish faith school.

Two schools are known to have been given the teaching of other faiths as a next step.

For both schools, the LA officer has offered/ provided training and advice.

The LA Officer also monitors SIAMs inspection reports for voluntary controlled schools that use the Lancashire Agreed Syllabus for RE. Feedback was overwhelmingly positive across the reporting period. For example:

St Paul's VC Primary Rawtenstall: Religious education (RE) is well-led and managed. The curriculum and assessment system show a clear progression of skills. The subject leader uses her knowledge to share good practice locally and engage in, and lead, professional development with the diocese. As a result, pupils have a good knowledge of Christianity and a range of other major faiths and worldviews.

Withdrawal from Religious Education

There were 23 requests for withdrawal from religious education lessons over the academic year 2022-2023.

The religious backgrounds of the withdrawn pupils were as follows: Jehovah Witness (15 pupils), Plymouth Brethren (1 pupil), Atheist (1 pupil) and Muslim (8 pupils). Some requests related directly to the teaching of Christmas.

Responses indicated that schools respond to withdrawal in several ways. For example, providing alternative work (sometimes provided by the parents and sometimes related to

PSHCE), moving the pupil to a parallel class or providing supervision outside of the class area. Schools report positively on avoiding requests for withdrawal by building positive relationships with parents.

Advice provided to the Local Authority

During 2022/2023 the SACRE has provided advice to the Local Authority on a range of matters relating to policy and provision for Religious Education. For example:

- Recommendations on the variety of professional development and breadth of support provided to schools. This ensured that the LA targeted support to those areas of need identified in the self-evaluation survey as well as those school who are struggling to provide quality RE.
- Advice on how to engage with secondary schools. This is an ongoing focus for the work of the SACRE.
- Advice on how to engage with academies. The LA has ensured that academies can access all of Lancashire's RE resources, are included in all circulation lists and invited to participate in surveys.
- Advice on aspects of monitoring that the SACRE wish to engage with.
- Advice on the type of professional development to be offered to teachers and subject leaders.
- Advice on how to develop pupil voice.

SACRE has not referred any issues to the Department for Education during the past academic year.

Complaints and FOI requests

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

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

Academies

Lancashire SACRE ensure that all Lancashire academies are provided with free access to resources to support delivery of the Lancashire Agreed Syllabus. The SACRE are currently discussing ways to strengthen relationships with academies as identified in the development plan.

REQM, Religious Education Council

Lancashire SACRE encourages schools to apply for the RE Quality Mark and regularly signposts schools to the audit tool. Schools can apply for three levels of the REQM award. See <http://www.reqm.org> Despite this, no Lancashire schools are listed on the REQM website as award holders.



Collective Worship

A comprehensive suite of documents are available on the RE website to support schools in meeting their legal obligations with regards to the delivery of collective worship. This resource is entitled ' Mirrors and Doors 2' and was updated in 2021. The documents available are as follows:

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

70% of the schools who responded confirmed that they are meeting legal requirements and providing a daily act of collective worship. This is a declining picture.

Training on how to plan and delivery collective worship in line with the Mirrors and Doors guidance is being delivered on 1st November 2023 in partnership with RE Today.

Determinations

Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. No such requests have been received by SACRE during the past year. A **Determination Request Proforma** was designed and created by SACRE for use if needed.

Requests for Withdrawal from Collective Worship

There were 32 requests for withdrawal from collective worship over the academic year 2022-2023. The religious backgrounds of the withdrawn pupils were as follows: Jehovah Witness (15 pupils in total), Muslim (2 pupils), pupils of no faith (15).

Links with other Agencies

The Lancashire SACRE continue to maintain positive links with several agencies namely:

The Lancashire Association of School Governing Bodies

The Lancashire Association of School Governing Bodies is an independent Governors' organisation, run by Governors for Governors. Nearly 500 Governing Bodies subscribe to the Association. The LASGB speaks on behalf of, and represents, Governors in Lancashire.

The National Association of SACREs (NASACRE)



NASACRE works to support, strengthen and promote the work done by local SACREs and represents the interests of members at a national level.

The Chair of Lancashire SACRE and the LA Officer represented Lancashire at the NASACRE Annual Conference which was held on 22 May at Fishmongers Hall, London. Feedback was provided to all SACRE members.

Diocesan Groups

Lancashire SACRE maintains positive links with the following Diocesan groups e.g.

Anglican – Blackburn, Liverpool, Leeds and Manchester

Roman Catholic – Liverpool, Lancaster and Salford.

Methodist – Lancashire District

NATRE and RE Today

NATRE is a subject association for religious education professionals in primary and secondary schools. It provides a focal point for their concerns, a representative voice at national level, and publications and courses to promote professional development.

RE Today Services works to support multi-faith RE in schools by providing consultancy, teaching and learning resources and a subscription service.

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

Universities (University of Cumbria and Edge Hill University)

During the last academic year Lancashire SACRE forged positive links with local universities. The University of Cumbria is represented on the SACRE and regular contact is made with Edge Hill University through the Senior lecturer in RE and former NASACRE chair.

Northwest Hub (NWHub)

For several years, Lancashire SACRE has hosted the 'Northwest Hub' SACRE network. Representatives from several SACREs across the Northwest are invited to come together to raise issues of common concern and share good practice. The NWHub met in November 2022 and March and June 2023

The following issues were discussed:

- The role of teaching hubs in providing CPD for RE.
- Feedback from Ofsted ' deep dives' into RE
- The launch of the RE Hub website.
- The removal of the School's Bill and the implications for SACREs.
- Responding to FOI requests
- 2021 Census outcomes
- Good local training providers
- The implications of the worldviews approach on current syllabi.



Representatives from Halton, Blackpool, Bolton, Bury, Cumbria, Lancashire, Rochdale, Warrington, St Helens and Wigan are usually represented. The network is growing from strength to strength, benefitting from the attendance of the current Chair of NASACRE and a number of members from the north- west Association of Religious Education Inspectors, Advisers and Consultants (AREIAC).

The SACRE supports the work of other local authority teams within Lancashire. Such as the equality and diversity team and PSHCE department.

Local SACRE Involvement

Building Bridges Burnley is an interfaith group, which operates to promote social cohesion, encourages exploration of the spirituality of different faiths, and works closely with public sector partners on social action.

Building Bridges organise for people of different faiths to go into Lancashire schools and take part in classes, sharing with pupils and staff the 'lived experience' of being an adherent of a particular faith. The service level agreement allows for three such visits in a year or a combination of visitors into the school and visits out to places of worship connected with different faiths.

The schools offer continues to attract business, both 'returns' and 'new customers'. Building Bridges have now cleared their backlog of outstanding visits affected by Covid restrictions and are putting effort into recruiting new visitors to cover the ongoing demand for this service. Discussions with staff at Lancaster University, who run an ambassador scheme, are taking place. Building Bridges hope to make use of their training materials and are grateful that they are also adding to the pool of volunteers.

Ways of more closely aligning the material which faith visitors 'deliver' with RE curriculum themes are being explored. A series of video interviews are being created, with the intention of developing an on-line resource for schools to access. Building Bridges are conscious too that the current conflict in the Holy Land is giving rise to tensions in schools and raises deeper questions around teaching of the history of the middle east. Discussions with organisations such as Solutions not Sides are taking place who tour Lancashire schools.

Briefly away from the schools work, Building Bridges Burnley is part of an informal grouping in Burnley, along with other key institutions such as the football club and UCLan, which have a shared ethos and vision around equality and diversity. This year Building Bridges are the chosen charity partner of Burnley Football club in the Community, which gives a wider platform through which they can share their work. Several councillors, including the chair of Building Bridges resigned their party membership over the conflict in Gaza / Israel. At such times, the importance of maintaining dialogue between groups is vital, and our partnership with Near Neighbours helps in this regard; attending mosque and synagogue, as some of us have done, is an important sign of standing alongside those who are grieving or are fearful.

In addition to the work of Building Bridges Burnley, SACRE members ensure that schools are signposted to a range of faith events across the county for example linked to Interfaith Week and the UN sponsored World Interfaith Harmony Week. Lancashire SACRE also has connections with the Lancashire Improvement Equality and Diversity Team, Faith in Lancaster Interfaith Group, Building Bridges Pendle and Building Bridges Preston.



SACRE Management and Operation

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

Mrs A Lloyd, LA Officer

Special Support School Adviser

Dave Gorman

Senior Democratic Services Officer

Garth Harbison

Democratic Services Officer

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

- The services of RE consultants e.g., for writing resources, providing consultancy support and leading INSET
- The time of the LA Officer (18 days/ year)
- Administrative support (0.5/ week)
- Supply cover for teachers supporting the work of the SACRE
- Attendance at NASACRE conferences and travel expenses
- Room letting rates for meetings, e.g., hosting the NWHub.
- Subsidising courses

National Reports

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

- New NASACRE annual report framework
- The RE Council Draft Handbook on RE and Worldviews 2022
- Ofsted Research Review 2022
- Opportunity for RE? A possible vision of the future for Religious Education structures in England, drawing on the implications of Education for All, the UK Government's 2022 education White Paper (Paul Smalley)
- National Content Standard for Religious Education: Religious Education Council 2023

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



SACRE Attendance 2022/2023

Representative Group	26.09.22	28.11.22	06.02.23	24.04.23	10.06.23
Group 1 - Christian and other religious denominations which appropriately reflect the principal religious traditions in the area	1	1	-	1	3
Group 2 - Representing the Church of England	3	1	2	2	2
Group 3 - Representing the Teaching Association	3	1	1	1	1
Group 4 - Representing Lancashire County Council	4	4	2	1	3
Co-opted Members	3	2	2	-	1
Observers	-	2	2	1	1
Officers	2	2	2	2	2
Total	16	13	11	8	13



Lancashire SACRE Development Plan 2023 -2025

This Development Plan sets out SACRE's key priorities for improvement over the two years from 2023-2025.

Targets emerged following use of the NASACRE self – assessment tool.

Progress in implementing the plan is evaluated on an ongoing basis so that priorities can be adjusted and revised as needed.

Key Priority 1	To ensure that the SACRE is effectively managed, carries out its statutory duties effectively and works in collaboration with the LA and other stakeholders.
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	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
Required Improvements	<p>1.1 To ensure that the role the SACRE is more visible across Lancashire schools and the community.</p> <p>1.2 To ensure that all members fully contribute to the work of the SACRE.</p> <p>1.3 To continue to establish systems to evaluate the quality of provision in RE and CW across Lancashire</p> <p>1.4 To continue to build positive relationships with academies across Lancashire.</p> <p>1.5 To continue to work collaboratively with other national agencies, outside bodies and local stakeholders to keep abreast of developments in RE</p>
Success evaluated by:	<p>An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually.</p> <p>The impact of the action plan is evaluated once/ term by the full SACRE.</p>

Objectives	Action / tasks	End Date	Lead	Costs	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
1.1 To ensure that the role the SACRE is more visible	<ul style="list-style-type: none"> At least once/ year SACRE meetings are held in places of worship. The work of the SACRE is publicised more actively via, newsletters, events and the website. 	Ongoing	Chair		The annual survey includes a question about the role of the SACRE. Responses are analysed.	The role of the SACRE is well understood across Lancashire. Meetings are well	

Objectives	Action / tasks	End Date	Lead	Costs	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
across Lancashire schools and the community.	<ul style="list-style-type: none"> SACRE attendance is monitored and a lack of engagement over time is addressed following agreed protocols. Ensure that the SACRE has strong representation from the major religious communities 					attended.	
1.2. To ensure that all members fully contribute to the work of the SACRE	<ul style="list-style-type: none"> The induction pack for new members is revised and buddies allocated. Systems for succession planning are established. The development plan drives forward termly actions. Members contribute to the setting of meeting agendas. Working parties develop new ideas, resources and materials to support the work of the SACRE. Members continue to attend NASACRE training on a rolling programme. 	Dec 2023 Ongoing	Chair		Development plan evaluated twice/ year. SACRE self-evaluation survey undertaken annually.	Members are knowledgeable and fully contribute towards the work of the SACRE.	
1.3 To continue to establish systems to evaluate the quality of provision in RE and CW across	<p>SACRE Continues to monitor RE and CW via:</p> <ul style="list-style-type: none"> Data analysis Invitations to RE leads to share practice. Verbal and written reports from schools. Evaluations and Feedback forms Annual consultation 	Termly	Chair		<p>Findings from all monitoring activities are evaluated by the full SACRE.</p> <p>Findings are reported to NASACRE/DFE via the annual report.</p>	Methods of monitoring provide the SACRE with growing picture about the quality of provision in RE and CW across Lancashire.	

Objectives	Action / tasks	End Date	Lead	Costs	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
Lancashire	<ul style="list-style-type: none"> • Website scrutiny • Monitoring of Ofsted/ SIAMS reports to identify strengths and weaknesses across Lancashire. • Findings from the pupil attitude questionnaire • Feedback during Youth Voice events. • Analysis of any complaints. • Visits to schools to see Good practice. 						
1.4 To continue to build positive relationships with academies across Lancashire.	<ul style="list-style-type: none"> • Academies who use the LAS are invited to be represented on the SACRE. • Resources, training and guidance is made readily available to all academies within Lancashire. • Academies are included in all distribution lists. 	Ongoing	LA officer/ Chair		Academy data base shared with the full SACRE. Views analysed and feedback provided to the full SACRE.	The SACRE develops a positive partnership with local academies. Increasing proportions of academies use the syllabus and see themselves as key stakeholders.	
1.5 To continue to work collaboratively with other national agencies, outside bodies and local stakeholders to keep	<ul style="list-style-type: none"> • Continue to host NNWHub meetings and cascade information to the full SACRE. • To promote the work of the RE-Hub. • To continue to work in collaboration with NATRE and NASACRE to keep abreast of national developments. • To remain informed about research arising from the work of the RE Council, British Library, Culham St Gabriel's • To promote activities hosted by 	Ongoing	Chair		To cascade information at each full SACRE meeting	The SACRE are well informed in relation to local and national developments in RE.	

Objectives	Action / tasks	End Date	Lead	Costs	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
abreast of developments in RE	relevant local faith groups e.g. the interfaith week, world harmony week.						

Key Priority 2	To work with the LA to improve the quality of teaching, learning and assessment in Religious Education.						
	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what is ongoing or has been started but not yet embedded and what has not yet been achieved.						
Required improvements	<p>2.1 To clarify the roles and responsibilities of newly appointed RE consultants so that they can support schools effectively.</p> <p>2.2 To develop teachers' pedagogical content knowledge in delivering the RE curriculum.</p> <p>2.3 To ensure that leaders in VC schools have a robust curriculum offer in place which meets both statutory requirements and the Church of England's Statement of Entitlement.</p> <p>2.4 To develop additional resources to support pupils understanding of the living religious traditions in Lancashire.</p> <p>2.5 To keep a watching brief on national research in developing a worldviews approach to the teaching of RE.</p> <p>2.6 To provide exemplifications for RE teaching to support the needs of pupils with special educational needs and/ or disabilities.</p>						
Success evaluated by:	<p>An annual report and monitoring report are shared with all Lancashire schools and published on the Lancashire RE/ SACRE website and NASACRE site annually.</p> <p>The impact of the action plan is evaluated once/ term by the full SACRE.</p>						

Objectives	Action / tasks	End date	Lead	Costs	Monitoring/ Quality assurance	Success criteria	Evaluation
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Objectives	Action / tasks	End date	Lead	Costs	Monitoring/ Quality assurance	Success criteria	Evaluation
2.1 To clarify the roles and responsibilities of the newly appointed RE consultants so that they can support schools effectively.	<ul style="list-style-type: none"> To agree a set of protocols, systems and procedures. To establish regular meetings to provide training, write materials and review strategy. 	Dec 2023 then termly	LA Officer		LA officer to analyse ongoing evaluations of CPD/ evaluate paperwork with admin support.	RE consultants are effective in their role, well supported and clear of systems and procedures.	
2.2 To develop teachers' pedagogical content knowledge in delivering the RE curriculum.	<p>As informed by the annual survey provide a suite of training to include:</p> <ul style="list-style-type: none"> -Termly network meetings -Cluster training -Marketed courses -School based consultancies. <p>The focus of CPD to cover:</p> <ul style="list-style-type: none"> • 'Ways of knowing RE' e.g. the use of Sacred texts across a range of religions. • The teaching of philosophy. • Moderation and assessment practices. • Support in implementing the Field of Enquiry for less confident teachers. 	Ongoing	RECs /LA officer		Evaluations following training are analysed and reported to the SACRE	Evaluation data shows that teachers are improving their subject knowledge and gaining confidence in the implementation of the syllabus.	

Objectives	Action / tasks	End date	Lead	Costs	Monitoring/ Quality assurance	Success criteria	Evaluation
	<ul style="list-style-type: none"> Support for subject leaders in monitoring and evaluating the quality of education. 						
2.3 To ensure that leaders in VC schools have a robust curriculum offer in place which meets both statutory requirements and the Church of England's Statement of Entitlement.	<ul style="list-style-type: none"> -Liaison with Blackburn & Manchester Diocese to agree how the Understanding Christianity Resource/ Diocesan Syllabi can be interwoven across the LAS. -Syllabus annex to be produced and shared with all schools. 	By July 24	AL/ Diocese/ RECs		Curriculum appendix shared with the full SACRE,	The LAS meets the needs of VC schools. Provision for RE is judged positively in a SIAMs inspection.	
2.4 To develop additional resources to support pupils understanding of the living religious traditions in Lancashire.	<ul style="list-style-type: none"> Work with Building Bridges and other faith representatives to create VLOGs to embed within syllabus exemplifications. To re write the Christianity units for Years 5 & 6 to reflect Christianity as a living, diverse religion. 	July 24	AL		<p>VLOGs shared with the SACRE on completion and uploaded to the RE website.</p> <p>Christianity units uploaded to the website and shared with Diocesan members/ the full SACRE</p>	Pupils develop and accurate understanding of the living religious traditions within the local area.	

Objectives	Action / tasks	End date	Lead	Costs	Monitoring/ Quality assurance	Success criteria	Evaluation
2.5 To keep a watching brief on national research in developing a worldviews approach to the teaching of RE.	<ul style="list-style-type: none"> To establish a syllabus working party. To undertake professional study on the draft handbook and work being undertaken nationally into a world views approach. Start to consider how the LAS can be adapted to include a worldviews approach. 	July 2024	AL		Termly reports from the LA officer to update the full SACRE on the work being undertaken.	Lancashire SACRE/LA are well informed about the world views approach and the impact this will have on the current agreed syllabus. A response strategy is agreed.	
2.6 To provide exemplifications for RE teaching to support the needs of pupils with special educational needs and/ or disabilities.	<ul style="list-style-type: none"> Contact to be made with representatives from special schools. Workshop established with support from a RE consultant. Exemplifications to be written and shared following on from the training provided by RE Today. 	July 24	AL/R ECs		Exemplifications to be shared with special schools and feedback gathered.	The LAS is fully inclusive and meets the needs of all pupils across Lancashire.	



Key Priority 3	To improve the provision of Collective Worship
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	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved , what has been started but not yet embedded and what has not yet been achieved .
Measures of success.	3.1 Training is provided on how to provide inclusive, invitational collective worship across community schools in line with the Mirrors and Doors guidance.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	End date	Lead	Costs	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
3.1 Training is provided on how to provide inclusive collective worship across community schools in line with the Mirrors and Doors guidance.	Training is offered to schools on how to provide fully inclusive, engaging collective worship in a community setting where a range of faiths are present. The training also includes ideas about how CW: <ul style="list-style-type: none"> • Can be an expression of the school's vision and values, • Drives forward SMSC/ British Values 	November 23	AL	RE Today £1000	Evaluations are shared with the full SACRE.	The Mirrors and Doors materials help schools to deliver effective collective worship in line with their vision thereby contributing to the development of SMSC and British Values across Lancashire.	

