

Action Plan for SACRE 2011 – 2015 (DRAFT 2)

Target / Activity	Timing	Success Criteria	Estimated Costs
<p><u>Revision of the Agreed Syllabus</u></p> <p>1. Finalise and distribute Revised Agreed Syllabus</p> <p>2. Ensure Revised Agreed Syllabus has high profile</p> <ul style="list-style-type: none"> • Launch the Revised Agreed Syllabus event • Publicise in newsletters • Upload on website and Moodle • Inform existing RE Development Group and Steering Groups • Issue to all SACRE members and all SIPs and QCDA/Ofsted 	<p>Spring 2011</p> <p>Spring 2011</p>	<p>Schools visited demonstrate familiarity with the revised Agreed Syllabus</p> <p>Feedback from teachers and other agencies indicates awareness of the Revised Agreed Syllabus</p>	<p>Seek estimated cost of launch of agreed syllabus event.</p>
<p><u>Ensure sound leadership for RE in Primary and Secondary schools</u></p> <p>3. Provide briefing sessions at RE Centre to Managers and HODs unfamiliar with the Agreed Syllabus.</p> <ul style="list-style-type: none"> • Primary • Secondary 	<p>Ongoing</p>	<p>Healthy number of delegates. Teachers evaluation sheets reflect confidence with understanding the conceptual enquiry approach</p>	
<p>4. Provide briefing sessions for development groups and steering groups on changes and implications of changes to RE development in their school</p>	<p>Summer Term 2011</p>	<p>Attendees reflect their developing understanding of RE in the wider curriculum in their schemes of work for RE and teaching and learning</p>	
<p>5. Philosophical Enquiry approach to learning in support of RE training</p>	<p>May 2010 to January 2011</p>	<p>The practice of enquiry in classrooms of attendees</p>	

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<p>6. Evaluate the impact of the Revised Agreed Syllabus on RE in schools through:</p> <ul style="list-style-type: none"> • Questionnaire to schools • Feedback from groups • Inspector reports • Ofsted reports • School self evaluation • SACRE monitoring visits 	<ul style="list-style-type: none"> • September 2013 • Summer 2013 • Ongoing • Ongoing • Ongoing • ongoing 	<p>Analysis of feedback and questionnaire results</p>	
<p>6a. Track some schools and students (Local University providers) for research project on impact of Living Difference students and pupils.</p> <p>6b Encourage more effective transition between key stages.</p> <p>6c Examine how changes to KS5 requirements impact on SACRE's roles and responsibilities.</p>	<p>September 2013</p> <p>Ongoing</p> <p>September 2013</p>	<p>Results published</p> <p>Evidence from feedback of teachers of improved continuity and progression in learning</p> <p>RE Inspector/ Advisor reports to SACRE</p>	<p>(Funding from Universities?)</p>
<p>7. Developing teachers understanding of RE's contribution to community cohesion through:</p> <ul style="list-style-type: none"> • Annual Secondary RE Conference • Newsletters • Sections on the RE County websites • Informing RE development groups • Publication of Primary guidance and unitsork • Facilitating schools linking across the county ICT/RE/Community Cohesion 	<ul style="list-style-type: none"> • October 2010 • Summer 2010 • Ongoing • Ongoing • September 2010 • Summer 2010 	<p>Ofsted reports indicate positive findings</p> <p>Video links sustained.</p>	

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8. Engage young people with a view to involvement with youth interfaith forum	September 2010 to September 2011	Establishment of youth representation within Hampshire Youth Council with an interest in religious and community cohesion issues by September 2011	(seek funding from interfaith forum) £5,000 per annum
9. <u>Address collective worship provision at secondary level by providing training for senior managers</u>	September 2011	Audit of impact of provision in participating schools through student conferencing	
10. <u>Developing representation on SACRE to ensure appropriate reflection of Hampshire community and introduce training programme from NASACRE.</u>	Ongoing	Appropriate representation on SACRE	
11. <u>Develop Recruitment and Retention in Secondary Schools</u> <ul style="list-style-type: none"> • Audit secondary departments and collate information into database • Liaise with local providers for promoting Living Difference and teaching in Hants 	October 2010 ongoing	Recruitment and retention of RE specialists in RE departments in Hampshire schools	
12. <u>Provide Governors training for:</u> <ul style="list-style-type: none"> • Community cohesion updates and responsibilities (in relation to the RE contribution) • Living Difference – responsibilities to ensure provision in schools 	Summer 2010 ongoing	Evaluation of sessions indicate understanding of responsibilities	