

Public Document Pack

Southend-on-Sea Borough Council

Department for Corporate Services

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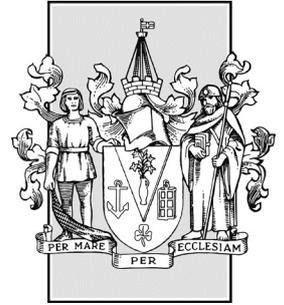
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Dear SACRE Member

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - WEDNESDAY, 28TH SEPTEMBER, 2016

Please find enclosed, for consideration at the next meeting of the Standing Advisory Council on Religious Education taking place on Wednesday, 28th September, 2016, the following report that was unavailable when the agenda was printed.

Agenda No Item

- 7 **SACRE Advisors Report (Pages 1 - 16)** – Report from Frances Neil attached

Robert Harris
Committee Officer
Legal & Democratic Services

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In my role as RE Adviser and to support SACRE (referring to Items in Minutes of 13/7/16) I have addressed the following:

7

Matters Arising in the Minutes of 13/7/16

Item 4: Respect for All Conference

This excellent day supported schools that attended to achieve their “Healthy Schools Champions Award” and was included within the celebratory video produced which was shown on 9/9/16 at the launch of the Healthy Schools, Difference and Diversity Champions Award 2017, which I attended.

Item 5: Annual Report 2015 – 2016

I have requested from the LA the DFE results of the examinations in RE for 15-16. When received I can analyse the data. The draft will be and circulated ready for approval at the next SACRE meeting.

Item 6 : Action Plan

Please find an Action Plan Priorities attached to the email circulating this report (yellow highlights are updates since the last SACRE meeting).

Item 7: Network Meetings

These are planned to take place at WHSGs Secondary, 19/10/16: Primary, 19/10/16. The dates are published on the SETSA Website.

Item 8: SACRE Training

Arranged for 28/9/16 to be led by RE Today’s Kate Christopher.

Agenda 28/9/16

Item 7: Advisers Report

Items 8-13 Response to the literature attached to the Agenda

I have read the information carefully and compiled the following notes to support SACRE Members in considering their responses.

Item 8 is for adoption by NASACRE and I recommend this to SACRE members.

Accord Coalition Award (**Item 11 on SACRE Agenda 28/9/16**). This is out of number order for a purpose as necessitated by the paragraph below:

Having attended the Diversity and Difference Launch (as detailed above – the Action Plan is attached to this email circulating this information) I met with Lisa Holloway and spoke to several teachers about how SACRE’s involvement in this programme might support its application for recognition within the **Accord Coalition Award (Item 11 on SACRE Agenda 28/9/16)** while it supports teacher development and the quality of teaching and learning within RE in the twelve schools, including two special schools, within the Borough that are part of the programme.

In this programme the schools are working towards accreditation in the summer term 2017. This programme is linked to the update of the SACRE Action Plan (Item 6, above) and a proposal for SACRE to support Continuing Professional Development for teachers and thus the development of high quality teaching and learning in RE in the Borough. This also supports many of the recommendations within and in association with the literature which accompanied the Agenda for

28/9/16, namely Items 8 – 13, which are noted below. SACRE could consider that in facilitating this group to attend a Respect for All Conference it is meeting many of the criteria for accreditation under the Award Scheme as in the application form. This will become clear as members engage with the information below.

Item 9 Tell MAMA Annual Report

Encouraging teachers to attend good quality RE through the Strictly Conference and through attending the RE Networks SACRE, by being involved in the Diversity and Difference programme and engaging with Holocaust Education, engages with ways in which members can identify with, support and address the priorities within the important “**Tell MAMA Annual Report**” in which the “**Founder’s Statement**” includes the following:

“My team has worked with conviction, focus and real care for victims of anti-Muslim hatred and we have done this with a core value in our work, that of defending and protecting human rights. This means that we will defend the identities of all people within our country and within local communities. This also means that where we find anti-Muslim hatred, antisemitism, LGBT hate or disability hate for that matter, we will counter and challenge it.”

Annual Report, Faith Matters, July, 2016, P.7

SACRE could consider the advice in the NASACRE Summary of the Report referring to transport links within the Borough (Item 9) and ask the LA:

- whether they have any findings about such incidents
- if our young people and their families feel secure within the Borough

Ask the LA to share:

- the Tell Mama Report with all schools, whatever their phase, maintained or independent status, or their governing body arrangements, and as many youth groups as they can within the geographical areas of Southend.

The importance of the contents mean that it is necessary to ensure that schools are aware of these issues so they can:

- share with the LA the methods and procedures they are employing
 - to educate all their students to prevent such abuse
 - to support victims and their families, especially young girls and women who are more frequently the victims
- encourage young people subject to such abuse to report it if/when it occurs so they can share this with friends and family so victims can receive the help they need
- ensure young people know how to report such incidents themselves or on behalf of others less able to do so
- ensure young people know that Southend is committed to maintaining and improving their security while in school and when in the wider community:
 - so they “feel secure”
 - are supported in both situations
- adopt a zero-tolerance stand point towards such abuse and perpetrators of it within their communities

Also encompassed within the “**Founders Statement**” above are the aims shared by the Centre for Holocaust Education through the Holocaust Memorial Trust. This has been extended into a Primary programme, a development applauded and strongly encouraged by Ofsted. Two of SBC Primary schools are already involved in this with an aim to display their work as part of the annual Holocaust Memorial Day Service each January. I have attended both training days, including the recent primary curriculum launch.

The HMD materials also include resources to support teachers to design and teach high quality lessons encompassing the wider questions of genocide, persecution and refugees as well as the atrocities

visited upon the Jewish communities. As we know many other communities and groups of peoples, such as Roma and followers of religious practises were also subject to the extremities of the holocaust and have been subject to other such regimes since.

The aims within last two sentences of the quotation above (Tell MAMA Annual Report, July 16, p.7) are those SACRE could support through encouraging and providing opportunities for schools such as the Respect for all Conferences for pupils and teachers which also supports teachers and pupils in building community cohesion.

In reply to the comments of NASACRE's Summary (Item 9) SACRE might again consider that encouraging RE Teachers to attend the Annual Conference held by the National Association of the Teachers of Religious Education (to be held on January 2017, in London) would also support the provision of high-quality teaching so Islam and other world faiths and non-religious world views are taught well.

These are also linked to the views expressed in the Tell MAMA Report within the following report in **Item 12**.

Agenda Item 12: APPG on Religious Education: Improving Religious Literacy (July 2016)

This has the following explanation of the importance of "religious literacy" in building community cohesion:

"Religious literacy enables willingness and ability to live with religious and cultural tensions and with conflicting beliefs and practices. It supports social cohesion by providing safe spaces where different views can be aired, listened to and engaged with without the pressure to conform to an overall perspective."

Cited in the AAPG Report on Religious Literacy Members of the Department of Theology and Religious Studies at the University of Chester, P. 7

Within the report are the following, which can be interpreted as supporting SACRE's wish to provide such experiences for teachers and pupils, as follows:

Community initiatives 6.11.

Some of the most effective ways of improving religious literacy are community-led initiatives. These complement school-based RE and formal workplace training. The examples of successful work in this area submitted to the APPG varied from small-scale local projects to national cultural initiatives. The APPG recommends that the government supports, and facilitates more effectively, the work of local communities and civil society organisations in the promotion of religious literacy. We suggest that projects which aim to improve participants' religious literacy should receive a favourable assessment in the allocation of local authority funding.

AAPG Report on Religious literacy P. 49

5.7. Sometimes cultural or community projects can be negatively viewed as having less effect on an individual's learning than formal teaching. Partly this is because the impact of such projects can be less tangible and may be more difficult to measure or quantify. But this does not mean that these initiatives are any less valid. Projects of this type which are already underway provide very real practical ways for improving religious literacy.

AAPG Report on Religious literacy P. 42

5.11.

Many of the submissions to the inquiry suggested that visiting places of worship and engaging in dialogue with members of local religious communities can help to develop individuals' religious literacy. These can be organised locally or coordinated at a regional or national level. In February 2016, for example, 92 mosques welcomed thousands of non-Muslim visitors as part of the Muslim Council of Britain's 'Visit my Mosque' campaign. The Inter Faith Network for the UK organises an annual Inter Faith Week where hundreds of religious communities and interfaith organisations hold events and discussions and engage in volunteering initiatives. (See <http://rlp.hds.harvard.edu/about>)

AAPG Report on Religious literacy P. 43

Muslim Council of Britain (2016), p. 2. See <http://www.interfaithweek.org/> .

Organised visits and open days encourage dialogue between people of different religious and non-religious backgrounds. They can provide an informal space to deepen participants' understanding of each other's perspectives, and they can lead to the forming of positive long term relationships between different groups in the community.

AAPG Report on Religious literacy P. 44

(This was also an aim of the RE Teachers Networks and an outcome of the recent RE/ CoWo Survey)

The report concludes that:

5.20.

The APPG recommends that central government and local authority funding allocation criteria should be orientated towards the delivery of religious literacy through community initiatives. It also recommends that projects that have the specific aim of improving religious literacy, or those for which there is a reasonable expectation that an improvement in religious literacy will be a natural outcome.

AAPG Report on Religious literacy P. 50-52

There are 24 recommendations and I highlight the following:

Recommendation 1: the Department for Education should reinforce the statutory requirement of all state-funded schools to provide RE for all pupils, including at Key Stage 4, and should monitor its effective delivery.

Recommendation 6: the Department for Education should take steps to ensure that all teachers of RE, especially non-specialists, have access to high quality subject-specific CPD opportunities.

(The NATRE Annual Conference, "Strictly RE", held each January, offers exactly this with the added bonus of opportunities to network with, hear from and speak with Ofsted and HM inspectors, foremost thinkers and writers in RE and to share ideas and resources teachers of RE from across England.)

Recommendation 9: the Department for Education should take steps to promote uptake of the GCSE Religious Studies short course.

(SBC SACRE shares this view and have already stated its wish to investigate the position regarding provision/ teaching of RE within the Borough schools, questioning their entitlement to RE, here some pupils are not entered for RE examinations at GCSE (SACRE's SETool and Annual Report 2014-2015).

Recommendation 12: the government should ensure that training programmes covering both equality and diversity and religious literacy are provided for civil servants and others in the public sector.

Recommendation 21: central and local governments should take steps to encourage public engagement in local and national dialogue and outreach initiatives between different religious and non-religious groups. They should also take steps to encourage the development of new local schemes which can build long-term relationships between people of different religions and beliefs in local communities.

(SACRE should consider this within the review of the LA RE Syllabus. SACRE also has members who are members of Southend on Sea's thriving *Inter Faith Form* and such links should continue to be celebrated and nurtured.)

Reference: All Party Parliamentary Group on Religious Education "Improving Religious Literacy: A Contribution to the Debate" (July 2016) Note: This is not an official publication of the House of Commons or the House of Lords and has not been approved by either House or its committees. All Party Parliamentary Groups are an informal groups of Members of both Houses with a common interest in particular issues. The views expressed in this report are those of the group.

Agenda Item 13: Post Brexit Britain

This document supports the work of SACRE members through the Respect for All Conference held last academic year. Again the Difference and Diversity programme promotes SACRE's determination to give young people the necessary skills and awareness to live well, within a multi-cultural Britain, through the provision of high quality RE.

The report states:

"In addition to acquiring knowledge, young people need to successfully develop conflict resolution, decision making skills, self-regulation, self-respect, negotiation and respect for those with different beliefs and values"

Reference: Citizenship, RE and PSHE need to be promoted to build respectful schools and societies in post Brexit Britain: An open letter to the Secretary of State for Education: Dr David Lundie, Senior Lecturer in Education, Liverpool Hope University (July 16)

Note from the Adviser's Report to SACRE 13/7/16

To have a fuller picture of the status of RE within the Borough I have begun to analyse data from academies within the Borough and I shall collect it from those who did not self-report such information with in the RE Survey conducted last academic year, to ascertain:

- the status of their RE and which Syllabus they are following
- their provision for Collective Worship

This will give SACRE members a fuller picture of the current provision within the Borough.

Frances Neil (September, 2016)

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Equality and Diversity Champion Award Criteria 2016 /17							
School:		Initial pre-Checklist					
Ref	Criteria	Not met	We could meet that	Currently met	Evidence Examples	Notes	Impact of Input for Final Evidence
1a	Leadership and Participation Staff are aware that the school is working to become an Equality and Diversity Champion. A senior member of staff should oversee and liaise with governors. An Equality and Diversity task group is formed to include at least 2 teachers from years 5 and 6 in primary and relevant years in special schools and to ensure that the Programme is implemented across the whole-school with the whole school involved, taking ownership of their involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Equality and Diversity programme is included on each Staff meeting agenda to give regular feedback to whole school. Equality and Diversity displays made and visible. Equality and Diversity should be regularly visited as an assembly theme. Advertising banners and exhibition borrowed and displayed for period of time. Articles on website / newsletter. Staff meeting reserved for four sessions 1. Results of the survey and planned interventions. 2. Sally Palmer on LAC and Young Carers 3. Homophobic language and bullying 4. Follow up survey results, discussion and way forward.		
1b	Participation Pupils are aware that the school is working to become Equality and Diversity Champions taking ownership of their involvement. Equality Teams are developed in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School council activity. The Equality and Diversity Champion programme is a standing item on the agenda of school council meetings Equality (E) Teams are developed to ensure the sustainable nature of the project. Pupils take a lead in activities. Key groups of pupils identified to lead.		
1c	Participation Parents are aware that the school is working to become Equality and Diversity Champions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parents newsletter etc with details about the coming year's activities and updates as they happen. Activities recorded on the school website or life channel. Parents invited to Equality and Diversity activities where possible e.g Indian Dancing at the end of the school day with Sport Art 4 All . E safety training at an arranged parents meeting. Consultation on anti bullying policy etc.		

2a	Anti Bullying Policy /Difference and Diversity Policy The school will have a current anti bullying policy, in line with DFE and local authority guidance that includes processes to identify and respond to incidents of bullying including recording of incidents, and will make a commitment to delivering planned Equality and Diversity Training education according to age need and ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence that the original anti bullying policy has been revised and is known to the school community		
2b	Policy Consultation: Parents will be involved in developing an Anti Bullying /Difference and Diversity Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Surveys developed and completed by parents. Parents consulted on new policy		
2c	Policy Consultation: Young people and children are involved in developing Anti Bullying/Difference and Diversity policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Surveys developed and completed by children and young people. Pupils consulted on policy at each stage.		
3a	Collect Baseline Data Deliver Children and Young People the 'Understanding Bullying' lesson prior to them undertaking the Anti Bullying survey. This is essential to get a true understanding of what has been experienced by your Children and Young People Year 5 and 6 pupils in primary, up to discretion of school in Special schools. Initial Survey goes live on Friday 9th September and closes 3 weeks later This survey and lesson must be completed by Friday 30th September 2016.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data and findings analysed and discussed by school and Difference and Diversity group Completed by Friday 30th September 2016. Results of the survey will be discussed on 4th October 2016 Please book in a staff meeting for as soon after 4th October 2016 as possible where the results of the survey can be discussed with the whole staff. This is very important to keep everybody on board and ensure that they understand the importance of the project		
3b	Collect Follow Up Data: Pupils complete the anti bullying survey for a second time after diversity work has been delivered - using the same key group to collect data for evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follow up survey takes place with same cohort of children and young people. To be completed by 30th June 2017 , nine months after the initial survey. Please book a part of a staff meeting where these results can be compared with previous results		
4a	Planned programme of Difference and Diversity input The school and outside agencies deliver appropriate Difference and Diversity education to pupils, based on data that identifies the needs and experiences of young people. The school has planned and booked an academic year's worth of events and input with the various agencies. All input that has a cost attached should be completed by 3rd March 2017. This will ensure that partners are paid in this financial year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All input from partners has been booked in and completed. All input is photographed, or recorded in other ways to use for your final validation of work.		
5	Sally Palmer Looked After Children and Young Carers: Schools will host Sally Palmer (advisory teacher for LAC) for a 90 minute staff meeting before the end of May 2017 about both these areas. It will be a brief session to support understanding of Young Carers and Looked After Children and the challenges they face. Information on the following will be included: Which young people are in these groups? What are the issues? How can we give extra support The session will include Case studies, film clips and a short quiz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date for staff meeting is booked with Sally on 9th September 2016. Staff meetings completed by May 2017		

6	<p>Become a Stonewall School Champion. Two representatives from each Primary/Special school will attend Stonewall school champion training on 8th November 2016 at the Tickfield Centre 9-4.30 . This will equip your school with resources and skills to launch the work in your school. Hold a staff meeting . assimilate new resources into your PSHE/RSE scheme of work.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Staff audit of training needs, evidence of staff training and follow up. Book in a staff meeting to address whole school approach to tackling Homophobia Bi phobia and Transphobia and language in the school. Evidence of success in addressing homophobic language in schools Evidence of additions to the curriculum to include work on Different Families and FREE resource for Primary and FIT and LGBT inclusion in RSE policy</p>		
6	<p>UCL Centre for Holocaust training. Two representatives from each school participate in a professional development day entitled 'I wonder where I will be tomorrow?' Which is a newly developed resource specifically designed for educators of Key Stage 2 onwards. Schools will be guided through ,a comprehensive scheme of work ,how the scheme promotes independent thinking and learning, the place of the scheme in the school's spiral curriculum, historical context and background, how the scheme enhances other agendas SMSC, GLP, PBV and Healthy Schools Agendas</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>All schools attend the one day training and any future follow up sessions. Date of training to be confirmed.</p>		
8	<p>Hate Crime, All schools will host a Hate Crime Assembly for years 5 and 6 or relevant year groups up to the discretion of the school. The Assembly will be led by Neil Monk from Victim Support who is the Essex Hate Crime Project Coordinator</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>All schools to book Neil Monk for an assembly and have completed the assembly by May 2017</p>		
9	<p>Body Image. Schools to send two members of staff to training on Body Image on Thursday 2nd February 2017 led by Deborah Hart at the Tickfield Centre 1-4 pm. Workshop to show latest resources for all age groups that can be used to help children and young people have good self esteem around Body Image</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Evidence that lessons to raise self esteem around Body Image are included in the PSHE curriculum. A project led by the children on Body Image has taken place.</p>		

10	Show Racism the Red Card - At least two members of staff have attended the SRTRC teachers training event on 23rd September 2016 9am-13.30pm at the Tickfield centre , schools have received 2 copies each of DVDs and education packs. There has been a training event in each school either for years 5 and 6 ,or at your discretion. The focus of the first hour's training is on anti- racism,which may include migrants, Islamaphobia and refugees and focuses on stereotypes, language, judging people, racism in the media. The second hour of input will be bespoke depending on the needs of the school. In partnership with Southend.United.C.E.T or Active Life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of Feedback from the pupils and teachers. Can be displays, or through any other media. Workshops, assemblies and all input by Show Racism the Red Card must be complete by 3rd March 2017		
11	Ability Action -Pupils and staff in your school have experienced an assembly delivered by Ability Action. Pupils in years 5 and 6 or relevant year groups have experienced at least one workshop session delivered by Ability Action. Which could be on the subject of Disability and bullying, sport,difference, fairness, culture and media or literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of feedback from the pupils and teachers. Can be displays, or through any other media. Workshops, assemblies and all input by Ability Action must be complete by 3rd March 2017		
12	Nathan Timothy Songwriting Trust. Bullybeat addresses the emotional health and wellbeing 30 pupils from each school take part in an anti bullying songwriting workshop for a whole day. Bully beat has been designed to enthuse children about the process of lyric writing singing ,music arranging whilst promoting a serious anti bullying message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The song that is produced to be used as evidence and added to the school website. Workshops must be completed by 3rd March 2017		
11	Sport Art 4 All Ltd. Schools have hosted a day's input from Sport Art 4 All, which supply multi cultural focused workshops promoting cultural harmony and a better understanding of different cultures and traditions. They provide Cultural Diverse arts activity workshops through various art forms such as dance, music and visual arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of Feedback from the pupils and teachers. Can be displays, or through any other media. Workshops and assemblies by Sport Art 4 All must be completed by 3rd March 2017		
12	Cyberbullying Plays -BTEC Students from South Essex College will perform a play on Cyberbullying to years 5 and 6 or at your discretion for special schools, plays will be age appropriate. The session take 30 minutes and should be followed by a follow up session in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of having hosted the play. There are 2 performance days only Monday 16th January 2017 or Monday 23rd January 2017 you will be allotted one of these days dependent upon your geographical position in the town. West and central 16th January 2017 East and Central 23rd January 2017		
13	CEOP (Child Exploitation Online Protection) At least 2 members of staff will be trained on how to deliver CEOP resources Children and Young People in years 5,6 will receive education around E safety Teachers will be trained in the "Think You Know" training package which will then allow them to educate students. Input for parents will be offered through parents evenings parents associations whichever way is most suitable to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence that two members of staff or governors,from each school have been trained. Training session to take place on Thursday 1st December 2016 9-12 at the Tickfield Centre. Evidence of Feedback from the pupils and teachers. Can be displays, or through any other medium.		

14	Half Termly training As a school involved in the Equality and Diversity Champion project there will be half termly meetings with the other schools to share good practice and train together. It is essential that schools attend these sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schools must send two members of staff to our half termly progress and training meetings which will generally be half days. Dates confirmed are Tuesday 4th October 2016 1-4pm Feedback from Surveys, Thursday 24th Nov 2016 1-4pm, Thursday 2nd Feb 2017 1-4pm Body Image, Tuesday 21st March 2017, 1-4pm, Thurs 18th May 1-4pm, Thursday 15th June 2017 1-4pm . All sessions will take place at the Tickfield Centre, there will be a variety of relevant training sessions at each session		
15	RE Develop the R.E curriculum to support the Equality and Diversity programme. Respect, Disrespect Work on World Religions. Attend the Respect Conference 2017 curriculum/assemblies to include a wide range of understanding about different religions, involving local religious leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance of RESPECT conference Feb/ March 2017.TBC Evidence of work with different religions e.g visits to Synagogue, Mosque etc. Feedback from the pupils and teachers. Scheme of work Can be displays, or through any other media.		
16	Special Education Needs - Enabling SEN students in your own school environment Attend this bespoke training for Equality and Diversity Champion schools. 'Reasonable adjustment' enabling SEN learners in your own environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevant school member(s) attend a 1 hour training session as part of our half termly network meeting, facilitated by Alison Paveling of the St Christopher School Academy Trust.		
17	The Equality Policy is published on website along with the Equality Objective that the school will be working on each academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence on school website. Supported by brief training session by Alison Paveling		
18	Campaign/key message: Pupils promote positive messages in relation to Equality and Diversity through a whole school campaign. Pupils produce a permanent sustainable piece of work derived from the input with a focus on an element of the year's project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students present a message through a permanent piece of work in the school, to promote the Equality and Diversity work that has taken place this year. Work is shared with whole school community and other Southend schools.		
19	Final Evidence of impact and achievement School produces evidence of impact of the programme through a school story. Schools compare before and after surveys. This piece of work should be submitted before the end of the academic year 2016-17 for celebration in November 2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schools submit school story by July 3rd 2017 in time for moderation at the Healthy School Quality Assurance Group on July 12th 2017 meeting in order to achieve Enhanced Healthy School Status		
20	Final Award Event: Pupils and parents are involved in how they positively promote and celebrate their successes and processes in relation to celebrating Equality and Diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parents are invited to attend an assembly or suitable whole school celebration event. Difference and Diversity group send representation		

SACRE Action plan – January 2016 (September 2106 Updates – highlighted)

13

Area to be developed	Dates to from	Actions planned	Responsible person(s) Actions-	Evaluation
<p>1a) Use SE Tool to evaluate priorities Training for SACRE members</p> <p>b) Address areas identified in the RE Survey</p>	<p>Beginning Jan 16 to July 2016</p>	<p>a) Identify areas of training and support needed through SET</p> <p>Arrange Training for SACRE membership on areas identified through SEF</p> <p>b) Especially support for Special School and Staff / pupils</p>	<p>a) SACRE members (FN has arranged for 28/9/16 with RE Today presented by Kate Christopher)</p> <p>b) FN – proposed for Feb/March 2017 (subject to SACRE Funding) *</p>	
<p>Arrange for feedback to SACRE</p>	<p>July 2016</p>	<p>Consider a SACRE Meeting at 4pm (perhaps in Summer Term) so Primary and Secondary Teachers can attend to fulfil the need for SACRE</p> <p>Teachers to feedback to SACRE on the RE Syllabus, CPD requirements; their leadership needs and other areas</p> <p>Pupil forum – perhaps with support of those teachers who take part in the RE Networks</p>	<p>FN and RH (clerk)</p> <p>SACRE/ FN (See * above) To be addressed initially within RE Networks below:</p> <p>FN / Network meetings arranged (Sec Oct 12; Prim Oct 19th both at SETSA (WHSG)</p>	<p>Took place 13/7/16 (Clerk, Chair, FN suggest this takes place once a year meeting to adjust times to suit different SACRE members)</p>

14	<p>Improve Teachers subject knowledge</p> <p>RE-Converging Conference</p>	<p>In particularly teaching of different faiths (in line with new examination requirements)</p> <p>Primary and Secondary RE Teachers Conference / CPD / Team- Building event</p> <p>Teachers in Primary and Secondary phases come together after separate CPD sessions to discuss Primary / Secondary transition</p>	<p>FN – To publicise the Inter Faith Week 13/11/-20/11/16 and Southend's Inter Faith Forum</p> <p>Strictly NATRE Conference planned for January 2017. SACRE To fund places as in previous two years.</p> <p>FN / SACRE – this will be achieved through encouraging both primary and secondary RE Leads/Teachers to attend the Strictly Conference or London RE Hub event (proposed March 17)</p> <p>Continued...</p>	

<p>RE Newsletter Termly "Newsletter" (NewslettRE) to raise profile of RE Include information about membership / work of SACRE / work of teachers in Borough</p>		<p>Publicise what teachers / schools / pupils are doing in RE / COWO</p> <p>a) Reviews of places visited / to visit / visitors to schools</p> <p>National and Local "RE Heroes" / "Events"</p> <p>Link to some areas of PSHE / "Difference and Diversity" Group</p> <p>Cultural Celebration Event for schools</p>	<p>FN TBC Via teachers Networks</p> <p>c) Celebrated as important with in the APPG Report on RE and Religious Literacy.</p> <p>To be included within the RE Newsletter.</p> <p>FN (with Rosemary Pennington) HMD Trust events with primary school input.</p>	
<p>Training and Support</p> <p>ITT SCITT NQTs</p>		<p>Idea sharing forum with Hts / Lead Teachers</p> <p>Approach Culham St Gabriel's for support for ITT and provision of "Excellent RE" for Lead Teachers</p>	<p>SACRE members FN SBC possibly via Head Teachers Meetings</p> <p>FN to contact SCITT to investigate RE Training for SBC NQTs and SCITT Students.</p> <p>FN to contact Culham St Gabriel's to investigate funding for another Excellent RE Programme.</p>	

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