North Tyneside Council

Cabinet

19 March 2020

Monday, 30 March 2020 0.02 Chamber - Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00 pm**.

Agenda Item **Page(s)**

1. **Apologies for Absence**

   To receive apologies for absence from the meeting.

2. **To Receive any Declarations of Interest and Notification of any Dispensations Granted**

   You are invited to **declare** any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest.

   You are also invited to **disclose** any dispensation in relation to any registerable and/or non-registerable interests that have been granted to you in respect of any matters appearing on the agenda.

   Please complete the Declarations of Interests card available at the meeting and return it to the Democratic Services Officer before leaving the meeting.

3. **Minutes**

   To confirm the minutes of the meeting held on 24 February 2020 (previously circulated).

4. **2019/20 Financial Management Report to 31 January 2020** **5 - 60**

   To receive the fourth budget monitoring report for the current financial year which reflects the forecast financial position as at 31 January 2020.

Members of the public are welcome to attend this meeting and receive information about it.

North Tyneside Council wants to make it easier for you to get hold of the information you need. We are able to provide our documents in alternative formats including Braille, audiotape, large print and alternative languages.

For further information about the meeting please call (0191) 643 5320.

Agenda Item		Page(s)
5.	**Procurement of Demolition Contract, Unicorn House, North Shields** To receive a report seeking approval to commence a procurement exercise in respect of the asbestos removal and demolition contract for the building.	**61 - 66**
6.	**Procurement of Supported Accommodation Services to reduce homelessness** To receive a report seeking approval to undertake a competitive procurement exercise for a new supported accommodation service.	**67 - 74**
7.	**Procurement arrangements for the supply of Beach Lifeguarding Services** To receive a report seeking approval to award a five-year contract to the Royal National Lifeboat Institute (RNLI) for the provision of a beach lifeguarding service in North Tyneside.	**75 - 80**
8.	**The agreement of a Religious Education Syllabus for Schools** To receive a report requesting approval of the new North Tyneside Syllabus for Religious Education.	**81 - 224**
9.	**North Shields Heritage Action Zone Funding** To receive a report seeking approval for the receipt of grant funding from Historic England for High Street Heritage Action Zone funding for part of the Northumberland Square Conservation area.	**225 - 238**
10.	**Exclusion Resolution** This is to give further notice in accordance with paragraphs 5(4) and 5(5) of the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012 of the intention to consider item 11 below in private. Cabinet is requested to consider passing the following resolution: Resolved that under Section 100A (4) of the Local Government Act 1972 (as amended) and having applied a public interest test as defined in Part 3 of Schedule 12A of the Act, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A to the Act.	

Agenda Item		Page(s)

Reasons for taking the item in private: The report contains information relating to the financial or business affairs of any particular person (including the authority holding the information).

11. **Point Pleasant Industrial Estate, Wallsend** **239 - 248**

To receive a report seeking approval to formally declare Point Pleasant Industrial Estate in Wallsend surplus to the Authority's requirements and to agree to dispose of the site to a preferred bidder.

12. **Date and Time of Next Meeting**

Tuesday 26 May 2020 at 6.00pm.

Circulation overleaf …

Circulated to Members of Cabinet: -

N Redfearn (Elected Mayor)
Councillor B Pickard (Deputy Mayor)
Councillor G Bell
Councillor C Burdis
Councillor S Cox
Councillor S Day
Councillor P Earley
Councillor R Glindon
Councillor C Johnson
Councillor M Hall

Young and Older People's Representatives and Partners of North Tyneside Council.

North Tyneside Council
Report to Cabinet
30 March 2020

Title: 2019/20 Financial Management Report to 31 January 2020

Portfolios:	**Elected Mayor** **Finance and Resources**	**Cabinet Member:**	**Norma Redfearn** **Councillor Ray Glindon**

Report from Service Area: **Resources**

Responsible Officer: **Janice Gillespie, Head of Resources** **Tel: 643 5701**

Wards affected: **All**

PART 1

1.1 Executive Summary:

This report is the fifth monitoring report to Cabinet on the 2019/20 financial position and explains the situation as at 31 January 2020. The report brings together financial and performance information with the intention of explaining the current financial position in the context of the policy priorities in the Our North Tyneside Plan. It provides a further indication of the potential revenue and capital position of the Authority at 31 March 2020 before the impact of mitigating actions which are already well under way.

Like most Councils, the report explains where the Authority continues to manage financial pressures. These were reported in the 2018/19 Outturn Report and continue to manifest in 2019/20.

In considering the financial outlook for 2019/20, Services have considered the financial pressures they will face and how they will mitigate these. The current forecast for the year is a projection of a residual gap of £2.932m, an improvement of £0.551m from November. A range of mitigating actions have been identified by officers, working with the Elected Mayor and Cabinet,in order to reduce the current pressure in the General Fund. Further actions are under way to ensure the outturn position is improved and a balanced outturn achieved. This includes stronger performance on some operational efficiences, the recently declared Newcastle Airport dividend and the levy account surplus are examples.

At this stage in the financial year, Cabinet will understand that there are still aspects of the £10.533m 2019/20 savings programme to be met to deliver the General Fund budget approved by Council on 21 February 2019. A number of sessions have been held by the Senior Leadership Team, working closely with the Elected Mayor and

Cabinet to give consideration as to the actions required to manage the financial risks identified for 2019/20, including what additional actions can be taken in line with the Authority's Efficiency Statement. As a result, £2.582m is included within the £2.931m overall pressure outlined above, which represent the residual balances of the challenging cross-cutting savings targets. These items were recognised as high risk and as such growth has been allocated into the 2020-2024 Medium-Term Financial Plan.

The report includes details of any additional grants received by the Authority since the budget was set. The report also advises Cabinet of the position so far on the 2019/20 Schools budgets, planning for 2020/21, Schools funding and the forecast outturn for the Housing Revenue Account as at 31 January 2020.

The report also provides an update on the 2019/20 Investment Plan, including delivery so far this year, along with details of variations and reprofiling of the Investment Plan which are presented to Cabinet for approval.

1.2 Recommendations:

It is recommended that Cabinet:

(a) notes the forecast budget monitoring position for the General Fund, Schools' Finance and Housing Revenue Account (HRA) as at 31 January 2020 (Annex sections 1, 5 and 6);

(b) notes the Authority's Investment Plan spend of £42.201m to 31 January 2020 and the financing of the Plan to the end of the year (Annex Section 7);

(c) approves variations of £3.353m and reprogramming of £1.875m within the 2019 – 2023 Investment Plan (Annex Section 7); and

(d) approves the receipt of £0.305m of new Revenue grants (£0.305m relating to the General Fund) and £0.232m of Capital grants.

1.3 Forward Plan:

Twenty-eight days' notice of this report has been given and it first appeared on the Forward Plan that was published on 28 February 2020.

1.4 Authority plan and policy framework:

The budget is a key strand of the Authority's Budget and Policy Framework.

1.5 Information:

1.5.1 Financial Position

This report is the fifth monitoring report presented to Members on the Authority's 2019/20 financial position. It provides the latest indication of the expected revenue and capital financial position of the Authority as at 31 March 2020.
The report covers:

- The forecast outturn of the Authority's General Fund and HRA revenue budget including management mitigations where issues have been identified;

- The delivery of 2019/20 approved budget savings plans; and
- An update on the Capital Investment Plan, including details of variations and reprogramming, that is recommended for approval.

General Fund Revenue Account:

The budget for 2019/20 was approved by full Council at its meeting on 21 February 2019. The net General Fund revenue budget was set at £155.730m. This included £10.533m of savings to be achieved (£6.875m relating to 2019/20).

The forecast overall pressure is estimated at £2.932m against an approved net budget of £155.730m. This is driven mainly by the continued pressures in Children's Services of £5.422m and Adult Services of £1.702m. These are partly mitigated by the contingencies that were created by Cabinet as part of the 2018/19 budget setting process and continue to be held centrally to reflect the on-going pressures in social care being felt locally and nationally.

Included in this projection is £5.110m of pressures in Corporate Parenting and Placements and £2.163m in Wellbeing and Assessment. The drivers for these pressures continue from 2018/19 and arise from:

- Continued growth in demand in Adult and Children's Social Care Services;
- The timing of delivery of some aspects of the Efficiency Savings Programme to the extent that achievement of some savings may be at risk;
- Managing the costs of the shared pressure with the North Tyneside Clinical Commissioning Group around agreeing adequate levels of contributions for clients with health needs and to support social care; and
- Negotiations continuing with care providers to assess the unfunded impact of the National Living Wage and the consequential impact on our commissioning costs for 2019/20.

Significant work has been done by the officer team, with the Elected Mayor and Cabinet to mitigate this position and the agreed 2020/21 Budget resolves some historic high risk savings targets.

New Revenue Grants:

The following new Revenue grants have been received during the period December 2019 – January 2020:

Service	Grant Provider	Grant	Purpose	2019/20 value £m
Environment Housing and Leisure	Department for Environment Food and Rural Affairs	Export Health Certificate Support Fund	To reduce delays for carrying out health checks on exports of fish.	0.025
Environment Housing and Leisure	Food Standards Agency	EU Exit Planning Funding	To support preparatory activities relating to EU exit in relation to food and animal feed.	0.012
Regeneration and Economic Development	North of Tyne Combined Authority	North of Tyne Investment Fund	To promote the economic growth and regeneration of North Shields.	0.200
Health, Education, Care and Safeguarding	Registered Nursing Homes Association	Adult Social Care Data and Cyber Security Programme	To support a programme around assistive technology and associated data ownership issues.	0.033
Public Health	Police and Crime Commissioner for Northumbria	Northumbria Violence Reduction Unit Intervention Fund	To support interventions, engagement activity and award grants aimed at reducing violence.	0.035
Total				**0.305**

School Funding:

Schools are required to submit their rolling three year budget plan by 31 May each year. The original total planned deficit for 2019/20 was £5.045m; this position was initially revised to a planned forecast deficit of £4.661m. During monitoring period 1, October 2019, this had reduced by £0.470m to £4.191m. January's monitoring period 2 saw a further reduction of £0.266m leaving a revised deficit of £3.925m. A total improvement of £0.726m has been achieved so far in 2019/20.

Cabinet will be aware that the Authority has been working with schools for a number of years with regard to the long-term strategic issue of surplus secondary places and the associated financial pressures which continue to be compounded by rising employment costs. As anticipated, 2018/19 was the fourth year of balances

decreasing following a long term trend of rising balances in North Tyneside and the overall projected balances for 2019/20 continues this trend.
As well as school balances reducing overall, some individual schools continue to face significant financial challenges. Nine schools had approved deficits in 2018/19, of which five of these schools continued to be in a deficit position for that start of 2019/20. In addition to the five schools that continued to be in deficit, a further six schools were new to deficit at the start of 2019/20. A total of eleven schools therefore started 2019/20 in a deficit position. Subsequently, during 2019/20 a further four schools are now forecasting deficits.

Cabinet will recall that the High Needs Block, of the Dedicated Schools Grant, ended 2018/19 with a pressure of £0.920m. Initial forecasts for 2019/20 indicated a similar level of pressure within the year of £0.952m. However, as at January 2020, the anticipated pressure is now £3.886m reflecting the rise in demand for special school places within the Authority and a general increase in the complexity of childrens needs supported in special schools and within mainstream schools. This increase in demand is in line with the national picture and the Authority is planning for places at the end of 2019/20 to total approximately 740. This compares to a total of 664 places at the beginning of 2018/19. The Authority are developing a cross-partnership, multi-agency approach to addressing the pressures within High Needs. An officer led review of Special Educational Needs and Disabilities (SEND) aged 0-25 is underway. The review will consider the potential system wide changes to be considered in the context of the Authority's SEND arrangements and our approach to inclusion in North Tyneside.

Housing Revenue Account (HRA):

The HRA is forecast to have year-end balances at 31 March 2020 of £7.605m, which are £3.734m higher than budget which was set at £3.871m. The higher than forecast balances are as a result of higher opening balances due to the impact of the previous year's financial performance (£1.101m) but there is also an in-year estimated underspend of (£2.633m), against an in-year budget of £2.331m, due to additional income of (£0.836m) combined with reduction to expenditure of (£1.797m) which is linked to savings identified following the end of the Kier JV from April 2019, previously reported to Cabinet in November 2019.

Universal Credit was fully implemented across North Tyneside on 2 May 2018. As of the end of January 2020, 3,031 North Tyneside Homes tenants have moved on to Universal Credit and a team is working proactively with tenants to minimise arrears. Whilst arrears have increased, this position is being closely monitored to identify any adverse impacts on the budget position.

Investment Plan:

The 2019-2023 Investment Plan, as adjusted for proposed variations and reprogramming, totals £212.446m (£65.182m 2019/20) and is detailed in Table 21 of the Annex. The Annex to this report also sets out in Section 7 delivery progress to date, planned delivery for 2019/20, reprogramming and other variations identified through the Investment Programme Governance process.

1.5.2 Performance against Council Plan

The 2020-2024 Our North Tyneside Plan (Council Plan) was agreed by full Council on 20 February 2020 and sets out the overall vision and policy context within which the Financial Plan and Budget are set. The Financial Plan and Budget relating to the 2019/20 financial year was set under the previous 2018-2020 Our North Tyneside Plan, with the three key themes, Our People, Our Places and Our Economy consistent in both. For each theme there is a set of policy outcomes that the Authority is seeking to deliver as set out below.

Our People will:

- Be listened to so that their experience helps the Council work better for residents.
- Be ready for school – giving our children and their families the best start in life.
- Be ready for work and life – with the skills and abilities to achieve their full potential, economic independence and meet the needs of local businesses.
- Be healthy and well – with the information, skills and opportunities to maintain and improve their health, well-being and independence.
- Be cared for, protected and supported if they become vulnerable.
- Be encouraged and enabled to, whenever possible, be more independent, to volunteer and to do more for themselves and their local communities.

Our Places will:

- Be great places to live by focusing on what is important to local people, such as by tackling the derelict properties that are blighting some of our neighbourhoods.
- Offer a good choice of quality housing appropriate to need, including affordable homes that will be available to buy or rent.
- Benefit from the council's housing stock being decent and well managed, as well as maximising the potential use of housing such as through extra care schemes.
- Recognise the climate emergency by further reducing the Borough's overall carbon footprint. This will include reducing the council's carbon footprint, along with encouraging and enabling everyone to reduce their carbon footprint.
- Provide a clean, green, healthy, attractive and safe environment.
- Have an effective transport and physical infrastructure - including our roads, pavements, street lighting, drainage and public transport.
- Continue to be regenerated as part of our 15 year 'Ambition for North Tyneside' plan. This will include the continued development of Killingworth Lake, creation of a Master Plan for North Shields, the delivery of plans for Segedunum and the Swans site in Wallsend, as well as further work to build on the success of the regeneration at the coast.
- Be a thriving place of choice for visitors through the promotion of our award winning parks, beaches, festivals and seasonal activities.

Our Economy will:

- Benefit from the delivery of our ambitious vision, which we created with partners in the North of Tyne Combined Authority. We will have a dynamic and more inclusive economy, which will ensure that all residents have a stake in our region's future.
- Grow by supporting new businesses and building on our strengths, including our existing world class companies, and small and growing enterprises.

- Be business friendly by ensuring the right skills and conditions are in place to support investment, and create and sustain new high quality jobs and apprenticeships for working age people.
- Continue to support investment in our business parks, units and Town Centres.

The Authority has plans in place to deliver all elements of the Council Plan and performance against these plans is carefully monitored. The area under most financial pressure is Health, Education, Care and Safeguarding.

In common with most local authorities, and in line with the national picture, North Tyneside Council has seen costs within adult social care continue to rise, linked to the unfunded policy decision on the National Living Wage by the Government. In addition, the number of adults supported in placements within Residential and Nursing Care and Homecare and Extra Care have risen during 2019/20. The increase in demand is combined with the individual needs of those clients increasing due to living longer with multiple complex conditions. Supporting those needs requires more intensive packages of care which are more expensive to provide. In addition to older people, younger adults with learning disabilities and physical disabilities are also living longer, often with multiple complex issues.

In Children's Services, good progress continues to be made on engaging with children in the early years of life to ensure that they are ready for school. Safeguarding vulnerable children and maximising their educational attainment remain key priorities.

However, over recent years, there has been an increase nationally in demand for children's residential placements but with no corresponding increase in central government funded provision. As such, the levels of looked after children (LAC) and children who require supervision after leaving care continue to generate a significant financial pressure. In year data suggests that our LAC levels have risen steadily from 289 in January 2019 to 321 in January 2020 (as per Chart 4 in 4.2.25 of the Annex). This is the highest number the Authority has seen during 2019/20, and November 2019 is the only month to date during the year to date that the reported number has been below 300. There are a wide range of levels of care provided, with more complex cases now being faced. Increasing demand and complexity continue to drive financial pressure in 2019/20 and the Authority is forecasting a pressure of £5.110m in Corporate Parenting and Placements. Where children have left the system, this has tended to be within In-House Fostering where package costs are lower then the complex cases being treated through External Residential Care or External Supported Accommodation.

1.5.3 Investment Plan

The Investment Programme Board have carried out a review of the Investment Plan which has resulted in proposals for variations of £3.353m and reprogramming of £1.875m of which more details are set out in Section 7 of the Annex to this report. The revised Investment Plan stands at £65.182m for 2019/20 and to the end of January 2020 spend of £42.201m had been incurred which represents 64.74% of the revised plan.

1.6 Decision options:

The following decision options are available for consideration by Cabinet:

Option 1

Cabinet may approve the recommendations at paragraph 1.2 of this report.

Options 2

Cabinet may decide not to approve to recommendations at paragraph 1.2 of this report.

1.7 Reasons for recommended option:

Option 1 is recommended for the following reasons:

Cabinet is recommended to agree the proposals set out in section 1.2 of this report as it is important that Cabinet continues to monitor performance against the Budget, especially given the current level of financial pressures faced by the public sector.

1.8 Appendices:

Annex: Financial Management Report to 31 January 2020
Appendix 1: 2019 – 2023 Investment Plan

1.9 Contact officers:

Janice Gillespie – Corporate Finance matters – Tel. (0191) 643 5701
Claire Emmerson – Corporate Finance matters – Tel. (0191) 643 8109
David Dunford – Corporate Finance matters – Tel. (0191) 643 7027
Cathy Davison – Investment Plan matters – Tel. (0191) 643 5727
Darrell Campbell – Housing Revenue Account matters – Tel. (0191) 643 7052
Amar Hassan – Treasury Management matters – Tel. (0191) 643 5747

1.10 Background information:

The following background papers and research reports have been used in the compilation of this report and are available via the links below or at the offices of the author:

(a) Revenue budget 2019/20
https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/NTC%20Revenue%20Budget%20201920.pdf

(b) Investment Plan 2019-23
https://my.northtyneside.gov.uk/sites/default/files/meeting/related-documents/2019-2023%20Financial%20Planning%20and%20Budget%20Process%20Final%20Report.pdf (page 22-25)

(c) Reserves and Balances Policy (Appendix G)
https://my.northtyneside.gov.uk/sites/default/files/meeting/related-documents/cabinet%20ex%20agenda%20for%2021%2001%202019_0.pdf
(page 128-133)

(d) Overview, Scrutiny and Policy Development Performance Report
https://my.northtyneside.gov.uk/sites/default/files/meeting/related-documents/6.%20OSPD%20Performance%20report%20%28June%202019%29.pdf

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

As this is a financial report, implications are covered in the body of the report. This report will also be presented to the Authority's Finance Sub-Committee at its meeting on 31 March 2020.

2.2 Legal

The Authority has a duty to ensure it can deliver a balanced budget. The Local Government Act 2003 imposes a duty on an authority to monitor its budgets during the year and consider what action to take if a potential deterioration is identified.

2.3 Consultation/community engagement

2.3.1 Internal Consultation

Internal consultation has taken place with the Cabinet Member for Finance and Resources, the Elected Mayor, Cabinet Members, the Senior Leadership Team and Senior Finance Officers.

2.3.2 External Consultation / Engagement

The 2019/20 budget was completed after widespread consultation and community engagement in line with the Authority's approved Budget Engagement Strategy.

2.4 Human rights

The proposals within this report do not have direct implications in respect of the Human Rights Act 1998.

2.5 Equalities and diversity

There are no direct equalities and diversity implications arising from this report.

2.6 Risk management

Potential future financial pressures against the Authority are covered in this report and registered through the Authority's risk management process.

2.7 Crime and disorder

There are no direct crime and disorder implications arising from this report.

2.8 Environment and sustainability

There are no direct environmental and sustainability implications arising from this report.

PART 3 - SIGN OFF

• Chief Executive	X
• Head of Service	X
• Mayor/Cabinet Member(s)	X
• Chief Finance Officer	X
• Monitoring Officer	X
• Head of Corporate Strategy and Customer Service	X

2019/20 Financial Management Report Annex

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SECTION 1 - GENERAL FUND SUMMARY

1 General Fund Revenue Forecast

1.1 This report is the fifth monitoring report to Cabinet on the 2019/20 financial position. The report brings together financial and performance information with the intention of explaining the current financial position in the context of the policy priorities in the Our North Tyneside Plan. It provides an indication of the potential revenue and capital position of the Authority at 31 March 2020. The report explains where the Authority continues to manage financial pressures as, in common with most local authorities, North Tyneside Council continues to face significant financial challenges. These were reported in the 2018/19 Outturn Report and continue to manifest in 2019/20.

1.2 The Authority's approved net revenue budget of £155.730m is forecast to outturn with a pressure of £2.932m (a pressure of £3.483m was reported in November). The budget includes £6.875m of savings as agreed at Council on 21 February 2019. Table 1 in paragraph 1.8 below sets out the variation summary across the General Fund.

1.3 The most significant pressures continue to exist within Health, Education, Care and Safeguarding, primarily relating to demand and complexity driven pressures within adult and children's social care. Children's Services are forecasting a year end pressure of £5.422m (increased from a forecasted pressure of £4.460m at November) and Adults Services are forecasting a pressure of £1.702m (increased from the £1.346m pressure in November). As Members will recall from 2018/19, the Authority is currently holding two contingency balances centrally for Children's (£2.616m) and Adults (£1.800m). Further details are contained within this report in Section 4.2.

1.4 On-going pressures relate to Facilities and Fair Access and Property within Commissioning and Asset Management. Further details can be found in section 4.3 of this report.

1.5 In Environment, Housing & Leisure (EHL) sufficient evidence is now available on reducing waste volumes in 2019/20 to significantly improve forecasts within this area. As such, remaining pressures within staffing, energy and rates are now forecasted to be offset by underspends relating to waste disposal and the service as a whole is now expected to underspend by £0.302m. This represents an improvement of £0.640m since the reported November position. Further details can be found in section 4.4.

1.6 Central Items are forecasting an underspend of £4.208m, representing an improvement of £0.638m since the last report. Included within this position is £4.527m of contingencies, which, if allocated, would leave a pressure in Central Items of £0.319m.

1.7 The resulting pressure in Central Items would be due to holding the targets for the high-risk cross-cutting savings proposals. These have been partially offset in-year by forecasted underspends generated by management actions around Strain on the Fund and the Authority's Treasury Management Strategy. Growth has been allocated within the 2020-2024 Medium Term Financial Plan to remove the impact of these high-risk savings on future financial years.

1.8 Table: 1 2019/20 General Fund Revenue Forecast Outturn as at 31 January 2020

	Gross Expenditure as at January 2020			Income as at January 2020			Net Expenditure as at January 2020			Nov 2019
	Budget	Forecast	Variance	Budget	Forecast	Variance	Budget	Forecast	Variance	Variance
Services	**£m**	**£m**	**£m**	**£m**	**£m**	**£m**	**£m**	**£m**	**£m**	**£m**
Health, Education, Care and Safeguarding	178.670	192.224	13.554	(110.792)	(117.222)	(6.430)	67.878	75.002	7.124	5.806
Commissioning and Asset Management	207.555	210.987	3.432	(185.298)	(188.405)	(3.107)	22.257	22.582	0.325	0.375
Environment, Housing and Leisure	71.168	73.615	2.447	(29.064)	(31.813)	(2.749)	42.104	41.802	(0.302)	0.338
Regeneration and Economic Development	2.193	2.242	0.049	(1.022)	(1.036)	(0.014)	1.171	1.206	0.035	0.099
Corporate Strategy	1.986	2.147	0.161	(1.587)	(1.816)	(0.229)	0.399	0.331	(0.068)	0.134
Chief Executive	0.406	0.368	(0.038)	(0.486)	(0.496)	(0.010)	(0.080)	(0.128)	(0.048)	(0.038)
Resources	79.877	71.674	(8.203)	(78.338)	(70.232)	8.106	1.539	1.442	(0.097)	0.157
Law and Governance	3.831	4.829	0.998	(3.811)	(4.638)	(0.827)	0.020	0.191	0.171	0.182
Central Items	15.646	12.130	(3.516)	(15.217)	(15.909)	(0.692)	0.429	(3.779)	(4.208)	(3.570)
Support Services	20.013	20.013	0.000	0.000	0.000	0.000	20.013	20.013	0.000	0.000
Total Authority	**581.345**	**590.229**	**8.884**	**(425.615)**	**(431.567)**	**(5.952)**	**155.730**	**158.662**	**2.932**	**3.483**

SECTION 2 - DELIVERY OF BUDGET SAVINGS PROPOSALS

2.1 The combined budget savings of £6.875m in 2019/20 approved by Council in February 2019 bring the total savings the Authority has had to find in the nine years following the 2010 Comprehensive Spending Review (CSR) to £126.951m.

2.2 **Table 2: Year on Year savings since 2010 CSR**

Year	£m
2011/12	16.169
2012/13	16.739
2013/14	12.240
2014/15	16.552
2015/16	14.158
2016/17	15.737
2017/18	18.338
2018/19	10.143
2019/20	6.875
Total Savings	**126.951**

2.3 In addition to the £6.875m of savings proposals required in 2019/20, £3.658m of prior year savings require a permanent solution. These savings were successfully achieved by in-year management actions during 2018/19. The total amount of savings that need to be achieved in 2019/20 is therefore £10.533m. The cumulative position for the Authority over the nine-year period is an achievement rate of 94%.

2.4 In tracking progress made against each individual saving proposal for 2019/20 only, a total of £7.633m, is forecast to be achieved. These figures include mitigating items of £1.400m comprising of the £1.100m of management actions which have been identified as achievable via Central Items in 2019/20 and £0.300m additional health income which is mitigating a savings target within HECS. A prudent approach is taken to reporting efficiency savings and they will only be reported as achieved in the forecast position when the impact can be seen flowing into the general ledger.

2.5 **Table 3: Efficiency Savings by Service at January 2020**

Service	2019/20 Target £m	Projected Delivery £m	Management Actions £m	Still to Achieve £m
Regeneration and Economic Development	0.103	0.103	0.000	0.000
Central Items	6.058	2.376	1.100	2.582
Commissioning & Asset Management	0.176	0.176	0.000	0.000
Corporate Strategy	0.042	0.042	0.000	0.000
Environment, Housing & Leisure	0.886	0.886	0.000	0.000
Health, Education, Care & Safeguarding	3.268	2.650	0.300	0.318
Total	**10.533**	**6.233**	**1.400**	**2.900**

2.6 The governance structure of the Efficiency Savings programme includes a monthly review of progress by the Senior Leadership Team (SLT). In addition, in-year budget and performance progress meetings are held between officers and Cabinet Members to consider progress and actions being taken to deliver savings. The main variations in relation to the savings still to be achieved are outlined in the sections below.

Central Items

2.7 The £2.582m of savings targets, currently forecast as still needing achievement, relate to cross-cutting targets from the following Efficiency Statement categories; A Focus on the Social Care Customer Experience (£0.903m), How We Are Organised (£0.687m) and Delivering Our Fees & Charges Policy (£0.992m).

2.8 These ambitious cross-cutting savings proposals were identified as being challenging to achieve. In the previous financial year, the Authority was able to take advantage of its Treasury Management Strategy to secure in-year mitigations to offset these targets. Continued benefits of this strategy have enabled management actions of £1.100m to be identified, which will provide in-year mitigations to these targets in 2019/20. The SLT is continuing to work on identifying further activity, actions and plans to further mitigate the residual target in 2019/20. The high-risk nature of these savings was identified early in the financial year and as such growth funding has been allocated for 2020/21 in the 2020-2024 Medium-Term Financial Plan.

2.9 One of these cross-cutting savings targets relates to a proposal to maximise the Authority's resources in relation to sourcing, supply chain and commercials. The initial business case was developed in 2017/18 and included an ambitious target of £2.000m to be delivered by the end of 2018/19. A range of work has been performed in 2017/18 and 2018/19 which has allowed the Authority to realise £0.408m of this saving, with benefits achieved in both the General Fund and HRA. A further £0.200m is expected to be available to support the delivery of this target in 2019/20.

Central Items – Procurement

2.10 The review of the Procurement arrangement with ENGIE has proven that the original savings targets were over ambitious. Long term analysis of the supply chain has consistently demonstrated the Authority has had sustained success in securing value for money. This has had regular external testing. Significant work has been done, particularly to secure savings in the construction supply chain; however, the benefit has fallen mainly to the Housing Revenue Account. The procurement Service returned to the direct management of the Authority on 1st October 2019.

Central Items – Management

2.11 The initial management savings target was £2.500m and to date the Authority has achieved £1.300m. Actions currently underway which may have an impact and generate further savings are:

- Contracted Services returning in-house;
- Redesigning Housing & Construction with wider impact on Environment Housing & Leisure; and
- Service restructures.

Central Items – Customer Service / Community Hubs

2.12 The initial savings target was £2.000m and to date the Authority has achieved £0.600m. Currently it is expected that a maximum of £0.200m can be achieved from the Community Hubs project due to a range of factors such as the Authority's commitment to its Customer Services offer, its commercial boundary with ENGIE and property costs at Wallsend and Whitley Bay. Through a range of available management actions, the Authority is anticipating allocating an additional £0.300m against these tasks to reduce the overall residual balance.

Health, Education, Care and Safeguarding

2.13 HECS is forecasting to deliver £2.650m (81%) of its targets at this stage in the year. Targets yet to be achieved are primarily made up of two schemes. An amount of £0.100m relating to the implementation of assistive technology under the Efficiency Statement category of A Focus on the Social Care Customer Experience. This project is trialling new approaches and there is cautious optimism that the full target will be permanently delivered from April 2020. There is a further amount of £0.168m relating to expenditure reductions within Early Help and Vulnerable Families and HECS is working hard to identify permanent measures to achieve this target. A target relating to 2018/19, for the revision of quality bandings for care homes, has been met in year by additional CCG income of £0.300m with arrangements progressing to permanently deliver this saving from 2020/21.

2.14 The agreed 2020/21 Budget will resolve the longstanding issues, and mitigating action taken in 2019/20 should contribute to a balanced position.

SECTION 3 – NEW REVENUE GRANTS

3.1 The following new revenue grants have been received or notified during December 2019 and January 2020.

Table 4: Grants Received or Notified in December 2019 and January 2020

Service	Grant Provider	Grant	Purpose	2019/20 value £m
Environment Housing and Leisure	Department for Environment Food and Rural Affairs	Export Health Certificate Support Fund	To reduce delays for carrying out health checks on exports of fish.	0.025
Environment Housing and Leisure	Food Standards Agency	EU Exit Planning Funding	To support preparatory activities relating to EU exit in relation to food and animal feed.	0.012
Regeneration and Economic Development	North of Tyne Combined Authority	North of Tyne Investment Fund	To promote the economic growth and regeneration of the masterplan for North Shields	0.200
Health, Education, Care and Safeguarding	Registered Nursing Homes Association	Adult Social Care Data and Cyber Security Programme	To support a programme around assistive technology and associated data ownership issues.	0.033
Public Health	Police and Crime Commissioner for Northumbria	Northumbria Violence Reduction Unit Intervention Fund	To support interventions, engagement activity and award grants aimed at reducing violence.	0.035
Total				**0.305**

SECTION 4 – SERVICE COMMENTARIES

4.1 Meetings have been held between finance officers and budget managers to review the forecast positions for 2019/20, with forecasts being prepared on a prudent basis. Meetings have taken place to review the quarter one, two and three positions with the Elected Mayor, the Deputy Mayor, the Cabinet Member for Finance and Resources, and other relevant Cabinet Members to discuss the in-year finance and performance position. Heads of Service and their senior teams also attend to discuss plans in progress to mitigate any pressures.

4.2 Health, Education, Care & Safeguarding (HECS)

4.2.1 HECS is forecasting a pressure of £7.124m against its £67.878m net controllable expenditure budget. This represents a worsening of £1.318m since the November forecast variance of £5.806m. This forecast position excludes the application of contingency budgets set aside in Central Items for pressures in Adult Services of £1.800m and within Children's Services of £2.616m.

4.2.2 The worsening in position is mainly within Children's Services and breaks down as shown in Table 5 below.

4.2.3 **Table 5: Movement in Children's and Adult Services between November and January 2019/20**

	Variance Jan £m	Variance Nov £m	Movement £m
Children's Services	5.422	4.460	0.962
Adult Services	1.702	1.346	0.356
Total	**7.124**	**5.806**	**1.318**

4.2.4 Within Children's Services there has been an increase in costs mainly relating to placements for children in care of £0.468m resulting from an increased number of children in care and increased costs for our most vulnerable and complex children. Work is underway to understand why these costs could not have been identified earlier. In addition, an adverse movement of £0.603m relates to an accounting error in the form of a double count of the achievement of savings targets, which has also been subject to detailed examination. The worsening of £1.071m has been marginally reduced by the allocation of £0.109m relating to SEND grant funding previously held centrally. Further details are shown in paragraphs 4.2.26 to 4.2.41.

4.2.5 Within Adult Services the movement of £0.356m is mainly in relation to reduced contributions from the North Tyneside Clinical Commissioning Group (NTCCG) in relation to clients with significant health needs but who do not meet the threshold for Continuing Healthcare funding.

4.2.6 **Table 6: Forecast Variation for HECS at January 2020**

	Budget £m	Forecast Jan £m	Variance Jan £m	Variance Nov £m
Corporate Parenting & Placements	16.495	21.605	5.110	3.894
Early Help & Vulnerable Families	1.173	1.141	(0.032)	0.006
Employment & Skills	0.546	0.518	(0.028)	(0.022)
Integrated Disability & Additional Needs Service	2.378	2.831	0.453	0.655
School Improvement	0.088	0.007	(0.081)	(0.073)
Regional Adoption Agency	0.000	0.000	0.000	0.000
Children's Services Sub-total	**20.680**	**26.102**	**5.422**	**4.460**
Wellbeing, Governance & Transformation	2.265	2.310	0.045	0.035
Disability & Mental Health	29.811	29.546	(0.265)	(0.789)
Wellbeing & Assessment	11.747	13.908	2.161	2.206
Integrated Services	2.903	2.617	(0.286)	(0.162)
Business Assurance	0.367	0.414	0.047	0.056
Adult Services Sub-total	**47.093**	**48.795**	**1.702**	**1.346**
Public Health	0.105	0.105	0.000	0.000
Total HECS	**67.878**	**75.002**	**7.124**	**5.806**

Main budget pressures across HECS

4.2.7 In addition to its normal complex budget management, HECS has been required to deal with a combination of pressures and national policy changes. There are continuing upward pressures on care providers' fees partially resulting from the National Living Wage and negotiations continue around ensuring funding contributions from the NHS for clients with health needs as the NTCCG themselves face continuing budget constraints.

4.2.8 The main factor behind the forecasted position is the significant pressure within Corporate Parenting and Placements in relation to care provision for children in care and care leavers. Although there was a fall in the overall number of children in care to 298 in November 2019 from 315 at September 2019, the number of children in care has now risen to 321 in January 2020 (see 4.2.30 below). The numbers of care nights provided through more costly external residential placements and supported accommodation have also continued to rise resulting in a further increase of financial pressures. In addition to third party care provision pressures, there are also on-going pressures in the workforce arising from staff retention costs and recruitment costs. Within adult services, cost

pressures remain in relation to third party care provision especially in relation to older people.

Adult Services

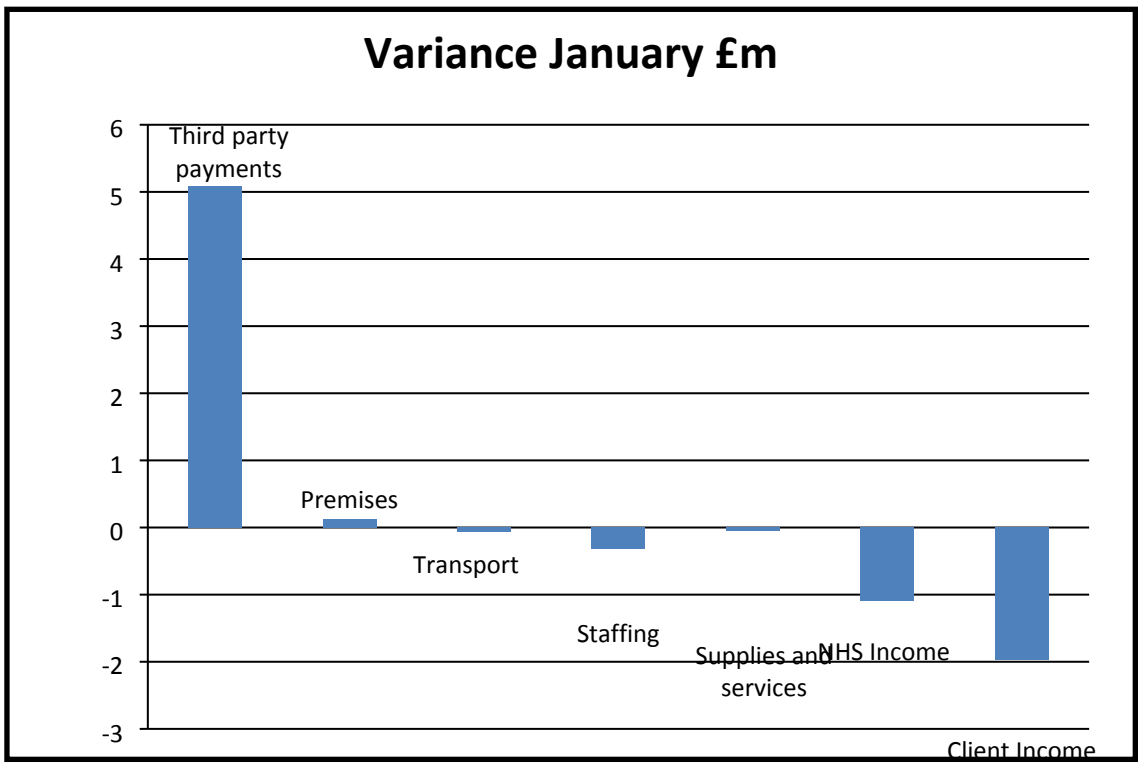
4.2.9 In Adult Services, there is a pressure of £1.702m, which has increased by £0.356m from the reported position in November.

4.2.10 The increased pressure relates mainly to a reduction in contributions from NTCCG relating to clients with significant health needs but who do not meet the threshold for Continuing Healthcare funding, reducing the anticipated level of income the Authority is receiving.

4.2.11 There are on-going pressures in third party payments for care provision which is £5.083m above budget levels. There is also a smaller pressure relating to premises costs (£0.127m). These pressures are partially offset by a reduced, although still higher than budgeted, level of contributions from the NHS (£1.097m) and from client contributions (£1.978m). There are underspends against staffing budgets and supplies and services of £0.314m and £0.048m respectively. The demand pressures were foreseen by Cabinet and backed by £1.800m of contingencies held centrally.

4.2.12 The factors behind the overall pressure of £1.702m are represented graphically below:

Chart 1: Breakdown of Budget Variances within Adult Social Care



4.2.13 In common with most local authorities, North Tyneside Council has seen demand for adult social care continue to rise. Whilst we are looking after fewer people,

the complexity of cases is increasing, leading to increase pressure through both cost and hours spent supporting clients.

4.2.14 In order to manage this demand as effectively as possible and ensure that the most intensive services are targeted at those in the greatest need, HECS has been going through transformation to develop an approach that focuses on individual's strengths rather than their weaknesses, encouraging support from friends and families to maximise their independence. This has had the impact of containing the overall size of the population in receipt of services but the average cost of those services has increased due to the increased complexity of the needs of those clients.

4.2.15 Pressures within external payments for care provision total £5.083m above budget. These are analysed into the following service types:

Table 7: Analysis of Adult Services Care Provision Pressure by Service Type

Type of Service	January £m	November £m
Residential and Nursing Care	3.770	3.303
Homecare and Extra Care	1.051	1.150
Other Community-Based Care	0.262	0.386
Total	**5.083**	**4.839**

Residential and Nursing Care

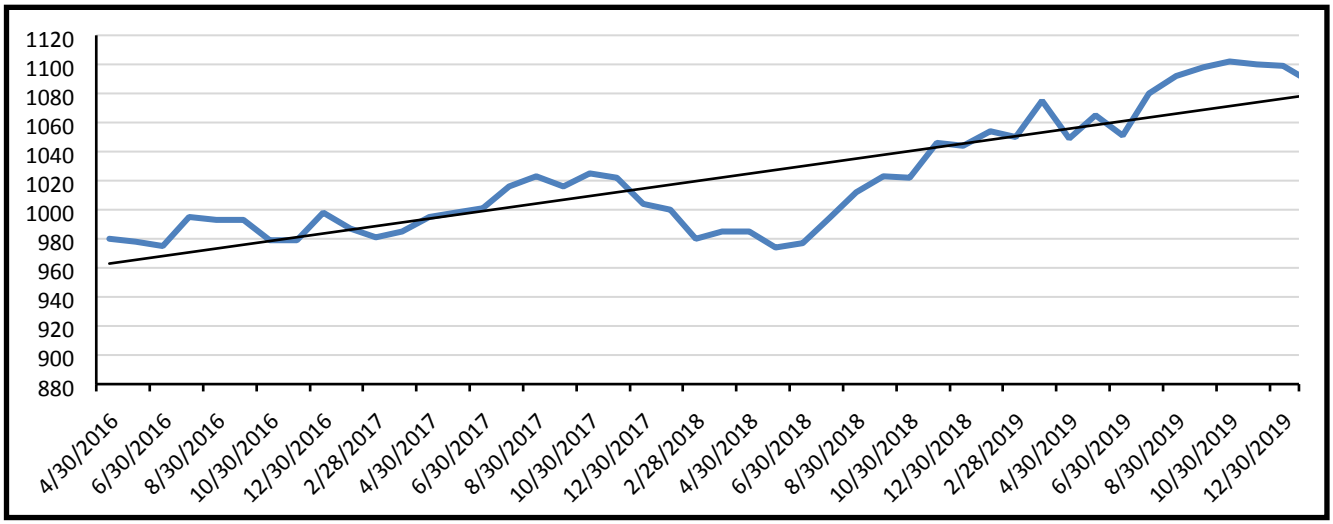
4.2.16 In relation to Residential and Nursing Care, an increase in short-term placements in the later part of 2018/19 saw numbers of placements overall rise to 1,066. Internal processes to monitor the use of short-term placements have been strengthened and numbers of placements had fallen in the first part of 2019/20 (1,027 at July 2019). However, challenges remain, for example the option to move clients from short-term placements to community provision diminishes after longer lengths of stay in short-term placement as clients lose skills and family concerns increase around risks at home.

4.2.17 Alternative provisions of services are being identified for short-term placements to prevent admission to long-term residential care such as reablement services, community based intermediate care or extra care provisions. HECS is continuing a focused review of all short-term placements with support from colleagues from sheltered accommodation and with a view to maximising the appropriate use of assistive technology to identify exit plans for those people needing to move on from short-term residential placements.

4.2.18 The numbers of placements overall for residential and nursing care, however, has continued to increase since July peaking in December at 1,100 then falling back slightly to 1,088 at the end of January. The comparative numbers in residential and nursing care in December and January in 2018/19 were 1,044 and 1,054 and this clearly shows the significant increase in client numbers during 2019/20. The increased numbers of clients placed in residential and nursing care has led to further increase in pressure for this type of service to £3.770m (£3.303m in November). HECS is continuing to review all placements made

through an internal panel and is examining individual cases and the flow of clients through the whole system to understand the causes of this increased level of demand. The movement in numbers placed in residential and nursing care is shown in Chart 2 below.

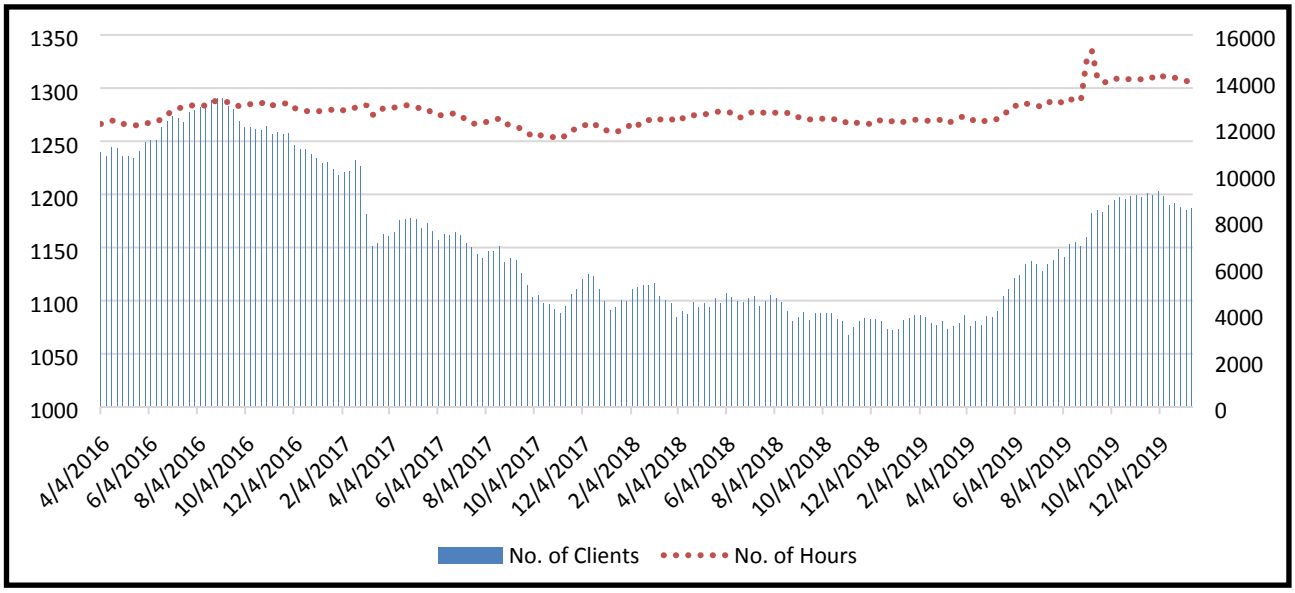
Chart 2: Movement in Numbers of Clients in Residential and Nursing Care



Homecare and Extra Care

4.2.19 As reported during 2018/19, the Authority, in line with the national trend, has seen an in increase in the number of homecare hours provided despite a fall in the total number of clients receiving this type of service. It is noted, however, that the number of clients is now starting to rise. In April 2019 there were 1,117 clients, by July this had risen to 1,142 and in September there were 1,187. The numbers receiving homecare in November had risen again to 1,194 but have fallen back slightly in January to 1,187 leading to a reduced forecast variance of £1.051m (November, £1.150m). The movement in client numbers and hours delivered is shown in Chart 3 below:

4.2.20 **Chart 3: Trend in Annual Cost per Client of Homecare/Extra Care Services**

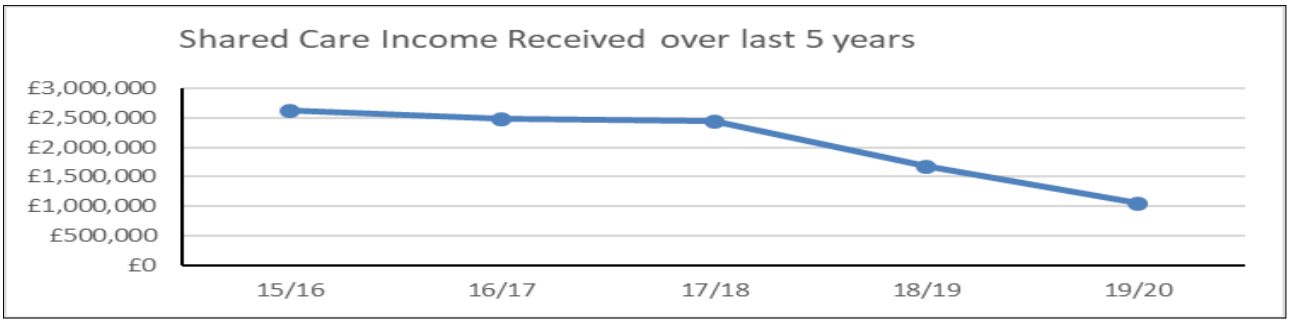


4.2.21 HECS is working hard to continue to re-engineer the customer pathway to ensure that assessments are proportionate and that clients receive the appropriate level of support to meet their needs (to the extent that they are eligible under the Care Act) as cost-effectively as possible. Work is continuing to develop further technology solutions to meet needs related to areas such as medication prompts and shopping in a more cost-effective way.

CCG Income and Better Care Fund Contributions

4.2.22 There has been a net reduction in NTCCG contributions of £0.471m for clients who have a significant health need but who do not meet the threshold for Continuing Healthcare often referred to as 'shared care'. Shared care is not subject to the same statutory guidance as Continuing Healthcare and funding arrangements are agreed on an individual client basis between the Authority and NTCCG. This form of funding has been reducing since 2015/16 as shown in Chart 4 below. Management within HECS are working hard to ensure that clients with significant health needs are appropriately supported by contributions from NHS funding.

4.2.23 **Chart 4: Reducing Trend of Shared Care Contributions since 2015/16**



Client Income

4.2.24 Client contribution income has continued its improving trend and is now forecasted to over-recover against budget by £1.978m. This includes an additional £0.120m relating to the full year impact of the new contributions policy agreed by Cabinet in October 2018. HECS continues to apply national guidelines to financial assessments of all relevant clients to ensure that appropriate contributions are made towards the care provided.

Premises

4.2.25 There are pressures of £0.127m in premises costs relating mainly to rent for respite premises for clients with a learning disability and accommodation costs for teams based within the community.

Children's Services

4.2.26 In Children's Services the £5.422m pressure relates mainly to demand pressures of £5.110m in Corporate Parenting and Placements and £0.453m in Integrated Disability and Additional Needs. These pressures are partially offset by underspends in Early Help and Vulnerable Families, Employment and Skills and School Improvement. The pressures were foreseen by Cabinet and backed by £2.616m of contingencies held centrally. The forecast has increased overall by £0.962m since the last report mainly due to a net additional 23 children (£0.218m), increased costs relating to our most vulnerable children who have very complex needs (£0.468m) and a change in forecasts relating to a double counting of savings target achievement (£0.603m). This has been partially offset by the transfer of SEND grant funding (£0.109m) from Central to Integrated Disability and Additional Needs, and the application of grant funding relating to Partners in Practice work (£0.150m) in addition to a range of other small movements.

Corporate Parenting and Placements

4.2.27 The pressures within Corporate Parenting and Placements can be broken down as follows:

Table 8: Analysis of Pressures in Corporate Parenting and Placements

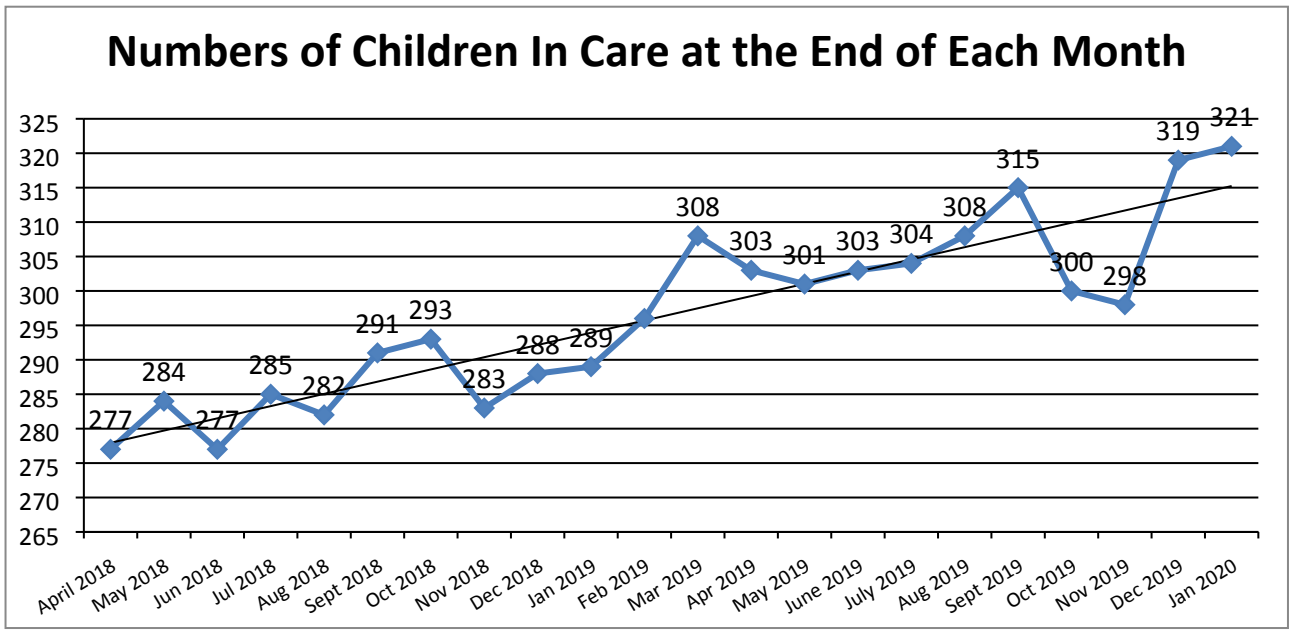
Type of Service	Budget 2019/20 £m	Variance January £m	Variance November £m
Care provision – children in care	9.185	4.089	2.830
Care provision – other children	3.202	0.416	0.541
Management & Legal Fees	(0.120)	0.165	0.141
Social Work	4.184	0.436	0.377
Safeguarding Operations	0.044	0.004	0.005
Total	**16.495**	**5.110**	**3.894**

4.2.28 The increase of £1.216m since the last report relates to children in new external placements (£0.218m) with a further £0.452m relating to extensions and changes in the level of support in existing placements predominantly relating to four children with very complex needs. There is also an increase in the forecast for inhouse fostering costs of £0.143m. An amount of £0.403m relates to a double count of savings targets. This is part of the overall double count of £0.603m.

Care Provision – Children in Care

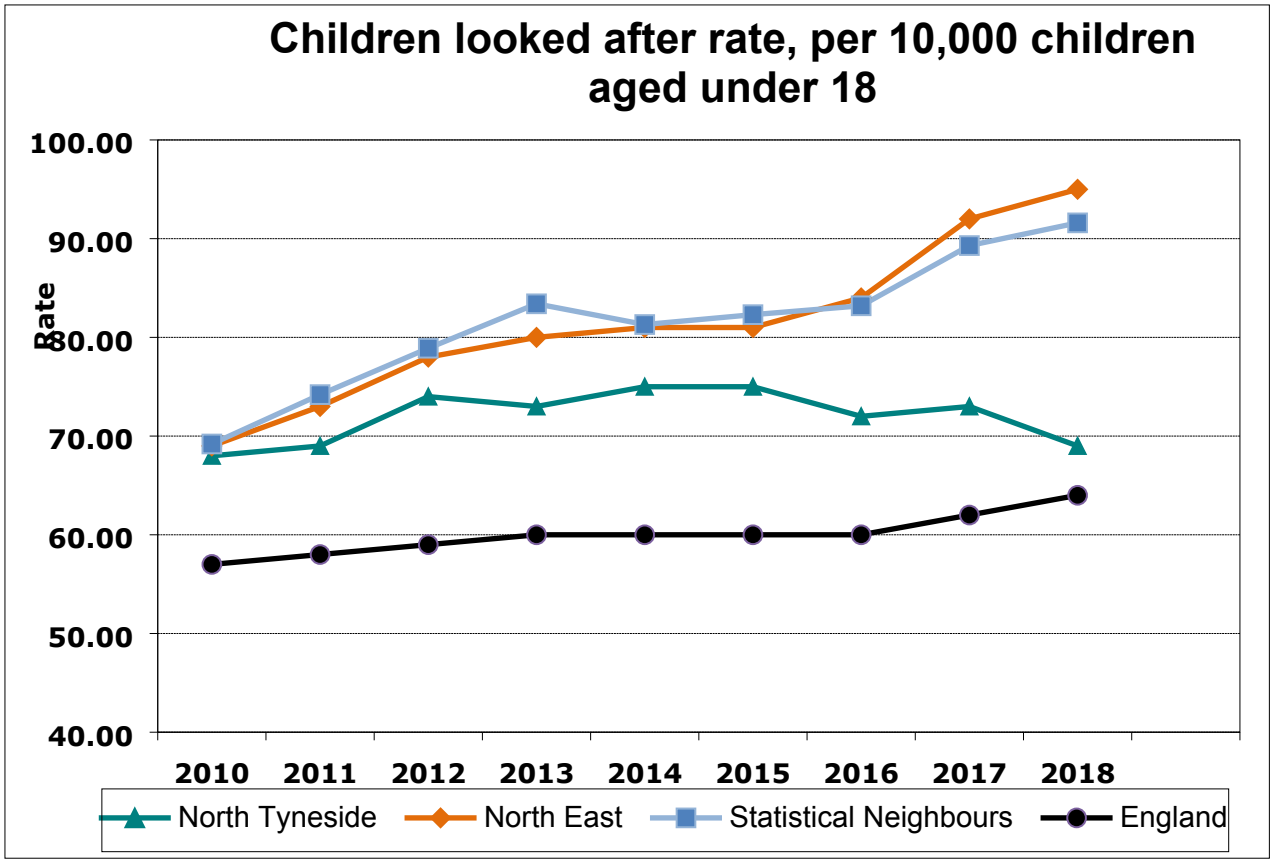
4.2.29 Over recent years, there has been an increase nationally in demand for children's residential placements but with no corresponding increase in central government funded provision. In North Tyneside over the last few years the overall number of children in care has mirrored the increases felt nationally. The Authority has seen a significant increase in the numbers of children in care in 2019/20 (average 307) compared to the numbers seen in 2018/19 (average 284).

4.2.30 **Chart 5: Children in Care at the End of Each Month**



4.2.31 The most recent available national comparators from 2018, as demonstrated by Chart 6 below, shows that North Tyneside, although above the England average, has historically performed well within the North East region in relation to the rates of children in care.

4.2.32 **Chart 6: Comparative Performance in Rates of Children in Care per 10,000 Children under 18**



4.2.33 Placement mix continues to change, moving towards the complex end of the spectrum and this is driving an increase in overall costs. Placements for adolescents (particularly males) with a combination of risks including aggressive behaviour, offending, substance use and sexualised behaviour are increasingly difficult to source. This has resulted in the use of more costly, bespoke individual placements, where it is not suitable to place young people in group environments. This is demonstrated in Table 8 below where the main pressure results from residential placements which, in terms of total bed nights, represents only 8% of provision by bed nights but is very costly amounting to 65% of the overall placement cost. The average cost of a residential care placement at present is £0.278m; however, this is very volatile and is dependent on the individual needs of the cohort of children and young people in externally provided residential placements at any point in time. Within 2019/20 there have been 18 children in residential services with a weekly cost in excess of £0.005m. External supported accommodation can also be expensive and there has been a cohort of eight young people with very complex needs being supported for the majority of the year at an average cost of approximately £0.005m per week.

4.2.34 **Table 9: Forecast cost, forecast variance, average placement cost and placement mix**

Placement Type	19/20 Forecast Variance	Average Annual Placement cost (£m)	19/20 Bed nights	Placement Mix	No. of children Jan 20	No. of children Nov 19
External Residential Care	2.388	0.278	8.562	8%	24	23
External Fostering	0.191	0.037	11.334	10%	28	25
In-House Fostering Service	0.170	0.020	77.465	68%	220	204
External Supported Accommodation	1.339	0.168	4.467	4%	17	16
Other*	0.001	various	11.618	10%	30	30
Total	**4.089**		**113.446**	**100%**	**319**	**298**

*Other includes Placed for Adoption, Placed with Parents/Parental Responsibility and NTC Children's Homes.

4.2.35 The impact of the increasingly complex needs of children within the care system can be seen in the increase in average costs of placements between 2018/19 and 2019/20 shown in Charts 7 and 8 below.

Chart 7: Changes in Average, Minimum and Maximum Weekly Fee Rates Between 2018/19 and 2019/20 for Residential Care (net of health and education contributions)

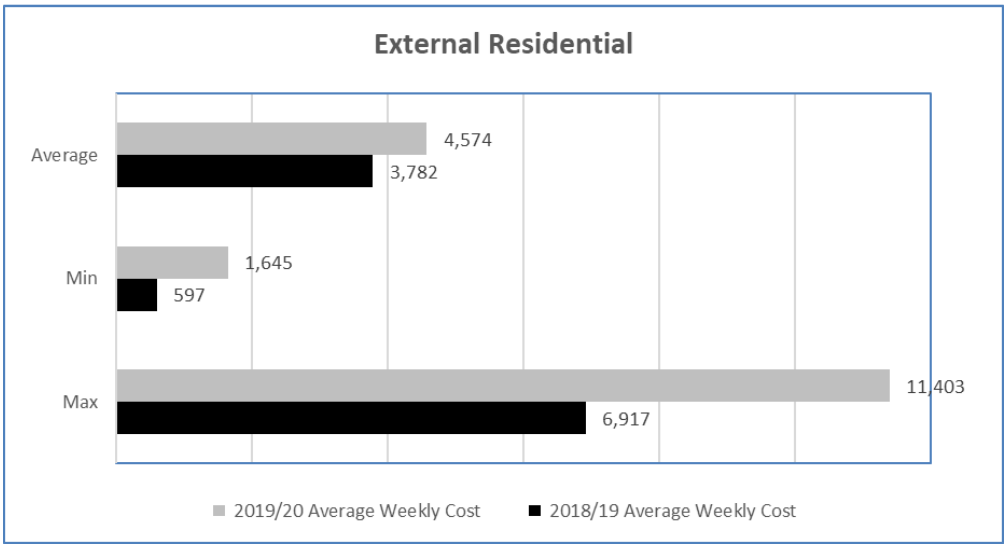
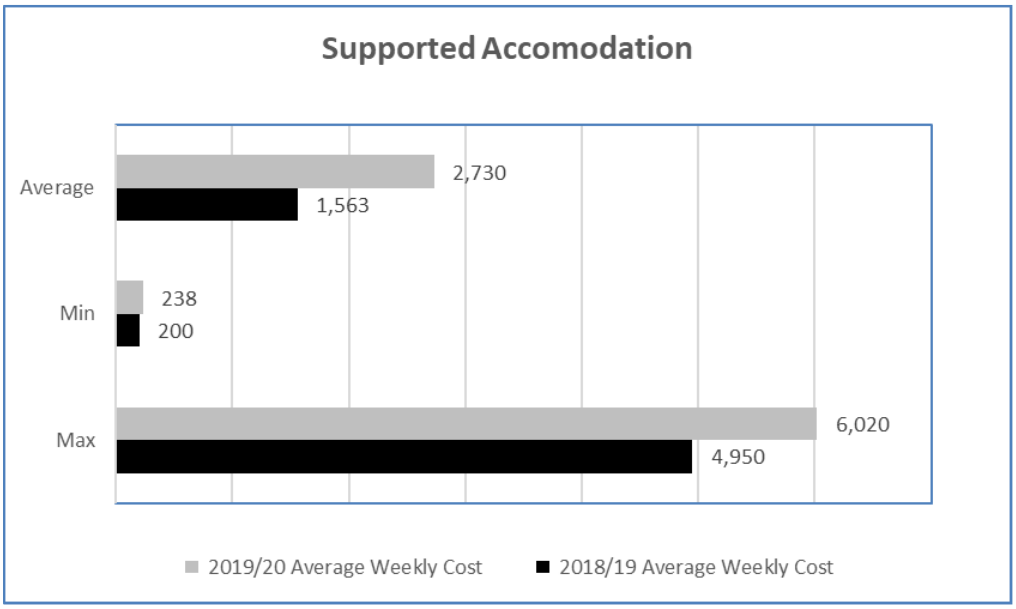


Chart 8: Changes in Average, Minimum and Maximum Weekly Fee Rates Between 2018/19 and 2019/20 for Supported Accommodation (net of health and education contributions)



4.2.36 Children's Services has been successful in reducing the use of externally provided supported accommodation, compared to previous financial years, which is the next most expensive form of provision after residential care. This has been achieved by making full use of the Authority's in-house provision jointly working with the housing team and supporting young people who have been involved in risk taking behaviour with stable and resilient staff teams. This has allowed the placement of young people within internal services that may otherwise have required an external placement at significant additional cost.

Care Provision – Children not in care

4.2.37 The pressure of £0.416m relating to care provision for children not in the care system relates predominantly to children under a Special Guardianship Order (SGO). Cabinet know that the Authority's policy for supporting children in SGOs was amended in 2018 and that this brought about additional costs. The contingency budget of £2.616m established in Central Items in 2018/19 was, in part, intended to mitigate against these costs.

Management and Legal Fees

4.2.38 There is a pressure in management staffing costs of £0.036m and general operating expenses of £0.129m which includes £0.042m s17 support (financial assistance to children and families with no other recourse to funds) within the overall pressure of £0.165m.

Social Work

4.2.39 Within the overall pressures of £5.110m for Corporate Parenting and Placements, there are staffing pressures of £0.245m. Cabinet is aware of the

particular challenges faced across the children's social care sector nationally. The net pressure is due to the need to establish an additional team, to support with case load management (£0.114m) and market supplement payments (£0.160m). However, at the time of reporting, the success of this work can be judged by the fact that there are no agency staff currently required, caseloads are in line with good practice and their work force stability supports comparatively strong performance in the Service. There is also a total pressure of £0.191m within social work team budgets for child related costs such as professional fees, DNA tests, drug and alcohol testing, asylum seeker support, counselling sessions and costs for other therapeutic interventions.

Integrated Disability and Additional Needs

4.2.40 There is a pressure of £0.453m at January 2020 which is an improvement of £0.202m since the last report. Within this service area there are pressures relating to operational staffing costs within in-house residential services of £0.218m, and an associated unachieved health income target of £0.096m. There are also staffing pressures of £0.145m in Educational Psychology partly relating to cover arrangements associated with maternity leave. An amount of £0.100m worsening in the position has resulted from a double count in achievement of savings. This has been offset by a contribution from Public Health of £0.150m and a transfer of £0.109m from Central Items in relation to the loss of the Special Educational Needs and Disabilities (SEND) grant and a number of other smaller improvements across the Service. The IDANS service is continuing to carefully review planned provision

4.3 Commissioning and Asset Management

4.3.1 Commissioning and Asset Management (C&AM) is forecasting a pressure of £0.325m as set out in Table 10. This is an improvement of £0.050m compared to the previously reported variance of £0.375m.

4.3.2 **Table 10: Commissioning and Asset Management Forecast Variation**

	Budget £m	Forecast £m	Variance Jan £m	Variance Nov £m
School Funding & statutory staff costs	18.288	18.252	(0.036)	(0.020)
Commissioning Service	0.384	0.384	0.000	0.000
Child Protection independent assurance & review	0.674	0.699	0.025	0.020
Facilities & Fair Access	0.666	0.910	0.244	0.195
Community & Voluntary Sector Liaison	0.439	0.424	(0.015)	(0.015)
Strategic Property & Investment	0.865	0.860	(0.005)	(0.005)
High needs Special Educational Needs	0.000	0.000	0.000	0.000
Property	0.815	0.935	0.120	0.200
Commissioning & Asset Management & support	0.155	0.147	(0.008)	0.000
Procurement	(0.029)	(0.029)	0.000	0.000
Total Commissioning & Asset Management	**22.257**	**22.582**	**0.325**	**0.375**

4.3.3 There are budget pressures relating to Facilities and Fair Access where there are inflationary issues of £0.075m within Catering and £0.075m in Cleaning. In addition, there are pressures within Home to School Transport of £0.150m due to the increasing number of pupils attending special schools. There has been a 5% increase in the specific Consumer Price Index for food and beverages over the last three-year period which on an annual spend of £2.200m equates to a pressure of £0.110m across the Service; this has been partially mitigated by cost efficiencies and by raising additional income. Surplus income within Facilities and Fair Access is partially offsetting this pressure.

4.3.4 Property is showing pressures of £0.120m, an improvement of £0.080m on the November report. Pressures remain within the repairs and maintenance budget across the Council.

4.3.5 C&AM is continuing to look at additional ways to achieve further efficiencies across the Catering and Cleaning services and within Home to School Transport work is actively progressing on route rationalisation using the new QRoute system.

4.4 **Environment, Housing & Leisure (EHL)**

4.4.1 EHL is forecasting a saving of £0.302m against the £42.135m budget, as set out in Table 11 below, which is an improvement of £0.640m from the forecast at November. This forecast position and improvement is in line with EHL's record of managing pressures in year with other mitigating savings. This monitoring position reflects a £0.696m transfer from reserves to cover Private Finance Initiative (PFI) pressures and £0.289m transfer from the reserves specifically related to pressures from the Kerbside/Home Recycling Disposal Contract renewal.

4.4.2 **Table 11: Forecast Variation in Environment Housing & Leisure**

	Budget (£m)	Current Forecast (£m)	Current Variance (£m)	November Variance (£m)
Sport & Leisure	3.101	3.288	0.187	0.200
Cultural Services	6.925	6.994	0.069	0.153
Security & Community Safety	0.301	0.329	0.028	(0.007)
Fleet Management	0.808	0.808	0.000	0.036
Waste & Recycling Disposal	7.130	6.549	(0.581)	(0.101)
Waste Management	3.707	3.781	0.074	0.076
Local Environmental Services	7.249	7.198	(0.051)	(0.001)
Head of Service & Resilience	0.102	0.147	0.045	0.047
Street Lighting PFI	4.396	4.396	0.000	0.000
Consumer Protection & Building Control	0.928	0.886	(0.042)	(0.042)
Transport & Highways	6.328	6.331	0.003	0.003
Planning	0.217	0.217	0.000	0.000
General Fund Housing	0.912	0.878	(0.034)	(0.026)
Total	**42.104**	**41.802**	**(0.302)**	**0.338**

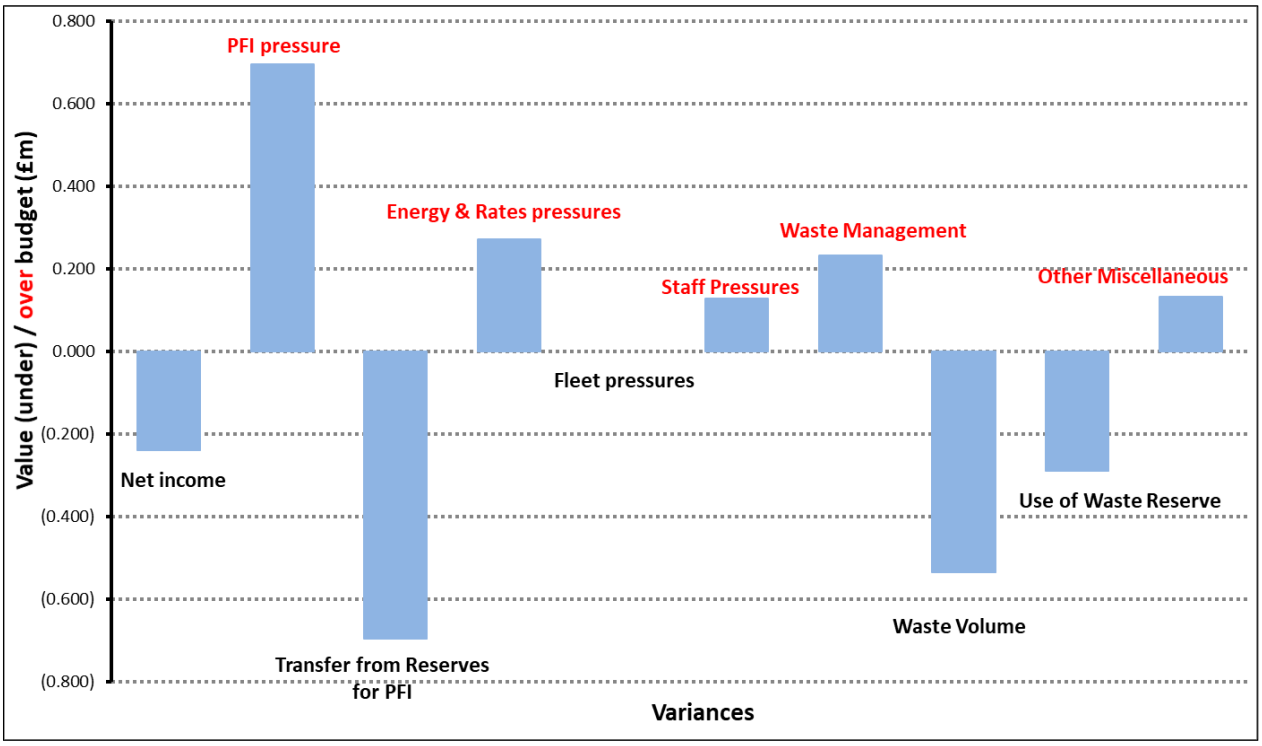
4.4.3 Cabinet will recall from previous reports that EHL had committed to delivering a balanced position. Whilst EHL started the year with identified pressures around energy and staffing costs plus target income pressures, a plan of mitigation was identified which included the following areas:

- Waste volume charges
- Fleet operational costs
- Whitley Bay Playhouse profit-share
- Bereavement income
- Operational costs in Cultural Services and Local Environmental Services

4.4.4 This planned management of pressures has been successful in 2019/20 as in previous years, with mitigating actions and savings now offsetting the pressures and forecasting an overall saving.

4.4.5 The main pressures, identified in 2019/20 are, Street-lighting PFI of £0.696m, pressures on energy and rates across the service areas of £0.272m and operational waste collection pressures of £0.074m. In addition, there are net staffing pressures across the EHL service of £0.127m. There are also smaller pressures associated with income generation shortfalls and other miscellaneous operational spend. The pressures are shown in Chart 9 below.

4.4.6 **Chart 9: EHL Underlying Pressures and Mitigation Savings 2019/20**



4.4.7 The following paragraphs 4.4.8 to 4.4.20 outline the pressures in each service area;

Sport and Leisure

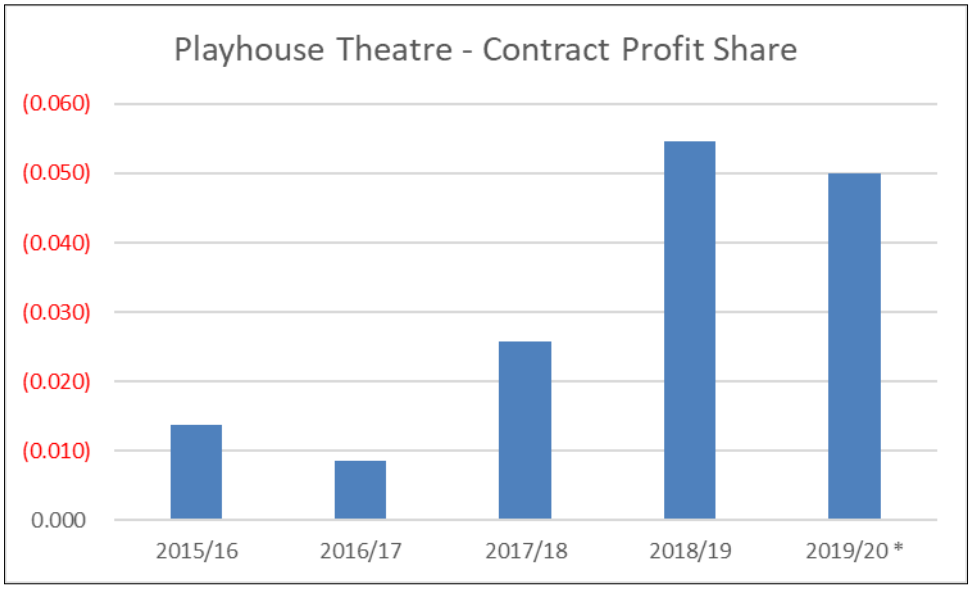
4.4.8 Sport and Leisure is predicting a pressure of £0.187m, reflecting a £0.013m improvement since November. Whilst income budget targets around indoor gym memberships and associated activities have increased by £0.600m compared to 2018/19, EHL is still forecasting a (£0.174m) improvement against these revised targets. The improved income is offsetting historical pressures within Sport and Leisure around staffing and energy and rates costs.

Cultural Services

4.4.9 Cultural Services within North Tyneside are showing a forecast pressure of £0.069m, which includes historical pressures due to energy and rates costs and income shortfalls due to changing patterns of consumer behaviour.

4.4.10 Cultural Services pressures are partially mitigated by the expected profit share from The Playhouse (2019/10 value still awaiting confirmation), along with continued close management of operational expenditure.

4.4.11 Chart 10: Playhouse Profit Shares for previous 5 years



Security and Community Safety

4.4.12 Cabinet will recall from previous reports that this service area has reviewed and realigned both structure and finances to increase its overall viability. Following this review, it is forecasting a small pressure of £0.028m at January 2020.

Fleet Management

4.4.13 Fleet Management is now forecasting a balanced budget, despite absorbing a cost burden of £0.310m in relation to meeting the increased capital financing costs for newly purchased vehicles.

4.4.14 This service area has been prudently forecasting other costs, such as vehicle maintenance and other operational expenditure, however an improvement of (£0.036m) is now reported in operational costs since November. The reduced maintenance spend is now offsetting the impact of the additional capital costs.

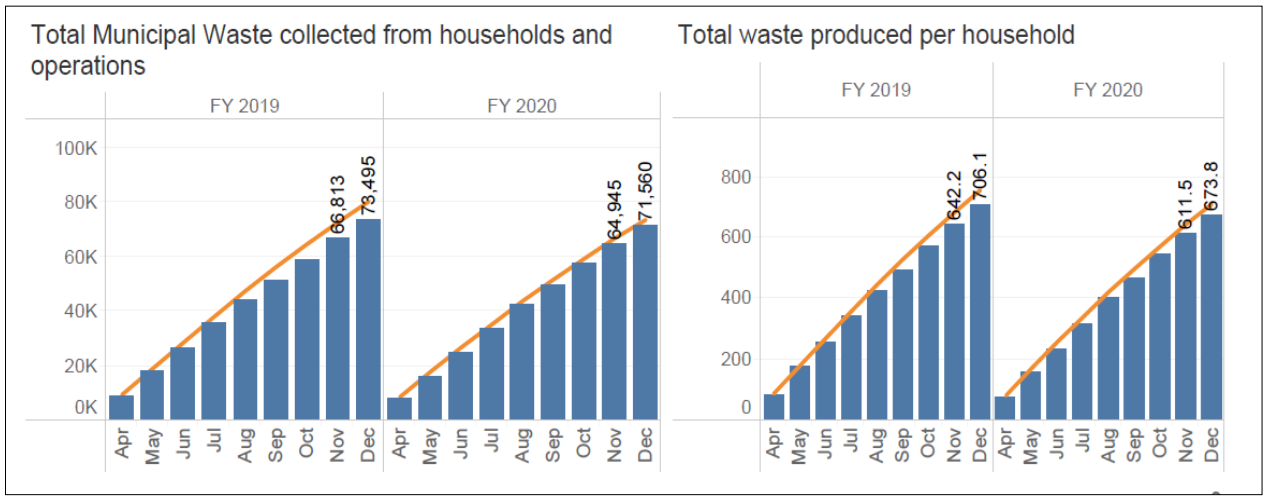
Waste Management including Recycling and Disposal

4.4.15 The Waste Management service is absorbing the known cost pressures related to providing larger bins at no extra cost to residents. Operational expenditure increases are also forecast linked to coping with additional routes for new housing developments across North Tyneside, which accounts for other pressures totalling £0.074m.

4.4.16 The proportion of household refuse, recycling and composting continues to show improvement since the introduction of alternate weekly collections. At the end of December, the total amount of municipal waste collected, including household and waste from operations, is better than the profiled target and has reduced by more than 1,900 tonnes compared to the same period last year. 71,500 tonnes of household waste have been collected to date this financial year. The reduction in waste going to landfill and the reduced amount of associated costs incurred is resulting in a significant cost underspend being forecast of (£0.536m)

against the Waste Disposal Contract costs. The chart below shows the change in waste volume, both in total waste collected and in waste produced per household, over the last two years.

4.4.17 Chart 11: Improvement of Waste Volumes Year on Year



Local Environmental Services

4.4.18 Local Environmental Services is predicting a (£0.051m) underspend. This reflects reduced Grounds Maintenance costs which mitigates pressures associated with operational costs across Outdoor Parks. In addition, higher income from Seafront Properties are forecast.

Street Lighting PFI

4.4.19 The Street Lighting PFI is predicting a cost pressure for 2019/20 of £0.696m, mainly caused by increased energy costs. As the Authority has planned for this issue, this pressure will be mitigated by a draw-down from the PFI reserve, established for this purpose and this will deliver a balanced budget position.

Consumer Protection & Building Control (CP&BC)

4.4.20 CP&BC is predicting a surplus of £0.042m. Within this position is an estimated £0.122m shortfall, primarily in taxi licensing. In 2019/20 Capita, the Authority's Technical Services partner, has agreed to undertake a review of the service to mitigate this pressure and the risk to the Authority. The overall position assumes that this pressure will be mitigated in-year.

4.5 **Regeneration and Economic Development**

4.5.1 Regeneration and Economic Development is forecasting a pressure of £0.035m at January 2020 as summarised in Table 12 below.

4.5.2 **Table 12: Forecast Variation for Regeneration and Economic Development**

	Budget £m	Forecast Jan £m	Variance Jan £m	Variance Nov £m
Business & Enterprise	0.754	0.689	(0.065)	(0.015)
Regeneration	0.309	0.388	0.079	0.099
Resources & Performance	0.108	0.129	0.021	0.015
Total	**1.171**	**1.206**	**0.035**	**0.099**

4.5.3 The pressures result from a forecast shortfall against budget for berthing fee income of £0.103m and for rental income for business units at the Swans Centre for Innovation of £0.092m. These pressures are partially offset by savings in supplies and services at Swans Quay mainly relating to security services, plus further operational savings in Business & Enterprise.

4.5.4 The favourable variance movement since the last reported position of £0.099m reflects a forecast reduction in operational expenditure mainly in Business & Enterprise.

4.6 **Corporate Strategy**

4.6.1 Corporate Strategy is forecasting a saving of (£0.068m) as set out in Table 13 below and is a £0.202m improvement from November. This reflects an improvement due to a realignment of budget from Central Items against staffing pressures.

4.6.2 **Table 13: Forecast Variation Corporate Strategy**

	Budget £m	Forecast Jan £m	Variance Jan £m	Variance Nov £m
Children's Participation & Advocacy	0.243	0.209	(0.034)	0.020
Corporate Strategy Management	(0.001)	0.008	0.009	0.029
Elected Mayor & Executive Support	0.012	(0.000)	(0.012)	0.003
Marketing	0.163	0.209	0.046	0.087
Policy, Performance & Research	(0.018)	(0.095)	(0.077)	(0.005)
Total	**0.399**	**0.331**	**(0.068)**	**0.134**

4.7 **Resources and Chief Executive Office**

4.7.1 The forecast surplus of (£0.145m) within Resources and Chief Executive Office is an improvement of £0.264m from November. The movement mainly relates to recharging Chief Executive costs to North of Tyne Combined Authority, an improvement in HR due to a contribution from central funds against staffing pressures and an improvement in Finance due to additional income received through the NTC ENGIE Partnership.

4.7.2 **Table 14: Forecast Variation Resources**

	Budget £m	Forecast Jan £m	Variance Jan £m	Variance Nov £m
Chief Executive	(0.080)	(0.128)	(0.048)	(0.038)
ICT Retained Services	1.890	2.571	0.681	0.611
Finance Service	(0.328)	(1.163)	(0.835)	(0.559)
Human Resources & Organisational Development	(0.023)	0.034	0.057	0.105
Total	**1.459**	**1.314**	**(0.145)**	**0.119**

4.7.3 Within ICT Retained Services the main pressures relate to continuing staffing pressures associated with the Customer Journey project of £0.168m. There is an on-going pressure of £0.378m relating to the Out-systems software development and hosting platform for the production of custom applications. The remaining pressure relates to newly adopted systems.

4.7.4 Also within ICT Retained Services are budget pressures within Digital Strategy of £0.102m, which relate to ICT costs for systems which are outside the ENGIE contract. These include telephony, network and storage support and maintenance packages amongst other smaller items.

4.7.5 Human Resources' (HR) staffing pressure of £0.105m, due to the costs of the new restructure adding to existing staffing pressures following the transfer of HR back to the Authority from ENGIE, which is partially offset by central allocation of funds.

4.7.6 Within Finance (including Revenues and Benefits), There has been a pressure throughout the year due to reduced Housing Benefit overpayment income. In the last few months this pressure has reduced due to increased Housing Benefit overpayments being created by targeted reviews of high risk areas and subsequently recovered. The forecast bad debt provision has also reduced for 2019/20 due to historic and current Housing Benefit overpayments now being recovered from ongoing DWP benefits where possible, which reduces the in-year provision requirement to £0.972m below budget.

4.7.7 There are also pressures on bank charges £0.037m and the Engie contract payment for splitting of the Northgate database £0.044m. These are offset by a forecast surplus of £0.050m for enforcement income and £0.721m payment from

Engie for pension payments in-line with the relevant contract clause, income from Swift and income from bank charges.

4.8 **Law and Governance**

4.8.1 Law and Governance is forecasting a pressure of £0.171m, which is an improvement of £0.011m since November.

4.8.2 **Table 15: Forecast Variation for Law and Governance**

	Budget £m	Forecast Jan £m	Variance Jan £m	Variance Nov £m
Customer, Governance and Registration	(0.075)	(0.072)	0.003	0.005
Democratic & Electoral Services	(0.064)	(0.039)	0.025	0.049
Information Governance	0.000	0.040	0.040	0.024
Legal Services	(0.134)	(0.032)	0.102	0.082
North Tyneside Coroner	0.293	0.294	0.001	0.022
Total	**0.020**	**0.191**	**0.171**	**0.182**

4.8.3 The main pressures are due to use of locums to cover vacant posts within Legal Services. In addition, there is a cost pressure within Democratic and Electoral Services associated with canvassing related activities due to the increased number of elections held in year. The other service areas within Law & Governance are all showing small pressures due to increased operational spend.

4.9 **Central Items**

4.9.1 The forecast outturn at January 2020 set out in Table 16 below reflects an underspend of (£4.208m) on central budgets, including contingency budgets relating to pressures in adult and children's social care of £4.416m. This is an improvement of £0.638m resulting from the release of reserves relating to fund the cost of the insourcing of Construction and Maintenance for the General Fund *of* (£0.250m), a contribution to insurance costs from the construction service (£0.200m) and increased savings on strain on the fund costs (£0.050m) following further review.

4.9.2 **Table 16: Forecast Variation Central Budgets and Contingencies**

	Budget £m	Forecast Jan £m	Variance Jan £m	Variance Nov £m
Corporate & Democratic Core	9.545	9.545	0.000	0.000
Other Central Items	(9.116)	(13.324)	(4.208)	(3.570)
Total Central Items	**0.429**	**(3.779)**	**(4.208)**	**(3.570)**

4.9.3 Within Other Central Items there are several areas where spend and income is forecast to deviate from budget. Continued savings have been identified resulting from the application of the Authority's Treasury Management Strategy. There is a saving of £1.462m (September, £0.962m) relating to Public Works Loan Board loans taken out at a lower rate of interest than budgeted for (£0.355m) and a reduction in borrowing costs resulting from higher internal borrowing (£1.334m). In addition, reprogramming within the Investment Plan has delivered a credit against Minimum Revenue Provision of £0.370m. Of this total saving, an amount of £1.100m, has been proposed as in-year mitigation to the cross-cutting savings targets which are yet to be permanently saved as outlined in sections 2.7 to 2.9. There is also a saving against budget of £0.900m for Strain on the Fund costs, increased from £0.850m at November. There are contingency budgets of £4.526m including the £4.416m held against pressures in social care. There is a construction service contribution to insurance costs of £0.200m, unused construction and maintenance reserves of £0.250m and a total of £0.313m other smaller savings.

4.9.4 These underspends are partially offset by savings targets forecast as still to be achieved. These relate to the following Efficiency Statement Categories; A Focus on the Social Care Customer Experience, How We Are Organised and Delivering Our Fees and Charges Policy. In addition, there are contributions to Norham High School £0.110m and budget movements to fund staffing pressures £0.221m.

SECTION 5 - SCHOOLS FINANCE

Update on the Overall School Position from Second Monitoring

5.1 Cabinet will recall that in 2018/19 it was reported that schools had a year-end outturn of £1.599m, against a budgeted deficit of £4.715m. The first monitoring of 2019/20 reported a £4.191m deficit against a budgeted deficit of £4.661m, which was an improvement against budget of £0.470m.

5.2 The second set of budget monitoring for the financial year has recently been completed. Initial forecast results across all school phases (as shown in table 17 below) now reflect a forecast deficit of £3.935m, which is an improvement since the first monitoring of £0.256m. This also reflects an overall improvement against budget of £0.726m.

5.3 **Table 17: Second Monitoring Results for Schools - 2019/20**

Phase	Outturn 2018/19 £m	Budget Plan 2019/20 £m	Monitoring 1 2019/20 £m	Monitoring 2 2019/20 £m	Variance To Budget £m
Nursery	0.009	0.002	0.029	0.097	0.095
First	0.654	0.412	0.433	0.433	0.021
Primary	3.134	2.346	2.317	2.314	(0.032)
Middle	0.380	0.369	0.346	0.256	(0.113)
Secondary	(3.658)	(8.028)	(7.817)	(7.647)	0.382
Special / PRU	1.080	0.238	0.501	0.612	0.373
Total	**1.599**	**(4.661)**	**(4.191)**	**(3.935)**	**0.726**

5.4 The improvement in forecast outturns for schools includes four additional schools which are now forecasting unauthorised deficits over £5,000 in 2019/20. These schools are currently showing a forecast that is collectively £0.195m worse than budget at the second monitoring, as shown in table 18.

5.5 **Table 18: Emerging Deficit Schools in 2019/20**

School	Budget Plan 2019/20 £m	Monitoring 1 2019/20 £m	Monitoring 2 2019/20 £m	Variance To Budget £m
Benton Dene Primary	0.090	0.030	(0.046)	(0.136)
Burradon Primary	0.013	(0.015)	(0.016)	(0.029)
Greenfields Primary	0.007	(0.050)	(0.017)	(0.024)
St Mary's RC Primary N/S	(0.005)	(0.009)	(0.010)	(0.005)
Total	**0.106**	**(0.044)**	**(0.089)**	**(0.195)**

5.6 As previously reported to Cabinet, there were eleven schools with deficits identified at budget setting (five continuing from 2018/19 and six new at the start of 2019/20) and their current forecasted positions are shown in Table 19 below. A number of these schools are showing improvements reflecting plans put in place to mitigate their deficit positions, showing an overall £0.270m improvement against budget and a favourable swing of £0.151m since the first monitoring. The schools still showing adverse variances are working to mitigate the causes of further unforeseen pressures.

Table 19: Existing Deficit Schools in 2019/20

School	Budget Plan 2019/20 £m	Monitoring 1 2019/20 £m	Monitoring 2 2019/20 £m	Variance To Budget £m
Fordley Comm Primary	(0.014)	(0.014)	(0.030)	(0.016)
Forest Hall Primary	(0.014)	(0.019)	(0.021)	(0.007)
Holystone Primary	(0.053)	(0.047)	(0.053)	0.000
Ivy Road Primary	(0.288)	(0.289)	(0.286)	0.002
St Aidan's R C Primary	(0.027)	(0.018)	(0.017)	0.010
St Bartholomew's C of E	(0.018)	(0.006)	(0.005)	0.013
Marden High	(0.513)	(0.530)	(0.529)	(0.016)
Monkseaton High	(4.420)	(4.388)	(4.368)	0.052
Norham High	(2.299)	(2.256)	(2.239)	0.060
Longbenton High	(2.195)	(2.193)	(2.145)	0.050
Beacon Hill	(0.210)	(0.172)	(0.088)	0.122
Total	**(10.051)**	**(9.932)**	**(9.781)**	**0.270**

5.7 Additional governance arrangements and monitoring meetings have been put in place with the four schools which have emerging deficits in 2019/20, along with planned meetings set up for the eleven existing deficit schools. School Improvement, HR and Finance officers will continue to meet with Head Teachers and Governing Body representatives for all schools in deficit to monitor the specific requirements of each individual school's deficit and recovery plans to support bringing them back into balance.

High Needs Block

5.8 The High Needs block ended 2018/19 with a pressure of £0.920m. Cabinet should note that the High Needs block forms part of the Dedicated Schools Grant (DSG) which is ring-fenced and does not form part of the General Fund. This overall pressure in the High Needs block is in line with the national and regional picture and Members will be aware of the high level of interest in special needs provision and associated funding issues in the national media.

5.9 The forecast at January 2020 for the High Needs block has worsened since the last report with an anticipated in-year pressure of £3.886m (November, £3.733m) reflecting a rise in demand for special school places within the Authority and a general increase in complexity of children supported in special

schools and within mainstream schools. A breakdown of the in-year pressure is shown in Table 20 below.

5.10 **Table 20: Breakdown of High Needs In Year Pressures at January 2020**

Provision	Budget £m	Provisional Outturn Variance £m	Comment
Special schools and PRU	11.398	2.007	Pressure on places for children with profound, Multiple Learning Difficulties, Social Emotional and Mental Health problems and Autism Spectrum Disorder
ARPs/Top-ups	3.520	0.858	Pressures in pre 16 top-ups
Out of Borough	1.225	0.979	Increased numbers of external school places due to higher numbers of children with more complex needs
Commissioned services	3.977	0.042	
Subtotal	**20.121**	**3.886**	

SECTION 6 - HOUSING REVENUE ACCOUNT

6.1 The forecast set out in Table 21 below is based on the results to January. This reflects the previously reported improvements following the end of the Kier Joint Venture. As this is the first year of running with this new service, EHL and Cabinet Members were prudent in budgeting for the impact, whilst expecting a more efficient service against planned benefits realisation.

6.2 **Table 21: Forecast Variance Housing Revenue Account**

	FULL YEAR - 2019/20			Variance
		Forecast Outturn		
	Full Year Budget £m	Forecast Actual £m	Jan 2020 Variance £m	Nov 2019 £m
INCOME				
Rental Income	(58.697)	(59.533)	(0.836)	(0.642)
Rental Income - Shops & Offices	(0.275)	(0.275)	0.000	0.000
Interest on Balances	(0.050)	(0.050)	0.000	0.000
PFI Credits	(7.693)	(7.693)	0.000	0.000
	(66.715)	**(67.551)**	**(0.836)**	**(0.642)**
EXPENDITURE				
Capital Charges - Net Effect	12.110	12.110	0.000	0.000
HRA Management Costs	12.014	9.975	(2.039)	(1.725)
PFI Contract Costs	9.641	10.079	0.438	0.000
Repairs	11.981	11.470	(0.511)	(0.482)
Revenue Support to Capital Programme	9.053	9.053	0.000	0.000
Contribution to Major Repairs Reserve – Depreciation	12.392	12.392	0.000	0.000
Contingencies, Bad debt Provision & Transitional Protection Payments	1.000	1.315	0.315	0.229
Pension Fund Deficit Funding	0.855	0.855	0.000	0.000
	69.046	**67.249**	**(1.797)**	**(1.978)**
	2.331	**(0.302)**	**(2.633)**	**(2.620)**
BALANCES BROUGHT FORWARD	**(6.202)**	**(7.303)**	**(1.101)**	**(1.101)**
BALANCES TO CARRY FORWARD	**(3.871)**	**(7.605)**	**(3.734)**	**(3.721)**

6.3 The values of efficiencies are now becoming apparent and the relative forecasts have been amended accordingly. Further details were presented to Cabinet on 25 November 2019 in the 'Construction Project – Delivery and Benefits Realised' report. There are two main areas showing improvements: the cost of the repairs and the management-related costs of the new service. The total £2.210m saving identified previously includes £1.500m which is a permanent saving to the base budget and has been built into the HRA 30-year business plan going forward. These include savings on repairs delivery (£0.500m) combined with savings achieved from the creation of the in-house Construction Service, which has absorbed the former Housing Property Services client team into its structure (£1.000m). In addition, in-year savings are forecast to be achieved via an

underspend in the project team budget (£0.710m), which completed its work in December 2019.

6.4 Since the last report to Cabinet the position has improved by £0.013m. This is mainly due to a further improvement in rental income and Council Tax for empty homes (£0.446m). The continuing position around rental arrears has resulted in the need to increase the forecast for the in-year contribution to the bad debt provision by a further £0.085m. Across the service there have been further savings (£0.091m) in supplies and services and vacancies, which will now not be filled until 2020/21. In addition the Service are proposing to make an additional contribution to the North Tyneside Living PFI Reserve of circa £0.400m at year-end to help restore the position on the Reserve following previous uses of the reserve to fund the purchase of new fleet for the in-house Construction service, and settle outstanding compensation claims with the PFI Contractor who delivered the construction phase of the North Tyneside Living project.

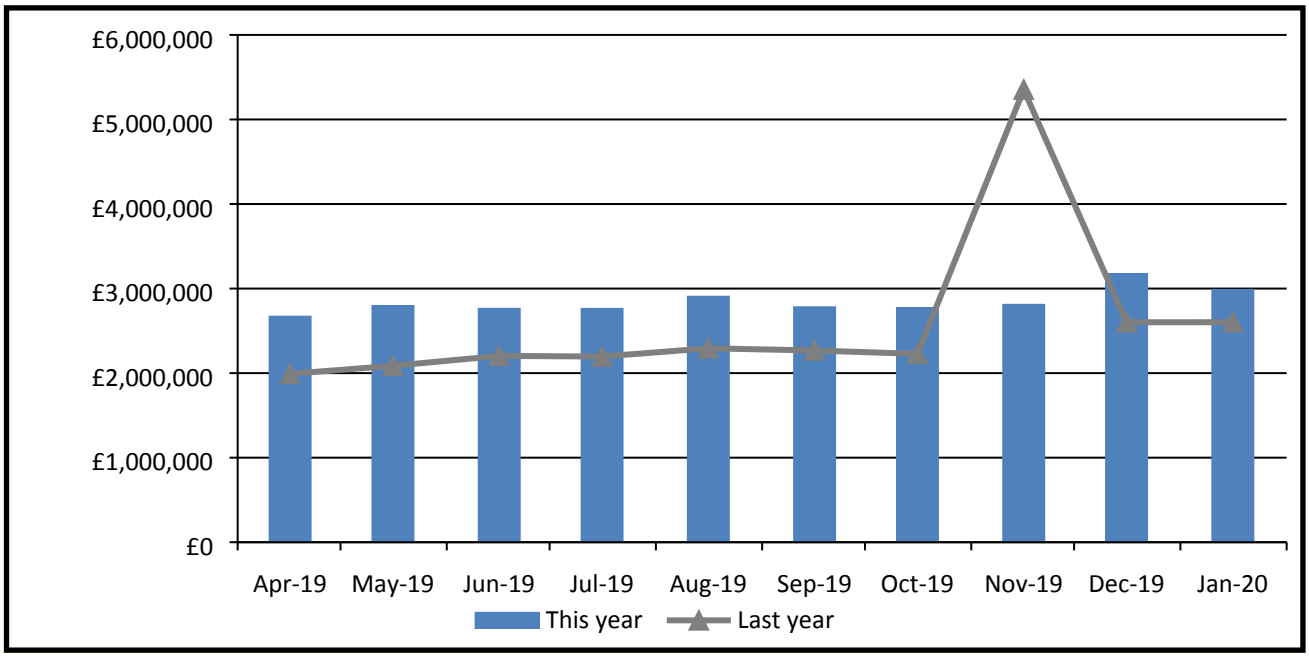
6.5 Rental Income continues to perform ahead of budget (£0.581m) due to sustained improvement in empty homes position across both general needs and sheltered accommodation; service charge income is currently forecasted above budget (£0.100m) due to a reduction in furniture pack income. HRA Shops and Temporary Accommodation continues to perform above budget (£0.130m) due to lease renewals and demand for temporary accommodation. Garage rental income also slightly better than budget (£0.025m).

6.6 The current situation regarding arrears, partially due to the impact of Universal Credit, is continuing to increase. As a result of this, the bad debt provision held on the balance sheet is forecast to increase by £0.315m more than the budgeted level.

Rent Arrears

6.7 The level of rent arrears has risen in the first seven months of 2019/20 as compared to 2018/19 with the value of arrears being £0.388m higher than this period last year. Chart 12 below shows the value of rent arrears in 2019/20 compared to the same period in 2018/19. A team is working proactively with tenants to minimise arrears and levels have been closely monitored as the year progressed to identify any adverse impacts on the budget position. For the first time in the last 15 years, there was a pressure on the bad debt provision in 2018/19, with a pressure against forecast in 2019/20. This is mainly in relation to changes caused by Universal Credit.

6.8 **Chart 12: Rent Arrears in 2019/20 compared to 2018/19**

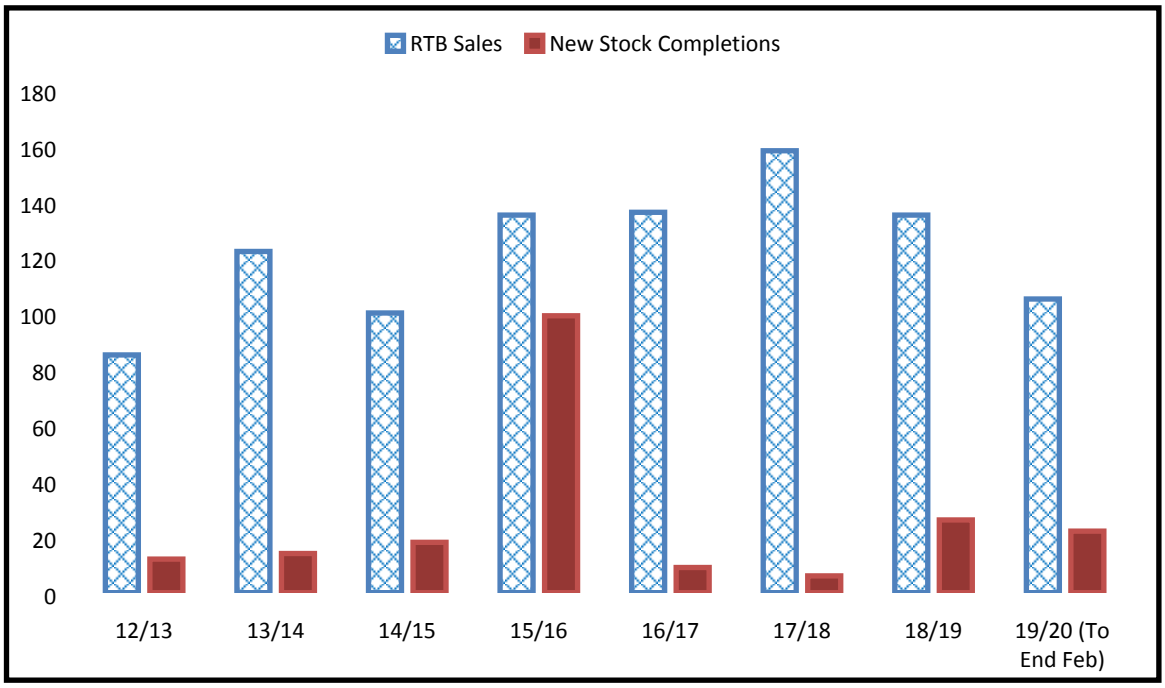


6.9 Universal Credit was fully implemented across North Tyneside on 2 May 2018. The Authority continues to work with residents to provide ICT support to help them make applications and to provide personal budget support to help residents manage their household finances. At 1 April 2019 there were 2,005 tenants of North Tyneside Homes on Universal Credit with arrears totalling £1.163m. At February 2020 there were 3,031 tenants on Universal Credit with related arrears of £2.018m.

Right to Buy (RTB) Trends

6.10 The impact of RTB is critical to long-term planning for the HRA. Prior to the introduction of self-financing in 2012, average RTB sales had dropped to around 25 per annum, mainly due to the capped discount (£0.022m) which had remained static as property values had increased, making RTB less attractive financially to tenants. Shortly after self-financing began, Central Government announced a change to RTB significantly increasing the maximum discount, initially to £0.075m and then subsequently annual inflation was added to the maximum. Chart 13 below shows the trend in RTB sales since that time.

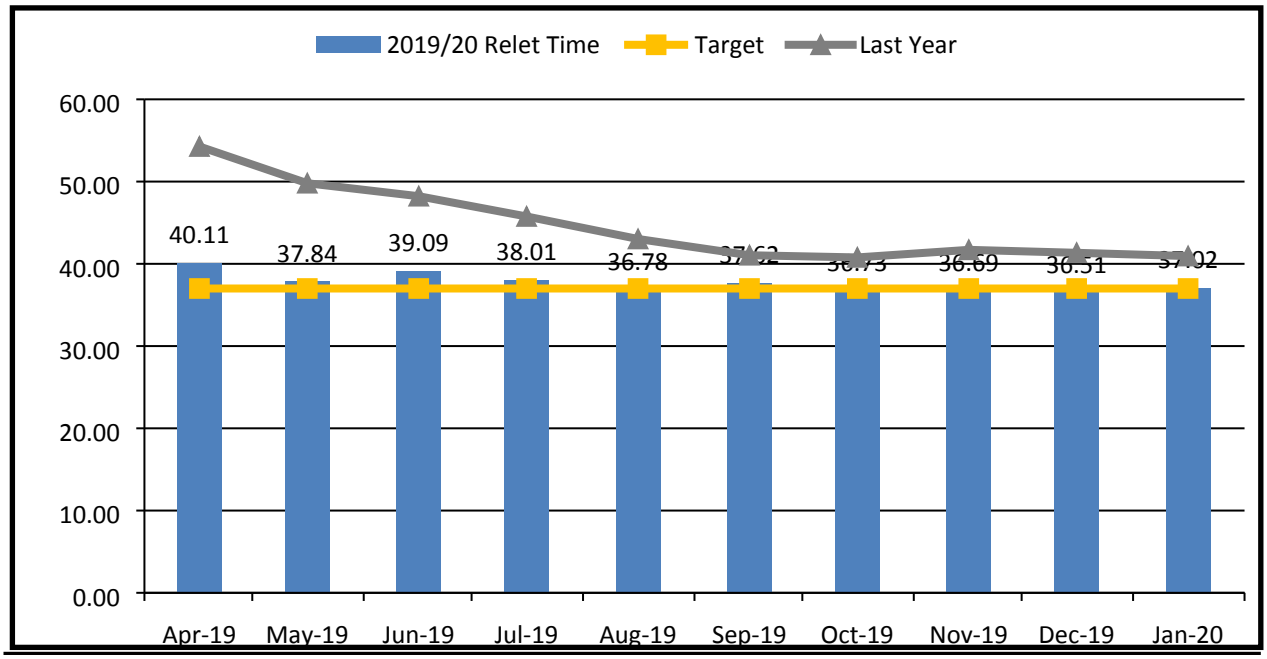
6.11 **Chart 13: Yearly RTB Sales v New Stock Additions**



Improvements to Average Reletting Periods

6.12 The HRA has experienced increased rentals throughout 2019/20, in part due to the improvements made in reletting empty properties. Chart 14 below shows the average relet time, for the first ten months of 2019/20, has improved since 2018/19, with year to date statistics showing a decrease of almost 17 days since April 18/19 and reduction of 4 days since the same period last year. In addition, 67% of property relets have been completed within the new 37-day target.

6.13 **Chart 14: Average Relet Period**



SECTION 7 - INVESTMENT PLAN

Review of Investment Plan - Position Statement

7.1 The Authority's Investment Plan represents the capital investment in projects across all Service areas. The vast majority of the 40+ projects are currently on target to deliver on time and on budget. Some of the key highlights of the Investment Plan due to be delivered during 2019/20 are summarised below:

Affordable Homes New Build and Conversion Works

7.2 2 projects have been completed to date in 2019/20:

- The construction of 13 new affordable homes in Battle Hill, on the former Bonchester Court site. Completed May 2019; and
- The construction of 9 new affordable homes in Battle Hill, on the former Beadnell Court site. Completed May 2019.

In addition to the above projects there will be a number of other projects progressed through the design, planning and procurement process during 2019/20 that will subsequently complete in future financial years.

Housing Investment Work

7.3 The Housing Capital delivery programme will see the following works delivered across the borough during 2019/20:

- Kitchens and bathrooms to 654 homes;
- Heating upgrades to 600 homes;
- Boundary improvements to 1,281 homes;
- External decoration to 1,928 homes;
- Roof replacements to 260 homes;
- External Brickwork Repairs to 190 homes;
- Footpath repairs throughout the borough; and,
- Firedoor replacement to 630 flats within communal blocks.

Education Investment Works

7.4 Delivery of the priority condition related projects across the school estate as part of the schools condition investment programme.

Priority Schools Building Programme (PSBP) 2 (Off Balance Sheet):

- Cullercoats Primary School – this project was delivered as part of PSBP2 as a heavy refurbishment programme rather than a new build. Works commenced in May 2018 and have now been completed with handover at the end of August 2019. Reinstatement of the externals and decanting of contractor facilities were completed at the end of September 2019.

Highways and Infrastructure Works

7.5 The main Highways & Infrastructure works include:

- Delivery of the Local Transport Plan (LTP) including the annual resurfacing programme and integrated transport projects;
- Delivery of the Additional Highway Maintenance Programme including footway improvements in line with the Mayor's priorities;
- Completion of final phase of A1058 Coast Road Cycle Scheme;
- Completion of the North Bank of Tyne highway improvements; and
- Completion of construction on the A189 Salters Lane major highways scheme.

Regeneration Works

7.6 Regeneration Works for 2019/20 include:

Swans – the next phase consists of:

- CFI Phase 2 – works started May 2019 with completion expected in March 2020.

Variations to the 2019-2023 Investment Plan

7.7 Variations of £3.353m (2019/20 £1.655m) to the Investment Plan and reprogramming of £1.875m have been identified and are included in tables 22 and 23 below. Further details are provided in paragraph 7.8:

7.7.1 **Table 22: 2019 - 2023 Investment Plan changes identified**

	2019/20 £m	2020/21 £m	2021/22 £m	2022/23 £m	Total £m
Approved Investment Plan – Council 21 February 2019	**62.758**	**42.463**	**37.008**	**37.055**	**179.284**
Previously Approved Reprogramming/Variations					
Cabinet 1 April 2019	6.828	0	0	0	6.828
Cabinet 28 May 2019	8.484	0	0	0	8.484
Cabinet 29 July 2019	(4.744)	9.275	0	0	4.531
Cabinet 9 Sep 2019	1.300	0	0	0	1.300
Cabinet 25 Nov 2019	0.374	6.132	4.000	0	10.506
Cabinet 20 Jan 2020	(9.598)	7.758	0	0	(1.840)
Approved Investment Plan	**65.402**	**65.628**	**41.008**	**37.055**	**209.093**
Dec 19/Jan 20					
Variations	1.655	1.698	0	0	3.353
Reprogramming	(1.875)	1.875	0	0	0
Total Variations	**(0.220)**	**3.573**	**0**	**0**	**3.353**
Revised Investment Plan	**65.182**	**69.201**	**41.008**	**37.055**	**212.446**

7.8 Details of the variations and reprogramming are shown below:

(a) **CO080 Burradon Recreation Ground £0.521m (2019/20 £0.100m)**– This is a new project that will make improvements to outdoor and indoor sports facilities at Burradon Recreation Ground including provision of a mini soccer artificial grass pitch and grass pitch improvements. Improvements to changing facilities and a new irrigation system for the Bowling Green;

(b) **DV064 Council Property Investment £0.354m reprogramming** – The reprogramming relates to the demolition of the former Backworth Primary School which is now expected to be completed in 2020/21;

(c) **DV066 Investment in North Tyneside Trading Co. £0.600m reprogramming and £1.406m variation –** Due to the timing of sales within Aurora Properties (Sale) Limited, the company have been able to internally fund their construction projects. Therefore, the funds available to be invested in the company are to be reprogrammed to 2020/21. Also £1.406m of Section 106 funding is to be added for 2020/21 to support the affordable homes programme;

(d) **ED189 School Nursery Capital Fund £0.232m** – The Authority's bid for funding for the creation of new nursery places for 2, 3 and 4 year olds was successful. Percy Main Primary School and New York Primary School have been awarded £0.130m and £0.077m respectively. As part of the award New York Primary School are required to match fund the project in the sum of £0.025m which will be met from the schools devolved formula capital grant;

(e) **EV034 Local Transport Plan £0.155m** – This variation is the reflect the drawdown of legacy Section 106 funding £0.127m received for highways works and also to reflect the external funding available for Public Transport Schemes £0.028m;

(f) **HS051 Private Sector Empty Homes £0.400m reprogramming** – Reprogramming of £0.400m is requested to align with the delivery of key projects in 2020/21;

(g) **HS015 HRA Refurbishment /Decent Homes Improvements £0.521m reprogramming** – procurement requirements for the new PVCu Window and Doors scheme and subsequent procurement of an alternative framework provider has resulted in the delivery of the schemes being reprogrammed to 2020/21; and,

(h) **HS041 Housing PFI £1.400m** – Negotiations have concluded with the Housing PFI contractor and a settlement has been agreed. To be funded by available reserves.

7.9 The impact of the changes detailed above on capital financing is shown in table 23 below.

7.9.1 **Table 23: Impact of variations on Capital financing**

	2019/20 £m	2020/21 £m	2021/22 £m	2022/23 £m	Total £m
Approved Investment Plan – Cabinet 20 Jan 2020	**65.402**	**65.628**	**41.008**	**37.055**	**209.093**
Council Contribution	(1.204)	1.204	0	0	0
Grants and Contributions	0.105	1.848	0	0	1.953
HRA Contribution from reserves	1.400	0	0	0	1.400
HRA House Building Fund	(0.521)	0.521	0	0	0
Total Financing Variations	**(0.220)**	**3.573**	**0**	**0**	**3.353**
Revised Investment Plan	**65.182**	**69.201**	**41.008**	**37.055**	**212.446**

Capital Receipts – General Fund

7.10 General Fund Capital Receipts brought forward at 1 April 2019 were £1.100m. The capital receipts requirement for 2019/20 approved by Council on 21 February 2019 was £Nil. To date £1.295m capital receipts have been received in 2019/20. This includes a capital receipt of £0.712m which is a repayment of a capital loan. The receipts position is shown in table 24 below. The 2020/21 budget agreed by Full Council on 20 February 2020 include the use the £1.100m capital receipts brought forward at 1 April 2019 as part of the financing of the 2020/21 Investment Plan.

7.10.1 **Table 24: Capital Receipt Requirement – General Fund**

	2019/20 £m	2020/21 £m	2021/22 £m	2022/23 £m	Total £m
Requirement reported to 21 February 2019 Council	0	0	0	0	0
Receipts Brought Forward	(1.100)	0	0	0	(1.100)
Total Receipts received 2019/20	(1.295)	0	0	0	(1.295)
Receipts used to repay capital loans	0.712	0	0	0	0.712
Net Useable Receipts	**(0.583)**	**0**	**0**	**0**	**(0.583)**
Surplus Receipts	**(1.683)**	**0.000**	**0.000**	**0.000**	**(1.683)**

Capital receipts – Housing Revenue Account

7.11 Housing Capital Receipts brought forward at 1 April 2019 were £7.251m. The Housing receipts are committed against projects included in the 2019-2023 Investment Plan. The approved Capital Receipt requirement for 2019/20 was £4.286m. This, together with the reprogramming and variations previously reported to Cabinet, gives a revised requirement of £0.452m. To date, £5.193m receipts have been received in 2019/20 of which £1.405m has been pooled as part of the quarterly returns to Central Government. In total, subject to future pooling, this leaves a surplus balance of £10.587m to be carried forward to fund future years.

7.11.1 Table 25: Capital Receipt Requirement - Housing Revenue Account

	2019/20 £m	2020/21 £m	2021/22 £m	2022/23 £m	2019-23 £m
Requirement reported to 21 February 2019 Council	4.286	3.685	3.748	2.019	13.738
Reprogramming 2018/19	(0.348)	0	0	0	(0.348)
Reprogramming 2019/20	(1.796)	1.796	0	0	0
Variation 2019/20	(1.690)	0	0		(1.690)
Revised Requirement	**0.452**	**5.481**	**3.748**	**2.019**	**11.700**
Receipts Brought Forward	(7.251)	(10.587)	(5.106)	(1.358)	(7.251)
Receipts Received 2019/20	(5.193)	0.000	0.000	0.000	(5.193)
Receipts Pooled Central Government	1.405	0.000	0.000	0.000	1.405
(Surplus)/ Balance To be generated to fund future years (subject to further pooling)	**(10.587)**	**(5.106)**	**(1.358)**	**0.661**	**0.661**

The final figure for useable receipts and pooled receipts in year will depend on the final number of Right to Buy properties sold during 2019/20.

Investment Plan Monitoring Position to 31 January 2020

7.12 Actual expenditure for 2019/20, in the General Ledger, was £42.201m, 64.74% of the total revised Investment Plan at 31 January 2020. This is after adjusting for £0.079m of retentions relating to 2018/19 expenditure.

7.12.1 Table 26: Total Investment Plan Budget & Expenditure to 31 January 2020

	2019/20 Revised Investment Plan £m	Actual Spend to 31 Jan 2020 £m	Spend as % of revised Investment Plan %
General Fund	40.873	26.605	65.09%
Housing	24.309	15.596	64.16%
TOTAL	**65.182**	**42.201**	**64.74%**

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2019 - 2023 Investment Plan Summary

Appendix 1

	2019/20 £000	2020/21 £000	2021/22 £000	2022/23 £000	Total £000
General Fund					
Maintaining Our Assets					
BS026 Asset Planned Maintenance					
Council Contribution	1,522	1,500	1,500	1,500	6,022
Section 106	172	0	0	0	172
Private Contribution (NHS)	100	0	0	0	100
War Memorial Trust Grant	4	0	0	0	4
Contribution from Reserves	94	232	0	0	326
BS026 Asset Planned Maintenance Total	1,892	1,732	1,500	1,500	6,624
BS029 Wallsend Customer First Centre					
Public Health England	411	0	0	0	411
Northumbria Violence Reduction Unit Interver	95	0	0	0	95
BS029 Wallsend Customer First Centre Total	506	0	0	0	506
CO064 Social Care Information System					
Better Care Fund	99	0	0	0	99
CO064 Social Care Information System Total	99	0	0	0	99
CO076 Lockey Park Environmental and Play Improvements					
Section 106	74	0	0	0	74
CO076 Lockey Park Environmental and Play Improvements Total	74	0	0	0	74
CO078 Coastal Revival Fund					
Coastal Revival Fund (HCLG)	48	0	0	0	48
CO078 Coastal Revival Fund Total	48	0	0	0	48
CO080 Burradon Recreation Ground					
Council Contribution	0	336	0	0	336
Section 106	100	85	0	0	185
CO080 Burradon Recreation Ground Total	100	421	0	0	521
DV071 Section 106 Contributions to Set Up Health Facilities					
Section 106	78	0	0	0	78
DV071 Section 106 Contributions to Set Up Health Facilities Total	78	0	0	0	78
ED075 Devolved Formula Capital					
Education Funding Agency (Devolved)	929	1,904	579	579	3,991
ED075 Devolved Formula Capital Total	929	1,904	579	579	3,991
ED120 Basic Need					
Education Funding Agency (Basic Need)	184	113	113	113	523
ED120 Basic Need Total	184	113	113	113	523
ED132 School Capital Allocation					
Private Contribution (Kier Gain Share)	33	0	0	0	33
Education Funding Agency (SCA)	3,781	3,534	3,534	3,534	14,383
ED132 School Capital Allocation Total	3,814	3,534	3,534	3,534	14,416
ED186 Backworth Park Primary					
Council Contribution	-2,374	0	0	0	-2,374
Section 106	2,374	0	0	0	2,374
ED186 Backworth Park Primary Total	0	0	0	0	0
EV034 Local Transport Plan					
Dept for Transport LTP ITA	958	958	958	958	3,832
Dept for Transport LTP Maint	2,126	2,195	2,000	2,000	8,321
Section 106	127	0	0	0	127
DFT Pothole Funding 19/20	144	0	0	0	144
Public Transport Funding	28	0	0	0	28
EV034 Local Transport Plan Total	3,383	3,153	2,958	2,958	12,452
EV056 Additional Highways Maintenance					
Council Contribution	2,000	2,000	2,000	2,000	8,000
Department For Transport	876	0	0	0	876
Dept for Transport LTP Maint	378	0	0	0	378
EV056 Additional Highways Maintenance Total	3,254	2,000	2,000	2,000	9,254

			2019/20 £000	2020/21 £000	2021/22 £000	2022/23 £000	Total £000
		EV069 Vehicle Replacement					
		Council Contribution	1,300	500	0	0	1,800
		EV069 Vehicle Replacement Total	1,300	500	0	0	1,800
		IT020 ICT Strategy					
		Council Contribution	1,234	1,000	1,000	1,000	4,234
		IT020 ICT Strategy Total	1,234	1,000	1,000	1,000	4,234
	Maintaining Our Assets Total		16,895	14,357	11,684	11,684	54,620
Corporate							
		EV076 Operational Depot Accommodation Review					
		Council Contribution	2,279	5,366	0	0	7,645
		ERDF	843	1,169	0	0	2,012
		EV076 Operational Depot Accommodation Review Total	3,122	6,535	0	0	9,657
		EV086 Clean Bus Technology Fund					
		Department For Transport	358	0	0	0	358
		EV086 Clean Bus Technology Fund Total	358	0	0	0	358
		GEN03 Contingencies					
		Council Contribution	559	4,789	500	500	6,348
		GEN03 Contingencies Total	559	4,789	500	500	6,348
		IT026 ICT Citizen Interaction					
		Council Contribution	0	0	0	0	0
		IT026 ICT Citizen Interaction Total	0	0	0	0	0
		IT027 Self Service Kiosk Replacement					
		Council Contribution	100	0	0	0	100
		IT027 Self Service Kiosk Replacement Total	100	0	0	0	100
	Corporate Total		4,139	11,324	500	500	16,463
Education							
		ED100 30 Hours Capital Grant					
		Education Funding Agency (30 Hours)	75	0	0	0	75
		ED100 30 Hours Capital Grant Total	75	0	0	0	75
		ED188 SEND					
		Education Funding Agency (SEND)	849	0	0	0	849
		ED188 SEND Total	849	0	0	0	849
		ED189 School Nursery Capital Fund					
		Education Funding Agency (Devolved)	0	25	0	0	25
		Education Funding Agency (SNCF)	0	207	0	0	207
		ED189 School Nursery Capital Fund Total	0	232	0	0	232
	Education Total		924	232	0	0	1,156
Housing General Fund							
		DV064 Council Property Investment					
		Council Contribution	942	1,811	0	0	2,753
		DV064 Council Property Investment Total	942	1,811	0	0	2,753
		HS004 Disabled Facilities Grant					
		Better Care Fund	1,500	1,437	0	0	2,937
		HS004 Disabled Facilities Grant Total	1,500	1,437	0	0	2,937
		HS051 Private Sector Empty Homes					
		Council Contribution	219	681	0	0	900
		Homes & Communities Grant	94	243	0	0	337
		Revenue Contribution (NHB)	76	0	0	0	76
		HS051 Private Sector Empty Homes Total	389	924	0	0	1,313
	Housing General Fund Total		2,831	4,172	0	0	7,003
Investments							
		DV066 Investment in North Tyneside Trading Co					
		Council Contribution	3,149	2,800	0	0	5,949
		Section 106	1,623	1,406	0	0	3,029

	2019/20 £000	2020/21 £000	2021/22 £000	2022/23 £000	Total £000
DV066 Investment in North Tyneside Trading Co Total	4,772	4,206	0	0	8,978
Investments Total	4,772	4,206	0	0	8,978
Regeneration					
CO077 Amberley Playing Field Artificial Grass Pitch					
Football Foundation Grant	500	0	0	0	500
Section 106	214	0	0	0	214
CO077 Amberley Playing Field Artificial Grass Pitch Total	714	0	0	0	714
CO079 Playsites 2019/20					
Section 106	50	0	0	0	50
CO079 Playsites 2019/20 Total	50	0	0	0	50
DV054 Spanish City Dome					
Council Contribution	45	0	0	0	45
DV054 Spanish City Dome Total	45	0	0	0	45
DV058 Swan Hunters Redevelopment					
Council Contribution	300	0	0	0	300
LGF	1,885	0	0	0	1,885
DV058 Swan Hunters Redevelopment Total	2,185	0	0	0	2,185
DV067 Northern Promenade					
Council Contribution	128	250	0	0	378
DV067 Northern Promenade Total	128	250	0	0	378
DV068 Southern Promenade					
Environment Agency Grant	0	550	0	0	550
DV068 Southern Promenade Total	0	550	0	0	550
DV070 Forest Hall Regeneration					
Revenue Contribution (Feasibility)	18	0	0	0	18
DV070 Forest Hall Regeneration Total	18	0	0	0	18
EV080 Coast Road Cycle Route					
Cycle City Ambition Fund	231	0	0	0	231
Transforming Cities Fund	237	0	0	0	237
EV080 Coast Road Cycle Route Total	468	0	0	0	468
EV082 North Bank of Tyne Infrastructure					
NELEP Growth Deal	1,214	0	0	0	1,214
EV082 North Bank of Tyne Infrastructure Total	1,214	0	0	0	1,214
EV084 A189 Improvements Haddricks Mill to West Moor					
DFT National Productivity Fund	2,333	0	0	0	2,333
Section 106	0	0	0	0	0
Section 278	1,554	0	0	0	1,554
EV084 A189 Improvements Haddricks Mill to West Moor Total	3,887	0	0	0	3,887
EV087 Air Quality Early Measures Fund					
DEFRA - Air Quality Grant	350	0	0	0	350
Transforming Cities Fund	285	0	0	0	285
EV087 Air Quality Early Measures Fund Total	635	0	0	0	635
EV088 Tyne View Terrace Cycleway					
Transforming Cities Fund	427	0	0	0	427
EV088 Tyne View Terrace Cycleway Total	427	0	0	0	427
EV090 S278 Avant Homes at Killingworth Village					
Section 278	1,223	0	0	0	1,223
EV090 S278 Avant Homes at Killingworth Village Total	1,223	0	0	0	1,223
GEN12 Local Infrastructure					
Council Contribution	190	100	100	100	490
FLAG Grant	28	0	0	0	28
GEN12 Local Infrastructure Total	218	100	100	100	518
HS052 Killingworth Moor Infrastructure					
Housing Infrastructure Fund	100	5,900	4,000	0	10,000
HS052 Killingworth Moor Infrastructure Total	100	5,900	4,000	0	10,000

	2019/20 £000	2020/21 £000	2021/22 £000	2022/23 £000	Total £000
Regeneration Total	11,312	6,800	4,100	100	22,312
General Fund Total	40,873	41,091	16,284	12,284	110,532
HRA					
Housing					
HS015 Refurbishment / Decent Homes Improvements					
See HRA Financing	19,804	21,185	20,862	21,144	82,995
HS015 Refurbishment / Decent Homes Improvements Total	19,804	21,185	20,862	21,144	82,995
HS017 Disabled Adaptations					
See HRA Financing	1,041	1,051	1,062	1,072	4,226
HS017 Disabled Adaptations Total	1,041	1,051	1,062	1,072	4,226
HS039 ICT Infrastructure Works					
See HRA Financing	110	107	108	109	434
HS039 ICT Infrastructure Works Total	110	107	108	109	434
HS041 Housing PFI					
See HRA Financing	1,654	0	0	0	1,654
HS041 Housing PFI Total	1,654	0	0	0	1,654
HS044 HRA New Build					
See HRA Financing	1,235	5,767	2,692	2,446	12,140
HS044 HRA New Build Total	1,235	5,767	2,692	2,446	12,140
HS050 Construction Options Project					
See HRA Financing	465	0	0	0	465
HS050 Construction Options Project Total	465	0	0	0	465
Housing Total	24,309	28,110	24,724	24,771	101,914
HRA Total	24,309	28,110	24,724	24,771	101,914
Total £000	65,182	69,201	41,008	37,055	212,446

Investment Plan Financing

		2019/20 £000	2020/21 £000	2021/22 £000	2022/23 £000	Total £000
General Fund						
	Council Contribution	11,593	21,133	5,100	5,100	42,926
	Grants & Contributions	29,092	19,726	11,184	7,184	67,186
	Revenue Contribution	94	0	0	0	94
	Contribution from Reserves	94	232	0	0	326
General Fund Total		40,873	41,091	16,284	12,284	110,532
HRA Financing						
	HRA Capital Receipts	452	5,481	3,748	2,019	11,700
	HRA Revenue Contribution	9,136	8,079	7,702	9,014	33,931
	HRA MRR	12,392	12,825	13,274	13,738	52,229
	HRA House Building Fund Reserve	664	1,725	0	0	2,389
	HRA PFI Reserve	1,665	0	0	0	1,665
HRA Financing Total		24,309	28,110	24,724	24,771	101,914
Total£000		65,182	69,201	41,008	37,055	212,446
		0	0	0	0	0

North Tyneside Council
Report to Cabinet
Date: 30 March 2020

Title: Procurement of Demolition Contract, Unicorn House, North Shields

Portfolio(s):	**The Deputy Mayor Finance and Resources**	**Cabinet Member(s):**	**Councillor Bruce Pickard Councillor Ray Glindon**

Report from Service Area:	**Commissioning and Asset Management**	
Responsible Officer:	**Mark Longstaff, Head of Commissioning and Asset Management**	**(Tel: (0191) 643 8089)**
Wards affected:	**Tynemouth**	

PART 1

1.1 Executive Summary:

As part of the Ambition for North Tyneside and North Shields Master Plan, Cabinet gave approval on 20 January 2020 to the acquisition of Unicorn House with the intention of the site being cleared in preparation for a housing-led regeneration scheme complementing the on-going work at Northumberland Square and the emerging North Shields Masterplan. The purchase of the property was subsequently completed on 6 February 2020.

This report seeks Cabinet approval to commence a procurement exercise in respect of the asbestos removal and demolition contract for the building. Cabinet approval is sought as the total cost of the work is expected to exceed £500,000 in value.

1.2 Recommendation(s):

It is recommended that Cabinet:

1) approve the commencement of a procurement exercise for the removal of asbestos and demolition of Unicorn House; and

2) delegate authority to the Head of Commissioning and Asset Management in consultation with the Head of Resources, Head of Regeneration and Economic Development, Head of Law and Governance, Cabinet Member for Finance and Resources and the Deputy Mayor to award a contract to the bidder who represents the most economically advantageous tender.

1.3 Forward Plan:

Twenty-eight days' notice of this report has been given and it first appeared on the Forward Plan that was published on 24 January 2020.

1.4 Council Plan and Policy Framework

This report relates to the following priority in the 2020-2024 Our North Tyneside Plan:

Our Places will:

- Offer a good choice of quality housing

1.5 Information:

On 20 January 2020, Cabinet gave approval to the acquisition of Unicorn House with the intention of the site being cleared in preparation for a housing-led regeneration scheme complementing the on-going work at Northumberland Square and the emerging North Shields Masterplan.

Intervention at Unicorn House was warranted because the building has been vacant for nearly 7 years and contributes little to the street scene and townscape of the corridor that runs from the town centre down towards the river.

The Authority's proposals for Unicorn House will contribute to delivering the Authority's Ambition for North Tyneside which confirms a commitment to providing high quality homes in North Shields that will attract more people to live in the town centre.

This report seeks Cabinet approval to commence a procurement exercise in respect of the asbestos removal and demolition contract for the building. Cabinet approval is sought as the total cost of the work is expected to exceed £500,000 in value.
Funding for the cost of the work is included within the Authority's Investment Plan 2020/21.

1.6 Decision options:

The following decision options are available for consideration:

Option 1
Cabinet may approve the recommendations at paragraph 1.2 of this report.

Option 2
Cabinet may decline the recommendations at paragraph 1.2 of this report in which case the existing building will remain standing on the site.

Option 1 is the recommended option.

1.7 Reasons for recommended option:

The demolition and redevelopment of the Unicorn House site will add immediate and significant value to the Authority's regeneration proposals for North Shields Town Centre as confirmed in the Authority's Ambition for North Tyneside.

1.8 Appendices:

Appendix 1: Plan showing Unicorn House, North Shields by dark outline.

1.9 Contact officers:

Niall Cathie, Strategic Property Manager, Tel. 0191 643 6517
Cathy Davison, Principal Accountant, Tel. 0191 643 5727

1.10 Background information:

The following background papers/information have been used in the compilation of this report and are available at the office of the author:

- Property title information.

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

The cost of demolishing the building will be funded through the Authority's 2020/21 Capital Investment Plan.

All necessary Gateway forms have been submitted and agreed through the Investment Programme Board.

2.2 Legal

The procurement of the asbestos removal and demolition contract shall be carried out in compliance with the Public Procurement Regulations 2015 and the Authority's Contract Standing Orders.

2.3 Consultation/community engagement

2.3.1 Internal Consultation

The proposed acquisition and demolition of Unicorn House was considered by the Strategic Property Group on 8 October 2019 when it was agreed that the matter should be progressed to Cabinet for consideration.

2.3.2 External Consultation

The demolition of unicorn House and any subsequent proposed redevelopment of the site will be the subject of the usual public consultation during the planning process.

2.4 Human rights

There are no human rights issues directly arising from this report.

2.5 Equalities and diversity

There are no direct equality implications arising from this report.

2.6 Risk management

There are no risk management implications arising from this report.

2.7 Crime and disorder

Crime and disorder implications will be considered as part of the planning process in respect of the demolition of Unicorn House and subsequent redevelopment of the site.

2.8 Environment and sustainability

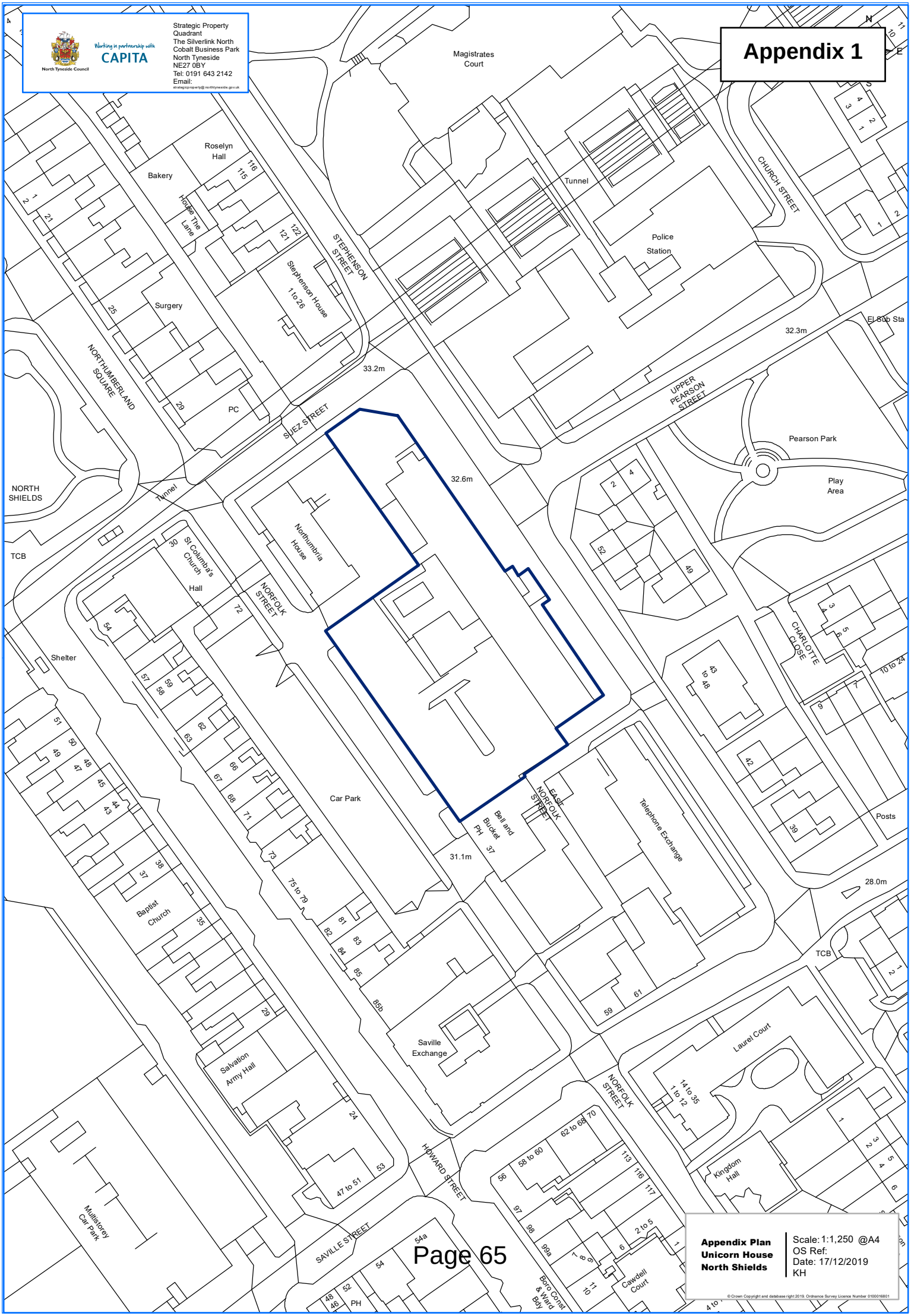
Environment and sustainability implications will be considered as part of the planning process in respect of the demolition of Unicorn House and the subsequent redevelopment of the site.

PART 3 - SIGN OFF

• Chief Executive	X
• Head(s) of Service	X
• Mayor/Cabinet Member(s)	X
• Chief Finance Officer	X
• Monitoring Officer	X
• Head of Corporate Strategy and Customer Service	X

North Tyneside Council
Working in partnership with CAPITA
Strategic Property Quadrant
The Silverlink North
Cobalt Business Park
North Tyneside
NE27 0BY
Tel: 0191 643 2142
Email:
strategicproperty@northtyneside.gov.uk

Appendix 1



Appendix Plan
Unicorn House
North Shields

Scale: 1:1,250 @A4
OS Ref:
Date: 17/12/2019
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North Tyneside Council
Report to Cabinet
Date: 30 March 2020

Title: Procurement of Supported Accommodation services to reduce homelessness

Portfolio(s):	**Adult Social Care**	**Cabinet Member(s):**	**Councillor Gary Bell**
	Children, Young People and Learning		**Councillor Peter Earley**
	Finance and Resources		**Councillor Ray Glindon**
	Housing		**Councillor Steve Cox**

Report from Service Area:	**Health, Education, Care and Safeguarding**	
Responsible Officer:	**Jacqui Old, Head of Health, Education, Care and Safeguarding**	**(Tel: (0191) 643 7317**
	Mark Longstaff, Head of Commissioning and Asset Management	**(Tel: (0191) 643 8089**
	Phil Scott, Head of Environment Housing and Leisure Management	**(Tel. (0191) 643 7295**
Wards affected:	**All wards**	

PART 1

1.1 Executive Summary:

The purpose of the report is to seek Cabinet approval to undertake a competitive procurement exercise for a new supported accommodation service. In January 2020 Cabinet agreed the updated North Tyneside Homelessness Prevention and Rough Sleeping Strategy 2019 – 2021. This service forms a key part of the Authorities approach to addressing homelessness in North Tyneside.

The service will include a range of accommodation settings and community-based support, which will seek to prevent homelessness for vulnerable and socially excluded people within the borough.

In March 2016 and 2017 Cabinet approved a procurement exercise to secure supported accommodation services in two categories, one for the 16-24 age group and a second for the over 25's.

The service is proposed following a further review of the Authority's existing provision and will replace the existing contractual relationships. The proposed service model will

provide a flexible service which can provide targeted support to those who need it the most, at one of the most critical times in their lives. Although the existing contracts have improved partnership working and made a huge difference to some of the Authorities most socially excluded residents, the new services allow an opportunity to improve the unit cost of the service whilst maintaining the quality of the service delivered.

It is proposed that the contract will start in October 2020. The initial contract duration will be for twenty-four months, with an option to extend for a further twenty-four months. The contract will be procured through an open and transparent process, in accordance with the Public Contracts Regulations 2015 and will be conducted through the NEPO portal.

1.2 Recommendation(s):

It is recommended that Cabinet authorise the Head of Health, Education, Care and Safeguarding, in consultation with the Head of Law and Governance, the Head of Resources and the Cabinet Member for Finance and Resources to:

(1) undertake a competitive procurement exercise to procure a provider(s) to deliver the proposed new service, as outlined in section 1.5; and

(2) award and enter into two separate contracts with the preferred bidders following the procurement exercise.

1.3 Forward Plan:

Twenty-eight days' notice of this report has been given and it first appeared on the Forward Plan that was published on 12th March 2020.

1.4 Council Plan and Policy Framework

1.4.1 This report relates to the following priorities contained within Our North Tyneside Plan 2020 - 2024:

- Be listened to so that their experience helps the council work better for residents.
- Be ready for work and life – with the right skills and abilities to achieve their full potential, economic independence and meet business needs.
- Be healthy and well – with the information, skills and opportunities to maintain and improve their health, well-being and independence, especially if they are carers.
- Be cared for, protected and supported if they become vulnerable including if they become homeless.
- Be encouraged and enabled to, whenever possible, be more independent

1.4.2 This report relates to the North Tyneside Homelessness Prevention and Rough Sleeping Strategy 2019 – 2021 which sets out a number of priorities which aim to effectively use our resources to reduce homelessness within North Tyneside.

1.4.2 Delivery of the service set out in the service specification will contribute to:

a) Priority Two: meeting local housing need
b) Priority Three: supporting households to secure and sustain an affordable home
c) Priority Four: effective communication and robust partnership working.

1.5 Information:

1.5.1 Background

The Homelessness Act 2002 created a statutory duty for local authorities to work to:

a) prevent homelessness in their district;
b) ensure that sufficient accommodation is and will be available for people in their district who are or who may become homeless; and
c) secure the satisfactory provision of support for people in their district who:
    - Are or may become homeless; or
    - Have been homeless and need support to prevent them becoming homeless again.

The Homelessness Reduction Act 2017 places new responsibilities on local authorities in England to provide advice and assistance to prevent homelessness, regardless of priority need, at an earlier stage.

A range of supported accommodation services have been in existence in the borough since 2003. These services were funded through the previously ring-fenced Supporting People Grant but have more recently been funded through the Authority's mainstream budgets. Since the contracts were awarded, they were subject to a comprehensive review in 2016. This review led to the creation of two age-specific supported accommodation contracts, one for 16-24-year olds and one for 25 years and over.

The annual value of the Authority's currently commissioned services for 16-24-year olds clients is £592,500 per annum. The annual value of the service for 25 and overs is £625,565.

Over the last three years the Authority has undertaken work with all housing related support providers, including those for socially excluded individuals. This work has resulted in the securing of efficiencies through existing contractual relationships has also identified opportunities for improved value for money through obtaining greater economies of scale and reducing potential overlaps between services.

The current services provide housing related support to vulnerable people who are at risk of homelessness. Housing-related support services are defined as services that aim to develop or sustain an individual's capacity to live independently in accommodation. Housing-related support services are not general health, social care or statutory personal care services, but rather services whose aim is to support more independent living arrangements.

1.5.2 Service Model

The service will provide support for vulnerable people at risk of homelessness, including those with chaotic lives.

This service will be provided through borough wide supported accommodation, resettlement support and crisis responses which include provision for needs which are low, medium and high and very high. It will be a requirement that the service will also provide at least four crisis beds. The number of units requested through the tender

documentation will be based upon evidenced levels of need and projected demand over the term of the contract period.

The service model provides services for a range of categories of need. These categories of need will have clear definitions at the outset of the contract. Each level of support need will also have an expected number of hours of support. The purpose of the range of these categories is an acknowledgement that different clients require differing levels of support. The new service model will allow a more flexible approach to take place. In practice this will mean that those who require a more intensive service for a period of time can receive this in order to stabilise individuals who may, at a later date, present with complex needs. The model also acknowledges that many individuals require a lower level of support but need support to prevent relapse.

The service model provides a flexible service which provides a tailored package of support based upon the needs of an individual accessing the service.

The service differentiates between different types of supported accommodation settings. At an operational level it is understood that some vulnerable individuals are better suited to receiving support in a less densely populated environment. As such, the service provides a choice of whether a vulnerable individual receives support in a 'centre based' setting or a 'dispersed' (or community) setting. The centre based setting will have higher levels of staffing and will provide a larger number of units of accommodation, often on one site. Dispersed settings will operate using lower levels of staffing and will contain a smaller number of units of accommodation per site, such as a community house (containing 2-4 units) or a 'home' type placement.

1.5.3 Collaborative approach

North Tyneside has a strong history of partnership working, particularly around supporting vulnerable individuals at risk of social exclusion. The service seeks to build upon this ethos of collaboration by encouraging the service to be delivered through a formal partnership of providers. It is anticipated through the tender process that the service will be provided by a collaboration of service providers. In the case of a collaboration of providers, a lead provider will be named. Collaborative working of this nature is not a requirement of the procurement process and the successful provider may deliver the provision independently.

1.5.4 Early Intervention / Prevention

The provision of clear categories of support needs alongside a referral process which supports this model ensures that individuals can be referred to services which more closely reflect their support needs. As the new service model also provides a range of accommodation with support options it will also be possible to ensure that the environment in which individuals are receiving services are most conducive to each individual's specific needs.

The service model includes the provision for support to be provided to individuals who have moved on to independent living arrangements (i.e. their own tenancy). This very low-level support is not resource intensive but is known to be a powerful preventative tool as evidence suggests that these clients can often represent as homeless with very high support needs.

1.5.5 Social Value

The Public Services (Social Value) Act 2012 requires public bodies to consider how the services they commission and procure might improve the economic, social and environmental well-being of the area. It is a requirement of the service that providers will evidence how they will deliver social value through the delivery of these services. This will be specified within the tender documentation and will be evaluated as part of the tender process.

1.5.6 Indicative Timeline

The new service model will be procured through a competitive tendering exercise. Following tender evaluation, the open tender process will culminate in a contract award stage. The contract will be in place to commence on the 1st of October 2020. The contract duration for the contract will be for 24 months with an option for the Authority to extend for a further 24 months. Prior to the expiration of the initial two-year contract the service will be subject to a review to assess the contracts effectiveness.

1.6 Decision options:

The following decision options are available for consideration by Cabinet:

Option 1
Agree the recommendations set out at section 1.2.

Option 2
Not agree the recommendations set out at section 1.2.

Option 1 is the recommended option.

1.7 Reasons for recommended option:

Option 1 is recommended for the following reasons:

a) Current contracts have expired and in order to comply with procurement regulations, the Authority must undertake a competitive procurement exercise to secure a new service.
b) The adoption of an overall project cost ensures the proposed new service provides a stable platform to develop new services.
c) The new service model will replace an outdated service model.
d) The new service will provide a flexible service which provides the right level of support to those who need it the most.
e) The adoption of a collaborative approach to service provision is likely to produce more seamless services to vulnerable individuals who often have very chaotic lives.

1.8 Appendices:

None.

1.9 Contact officers:

Jacqui Old, Head of Health, Education, Care and Safeguarding, tel. (0191) 643 7317
Mark Longstaff, Head of Commissioning and Investment, tel. (0191) 643 8089

Craig Nicholson, Commissioning Manager, People Based Commissioning,
Tel. (0191) 643 7785
Mark Taylor, Strategic Commissioning Manager, People Based Commissioning,
Tel. (0191) 643 8755
Scott Woodhouse, Strategic Commissioning Manager, People Based Commissioning,
Tel. (0191) 643 7082
David Dunford, Senior Business Partner, Finance matters, (0191) 643 7027

1.10 Background information:

None.

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

It is anticipated that the costs associated with a new contract can be met within existing budget provision, if this is not the case a report will be brought back to Cabinet / Council for a decision before a decision is made.

2.2 Legal

As detailed within 1.5 of this report, the Authority has statutory duties relating to homelessness under the Homelessness Act 2002 and the Homelessness Reduction Act 2017 which this contract helps the Authority to discharge.

The duty on the Authority contained in the homelessness legislation listed above, must be considered alongside the Authority's obligations as a public authority under the Public Contracts Regulations 2015 to achieve best value for money.

As the value of the contract as a whole exceeds the threshold of £500,000 this procurement exercise requires Cabinet approval to be compliant with the Authority's standing orders as well as the relevant UK and European Union Public Procurement Legislation. Following a compliant tender exercise, the contract should be awarded to the winning bid to ensure the Authority is following its statutory obligations.

A future procurement process will be undertaken in accordance within the Authority's Contract Standing Orders, EU, and UK public procurement legislation.

2.3 Consultation/community engagement

2.3.1 Internal Consultation

The process of establishing a detailed specification for this service has been done in close conjunction with key colleagues within: Children's Social Care; Adult Social Care; Housing Strategy; and Making Every Adult Matter (MEAM). The process of evaluating tenders will be carried out with colleagues with specialist knowledge from the aforementioned sections of the Authority.

2.3.2 External Consultation/Engagement

In April 2020 a significant provider event will be held by the Authority to consult with both current and prospective providers. This event will be widely publicised through the NEPO portal to ensure a wide range of providers (both current and prospective) are given the opportunity to attend. At the event the service model will be presented, and attendees will be given the opportunity to discuss the service model. In order to assure transparency, all questions at the event, along with responses will be published on the NEPO portal.

2.4 Human rights

The proposals contained in this report relate to the following human rights:

- Right to liberty and security
- Right to respect for private and family life
- Freedom of thought, belief and religion
- Freedom of expression
- Protection from discrimination

2.5 Equalities and diversity

The Contract stipulates that the Provider will ensure compliance with the 2010 Equality Act and Public Sector Equality Duty and therefore will not unlawfully discriminate against employees or service users with particular protected characteristics. The contract also stipulates that the Provider must ensure that its workforce receives appropriate training in order to understand their roles and responsibilities in implementing Equal Opportunity requirements, and to promote equality and prevent discrimination.

The procurement process and on-going performance monitoring against the requirements set out in the service specification, which requires providers to provide demographic data, including relevant protected characteristics, will be used to assess and monitor the values and practices of providers in relation to equal opportunities.

2.6 Risk management

Risks have been considered and evaluated. Actions that could be taken to mitigate identified risks have been identified. During the process of contracting, risks will be discussed, evaluated and actioned as appropriate.

Any risks associated with the process of putting new contracts in place have been mitigated through the employment of the NEPO portal as the mechanism to ensure that an open and transparent procurement process is in place.

2.7 Crime and disorder

The new approach outlined in the report aims to contribute to improving crime and disorder. It is anticipated that this will be achieved through engaging vulnerable clients into activities designed to increase their independent living skills and encouraging clients away from activities such as substance misuse and crime.

2.8 Environment and sustainability

The evaluation framework for this procurement will include scoring on the grounds of environmental sustainability.

PART 3 - SIGN OFF

• Chief Executive	X
• Head(s) of Service	X
• Mayor/Cabinet Member(s)	X
• Chief Finance Officer	X
• Monitoring Officer	X
• Head of Corporate Strategy and Customer Service	X

North Tyneside Council
Report to Cabinet
Date: 30 March 2020

Title: Procurement arrangements for the supply of Beach Lifeguarding Services

Portfolio(s):	**Environment, Housing and Leisure**	**Cabinet Member(s):**	**Councillor Carl Johnson**

Report from Service Area:	**Environment, Housing and Leisure**	
Report Author:	**Phil Scott, Head of Environment, Housing and Leisure**	**Tel: (0191) 643 7295**
Wards affected:	**All**	

PART 1

1.1 Executive Summary:

The purpose of this report is to seek Cabinet approval to award a 5 year contract to the Royal National Lifeboat Institute (RNLI) for the provision of a beach lifeguard service in North Tyneside.

The Authority has a duty of care for our visitors in relation to health and safety and water safety issues. The RNLI is a charity who saves lives at sea. They currently have lifeguards patrolling over 240 beaches in the UK and the Channel Islands. The RNLI lifeguard service is therefore important for fulfilling our statutory responsibilities relating to water safety.

The contract period will run from April 2020 to March 2025. The current contract ends on 31st March 2020.

Cabinet approval is sought in accordance with Contract Standing Order 8(6), as the value of the contract will likely exceed £500,000.

1.2 Recommendation(s):

It is recommended that Cabinet authorise the Head of Environment, Housing and Leisure in consultation with the Cabinet Member and Head of Resources, award a new 5 year contract to the RNLI for the provision of a beach lifeguard service for the period of May 2020 to September 2024 inclusive, on terms and conditions agreed by the Head of Law and Governance.

1.3 Forward plan:

This report has been included in the Forward Plan published on 6 March 2020. It has not been practicable to give twenty-eight days' notice of this item. The service had been awaiting further information and clarification from the RNLI regarding the lifeguarding service. This information has now been provided.

1.4 Council Plan and Policy Framework:

This report relates to the following theme in the 2020-2024 Council Plan:

(1) Our Places – Be a thriving place of choice for visitors through the promotion of our award-winning parks, beaches, festivals and seasonal activities.

1.4 Information:

1.4.1 The Authority currently has a contractual arrangement with the RNLI for the provision of a seasonal beach lifeguard service at beaches in the Borough. The current contract commenced in April 2015 and will end in March 2020.

1.4.2 Every year thousands of visitors visit beaches in North Tyneside. Under the Occupiers Liability Act 1957, the Authority has a duty of care for our visitors in relation to health and safety and water safety issues. This service is therefore essential for fulfilling our statutory responsibilities relating to water safety.

1.4.3 34 full time lifeguards are employed by the RNLI from May until September every year as part of the contract on the four resort beaches in the Borough; Whitley Bay, Cullercoats, Tynemouth Longsands and King Edward's Bay.

1.4.4 Over the past 4 years, the RNLI has successfully provided the service in line with the service specification. They have supervised approximately 350,000 beach visitors during operating times throughout the season and have performed preventative actions to prevent visitors coming to harm. In doing so they have saved 62 lives which may have been lost without their intervention.

1.4.5 The RNLI has undertaken substantial investment in their service provision and employee development beyond anything the Authority is currently able to resource. This includes the provision of beach and water safety education throughout the summer months and local safety events during the winter season.

1.4.6 In recent years, the variety of water user activity has significantly expanded presenting new challenges. Our beaches have become more popular with surfers, jet skiers, kayakers and bathers. In order to respond to the type of incidents associated with these sports, rescue methods and equipment have needed to develop. During this time the RNLI have continued to provide any necessary equipment, training and infrastructure at their own expense.

1.4.7 At the end of every season, a report is produced outlining the performance of the service, which includes statistics relating to lifeguard actions and service provision. An annual report is also produced detailing the previous year's beach lifeguard service operating across approximately 248 beaches in the United Kingdom and Channel Islands.

1.4.8 The provision of a beach lifeguard service is a key part of the assessment criteria for the Seaside Awards and Blue Flag awards.

1.4.9 The proposal is to provide a complete beach lifeguarding service on a non-commercial basis and at a fixed fee. There is no other organisation that can currently offer this service.

1.6 Decision options:

Option 1

Cabinet may approve the recommendations at paragraph 1.2 above.

Option 2

Cabinet may not approve recommendation at paragraph 1.2 above.

Option 3

Cabinet could decide that the Authority will now deliver this service directly, however additional resourcing beyond that of the current contract costs would need to be secured to deliver the required level of lifeguard provision. The additional resources would be required to cover annual running costs of the service i.e. maintenance and/or replacement of lifeguard equipment, employee uniforms and public protection equipment, along with first aid and general service equipment. An additional investment of approximately £150,000 would be required for the first year and £70,000 per annum thereafter, to deliver the appropriate level of lifeguard service.

1.7 Reasons for recommended option:

If Cabinet approves the recommended option, the Authority will be able to award a new contract to the RNLI in preparation for the beach lifeguarding service commencing in May 2020. This would continue for a 5-year term on a seasonal basis until September 2024. This will ensure continuity of service provision.

If the recommended option is not approved, the Authority will need decide if we will no longer provide a beach lifeguarding service, or to deliver the service directly. In doing so, the Authority would be required to secure additional budget resources in the first year of approximately £150,000 and £70,000 thereafter, to provide the required level of service. The budget does currently not exist to support this. This would not achieve the most economically advantageous option for the Authority.

1.8 Appendices:

None.

1.9 Contact officers:

Phil Scott, Head of Environment, Housing and Leisure, tel. (0191) 643 7295
Samantha Dand, Senior Manager, Local Environmental Services, tel. (0191) 643 7294
Wendy Brown, Street Cleansing and Enforcement Manager, Local Environmental Services, tel. (0191) 643 7302
Marcus Jackson, Team Leader - Seafront and Environmental Protection, Local Environmental Services, tel. (0191) 643 7281

Julie Batey, Procurement and Contracts Officer, Procurement Services, tel. 07817 574163
David Dunford, Senior Business Partner, Finance matters, tel (0191) 643 7027

1.10 Background information:

None.

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

The budget for the beach lifeguard service is £0.122m per annum. The current annual RNLI contract attracts inflation of a 2% increase each year. The Authority currently supports the annual inflation increase from within the existing seafront management service budget.

2.2 Legal

It is acknowledged that the provision of the services such as this is a niche area. Value is brought to the contract by the RNLI having a wider involvement in life saving at sea.

Any contract entered into for the provision of the service will be on the terms approved by the Head of Law and Governance.

2.3 Consultation/community engagement

Any procurement process will be undertaken in accordance with the Authority's Contract Standing Orders. Any award will be placed on obtaining best value for money, and improvements to existing services.

2.4 Human rights

There are no human rights implications arising from this report.

2.5 Equalities and Diversity

There are no equalities and diversity implications arising from this report.

2.6 Risk Management

There are no risks associated arising from this report.

2.7 Crime and Disorder

There are no crime and disorder implications directly arising from this report.

PART 3 - SIGN OFF

- Chief Executive [X]
- Head(s) of Service [X]
- Mayor/Cabinet Member(s) [X]
- Chief Finance Officer [X]
- Monitoring Officer [X]
- Head of Corporate Strategy and Customer Service [X]

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North Tyneside Council
Report to Cabinet
Date: 30 March 2020

Title: The agreement of a Religious Education Syllabus for schools

Portfolio(s):	**Children, Young People and Learning**	**Cabinet Member(s):**	**Councillor Peter Earley**

Report from Service Area:	**Health, Education, Care and Safeguarding**
Responsible Officer:	**Jacqui Old, Head of Health, Education, Care and Safeguarding** **Tel: 0191 643 7317**
Wards affected:	**All**

PART 1

1.1 **Executive Summary:**

This report submits to Cabinet for approval a new North Tyneside Syllabus for Religious Education. The Authority has a statutory responsibility to review its Agreed Syllabus for Religious Education every five years. This review has been undertaken by the North Tyneside Standing Advisory Conference for Religious Education (SACRE) which established a process for reviewing the syllabus, as required by law.

Through representation at SACRE, extensive consultation has taken place with relevant faith and non-faith representatives and all groups have responded in an extremely positive and enthusiastic manner to the detail and composition of this new syllabus.

1.2 Recommendation(s):

It is recommended that Cabinet approve the Religious Education Syllabus for use in North Tyneside schools.

1.3 Forward Plan:

Twenty-eight days' notice of this report has been given and it first appeared on the Forward Plan that was published on 14 February 2020.

1.4 Council Plan and Policy Framework

This report relates to the following priorities in the 2020-24 Our North Tyneside Plan:

- Be ready for school – giving our children and their families the best start in life.

- Be healthy and well – with the information, skills and opportunities to maintain and
- improve their health, well-being and independence, especially if they are carers.

1.5 Information:

1.5.1 Background

The Authority has a statutory responsibility to review its Agreed Syllabus for Religious Education every five years. This review has been undertaken by the North Tyneside Standing Advisory Conference for Religious Education (SACRE) as required by law. In discharging that duty, the SACRE established a sub-group called the Agreed Syllabus Committee to consider the review of the syllabus before final approval by SACRE.

The SACRE has representatives from Elected Members, the Church of England, as well as representatives from Teacher Associations.

A new draft syllabus (developed by Durham County Council) was identified as a model of best practice and was reviewed by the Agreed Syllabus Committee. Minor amendments to the model syllabus were identified to reflect local circumstances and arrangements. The draft syllabus was also shared with schools in the spring term for consultation and some modifications were made in response to that feedback.

The draft syllabus reflects changes in the local population as well as the content for all phases of education and aims to ensure that the final agreed syllabus is accessible and easy to use by teaching and support staff in schools. The review of the draft syllabus has involved the consideration of Spiritual, Moral, Social and Cultural Development issues and that the religious traditions in the United Kingdom are mainly Christian but need to reflect all six major religions. This includes Buddhism, Christianity, Islam, Sikh, Jewish and Hindu faiths. There is also recognition of other faiths as well as non- beliefs.

The draft syllabus if adopted by the Authority will enable schools to develop their own religious education curriculum.

The draft syllabus is fully supported by members of the SACRE Committee.

1.6 Decision options:

The following decision options are available for consideration by Cabinet

Option 1
To approve the Religious Education Syllabus for use in North Tyneside schools.

Option 2
Formally receive the report and decline to agree the recommendations

Option 1 is the recommended option.

1.7 Reasons for recommended option:

Option 1 is recommended for the following reasons:

The new draft syllabus has been drawn up with the needs of children and young people at its heart and aims to ensure that the final agreed syllabus is accessible and easy to use by teaching and support staff in schools of the proposals.

Schools have been fully involved at all stages of the process of consultation and the specific views of teaching and support staff responsible for Religious Education have been incorporated into the final draft syllabus.

1.8 Appendices:

Appendix 1: The draft North Tyneside Agreed Syllabus for Religious Education.

1.9 Contact officers:

Rob Smith, School Improvement Advisor (PE, Sport & Health, including SACRE) School Improvement Service – tel. (0191) 643 8545
Claire Emmerson, Senior Manager Financial Strategy & Planning – tel. (0191) 643 8109

1.10 Background information:

The following background papers/information have been used in the compilation of this report and are available at the office of the author:

(1) Education Reform Act [ERA 1988] and the statutory powers and responsibilities now entrusted to the local SACREs http://www.legislation.gov.uk/ukpga/1988/40

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

This proposal has no financial implications for the Council, beyond initial costs to Durham County Council for adoption of their syllabus and training. The cost of this was taken across two financial years, totalling £11,000 and can be met from existing budgetary provision.

2.2 Legal

The Authority has a duty to appoint a Standing Advisory Council on Religious Education (SACRE) to advise on all matters related to the teaching of Religious Education in schools as set out in the Education Reform Act of 1988. The SACRE agreed the process of the review of the syllabus for Religious Education and appointed an Agreed Syllabus Committee to take the review forward. SACRE have approve the draft syllabus as attached to this report and have agreed to submit that draft for approval by Cabinet for subsequent adoption by schools.

Cabinet must be satisfied that the new syllabus reflects the fact that the religious traditions in North Tyneside are mainly Christian while taking account of the other five major religions in the UK. If Cabinet is not satisfied that the new syllabus reflects those conditions, then the SACRE would need to review the syllabus further.

2.3 Consultation/community engagement

2.3.1 Internal Consultation

The review of the syllabus has been undertaken by SACRE which is Chaired by the Cabinet Member for Children, Young People and Learning. Schools have been fully involved at all stages of the process and the specific views of teaching and support staff responsible for Religious Education have been incorporated into the final draft syllabus.

2.3.2 External Consultation/Engagement

SACRE has approved the draft document; its members include representatives of faiths and non-faith groups as well as the teacher associations.

2.4 Human rights

The Human Rights Act 2000 protects the right to have one's own thoughts, beliefs and religion. This includes the right to change one's religion or beliefs at any time. Individuals also have the right to put their thoughts and beliefs into action. Importantly, this right protects a wide range of religious beliefs and other beliefs including veganism, pacifism, agnosticism and atheism.

2.5 Equalities and diversity

Religion and belief (including no belief) is a protected characteristic under the Equality Act 2010. Learning about religions in school will contribute to the achievement of the three aims of the Act and the Public Sector Equality Duty (to eliminate discrimination, victimisation and harassment; to advance equality of opportunity and to foster good relations between people who share a protected characteristic and those who do not) and encourage the acceptance of a range of religions and beliefs.

2.6 Risk management

There are no risk management issues arising from this report.

2.7 Crime and disorder

There are no crime and disorder issues arising from this report.

2.8 Environment and sustainability

There are no crime and disorder issues arising from this report.

PART 3 - SIGN OFF

• Chief Executive	X
• Head(s) of Service	X
• Mayor/Cabinet Member(s)	X
• Chief Finance Officer	X
• Monitoring Officer	X
• Head of Corporate Strategy and Customer Service	X

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North Tyneside Council

AGREED SYLLABUS for RELIGIOUS EDUCATION in NORTH TYNESIDE

DRAFT North Tyneside

Date: January 2020 **Version:** Draft **Author:** County Durham Council

North Tyneside Council

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[1] The unit questions and overviews in the Key Stage 4 Section (which are repeated in the Sixth Form section) are shared copyright between Durham County Council and Culham St Gabriel's.

FOREWORD

I am very pleased to commend this newly revised Agreed Syllabus for Religious Education in maintained and controlled schools in North Tyneside.

Religious education is as important as ever before. The many and varied beliefs that cohabitate our communities require pupils to have a deeper knowledge and understanding, and tolerance of those of other beliefs and those of none.

Religious education provides a safe environment and a shared language of understanding for pupils to question, to contemplate and to consider a range of different views and beliefs. It challenges pupils to learn from the experiences of people from different religions and develop their own sense of identity. It provides pupils with the tools needed to consider their own beliefs, where they came from and how they will help them to prepare for the uncertainties of adult life.

This revised Agreed Syllabus will provide a secure framework from which North Tyneside schools can develop and implement high quality Religious Education curriculum models. This Agreed Syllabus will also enhance the spiritual, moral, social and cultural development of all pupils, offering strong continuity and progression within and between key stages. Thus, providing a vehicle for the promotion of tolerance and understanding within our communities.

May I take this opportunity to thank all those involved in the process of revision and review, particularly those teachers who made such valuable contributions to the consultation process.

Diane Buckle

Assistant Director Education, Skills and Employment

North Tyneside Council

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"The search for knowledge is an obligation laid on every Muslim"
Islam, Hadith of Ibn Majah and Baihaqi

"A good all-round education, an appreciation of the arts, a highly trained discipline and pleasant speech; this is the highest blessing"
Buddhism, Sttta Nipata 261

"True learning induces in the mind service of humankind"
Sikhism, Adi Granth

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INTRODUCTION FROM CHAIR OF AGREED SYLLABUS CONFERENCE

I am delighted to be able to introduce this revised North Tyneside Syllabus for Religious Education. The work of SACRE has come at an important time for all those who work with children and young people. The ever-changing education landscape alongside recent changes to Ofsted enables our updated RE syllabus to be built into revised plans in schools.

Learning about and from religion gives children and young people the opportunity to consider the nature of being human and explore the common bond found in shared human experiences. It is my belief that this revised syllabus will provide a unique springboard for fostering the spiritual development of children and young people in North Tyneside.

Councillor Peter Earley

Cabinet Member for Young People and Learning

North Tyneside Council

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“This is the sum of duty: Do nothing to others which, if done to you, could cause you pain.”
Hinduism, The Mahabharata

“Love your neighbour as yourself.”
Judaism, Leviticus 19

“You should always ask yourself what would happen if everyone did what you are doing.”
Jean-Paul Sartre

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THE LEGAL REQUIREMENTS FOR RELIGIOUS EDUCATION

Religious Education (RE) must be provided for all registered pupils in maintained schools, including those in Reception classes and the sixth form[2].

RE is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. In all maintained schools, other than voluntary aided schools with a religious character, it must be taught according to a locally Agreed Syllabus[3], which is the statutory order.

Each Local Authority (LA) must have a SACRE (Standing Advisory Council on Religious Education) to advise the LA on matters connected with RE. The SACRE may require a review of the Agreed Syllabus at any time. This is in addition to the requirement on LAs to convene an Agreed Syllabus Conference (ASC) to reconsider the Agreed Syllabus every five years.

The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. Teaching about denominations is not prohibited.

The Agreed Syllabus sets out what pupils should be taught. The benchmark expectations set out the expected standards of pupils' performance at different ages.

The headteacher must ensure the provision of Religious Education in accordance with this Agreed Syllabus. The school must ensure that sufficient time and resources are given to RE to meet statutory requirements. For LA maintained schools, the governing body and the LA must also exercise their functions in securing this provision.

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[2] The legal requirements for teaching Religious Education were set out in the Education Act 1988 and confirmed by the Education Acts of 1996 and School Standards and Framework Act 1998. Parents have the right to withdraw their children from all or part of Religious Education lessons.

[3] See School Standards and Framework Act 1998 for variations on this requirement

PURPOSE OF STUDY

Religious Education is an academically rigorous subject which makes a distinctive contribution to pupils' overall knowledge. It provides opportunities for external accreditation, including GCSE Full Course and Advanced Level study in Religious Studies.

RE contributes dynamically to pupils' education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE pupils learn about religious and non-religious worldviews in order to discover, explore and consider different answers to these questions. They learn to interpret, analyse, evaluate and **critically respond** to the claims that religious and non-religious worldviews make. Pupils learn to express their insights and to agree or disagree respectfully. Teaching therefore should equip pupils with **knowledge and understanding** of what is meant by the term's 'religion' and 'worldview' as well as systematic knowledge and understanding of a range of religious and non-religious worldviews. Teaching should enable pupils to appreciate that worldviews are complex, diverse and plural and have influence on individuals, communities, societies and cultures.

RE offers opportunities for **personal reflection** and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others. It enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn. RE encourages empathy and respect. It enables pupils to develop their own sense of identity and belonging. It also promotes respect for the right of others to hold different beliefs, values and ideas.

RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religious and non-religious worldviews. RE enables pupils to have a nuanced and informed understanding of political, social and moral issues that they will need to face as they grow up in an increasingly globalised world. It helps pupils deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice. As such RE is central to good local, national and global citizenship. It makes a significant contribution to the active promotion of mutual respect and tolerance of others faiths and beliefs, a fundamental British value. It prepares pupils for life in modern Britain.

Teaching in RE must promote therefore openness, respect for others, scholarly accuracy and critical enquiry.

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AIMS OF RELIGIOUS EDUCATION

This Agreed Syllabus for Religious Education aims to ensure that pupils:

- develop deepening **knowledge and understanding** about a range of religious and non-religious worldviews so that they can:
    - describe and explain beliefs and theological concepts
    - describe and explain some sources of authority and teachings within and across religious and non-religious traditions
    - describe and explain ways in which beliefs are expressed
    - know and understand the significance and impact of beliefs and practices on individuals, communities and societies
    - connect these together into a coherent framework of beliefs and practices
- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the region, as well as nationally and globally
- know and understand how religion can be defined and what is meant by the term 'religious and non-religious worldviews and with increasing clarity know that these worldviews are complex, diverse and plural
- gain and deploy skills that enable **critical thinking** and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

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BREADTH OF STUDY

Pupils will study Christianity at each of the key stages (KS1 to KS4). At least one of the other five principal religions will also be taught at one of these key stages. **This is a requirement of this Agreed Syllabus** and ensures that each of the principal religions are studied in a systematic way at least once during a child's education. The **required 'core'** religions to be studied at each key stage are:

Key Stage 1: **Christianity, Buddhism**

Key Stage 2: **Christianity, Hinduism, Judaism, (plus a small special study of Islam)**

Key Stage 3: **Christianity, Islam, Sikhism**

Key Stage 4: **Christianity plus at least one other principal religion**

Programmes of study – including content for non-core religions - is included to assist teachers in their curriculum planning enabling them to ensure continuity and progression across all Key Stages (**see page 82**).

At Early Years Foundation Stage, schools should draw on Christianity plus aspects of the other principal religions as appropriate.

At post 16 schools should draw on a range of religious and non-religious worldviews including Christianity and other principal religions.

The RE curriculum **should also include study of other religious worldviews and non-religious worldviews as appropriate.** These can be taught through thematic units (the study of one topic across several traditions), **through units on religious diversity** and through systematic units of work.

Please note: This Agreed Syllabus covers the whole of a child's school life from age 4 to 16/18. The principal religions (see above) are all studied systematically at least once during a child's school education. Whilst thematic units may draw on other religious and non-religious worldviews including the principal religions, it is not necessary or a requirement of this Syllabus to study each of the 6 principal religions at each key stage. Such breadth of coverage in each key stage would not lead to depth of **knowledge and understanding** about particular religions.

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RELIGIOUS AND NON-RELIGIOUS WORLDVIEWS

This Syllabus is designed to ensure that pupils learn about a range of religious and non-religious worldviews throughout their school life.

The word 'worldview'[4] refers to the philosophy of life or approach to life which structures how an individual understands truth and the nature of reality, the meaning and purpose of life and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

This Agreed Syllabus uses the word 'worldview' to explore:

- institutional systems of making meaning and structuring how one sees the world and themselves in it. These include religions such as Christianity, Islam as well as non-religious worldviews such as Humanism. These systems are usually made up of doctrines and beliefs, forms of expression (practices and rituals including cultural expressions), experiences and interactions. These systems are complex, diverse and dynamic.

- The individual process of making sense of life and making meaning of one's own feelings, values and experiences. These personal worldviews may be more or less consciously constructed and coherent and may draw upon a variety of influences and sources, including new ways of understanding the world and responses to current events (locally, nationally and globally). They may or may not draw from one or many institutional worldviews, whether this is consciously done or not.

The term 'religious and non-religious worldview' is intended to be inclusive and is used in the broadest sense to cover traditional and non-traditional religions and belief systems, secular and atheistic movements and perspectives and non-standard forms of religious and spiritual life which enable people to make sense of their lives and their experiences.

This includes the principal religions represented in Great Britain (Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism), smaller religious communities, perspectives and movements, for example, Bahá'í, Jehovah's Witnesses, Church of Jesus Christ of the Latter Days Saints (Mormons), Zoroastrianism, Society of Friends (Quakers), new religious movements and non-religious perspectives and movements, for example, Humanism. This list is not intended to be exhaustive or comprehensive but rather an illustration of the range of living religious and non-religious worldviews which teachers can draw on.

The term 'religion' will still be used in the Agreed Syllabus as appropriate to refer to institutional religious worldviews.

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[4] The definition for 'worldview' used in this Agreed Syllabus is based on The Commission on Religious Education's report, Religion and Worldviews: The Way Forward (2018)

SUBJECT CONTENT - Early Years to Sixth Form

The RE curriculum should be coherent and progressive, enabling pupils to deepen their **knowledge and understanding** of religious and non-religious worldviews and their understanding of the complex, diverse and plural nature of belief systems.

Enquiry questions are at the heart of RE at all key stages from Early Years Foundation Stage to post-16 study. They enable pupils to build on previous learning and deepen and broaden their understanding through increasingly sophisticated and complex systematic and thematic enquiries. They should be used for units of work at all key stages.

The content below must be taught for each key stage. Examples of the type of enquiry questions for each key stage are given.

Early Years Foundation Stage

During the Early Years Foundation Stage (EYFS), RE may be taught as part of whole class topics or themes. This Agreed Syllabus uses the following themes to explore religion: Special, Belonging. Children could explore these ideas through topics such as special times, special objects, special people, special books, how we show belonging, the natural world, new life, new places, story, provide excellent opportunities for RE foundation work in Nursery and Reception and can be successfully built on at Key Stage 1.

Examples for exploration in RE:
- Let's find out about the Christmas story
- Let's find out about Raksha Bandhan

For more detail, see EYFS section.

Key Stage 1

Pupils must be taught about:

- **Christianity** - introduction to beliefs and practices and their impact.
  Example of Unit Question - How do Christians celebrate Easter?

- **Buddhism** – introduction to some beliefs and practices and their impact.
  Example of Unit Question - How do Buddhists worship?

- **Religious diversity** - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations).
  Example of Unit Question - What can we find out about our local faith communities?

For more detail, see Key Stage 1 section and Key Stage 1 Programmes of Study.

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Key Stage 2

Pupils must be taught about:

- **Christianity** – beliefs and practices across the denominations and the impact of these for individuals and communities.
  Examples of Unit Question
  - *Why are Good Friday and Easter Sunday the most important days for Christians?*
  - *So, what do we now know about Christianity? (Statutory Bridging Unit)*

- **Hinduism** – some beliefs and practices and the impact of these for individuals and communities
  Example of Unit Question - What do Hindus believe?

- **Judaism** – some beliefs and practices and the impact of these for individuals and communities
  Example of Unit Question - Why do Jewish people go to the synagogue?

- **religious diversity** - the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community
  Examples of Unit Questions
  - *What can we find out about diversity in our region?*
  - *What can we find out about a local Muslim community?*

- similarities and differences within and between religious and non-religious worldviews through at least one **thematic study** e.g. about ritual, the environment, care for others
  Examples of Unit Questions
  - *How do people show care for others?*
  - *Why do people use ritual in their lives?*

For more detail, see Key Stage 2 section and Key Stage 2 Programmes of Study.

Key Stage 3

Students must be taught about:

- **how religion can be defined** - how the concepts studied (Belief, Authority, Expressions of Belief, Impact of Belief) connect to give a framework of how religion can be defined; definitions and exploration of key concepts e.g. religion, worldview, secular, spirituality, plurality
  Example of Unit Question - Can we define religion?

- **Christianity** – beliefs and practices across a wide range of Christian denominations, the impact of these for different individuals, communities and societies.
  Example of Unit Question - What do Christians believe and why does it matter?

- **Islam** – beliefs and practices, including diversity within differing traditions and communities, the impact of these for different individuals, communities and societies.
  Example of Unit Question - What does it mean to live as a Muslim in the North East today?

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- **Sikhism** - beliefs and practices, including diversity within and across different traditions and communities, the impact of these for different individuals, communities and societies.
  Example of Unit Question - How do the beliefs of Sikhs affect their lives and actions?

- Similarities and differences within and across a range of religious and non-religious worldviews through **thematic studies.** These enquiries could include considering differing viewpoints about philosophical and ethical questions.
  Examples of Unit Questions
  - *Is death the end?*
  - *What does it mean to be human?*
  - *How do people make moral decisions?*

- **Religious diversity** - religious and non-religious worldviews locally, nationally and globally, including how the religious landscape has changed in Great Britain over time. These enquiries should ensure that students are taught that worldviews are complex, diverse and plural.
  Example of Unit Question - What does it mean to live in a religiously diverse county?

The Key Stage 3 curriculum should be planned to ensure that the range of enquiry questions are explored - philosophical, theological, phenomenological, sociological and ethical enquiries.

For more detail, see Key Stage 3 section and Key Stage 3 Programmes of Study.

Key Stage 4

Schools must provide Religious Education for every student in accordance with legal requirements. Religious Education remains a statutory subject for all registered students at Key Stage 4, including in Year 11.

Schools should provide the opportunity for students to follow an externally accredited course (GCSE) in Religious Studies. This may be through an option system or through the use of core statutory RE time. Sufficient time must be given to cover the exam specification and enable students to make appropriate progress.

Provision must be made in school for statutory Religious Education for all students. If an externally accredited course is not used as the basis of this course, a course must be developed which builds on Key Stage 3 and enables exploration of the place of religious and non-religious worldviews in our world today.

Students following a statutory non-accredited course at Key Stage 4 should be given the opportunity to explore:

- **theological and phenomenological enquiries** into the range of religious and non-religious worldviews in Britain today and the impact these have for individuals, communities and societies
  Examples of Unit Questions
  - *What is it like to live a faith?*
  - *Why does Jerusalem matter?*

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- **philosophical enquiries** which draw on a range of religious and non-religious worldviews
  Examples of Unit Questions
  - *Why do people suffer?*
  - *Can miracles happen?*

- **ethical enquiries** - the influence of religious and non-religious beliefs on moral decision making
  Examples of Unit Questions
  - *How do we make moral decisions?*
  - *Harm no living thing?*

- **sociological enquiries** – the role and influence of religious and non-religious worldviews on societies, cultures, politics, identity
  Examples of Unit Questions
  - *How does the media portray religion?*
  - *Should religion and politics mix?*

For more detail, see Key Stage 4 section.

Sixth Form

RE is a statutory subject for all registered students, including students in a school sixth form, except those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).
It is recommended that schools provide opportunities for students to choose Religious Studies as an externally accredited course (AS / A2 Religious Studies) if they wish to.

Provision must be made in school for statutory RE for all students. Schools can decide the best way to deliver statutory RE e.g. as part of a Personal Development and Skills course. A course must be developed which consolidates and builds on Key Stage 4 RE and which enables deepening exploration of the place of religious and non-religious worldviews in our world today.

When planning for RE provision at sixth form, schools should ensure that students have the opportunity to explore all the forms of enquiry questions outlined in this syllabus: philosophical questions, sociological questions, phenomenological questions, theological questions, ethical questions.

Examples of Unit Questions
- *Should happiness be our goal?*
- *Does religion cause conflict?*
- *Is Great Britain more secular than religious?*

For more detail see the Sixth Form section.

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TIME ALLOCATION AND WAYS OF DELIVERING RE

Every school must ensure that sufficient time and resources are given to Religious Education to meet statutory requirements. Enough time must be given to cover the programmes of study or specifications at each key stage, assumed to be approximately 5% of curriculum time.

Early Years Foundation Stage

RE is statutory for all pupils on the school register. RE may be taught at Reception stage within a themed programme but sufficient time should be given to ensure the Programme of Study for EYFS in this Agreed Syllabus is covered.

Key Stage 1

RE must be taught in each year group. The recommended time for this is approximately 36 hours per year.

Key Stage 2

RE must be taught in each year group. The recommended time for this is approximately 45 hours per year.

Key Stage 3

RE must be taught in each year group. The recommended time for this is approximately 45 hours per year.

Key Stage 4

RE remains statutory for all students at Key Stage 4. RE must be taught in Year 10 and Year 11.

The core (non-examination) RE course may be delivered in a variety of ways (see Ways of Delivery section). Sufficient time must be given to ensure that students explore, in appropriate depth, at least six units from the Programme of Study.
If students are following a GCSE Religious Studies course, the school must ensure that the Ofqual required teaching time (guided learning hours) for this externally accredited course is allocated.

RE at Sixth Form

RE remains a statutory subject for all students in school sixth forms. Schools must provide RE throughout Year 12 and Year 13.

The core RE course may be delivered in a variety of ways (see Sixth Form section).
RE at sixth form must be designed to ensure that students broaden and deepen their knowledge, understanding and **critical thinking** about the role of religious and non-religious worldviews in our world today. Sufficient time must be given to ensure the study, in appropriate depth, of at least four units from the Programme of Study.

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WAYS OF DELIVERING Religious Education

RE will generally be delivered in a weekly timetabled lesson. Other ways of delivering RE may also be used as and when appropriate. For example:

- one/two full afternoons of RE in a week (this is recommended for the KS1 and KS2 units on Easter and Christmas
- a full day of RE every few weeks in order to enable continuous enquiry-based learning
- a suspended timetable day for RE to enable exploration of a theme or question
- a suspended timetable to day in order to visit places of religious significance.

Statutory core RE at Key Stage 4 and Sixth Form RE may be delivered as part of a rolling programme for General Studies / Personal Development. If this model is chosen, the school must ensure that RE remains distinctive and discernible. Sufficient time must be allocated to ensure that the requirements of the Programmes of Study are met.

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THE THREE ELEMENTS OF RELIGIOUS EDUCATION

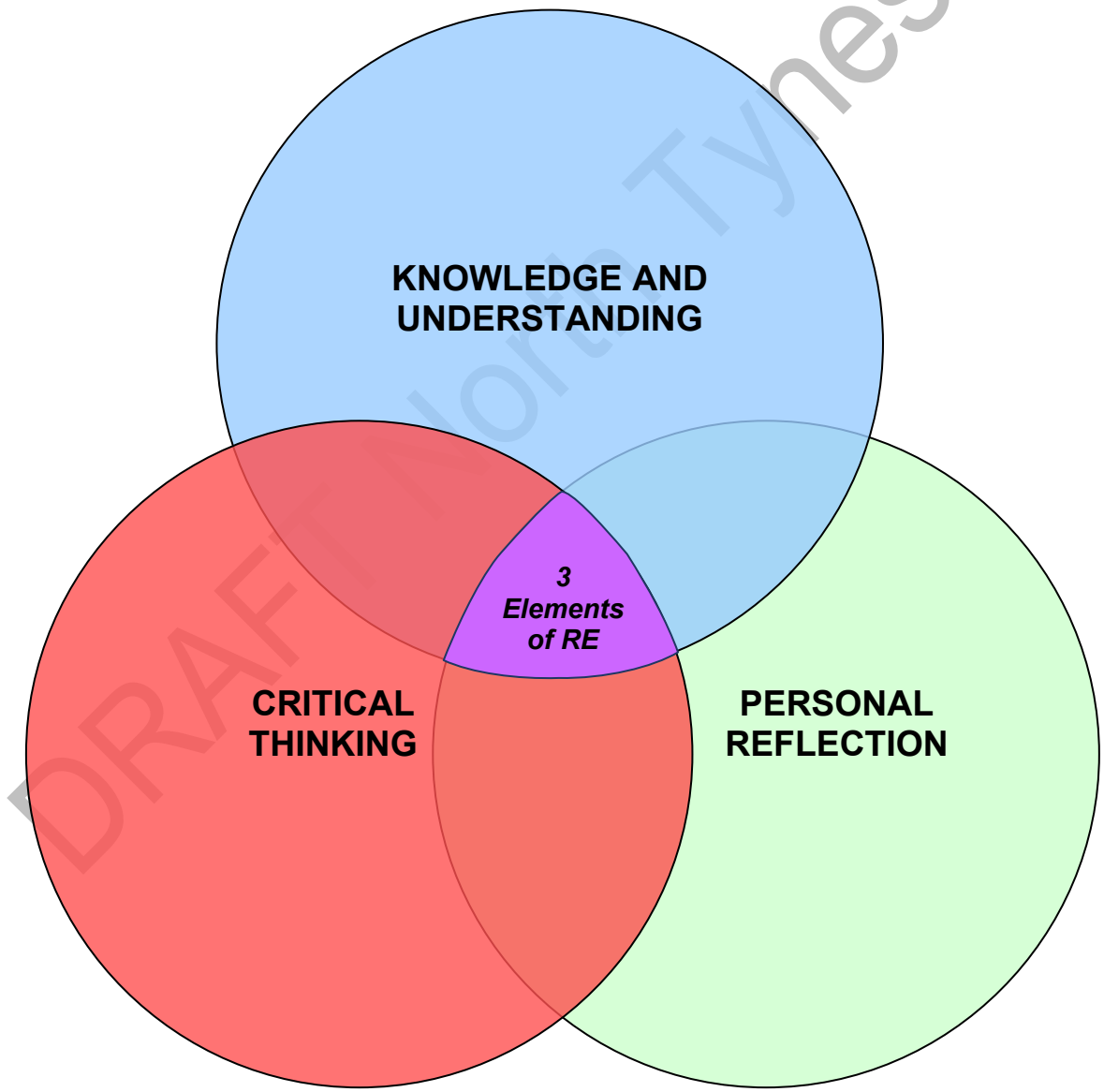
Pupils will build religious literacy by:

- developing **knowledge and understanding** of religious and non-religious worldviews
- becoming increasingly able to respond to religious and non-religious worldviews in an informed and insightful way
- reflecting on their own ideas and the ideas of others.

In this Agreed Syllabus these are called the three elements of RE and cover the aims of RE:

- **Knowledge and Understanding**
- **Critical Thinking**
- **Personal Reflection**

These elements are interlinked and enable pupils to make good progress in RE.



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Knowledge and Understanding

Pupils will develop **knowledge and understanding** of what is meant by religion and the term 'religious and non-religious worldviews' and the impact these have for individuals and communities. It involves investigation of and enquiry into the nature of religion and differing belief systems. Pupils will develop their **knowledge and understanding** of individual religions and some non-religious worldviews. They will apply this to considering ways in which these are similar to and different from each other. Older students will be able to connect significant features of religion together in a coherent pattern. All pupils will enquire into ultimate questions and ethical issues through their study of religious and non-religious worldviews.

Critical Thinking

Critical thinking *(impersonal evaluation)* requires pupils to use reason to analyse and evaluate the claims that religious and non-religious worldviews make. Through learning in this way pupils have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions. Critical thinking requires pupils to be open minded and to value the varied reasons and ideas people use when exploring an issue and giving their views. These views can be based on a variety of resources and can include personal experience and intuition.

Critical thinking in RE is accessible to pupils of all ages and can be formally assessed. Pupils can demonstrate progress through the quality of their ability to analyse various viewpoints, explain or justify their opinion and evaluate the opinions of others. It is not the opinion itself which is assessable (e.g. some pupils may state opinions which affirm or deny religious faith; both are acceptable in the RE classroom) but the process of developing and justifying opinions.

Personal Reflection

Personal reflection *(personal evaluation)* develops pupils' ability to reflect on religious and non-religious worldviews in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions.

Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others but **this should not be assessed by teachers.** Pupils could partake in some private self-assessment if they wished, but this would not be included in reporting their progress in RE. **Personal Reflection** in RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.

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CONCEPTS

The following four concepts are one way in which a religion can be defined.
Non-religious worldviews could also be classified in this way.
Each concept conveys a fundamental idea for understanding what religion is and how religion works.
As well as each concept being distinctive, each relates to the other concepts.
Each concept is capable of exploration at different levels and depth depending on the age and ability of pupils.
Pupils can learn about each concept separately but can also analyse how they link and connect to develop a coherent understanding of how religious and non-religions worldviews can be defined.

BELIEF

- What people believe e.g. about God, meaning of life, the natural world, life after death.
- Questions of meaning, purpose and truth e.g. in relation to God, human life, reality.
- Key beliefs of particular religions e.g. love, forgiveness, equality, justice, salvation.

AUTHORITY

- How people from different traditions know what to believe and how to act.
- Different sources of authority e.g. holy books, founders, leaders, teachings, tradition, spiritual encounters and experiences.
- How sources of authority may be understood differently by groups within a religion or belief system.

EXPRESSIONS OF BELIEF

- How people express beliefs, feelings, identity, belonging and commitment through worship, ceremonies, rituals and symbols.
- Private and public expressions of belief including worship in religious buildings (or other places where people meet to share and express beliefs).
- Differing forms of expression e.g. creeds, prayer, ritual, ceremony, use of music, objects, art, drama, story, poetry.
- What beliefs and feelings such as love, devotion, awe, gratitude, salvation can be expressed.

IMPACT OF BELIEF

- How beliefs and worship affect what people feel and think and how they act and behave.
- How rituals, ceremonies and symbols (e.g. religious dress) can make a difference to individuals and communities.
- How values, attitudes and actions affected are affected by beliefs.
- Differing views on the impact of faith within and across religious and non-religious traditions.
- Controversial issues affecting individuals, local and global communities e.g. diversity, living together, media portrayal of religion, religious extremism, religious dress, religious prejudice.

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AREAS OF ENQUIRY

An effective curriculum will introduce pupils to a range of different approaches towards the study of religious and non-religious worldviews. Below are the main approaches/enquiries for use in this Agreed Syllabus. Each type of enquiry is distinctive but relates to the other enquiry areas. All areas of enquiry can be addressed through questions which enable pupils to explore, investigate, evaluate and reflect. A balanced scheme of work should include enquiries into all these key areas of study.

Theological Enquiry

This is enquiry into the **beliefs** of religious and non-religious worldviews e.g. beliefs about God, purpose of life, life after death and key ideas within particular traditions (e.g. covenant, salvation, equality, forgiveness).

Phenomenological Enquiry

This is enquiry about how the beliefs of a religion or a non-religious worldview are **expressed in practice** and ways in which the beliefs make a difference to the lives of individuals and communities e.g. through types of worship, ritual, ceremony, symbols, actions.

Philosophical Enquiry

This is enquiry into **ultimate questions of humanity** about meaning, purpose and truth e.g. questions about the existence of God, meaning of life, why there is suffering, life after death, validity of religious belief. They are the sort of questions that all humans may ask, whatever their religious or non-religious beliefs are.

Sociological Enquiry

This is enquiry about the **impact of religious and non-religious worldviews on society** and their role in communities, both locally and globally. These could include questions about how religious and non-religious worldviews affect people's sense of identity and belonging, questions about diversity of beliefs, interfaith harmony and conflict, how religion is portrayed, the role of religion in politics.

Ethical Enquiry

This is enquiry into people's values and actions and the **way people may make moral decisions as a result of religious and non-religious beliefs**. Ethical enquiries may focus on particular values held by people and on particular moral issues and questions e.g. justice, care for others and the environment, conflict, sexuality.

SKILLS IN RELIGIOUS EDUCATION

Throughout the key stages the pupils should increasingly have opportunities to develop a range of skills. The skills should be considered at the start of Medium Term Planning. Some of the skills are more appropriate to **knowledge and understanding** (e.g. investigation), **critical thinking** (e.g. evaluation) or **personal reflection** (e.g. empathy) but all are necessary for good balanced RE learning and progress.
Skills that are essential for pupils to learn and make progress in Religious Education are:

SKILLS	EXAMPLES
Investigation and Enquiry	• asking relevant questions • knowing how to use different types of sources as a way of gathering information • knowing what may constitute evidence for understanding religion(s) • ascertaining facts
Interpretation	• drawing meaning from artefacts, art, poetry and symbolism • interpreting religious language • suggesting meanings of religious texts • explaining why people belong to faith communities
Application	• making the association between religions and individual, community, national and international life • identifying key religious values and their interplay with secular ones
Expression (learning to communicate)	• pursuing a line of enquiry or argument • identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media • giving an informed opinion and expressing a personal viewpoint
Analysis	• exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith • distinguishing between the features of different religions
Evaluation	• debating issues of religious significance, with reference to evidence, factual information and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience
Reflection and Response	• thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices • developing a personal interest and curiosity in puzzling, searching and challenging questions
Empathy	• considering the thoughts, feelings, experiences, beliefs, attitudes and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow

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- seeing the world through the eyes of others and issues arising from their point of view

ATTITUDES IN RELIGIOUS EDUCATION

RE encourages pupils to develop positive attitudes to their own and others' beliefs, ideas, experiences, feelings and values, in a classroom climate that recognises and respects difference.
The following attitudes can be developed and should be planned for in units of work at every key stage.

Self-awareness

RE can give the opportunity for pupils to:
- recognise their own sense of self-worth and value
- develop the capacity to consider their own beliefs, values and attitudes, and feel confident to communicate these to others without fear of embarrassment or ridicule
- develop personal, intellectual and moral integrity as they consider their own religious, moral and spiritual ideas
- acknowledge bias and prejudice in themselves
- become increasingly sensitive to the impact of their ideas, attitudes and behaviour on others.

Respect

RE can give the opportunity for pupils to:
- recognise that others have a right to have different beliefs and practices to their own
- recognise that people's convictions are often deeply held
- be sensitive to the feelings, ideas, needs and concerns of others
- listen to and learn from others, even when views are different from their own
- value difference and diversity
- discern what is worthy of respect and what is not
- appreciate that some beliefs are not inclusive and consider the issues that this raises for individuals and society.

Open-mindedness

RE can give pupils the opportunity to:
- learn and gain new understanding
- look beyond surface impressions
- recognise that people hold a wide range of opinions
- listen to the views of others without prejudging their response
- consider evidence and argument, disagreeing reasonably and respectfully, about religious, moral and spiritual questions
- develop the ability to live with uncertainty and ambiguity.

Appreciation and Wonder

RE can give the opportunity for pupils to:
- appreciate the wonder of the world in which we live – its beauty, order, shape, pattern, mystery
- value insight, imagination, curiosity and intuition as ways of perceiving reality

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- recognise that knowledge is bounded by mystery
- develop their capacity to respond to questions of meaning and purpose
- develop their imagination and curiosity.

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"For all the law is fulfilled in one word, even in this; thou shalt love thy neighbour as thyself"
Galatians 5:14

"He should not wish for others what he does not wish for himself."
Baha'i, Writings of the Baha'u'llah

"Do not do to others what you would not like for yourself".
Confucianism, from the Analects of Confucius

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BUILDING RELIGIOUS LITERACY

Pupils build religious literacy through:

- developing **KNOWLEDGE AND UNDERSTANDING** about religious and non-religious worldviews
- developing **CRITICAL THINKING** through the skills of analysis and evaluation in relation to questions raised by their learning in RE.

Specifically, **getting better at RE** means:

- increasing **knowledge and understanding** of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive
- increasing **knowledge and understanding** of how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview'
- increasing **knowledge and understanding** of religious diversity and similarities and differences within and across religious and non-religious traditions
- extending use of specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract
- extending **knowledge and understanding** of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about the controversial nature of religious and non-religious worldviews
- increasing the ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied.

RE also gives opportunities for pupils to reflect on their own experiences, feelings, beliefs, values and ideas in response to the material covered. This opportunity for **PERSONAL REFLECTION** can be developed and deepened throughout the key stages but is not part of assessment or benchmark expectations.

BENCHMARK EXPECTATIONS

The following benchmark expectations help us gain a clear picture of how pupils are making progress in RE, how they are developing religious literacy and how they are getting better at RE.

They will help teachers to **plan** appropriate learning opportunities, develop **assessment** activities, **map** pupil progress and **make judgements** about pupils' attainment and achievement.

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BENCHMARK EXPECTATIONS - KNOWLEDGE AND UNDERSTANDING

Knowledge and Understanding of specific religious and non-religious worldviews will become deeper, more complex and more comprehensive across the year groups and key stages. This will include the use of specialised vocabulary and making connection between concepts. **Knowledge and Understanding** of similarities and differences between and within religious and non-religious worldviews will become increasingly sophisticated.

Expectations by Age 7	Expectations by Age 9	Expectations by Age 11	Expectations by Age 14	Expectations by Age 16
Pupils will: have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary have simple knowledge of why these beliefs and practices may be important to people have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.	Pupils will: be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities begin to form a framework of connections between these concepts by making some links between them identify some patterns between or within religions (a range of religious and non-religious worldviews) by comparing similarities and differences.	Pupils will: have more detailed **knowledge and understanding** of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging technical vocabulary have more detailed **knowledge and understanding** of how these concepts connect to form a framework for understanding religious and non-religious worldviews have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.	Pupils will: demonstrate coherent, and detailed **knowledge and understanding** of a range of religious and non-religious worldviews in local, national and global contexts, showing how beliefs, sources of authority and expressions of belief connect and have an influence on individuals, communities and societies demonstrate detailed **knowledge and understanding** of how religion (and the term worldview) can be defined and understood, using the framework of concepts demonstrate **knowledge and understanding** of common and divergent beliefs, practices and views within and between religious and non-religious worldviews, explaining diversity in both historical and contemporary local, national and global contexts demonstrate **knowledge and understanding** of different types of enquiry questions used in the study of religion.	Pupils will: demonstrate relevant and detailed **knowledge and understanding** of a wide range of religious and non-religious worldviews in local national and global contexts with clear and integrated reference to: ○ beliefs ○ sources of authority and wisdom ○ divergent practices and expressions of belief ○ the importance and influence of these on individuals, communities and societies demonstrate detailed **knowledge and understanding** of common and divergent views, beliefs and actions between and within religious and non-religious worldviews, about a range of philosophical, ethical, theological and sociological questions.

BENCHMARK EXPECTATIONS - CRITICAL THINKING

Critical Thinking requires pupils to become increasingly sophisticated in analysing and evaluating questions raised by religious and non-religious worldviews, their beliefs, practices and their significance and influence.
This involves working with increasingly complex information and types of evidence. It includes understanding that there are differing perspectives about the complex questions and issues which relate to beliefs and ways of living in our world today. **Critical Thinking** involves grappling with the controversial nature of religious and non-religious worldviews.

Expectations by Age 7	Expectations by Age 9	Expectations by Age 11	Expectations by Age 14	Expectations by Age 16
In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.	In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions. *Plausible = reasonable or probable without necessarily being so, persuasive*	In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). *Sound = reliable, competent.*	In response to the material they learn about, students can understand and debate areas of controversy relating to religious and non-religious beliefs and practices. Students explore, analyse and critically evaluate differing perspectives and views on matters of religion. They construct a reasoned cogent and balanced point of view based on this exploration, using different types of evidence (e.g. belief, opinion, facts, experience and differing sources of wisdom and authority. *Cogent = clear, logical, convincing*	In response to the material they learn about, students recognise that some issues that relate to religion and differing beliefs are complex and controversial. Students explore, analyse and critically evaluate differing perspectives and views on matters of religion. They question assumptions and explore the origins of some of these perspectives. They use this exploration to construct a reasoned, well informed and coherent argument, using and distinguishing between different types of evidence. *Coherent = consistent, connected, making sense*

ASSESSMENT

In RE it is important that pupils:

- make progress in knowing about and evaluating the beliefs and practices of a range of religious and non-religious worldviews
- know and understand the progress they are making in RE
- know and understand what they need to do to make further progress
- are challenged by the enquiries, activities and tasks in which they are engaged
- achieve standards which match their expected capabilities (attainment and achievement).

Good assessment will also help teachers to evaluate the effectiveness of their curriculum, planning and teaching.

The Benchmark Expectations in this Agreed Syllabus should be used as the basis of planning and assessment.

Points to Note

- Assessment goes hand in hand with curriculum design. An effective curriculum design enables continuity and progression and sets out the knowledge and skills that pupils will gain across and throughout key stages and year groups. Curriculum planning should include assessment opportunities that will demonstrate this progression.
- Assessment opportunities should be based on the Benchmark Expectations in this Agreed Syllabus (with the exception of EYFS and externally accredited courses in Religious Studies).
- Assessment in RE is based on **Knowledge and Understanding** and/or **Critical Thinking**. Assessments should ensure both these elements are covered over the course of a year.
- Assessment should be meaningful and manageable and should not create unnecessary burden for either pupils or teachers. The number of assessments in RE should be based on the amount of curriculum time available so that there is an appropriate balance between learning and assessment of learning. For example, it would be inappropriate for pupils to be assessed in RE as much as they are in subjects such as English, Literacy, Maths.
- Assessment must be based on what has been taught not on what teachers assume pupils should know. This is very important when planning baseline assessments particularly at Key Stage 3.
- Formal assessment opportunities should be based on clear criteria and pupils should know these criteria.

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- Assessment is not the same as tracking or the collection of data.
- Not every piece of work in RE needs to be assessed.
- A range of methods can be used to assess pupils progress e.g. vocabulary / knowledge tests, prepared speeches and presentations, extended writing, recording of discussions, teacher observations, practical activities such as object/picture sort and sequencing, pupil evaluations of class discussions and differing ideas presented, exam questions.
- Whilst RE gives opportunities for **Personal Reflection** this cannot be assessed. **Personal Reflection** is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom, but these reflections should not be assessed by teachers to show progress in RE.

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RE IN SPECIAL SCHOOLS

Community and foundation special schools must follow the legal requirement to provide RE for every pupil "so far as is practicable"[5].

It is recognised that there are many different types of special schools, each with their own unique circumstances. Teachers will need to use their own professional judgement when planning RE so that provision is accessible and meaningful and meets the varying needs and abilities of all pupils, irrespective of their age. RE provision should enable consolidation of learning, continuity and progression.

Points to Note

- RE in maintained schools (other than voluntary aided schools) must be based on this Agreed Syllabus.
- Schools can draw content from any of the Programmes of Study, regardless of the key stage, in order to meet the specific needs of pupils.
- The school can select which of the principal religions' pupils will learn in each key phase.
- Christianity should be taught at every key stage.
- Schools may select from other religious and non-religious worldviews and traditions as appropriate.
- Schools need not follow the key stage exemplar Long Term Plans in this Agreed Syllabus. However, the format may help schools in devising their own Long Term Plan.
- Schools can use their own assessment methods in relation to RE. The benchmark expectations in this Agreed Syllabus can be adopted and adapted as appropriate to the specific needs of pupils.

Planning Guidance for Special Schools

- RE can be delivered in a variety of ways, for example, a weekly lesson, an afternoon of RE every few weeks, a full day of RE (this enables a visit to take place or faith members to visit school).
- Schools should plan an RE curriculum across the school which allows for continuity and progression as appropriate. Units of work may appear more than once in order to allow for consolidation of learning.
- The exemplar plans in the Agreed Syllabus may be used and adapted to meet the needs of pupils.
- The overview for units at Key Stage 4 can be adapted and simplified if appropriate.
- Unit questions should be designed which show clearly what pupils will learn e.g.:

[5] Schools Standards and Framework Act 1998 Section 71 (7). Regulation 5A, Education (Special Education Needs), Regulations 2001, SI 2001/3455

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- How do Hindus celebrate Divali?
- Why did the Buddha leave home?
- How do Christians worship in church?

- Unit questions should provide learning opportunities for developing **Knowledge and Understanding** of religious and non-religious worldviews, **Personal Reflection** and, where appropriate, **Critical Thinking**.

- Opportunities should be planned for the development of skills and attitudes as appropriate e.g. investigation, evaluation, empathy, self-awareness, respect.

- An RE curriculum can be built around the particular learning needs in your school. For example, music and religious objects can be used to help pupils who learn best through kinaesthetic and sensory experiences. A curriculum based on the practices of religious traditions (ways of worship or expression) could be built to support this. If pupils engage well with stories, an RE curriculum could strongly focus on the significance of stories and events in differing religious traditions.

- Assessment criteria must be based on learning in RE i.e. what pupils know and understand about the religious material covered (**Knowledge and Understanding**) and their ability, if appropriate, to give views and back up with reasons (**Critical Thinking**). It is not appropriate to assess pupils' **personal reflection**; this is introspective, subjective and private.

Frequently Asked Questions

Do we need to cover all six principal religions in the teaching of RE?

This syllabus is structured to enable pupils to learn about all six principal religions across the key stages (KS1-KS4) and to also learn about non-religious worldviews and a range of other religious worldviews as appropriate. Each key stage focuses on Christianity and one/two other principal religions as 'core'. Whilst some special schools may choose to follow this structure, they are not required to do so. Some schools may choose to focus on only two religions across the whole of the primary/secondary phase. What is important is that the RE curriculum is well planned and is designed to meet the particular needs of pupils in your school. Less content but richer, engaging learning may be the way to best meet pupil needs.

Do the three elements of RE apply to special schools?

Yes, the three elements provide a sound basis for understanding the aims of RE. They can be used to plan for and adapt, as appropriate, the RE curriculum to meet the particular needs of pupils in your school. For example, in some schools, pupils will enjoy debate and discussion about issues in response to the religious material they have explored; this is **Critical Thinking**. Giving opportunities for pupils to find out about religious practices, stories and beliefs and then reflect on their own feelings, experiences, and ideas in relation to this learning is **Personal Reflection**. All pupils in special schools can be given this opportunity to reflect and experience in some way. What is important is that all RE planning is based on **Knowledge and Understanding** of religious beliefs and practices. Teachers can, therefore, use these three elements in their planning, as far as is practicable, to create a curriculum and learning activities to meet the needs of their pupils.

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What might this look like in practice?

A school may choose to develop a unit on identity and commitment (this unit can be adapted for any age) e.g. *How and why do people show belonging to a religion?*

Knowledge and Understanding

Find out about one religion or a range of religious worldviews in relation to ceremonies which are about belonging e.g.

- Christianity - baptism or dedication ceremony, confirmation service
- Sikhism - joining the khalsa
- Judaism - Bar/Bat Mitzvah

Critical Thinking

In relation to learning about religious ceremonies about belonging, the following questions could be discussed:

- Is it important to belong?
- Does a ceremony make you belong?
- Why might ceremonies matter?

Personal Reflection

Pupils are given opportunities to reflect on their own feelings, experiences and ideas about belonging e.g. Who/what do I belong to? How do I feel because I belong? How can I make other people feel they belong?

Activities can be created and adapted, as appropriate, to help learning and reflection in this way. course, for some pupils, it may not be possible to explore all of these elements in any depth. Please note the legal requirement to follow RE "as far as is practicable".

"We just focus on the Personal Reflection element of RE so that we help pupils to be kind. That's good RE isn't it?"

Not quite. RE does provide very good opportunities for **Personal Reflection** and personal development and makes a sound contribution to pupils' spiritual, moral, social and cultural development. However, RE is not just about personal development and positive attitudes. It is about exploring the place of religious and non-religious worldviews in our world today. It is about exploring some of the big questions which all humans share regardless of faith. It is about exploring diversity of religious and non-religious beliefs and understanding what we mean by respect. RE is not RE if it does not have religious and non-religious beliefs and practices as its main focus. This can be explored in special schools with content from this Agreed Syllabus adapted to meet the unique needs of pupils in the particular context of your school.

The pupils in our school are unable to communicate or discuss/debate in any way. We can't really develop Critical Thinking. What do we do?

There are some really well structured ways to help pupils form an opinion and give a view e.g. Philosophy for Children. However, for some pupils in special schools, any form of **Critical Thinking** may be inappropriate. Planning to meet the needs of your pupils is priority.

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Can we assess RE in special schools?

Yes. The benchmark expectations in this Agreed Syllabus cover age-related expectations in **Knowledge and Understanding** and **Critical Thinking**. Schools may choose to adapt these or devise their own assessment criteria and methodology. What is important to note, however, is that **Personal Reflection** cannot and should not be assessed. RE gives opportunity for pupils to reflect on their own feelings, experiences, beliefs, ideas and values. It is personal and may be private and, therefore, cannot be externally graded, evaluated or validated.

If Personal Reflection can't be assessed, is it really a part of RE as a curriculum subject?

Yes. Just because something isn't assessable doesn't mean it isn't a crucial and valuable part of learning and educational experience. **Personal Reflection** in RE is a vital part of pupils' spiritual, moral, social and cultural and personal development.

Can RE be taught through other subject areas?

RE is a discrete subject area within the formal curriculum. Whilst it supports other areas of the formal and wider curriculum, schools should be aware of its distinctive nature.

RE is about developing **knowledge and understanding** of what is meant by religion and belief through exploring a range of religious and non-religious worldviews today.

If a school chooses to teach RE as part of a blended curriculum, they must ensure that RE is distinctive within it.

RE can be delivered through Collective Worship can't it?

No! RE and Collective Worship are two very separate parts of school life. Whilst both are statutory, RE is a formal curriculum subject, whilst Collective Worship is part of wider school life. RE is not worship and must not include any aspects of worship. RE and Collective Worship can complement each other, however. If a theme is being explored in RE e.g. belonging, religious diversity, Christmas, Divali, these can be referred to in assemblies and/or Collective Worship.

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PLANNING THE RELIGIOUS EDUCATION CURRICULUM

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CURRICULUM DESIGN

Creating the Framework for RE

An effective curriculum design for RE will set out the knowledge and skills that pupils will gain in each year group and at each key stage. In order to do this leaders need a clear understanding of the overall purpose and aims of the subject. This should be shared and understood by all those involved in teaching so that all have clarity of purpose.

Please refer to the following pages in this Agreed Syllabus:
- Purpose and Aims
- The Three Elements of RE.

The **shape of the RE curriculum** should also be understood by all. This is an understanding of the key areas of knowledge, understanding and skills that lie at the heart of the subject and how this is set out across all key stages. Are schools clear about the way the RE curriculum builds? What is the journey the child makes from age 5 to 16/18 in their development of religious literacy? What are the end points the curriculum is building towards and how is the curriculum planned and sequenced to ensure pupils build their knowledge and skills towards these end points?

In order to fully answer these questions teachers should understand about the requirements of this Agreed Syllabus and the reasons for these.
For example,
- What religions are taught at each key stage and why?
- How and why are pupils taught about religious diversity at each key stage?
- Why are all units shaped as questions?
- Why are there systematic and thematic unit questions at each key stage?
- How do these develop across key stages to enable deeper understanding?

Teachers will understand how pupils will gain deeper and more comprehensive understanding about the nature of religion and religious and non-religious worldviews as they progress through the RE curriculum.

Please refer to the following pages in this Agreed Syllabus:
- Subject Content – what is required to be taught at each key stage
- Benchmark Expectations – how development of knowledge and skills deepens at each key stage
- The Programmes of Study – these show how **knowledge and understanding** of the principal religions becomes deeper and more comprehensive across the key stages
- Exemplar Plans – these show how unit questions enable continuity and progress within and across the key stages.

The curriculum at each key stage will then be devised to enable clear continuity and progression. This Curriculum Map/Long Term Plan should be understood by all those involved in teaching the subject.

A well-designed Long Term Plan includes:
- systematic enquiry into Christianity through investigating beliefs, sources of authority, differing practices and their impact (deepening and more in-depth enquiries through the key stages)

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- systematic enquiry into another principal religion (as identified in this Agreed Syllabus) through investigating beliefs, sources of authority, differing practices and their impact (in the appropriate depth for the key stage)
- enquiry into the diversity and place of religious and non-religious worldviews (local, regional, national, global)
- panoramic enquiry across the wider landscape of religious and non-religious worldviews on a particular question/theme (Key Stage 2 onwards)
- enquiry into the nature of religion and worldviews (Key Stage 3, Key Stage 4, post-16).

An effective RE curriculum builds in a clear model of progression at the planning stage. This generally means that:

- the study of specific religious and non-religious worldviews should become deeper and more comprehensive
- vocabulary should become wider and more abstract
- enquiry questions, content and source material should become more complex and challenging with clear integration between the concepts (Belief, Authority, Expressions Impact of Belief)
- the increasingly sophisticated development of **critical thinking** skills through identifying questions, critically evaluating, analysing and giving responses. These should become more challenging, perceptive and complex throughout and between the key stages.

In this Agreed Syllabus progression is shown through the Benchmark Expectations for **Knowledge and Understanding** and **Critical Thinking**. Deepening and comprehensive knowledge of the six principal religions is identified in the Programmes of Study and should be used to identify subject content at each key stage (KS1 – KS4). The unit questions and exemplar plans have been devised to enable continuity and progression. The GCSE specifications build on this, as do the units for statutory non-examination RE in this Agreed Syllabus.

See sections:

- Benchmark Expectations
- Programmes of Study
- Exemplar Plans across all key stages.

Whatever unit questions are chosen, the sequence of learning (the big picture/learning journey) within a year, key stage and across phases should be clear for teachers, pupils, and parents.

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"There is no greater wealth than wisdom; no greater poverty than ignorance; no greater heritage than culture"
Islam, Nahjul Balagha Saying 52

"Knowledge is the holiest of holies, the god of the god and commands respect of crowned heads."
Hinduism, Garuda Purana 115

"True Learning induces in the mind."
Sikhism, Adi Granth Asa M1

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ENQUIRY BASED LEARNING

The RE curriculum should be coherent and progressive, enabling pupils to deepen their **knowledge and understanding** of religious and non-religious worldviews and their understanding of the complex, diverse and plural nature of belief systems.

Enquiry questions are at the heart of RE at all key stages from Early Years Foundation Stage to post-16 study. They enable pupils to build on previous learning and deepen and broaden their understanding through increasingly sophisticated and complex systematic and thematic enquiries. They should be used for units of work at all key stages.

Enquiry Based Learning

Enquiry Based Learning is a process which actively engages pupils in their learning. It enables them to develop skills as they investigate issues surrounding religion and beliefs. Through the cycle of enquiry pupils have the opportunity to:

- generate and refine questions
- develop lines of enquiry using a range of methods and sources
- research complex issues and explore a range of viewpoints
- gather, compare and synthesise information, interpreting, analysing and evaluating findings
- develop **knowledge and understanding** of religion and belief and the impact these have on individuals and communities today
- use **critical thinking** and reasoning to draw conclusions
- reflect on their own ideas, beliefs, values, experiences and feelings in relation to what they have learnt through the enquiry.

The following pages outline the Cycle of Enquiry. Schools can use and adapt according to the age and ability of their pupils.

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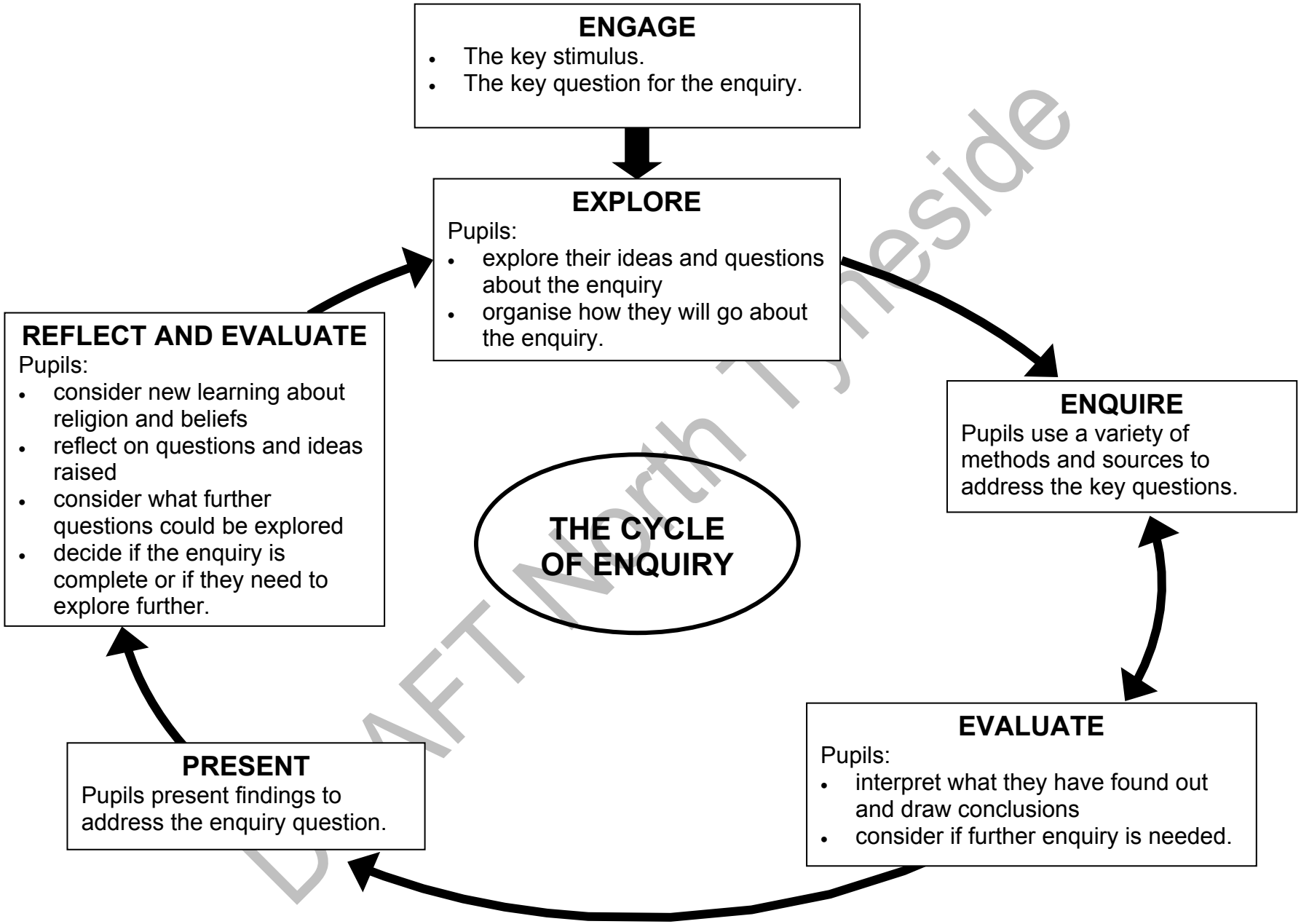

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THE CYCLE OF ENQUIRY

The process includes the following steps. Pupils can become less teacher-reliant and more independent in using these steps as they become older.

Engage

- An engaging resource/activity is used to introduce the new enquiry.
- A key question for the enquiry is developed/shared.

Explore

- Pupils explore the question as a class or in small groups
  - What do we know already about the question?
  - What are our initial ideas?
  - What more do we need to find out?
  - Are there any other questions we might want to ask?
- Pupils plan and organise how they will answer the question
  - How can we find out?
  - Who could we ask?
  - What sources can we use?
  - Where could we go?

Enquire/Investigate

- Pupils carry out the enquiry using a variety of sources and methods as appropriate (younger pupils may have sources and methods provided for them).
- Pupils interpret what they find out and bring different pieces of information together.

Evaluate

- Pupils draw conclusions from their findings
  - What have we found out?
  - Can we answer the question?
  - What are we still not sure about?
  - Are there further questions we need to ask?
  - Do we need to carry out more enquiries?
- Pupils consider how to present findings.

Present

- Pupils present findings to address the enquiry question.

Reflect and Evaluate

Pupils consider the following questions:

- What do we think about our findings?
- How has this enquiry helped us make more sense of the key question and our understanding of religion and beliefs?
- What further questions do we now want to ask and reflect on?
- What could we find out next?

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"Now is the time to understand more, so that we may fear less"
Humanism, Marie Curie

"That knowledge is very superficial which remains only on your tongue: the intrinsic merit and value of knowledge is that you act up to it."
Islam, Nahjul Balaga, Saying 90

"When your view is the same as your teacher's, you destroy half of your teacher's merit; when your view surpasses your teacher's, you are worthy to succeed them."
Buddhism, Zen Proverb

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THE KEY STAGES

The following sections outline the requirements for RE from Early Years Foundation Stage to Sixth Form. Along with the Programmes of Study, they will assist schools in devising a curriculum that will meet statutory requirements and enable pupils to make progress.

Each key stage section contains:

- an overview of the requirements for that key stage
- Question Bank – appropriate unit questions which can be selected from to form a cohesive curriculum (a Programme of Study at Early Years Foundation Stage)
- Exemplar Plans – how unit questions can be sequenced to meet statutory requirements and enable continuity and progression.

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EARLY YEARS FOUNDATION STAGE

Overview

The Early Years Foundation Stage describes the phase of a child's education from birth to the end of the Reception year at the age of five. **Religious Education (RE) becomes compulsory when children enter Reception and are placed on the school roll.** Children in Reception must follow planning which meets Agreed Syllabus requirements. Sufficient time must be given to ensure that children receive their entitlement to RE: this can be organised to be in line with school planning for the Early Years Foundation Stage. Please see page on appropriate time allocation in this Agreed Syllabus.

During the Early Years Foundation Stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and concepts and use their senses in exploring religions and beliefs, practices and forms of expression. They begin to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

This Agreed Syllabus uses the following themes to explore religion:

- Special: special times, people, places, objects, books (this includes stories)
- Belonging: how belonging and identity are expressed.

These two themes introduce children to some of the practices, beliefs and ideas within religious traditions. Examples:

- Let's find out about the Christmas story
- Let's find out about Raksha Bandhan.

Apart from the worthwhile nature of RE itself, the subject makes a significant contribution to children's wider learning and development. RE can help children to develop:

- a positive sense of themselves and how they can manage their own feelings and ideas
- positive relationships with others and respect for all
- listening and speaking skills and confidence in expressing themselves
- making sense of the world around them as they explore, observe and find out about the environment, people, places and objects and how people celebrate special times
- differing ways to express themselves through art, music, movement, dance, role play, design and technology.

Points to Note

- The statutory requirement for RE begins when children are placed on the school roll. RE is, therefore, not compulsory in Nursery. RE does, however, form a valuable part of the educational experience of children throughout the key stage. This Agreed Syllabus, therefore, **highly recommends the delivery of RE at Nursery**.

- RE is a statutory entitlement for all children, whether they are adherents of a particular religious tradition or not.

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- RE must not be designed to convert children or to urge a particular religion or religious belief (please see the page in this Agreed Syllabus on legal requirements). Care should be taken in the use of language, activities and materials and any stereotyping should be challenged. For example, it is inappropriate in RE to say “we believe” or “our faith says”.

- Planning for RE in EYFS should take account of the purpose, aims and elements of RE in this Agreed Syllabus. Children will be:
    - introduced to some religious practices (**Knowledge and Understanding**)
    - given opportunities to ask questions (**Critical Thinking**)
    - given opportunities to reflect on their own experiences and feelings (**Personal Reflection**).

- Schools can draw content from any part of the EYFS Programme of Study in this Agreed Syllabus. They can also complement this Programme of Study with additional material from other religious and non-religious worldviews if appropriate.

- RE can be planned as a discrete curriculum and/or can be incorporated into wider themes and topics as appropriate to EYFS curriculum planning. RE should, however, be discernible and distinctive within any topic and should contain appropriate and explicit references to religious beliefs, practices and forms of expression. Tenuous links between RE and class topics should be avoided.

- A wide range of appropriate experiences and activities can be used to support learning in RE e.g. exploring artefacts and objects; taking part in role play, dance and drama; listening to stories and poems; exploring pictures and films; taking part in art, craft and ICT activities, circle time and talking together. These activities can be enriched if exploration can also include opportunities for encountering and engaging with local faith members and traditions e.g. through visits to places of worship, virtual visits, inviting faith members into school, handling artefacts and objects used within faith traditions.

- Whilst children may take part in role play and re-enactments in RE, teachers should be clear that they are not asking children to ‘celebrate’ a religious practice or take part in worship in RE. Role play is valuable in helping children explore a story or a religious practice and develop empathy and respect. It is not, however, the same as worship within a religious community and should not promote religious affiliation or belief (see legal requirements).

- Schools should use the appropriate assessment methodology for EYFS.

- The following pages contain the Programme of Study for EYFS and an exemplar plan. Teachers could use this exemplar plan to teach RE as a discrete area of exploration or they could use it by incorporating some of these areas of exploration into wider topic work.

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EARLY YEARS FOUNDATION STAGE

Programme of Study

Teachers can select material from the following sections. It is not expected that all aspects of the Programme of Study will be covered. The two key words/themes which are the basis of the Programme of Study are:

- Special
- Belonging.

Special Times

Children are introduced to the idea of special days and festivals within religions, how these are celebrated by the faith communities both within the home and within the wider community e.g. at the synagogue. Stories connected with the special times may be told.

- Christianity – Christmas, Easter, Harvest (including creation story and caring for our world)
- Buddhism – Wesak
- Hinduism – Divali, Raksha Bandhan
- Islam – Eid
- Judaism – Sukkot, Hanukkah, Shabbat
- Sikhism – Baisakhi

Special Objects, Special Music

Children are introduced to worship within religious traditions e.g. through sacred music and the use of special objects (artefacts) within a faith community.

- Christianity – e.g. cross, statues, vestments, church colours, Salvation Army uniform, different types of church music
- Hinduism – e.g. murtis (e.g. Ganesh, Rama and Sita), arti lamp, puja tray, decorations, music
- Islam – e.g. the Qur'an stand
- Sikhism – e.g. 5 Ks, music
- Buddhism – e.g. prayer wheels, prayer flags, Buddha rupa (statue)
- Judaism – e.g. objects used at Shabbat, mezuzah, menorah, Shabbat songs

Special Books

Children are introduced to sacred books within faith traditions, important sayings and stories from sacred texts and the particular ways that the sacred books are treated with respect by faith communities.

- How holy books are treated – e.g. Bible, Qur'an, Torah, Guru Granth Sahib
- Introduction to the word 'sacred'.
- How sacred books teach believers about God and how to live e.g. through stories and special sayings.

Please note: the Qur'an should not be handled.

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Special People

Children are introduced to the founders of some religions. They are introduced to members within faith communities today who have a special role within the faith tradition.

- Jesus as special to Christians – stories about Jesus, stories Jesus told
- Guru Nanak as special to Sikhs – stories about the Guru
- Buddha as special to Buddhists – stories about him and his teaching
- Muhammad as special to Muslims – Muhammad as the prophet of God
- Moses as special to Jews
- People with a special role/vocation in religious communities today e.g. vicar, minister, priest, Salvation Army officer, nun, monk (Christianity), Jewish rabbi, Buddhist monk, imam at the mosque.

Special Places

Children are introduced to religious buildings as sacred places and how they are used for worship.

- Christianity –an introduction to a local church (any denomination)
- Hinduism – the mandir
- Buddhism – the temple
- Islam – the mosque
- Judaism – the synagogue
- Sikhism – the gurdwara

Belonging

Children are introduced to ceremonies which show belonging to the faith community. Children are introduced to religious rituals and promises / commitment shown through **religious** wedding ceremonies.

- Christianity – infant baptism, weddings in churches
- Hinduism – Raksha Bandhan, Hindu weddings
- Islam – ceremonies connected with welcoming and naming a baby.
- Sikhism – baby naming ceremony.
- Judaism – weddings at the synagogue.

If possible children should be given the opportunity to visit a local place of worship.

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"The world stands upon three things: upon the Law, upon worship, and upon showing kindness".
Judaism, Misnah, Abot 1.2

"No one shall cause another pain or injury;
All mankind shall live in peace together,
Under a shield of administrative benevolence.
Sikhism. Adi Granth, Sri Raga, M. 5

"Sometimes we feel that one individual's action is very insignificant. Then we think, of course, that effects should come from channelling or from a unifying movement. But the movement of the society, community or group of people means joining individuals. Society means a collection of individuals, so that initiative must come from individuals. Unless each individual develops a sense of responsibility, the whole community cannot move. So therefore, it is very essential that we should not feel that individual effort is meaningless- you should not feel that way. We should make an effort".
The Dalai Lama's Book of Love and Compassion

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EARLY YEARS FOUNDATION STAGE

Exemplar Plan - *Let's find out about……*

In EYFS, children begin to encounter and explore some aspects of religious beliefs and practices.
The two words/themes which form the basis of RE in EYFS are **belonging** and **special** (places, times, objects, books, people). Schools can adapt these exemplar plans as appropriate.

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Nursery	Let's find out about Harvest. Let's find out about Divali.	Let's find out about the Christmas story.	Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).	Let's find out about the Easter story.	Let's find out about Christian baptism. Let's find out about Raksha Bandhan.
Reception	Let's find out about Harvest in a church. Let's find out about Shabbat.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.	Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin).	Let's find out about Easter celebrations in churches.	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist rupas).

Whole school approach to Christmas/Easter which continues into KS1 and KS2

“The human body is a temple of God. One who kindles the light of awareness within gets true light. The sacred flame of your inner shrine is constantly bright. The experience of unity is the fulfilment of human endeavours. The mysteries of life are revealed."
Hinduism, Rig Veda

"One who knows the inner self knows the external world as well. One who knows the external world knows the inner self as well".
Jainism. Acarangasutra 1.147

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KEY STAGE 1

Overview

Most Key Stage 1 pupils have a natural curiosity. They ask questions and wonder about life; they show a willingness to use their imagination and they have an intuitive sense of mystery in the world around them. Pupils should be introduced to some of the beliefs and features of a religion and begin to use basic subject specific vocabulary.

In relation to their learning about these religious beliefs and practices, pupils should be given the opportunity to raise questions and express their views simply.

Pupils should also be given opportunities to reflect on their own ideas and feelings in relation to their learning.

Pupils can take part in enquiries, finding out about religious and non-religious beliefs and practices by encountering a variety of sources.

Pupils must be taught about:

- **Christianity** - introduction to beliefs and practices and their impact
- **Buddhism** – introduction to some beliefs and practices and their impact
- **Religious diversity** - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations.

Schools may also choose to include the study of another religious or non-religious worldview (including the six principal religions) as part of their RE curriculum. This would be selected at the discretion of the school.

Please see pages on appropriate time allocation and guidance on curriculum delivery.

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KEY STAGE 1

Questions Bank

The following questions can be used to form a Key Stage 1 curriculum. Please refer to the Key Stage 1 Exemplar Plan. Key Stage 1 Programmes of Study will be used for medium term planning.

Core Religion - Christianity

- What can we learn about Christianity from visiting a church?
- What do Christians believe about God?
- Why is Jesus special to Christians?
- Why is the Bible special to Christians?
- What does it mean to belong in Christianity?
- What can we learn from the story of Cuthbert?

Core Religion - Buddhism

- What can we find out about Buddha?
    - Why did Buddha leave home?
    - How is Buddha special to Buddhists?
- How do Buddhists express their beliefs?
    - How do Buddhists worship?
    - How do Buddhists express their beliefs in practice?

Religious Diversity

- What can we find out about our local faith/religious communities?

Supplementary Religions

Schools **may** select to study another religious or non-religious worldview as a supplementary study e.g.

- How do Hindus show belonging?
- How do Muslims worship at home and in the mosque?
- How do Jewish people celebrate Shabbat?
- How do Humanists express their beliefs?
- How do Sikhs treat the Guru Granth Sahib as sacred?

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KEY STAGE 1

Exemplar Plan

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Year 1	What can we learn about Christianity from visiting a church? What do Christians believe about God?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?
Year 2	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?	How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs? What can we learn about our local faith communities?

Other core religions
Christianity
Whole school approach to Christmas/Easter which continues into KS2
Diversity unit

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Happiness is the only good. The time to be happy is now. The place to be happy is here. The way to be happy is to make others so.
Agnosticism, Robert Green Ingersoll

"Thou dost show me the path of life; in thy presence there is fullness of joy, in thy right hand there are pleasures for evermore."
Judaism & Christianity, Psalms

"The infinite is the only source of joy. There is no joy in the finite. Only in the finite is there joy."
Hinduism, Chandogya Upanishad 7.23

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KEY STAGE 2

Overview

Most Key Stage 2 pupils are becoming more aware of themselves and others and the wider world in which they live. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Key Stage 2 pupils can build on their learning at Key Stage 1 as they develop a capacity to extend and deepen their factual knowledge of religious beliefs and practices and begin to recognise local, national and global contexts. They will extend their range of specific subject vocabulary.

In relation to the religious material studied, pupils develop the capacity to form their own reasoned opinions, identifying relevant information and using examples to back up their ideas. They develop the capacity to listen to differing points of view and see the world through the eyes of others.

Pupils should be given opportunities to reflect on their own feelings, experiences, ideas, beliefs and values in reference to the religious material studied.
Pupils can develop ability to investigate and enquire independently, using a variety of sources.

Pupils must be taught about:

- **Christianity** – beliefs and practices across the denominations and the impact of these for individuals and communities
- **Hinduism** – some beliefs and practices and the impact of these for individuals and communities
- **Judaism** – some beliefs and practices and the impact of these for individuals and communities
- **religious diversity** - the diverse religious and non-religious landscape across the region, including a special study of a **local Muslim community**
- similarities and differences within and between religious and non-religious worldviews through at least one **thematic study** e.g. about ritual, the environment, care for others.

Schools may also choose to include the study of another religious or non-religious worldview (including the six principal religions) as part of their RE curriculum. This would be selected at the discretion of the school.

Please see pages on appropriate time allocation and guidance on curriculum delivery.

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KEY STAGE 2

Questions Bank

The following questions can be used to form a Key Stage 2 curriculum. Please refer to the Key Stage 2 Exemplar Plan. Key Stage 2 Programmes of Study will be used for medium term planning.

Statutory Bridging Unit

- So, what do we now know about Christianity?

Core Religion – Christianity

- What can we learn about Christian symbols and beliefs by visiting churches?
- What do Christians believe about Jesus?
- What do Christians believe about God?
- What is the Bible and why is it important?
- Why do people visit Durham Cathedral today (incorporating work about the Northern Saints)?
- Why is Christmas celebrated? (whole school)
- Why is Easter celebrated? (whole school)

Core Religion – Hinduism

- What do Hindus believe?
- How do Hindus worship at home? (includes worship in the home and mandir and Divali celebration)?

Core Religion – Judaism

- What is the Torah and why is it important to Jewish people?
- How do Jewish people worship at home and in the synagogue?
- How do Jewish people express their beliefs through practices?
- Why is Moses important to Jewish people?

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Religious Diversity

- What can we learn about religious diversity in our area?
- **Special Study:** What can we find out about a local Muslim community?

Thematic Questions – based on at least 3 religious and non-religious worldviews. To choose from the following questions:

- How and why do people show care for others?
- How and why do people care for the environment?
- Why do people use rituals in their lives?
- How do people express belonging?
- Why do people travel to sacred places?
- How and why do people pray?

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“As a mother with her own life guards the life of her own child, let all embracing thoughts for all that lives be thine”
Buddhism, Khuddaka Patha Metta Sutta

"Have benevolence to all living things".
Jainism, Tattvarthasutra 7.11

“The world is full of wonders, special radiance, and marvellous secrets, but all it takes is a small hand over the eye to hide it all”.
Judaism, Abraham Joshua Heschel

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KEY STAGE 2

Exemplar Plan

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Year 3	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe?
Year 4	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	How and why do people show care for others? Why do people visit a Cathedral today?
Year 5	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home? Why do people use rituals today?
Year 6	What can we learn about religious diversity in our area? What can we find out about a local Muslim community?	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit

Other core religions
Christianity
Whole school approach to Christmas/Easter
Diversity unit
Thematic unit

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RELIGIOUS EDUCATION ACROSS THE PRIMARY PHASE - EYFS to Year 6

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Nursery	Let's find out about Harvest. Let's find out about Divali.	Let's find out about the Christmas story.	Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).	Let's find out about the Easter story.	Let's find out about Christian baptism. Let's find out about Raksha Bandhan.
Reception	Let's find out about Harvest in a church. Let's find out about Shabbat.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.	Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin).	Let's find out about Easter celebrations in churches.	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist rupas).
Year 1	What can we learn about Christianity from visiting a church? What do Christians believe about God?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?
Year 2	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?	How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs? What can we learn about our local faith communities?

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	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Year 3	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe?
Year 4	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	How and why do people show care for others? Why do people visit Durham Cathedral today?
Year 5	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home? Why do people use rituals today?
Year 6	What can we learn about religious diversity in our area? What can we find out about a local Muslim community?	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit

Other core religions
Christianity
Whole school approach to Christmas/Easter
Diversity unit
Thematic unit

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BRIDGING UNIT KEY STAGE 2/KEY STAGE 3

Overview

If pupils are to make good progress in RE at Key Stage 3 and Key Stage 4, it is crucial that effective liaison has taken place between primary and secondary schools.

Transition from primary to secondary is often problematic with regard to continuity and progression. Pupils' experiences of RE in primary schools will be varied, particularly if secondary schools have a number of primary partners. Some partners may be aided schools which follow a different syllabus. For this reason, this bridging unit has been designed to promote continuity and progression of learning about Christianity which is a core religion in both this syllabus and diocesan syllabuses. It is also based on developing learning about the RE concepts which are a common component of this Agreed Syllabus at **all** key stages.

The bridging unit questions for Year 6 and Year 7 are **statutory** for all schools, thus ensuring that secondary schools can develop effective liaison with all their partner schools.

The bridging unit aims to:

- provide Year 6 pupils with a positive curriculum whilst consolidating and reinforcing prior learning;
- give Year 7 students an appropriate starting point as they use their prior knowledge of Christianity to develop **knowledge and understanding** of the key RE concepts.
- give Key Stage 3 teachers a framework on which to build and develop learning at Key Stage 3.

Requirements

These unit questions are **statutory** and should be taught to all pupils. Secondary school Heads of Department may find that aided primary schools will be willing to follow this RE unit in the Summer Term.

Year 6 Unit Question: What do we now know about Christianity?

This unit will consolidate learning from Key Stage 1 and Key Stage 2 Christianity. It will pull this learning together by using the RE Concepts (Belief, Authority, Expressions of Belief, Impact of Belief). Content should be drawn from the Christianity Programme of Study for Key Stage 2 (all concepts).

Year 7 Unit Question: How can we define Religion? (How do the RE concepts help us understand religion?)

This unit helps pupils understand how the Concepts in this Agreed Syllabus connect to form a framework for understanding religion (worldviews). Teachers can approach this unit in a number of ways and can draw on a range of religious and non-religious worldviews to explore each of the concepts, how they connect and how religion can be defined. The programmes of Study for Key Stage 3 should be used and can be supplemented with additional information from other religious and non-religious worldviews.

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Planning and Implementation

The Key Stage 2 unit should be taught in Year 6, preferably in the second half of the Summer Term. The unit could be taught as weekly lessons or in blocks of time e.g. three afternoons, full day.

The Key Stage 3 unit should be taught at the beginning of Year 7.

It is anticipated that teachers in both phases will work in partnership to design these 2 units. Because it is the secondary school that holds partner primary schools in common, the secondary Head of Department should generally organise liaison. Primary RE co-ordinators should ensure that partner secondary schools receive the Key Stage 1 and Key Stage 2 Long Term Plans for RE and information about pupil attainment and achievement in RE.

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"All are my friends now, there being no enemy or stranger".
Sikhism, Adi Granth, Kanara M.5

"Judge not, that ye be not judged"
Christianity, Matthew 7.1

"For you is your religion, and for me is my religion."
Islam, Quran 109

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KEY STAGE 3

Overview

Many students at this stage begin to question the relevance of religion and become more critical. This provides teachers with the basis to build on knowledge, understanding and experiences gained in the primary years, and to introduce a more complex study of religion. The application of higher order skills becomes more and more important if students are to make progress.

At Key Stage 3, students develop an increasingly sophisticated knowledge and depth of understanding of differing religious and non-religious worldviews. Building on prior learning students can study religious and non-religious views in coherent and systematic ways, using a wide range of subject specific vocabulary. Students have the capacity to connect the differing aspects of religion and concepts in order to describe the nature of religion and non-religious beliefs systems. They should be able to explain the impact that religious and non-religious beliefs can have for individuals, local, national and global communities, including the impact beliefs and practices have on wider current and political affairs. This will include the study of some controversial questions and ideas surrounding religious and non-religious beliefs and practices.

Students should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and critical evaluation, distinguishing between different types of evidence. They should deepen their capacity to articulate well-reasoned and informed positions on a range of issues and ideas connected with religion.
Students can use their growing self-awareness and emotional maturity to think about and refine their own ideas, attitudes, beliefs and values.

Students can suggest lines of enquiry and undertake independent investigations into a range of enquiry questions, including theological, phenomenological, philosophical, sociological and ethical questions connected with religious and non-religious worldviews.

The systematic study of the core religions (Christianity, Islam, Sikhism) at Key Stage 3 enables students to build up comprehensive and coherent **knowledge and understanding** of these particular faith traditions, including diversity within them. This will help develop a foundation for the study of two religions, a requirement for GCSE. Students may also engage in thematic enquiries which draw on more than one religion, tradition or worldview. This is appropriate at Key Stage 3 where students are able to develop and exemplify the skill of synthesis, linking, comparing and contrasting features and lines of enquiry across and within religious and non-religious traditions.

Students must be taught about:

- **how religion can be defined** - how the concepts studied (Belief, Authority, Expressions of Belief, Impact of Belief) connect to give a framework of how religion can be defined; definitions and exploration of key concepts e.g. religion, worldview, secular, spirituality, plurality

- **Christianity** – beliefs and practices across a wide range of Christian denominations, the impact of these for different individuals, communities and societies

- **Islam** - beliefs and practices including diversity within differing traditions and communities, the impact of these for different individuals, communities and societies

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- **Sikhism** - beliefs and practices including diversity within and across different traditions and communities, the impact of these for different individuals, communities and societies

- Similarities and differences within and across a range of religious and non-religious worldviews through **thematic studies**. These enquiries could include considering differing viewpoints about philosophical and ethical questions.

Religious diversity - religious and non-religious worldviews locally, nationally and globally, including how the religious landscape has changed in Great Britain over time. These enquiries should ensure that students are taught that worldviews are complex, diverse and plural.

The Key Stage 3 curriculum should be planned to ensure that the range of enquiry questions are explored - philosophical, theological, phenomenological, sociological and ethical enquiries.

Please see pages on appropriate time allocation and guidance on curriculum delivery.

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"We are on a market trip on earth: whether we fill our basket or not, once the time is up, we go home."
Traditional African Religion Igbo Song

"For the soul, there is never birth nor death. Nor, having once been, does it ever cease to be. It is unborn, eternal, ever-existing, undying and primeval. It is not slain when the body is slain."
Hinduism, Bhagavad Gita 2 .20

'Do not act as if you were going to live for a thousand years... while you are alive, while it is still possible, become a good person.'
Stoic Marcus Aurelius

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KEY STAGE 3

Questions Bank

The following questions can be used to form a Key Stage 3 curriculum. Key Stage 3 Programmes of Study will be used for medium term planning. Please refer to the Key Stage 3 Exemplar Plans.

Statutory Bridging Unit

- Can we define religion (how can we use the concepts to help us define religion)?

Core Religion – Christianity

- Can we draw the Big Picture of Christianity?
- How do the beliefs of Christians have an impact on their lives and communities?
- Why does incarnation and resurrection matter for Christians today?

Core Religion – Islam

- What does it mean to live as a Muslim in Britain today?
- What do Muslims believe?
- How do the beliefs of Muslims affect their daily lives and actions?
- How does Islamic values affect moral decisions?
- Why is ritual important to Muslims?

Core Religion – Sikhism

- How do the beliefs of Sikhs affect their daily life and actions?
- What do Sikhs believe about the nature of God?
- How and why is the Gurdwara important to Sikhs?
- How does holding Sikh values affect moral decision making?
- Where does authority lie in Sikhism?

Religious Diversity

- Is religion dead? What does it mean to live in a plural diverse country and world?
- What can we find out about the diversity of beliefs and practices in our region? Does belief matter?
- What key beliefs do different religious and non-religious worldviews express?

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Systematic Study of other religions or worldviews

- What does it mean to live as a humanist?

Thematic Questions – based on more than one religious and non-religious worldviews. These questions include philosophical, theological, sociological, ethical and phenomenological enquiries.

- Is there evidence of God's existence?
- Why do some people believe in God?
- Can miracles happen?
- Is death the end?
- Where did the universe come from?
- Why do people suffer?
- What does it mean to be human?
- Can religion and science mix?
- Why might people belong to a religion?
- Are all religions the same?
- Do religions bring conflict or harmony?
- Has religion any relevance in our world today?
- How does the media portray religion?
- Why do some people with a religious faith get involved in politics?
- How can the arts express beliefs and spirituality?
- Where does authority lie?
- Why do people pray?
- Why is Israel significant for religious believers today?
- How do people make moral decisions?
- Should religious people get involved in wars?
- What does justice mean?
- What do differing worldviews say about wealth and poverty in our world today?

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KEY STAGE 3

Exemplar Plan (2 year)

	Autumn Term	Spring Term	Summer Term
Year 7	Can we define religion? (How can we use the concepts to help us understand religion?)	How do the beliefs of Sikhs affect their daily life and actions? Why do people suffer?	Is religion dead? What does it mean to live in a plural diverse country and world? What can we find out about differing religious and non-religious worldviews (e.g. humanism, Bahá'í)?
Year 8	How can the arts express beliefs and ideas? Is death the end?	What does it mean to live as a Muslim in Britain today? How do people make moral decisions?	Can we draw the Big Picture of Christianity? How do the beliefs of Christians have an impact on their lives and communities?

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KEY STAGE 3

Exemplar Plan (3 year)

	Autumn Term	Spring Term	Summer Term
Year 7	Can we define religion? (How can we use the concepts to help us define religion?)	How do the beliefs of Sikhs affect their daily life and actions?	Why do people suffer? Where did the universe come from?
Year 8	Is religion dead? What does it mean to live in a plural diverse country and world? What can we find out about differing religious and non-religious worldviews (e.g. humanism, Bahá'í)?	Can we draw the Big Picture of Christianity? How do the beliefs of Christians have an impact on their lives and communities?	Is death the end? Is there evidence of God's existence?
Year 9	What does it mean to live as a Muslim in Britain today?	How do people make moral decisions? What does 'justice' mean?	How can the arts express beliefs and ideas? How does the media portray religion?

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KEY STAGE 4

Overview

At this key stage many students are inclined to be sceptical but retain their enthusiasm to consider questions of meaning at a deeper level. This provides teachers with a basis to build on the foundation of **knowledge and understanding** of religious and non-religious worldviews gained at preceding key stages. Students should be able to research and investigate the influence and impact of religious and non-religious worldviews on the values and lives of both individuals and groups. They should be given opportunities to evaluate the impact of religious and non-religious worldviews on current affairs, using the areas of enquiry (sociological, ethical, theological, philosophical, phenomenological) to deepen understanding about the role and influence of beliefs on twenty-first century life, locally, regionally, nationally and globally.

Students will continue to develop capacity for **critical thinking** as they evaluate religious material, using the skills of interpretation and expression to analyse their own and other people's views and reasons. They should be able to appreciate and appraise the beliefs and practices of different religious and non-religious worldviews with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions.

They will widen their ability to develop personal insight, reflecting on both their own beliefs, ideas, feelings and values, and those of others, whilst developing the ability to live with uncertainty and ambiguity.

Schools must provide Religious Education for every student in accordance with legal requirements. Religious Education remains a statutory subject for all registered students at Key Stage 4, including in Year 11.

Schools should provide the opportunity for students to follow an externally accredited course (GCSE) in Religious Studies. This may be through an option system or through the use of core statutory RE time. Sufficient time must be given to cover the exam specification and enable students to make appropriate progress.

Provision must be made in school for statutory Religious Education for all students. If an externally accredited course is not used as the basis of this course, a course must be developed which builds on Key Stage 3 and enables exploration of the place of religious and non-religious worldviews in our world today.

All students at Key Stage 4 (whether they are studying for GCSE RS or not) should have access to challenging RE which is both real and relevant to life in modern Britain. This supports the development of **critical thinking** skills and students' personal development in relation to appreciation of fundamental British values and spiritual, moral, social and cultural development.

Students following a statutory non-accredited course at Key Stage 4 must be given the opportunity to explore a range of religious and non-religious worldviews through:

- **theological and phenomenological enquiries** into the range of religious and non-religious worldviews in Britain today and the impact these have for individuals, communities and societies

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- **philosophical enquiries** which draw on a range of religious and non-religious worldviews

- **ethical enquiries** - the influence of religious and non-religious beliefs on moral decision making

- **sociological enquiries** – the role and influence of religious and non-religious worldviews on societies, cultures, politics, identity

The RE curriculum must include Christianity and at least one other principal religion represented in Great Britain, as well as a range of other religious and non-religious worldviews.

The following pages outline a range of appropriate unit questions for non-examination Key Stage 4. A brief overview for each unit is included. These form the Programme of Study in this Agreed Syllabus for core non-examination RE at Key Stage 4.

Schools can select from the Programme of Study as appropriate but should ensure that at least six units are covered across Key Stage 4.

Please see pages on appropriate time allocation and guidance on curriculum delivery.

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KEY STAGE 4

RE Units for Non-Examination Statutory RE

Do rituals matter?

This unit explores and evaluates how and why rituals are used by individuals and communities in both religious and secular contexts. Students will consider what is meant by a ritual and will explore the impact rituals can have for individuals, groups and societies. Opportunities will be given to find out about different types of rituals (e.g. at births, graduations, funerals, national days of remembrance, celebration and mourning) including rituals from a range of religious and non-religious worldviews and communities. This will include new forms of rituals.

Students will critically evaluate whether rituals and symbols, within a religious and a non-religious context, have any real value and significance today.

Are religious laws outdated?

This unit explores some key religious laws and teachings in relation to moral attitudes, actions and behaviours. It gives opportunity to evaluate whether such laws have stood the test of time and remained relevant or whether they reflect a particular culture or period of time from the past. Students will explore similarities and differences between the moral codes and laws from different religious and non-religious worldviews and will consider whether it is possible to have universal laws. Students will discuss and analyse such questions as: Should religions adapt their practices and moral codes in line with modern society and changing cultural and societal norms? If religious laws should change to reflect modern societies, which society?

Should religion and politics mix?

This unit considers the influence that religion can have on political systems and issues nationally and globally. Students will find out about individuals and religious groups who have campaigned for political beliefs and will consider how religious beliefs can affect the views, attitudes, actions and behaviours of individuals and communities. The unit explores and evaluates the place of the state religion in political structures and decision-making processes in Great Britain. They will consider whether the state rule of law should come before individual religious and moral convictions.

Harm no living thing?

This unit considers key teaching from a religious tradition and explores its relevance for individuals, communities and societies today. The unit question is based on one of the five Moral Precepts from Buddhism which states that no living things should be killed or harmed. Stories from the Buddhist tradition and actions of Buddhists today which exemplify this precept can be explored and evaluated. This includes conservation and protection of the planet and all living things within it and attitudes towards violence and conflict. These actions and attitudes can be discussed and critically evaluated through questions such as; Does this (or should this) moral precept have universal relevance today?

This moral precept from Buddhism could be compared to other religious and non-religious traditions, teaching and actions in relation to violence and conservation.

Why does Jerusalem matter?

This unit explores the religious and political significance of Jerusalem for Jewish people, Muslims and Christians now and in the past. Students will find out about the importance of Jerusalem and surrounding area for each tradition and why people of faith visit today. They will investigate the political and religious tensions in the area and consider and evaluate the ways in which individuals, groups, communities and countries have tried to resolve these.

How does the media portray religion?

This unit explores the way in which all forms of media show and portray religious and religious worldviews, their traditions, practices and beliefs, as well as the people who adhere to them. Students will consider negative and positive images of religion and how the media can influence attitudes of individuals, groups of people and communities. They will analyse why documentaries, programmes and reflections about issues of religion and differing beliefs are made and broadcast and what impact these can have on the lives of individuals, communities and societies.

What makes us human?

This unit explores what is understood by the term 'humanity' and the differing ways in which humans understand meaning, truth and purpose of life. Students will enquire into a range of perspectives from people with differing beliefs, values, occupations and experiences. They will find out views and attitudes on the nature of being human and how this affects the way they live their lives. Students will explore and evaluate commonality as well as differences in these views. Students will ask questions about the search for meaning and the nature of being human in our own lives.

Why might people borrow religious beliefs and practices?

This unit explores how people are influenced by a whole range of factors when exploring meaning. This may include ideas and practices from traditions they do not actually belong to. Do some religious practices make sense in relation to the human condition, its meaning, purpose and how we deal with our lives?

This unit seeks to explore these ideas by looking at some of the human experiences and emotions and how they may 'resonate' with religious beliefs and practices (and non-religious worldviews) e.g. getting on with others including resolving conflict, equality and working for the common good, coping with stress and keeping a perspective in daily life, bereavement and coping with grief.

Is death the end?

This unit explores a range of attitudes and beliefs concerning what happens when we die. Key schools of thought, ideas, convictions and beliefs (resurrection and after-life, reincarnation, death is the end of any form of life) will be exemplified through a range of religious and non-religious worldviews. Students will consider and analyse these. They will learn how religious and non-religious beliefs are connected to practices, finding out how particular actions, words, symbols and rituals exemplify beliefs about life and life after death. They will consider how and why perceptions and beliefs have changed for some individuals and how this is reflected today.

NB: This unit develops **knowledge and understanding** about religious and non-religious worldviews as well as **critical thinking** as students analyse differing schools of thought about beliefs about death and the after-life. It is, however, a highly sensitive issue, particularly for some students and staff who may be experiencing bereavement, doubt and fear. As such, this unit should give opportunities for private and **personal reflection** in an atmosphere of respect and concern for all. Such private reflection is not part of key learning intentions (and is therefore not assessable) but makes a vital contribution to personal development.

Why do people suffer?

This unit explores one of the key philosophical questions which all humans and religious and non-religious belief systems grapple with. Students will explore the nature of suffering and consider what is meant by 'evil', non-moral and moral evil and consequent suffering. They will explore and evaluate the reasons given by a variety of religious and non-religious worldviews for why there is suffering e.g. Buddhist view, differing views within Christianity (e.g. free-will, Augustinian view, Irenaean view), atheist views. Differing responses to suffering and evil can also be explored e.g. through the use of case studies (current and historical).

What is it like to live a faith?

This is an enquiry based unit where groups of students will explore the beliefs and practices of particular religious and non-religious worldviews and the impact these have on differing individuals and groups. Schools may choose to focus on one particular religion e.g. Buddhism or a religious worldview which has not previously been explored in RE at any key stage e.g. Bahá'í. Alternatively, a range of religious and non-religious worldviews could be explored, with differing groups undertaking an enquiry and presenting to the rest of the class. Enquiries should draw on the living experience of people with faith and what is meant by 'faith'. The focus of this unit should be on the impact of the beliefs and practices of particular religious and non-religious worldviews on individuals, groups and wider societies.

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Can miracles happen?

This unit explores what is mean by 'miracle' and the different definitions and types of miracle e.g. supernatural miracle (an event which breaks natural laws), 'hidden hand' miracle (a beneficial event of extraordinary coincidence), a liberal miracle (God working through humans to bring about change). Students will consider examples of these types of miracles in a range of religious traditions. They will evaluate the validity of belief in miracle by considering arguments for and against miracle. Students will explore belief in the supernatural world, including an evaluation of why some people may believe in this but not the concept of miracles performed by God.

Should religions adapt for today's world?

This unit explores some of the beliefs, laws, practices and traditions from different religious and non-religious worldviews and explores whether these are still appropriate in today's world. Students will consider whether religious laws and practices can become outdated or if they remain relevant no matter how society progresses. For example, should religious laws adapt in the light of changing attitudes towards equality, sexuality, environmental change. Students will evaluate how responses vary between different communities and countries. Students will reflect on whether this causes division and how this affects religious identity.

Can we respect and have tolerance for all faiths and beliefs?

This unit explores and critically evaluates some of the work which takes place today to promote harmony between people whatever their religious or non-religious worldviews. The fundamental British values (promoted widely since 2014) include 'respect and tolerance for other faiths and beliefs'. Students will explore what this means (including the difference between respect and tolerance), how Britain is a religiously plural country and whether there really is religious harmony in our society. They will evaluate some of the projects which take place today to promote harmony for and between different belief systems.

How do we make moral decisions?

This unit will explore what it means to be moral, what is the basis of people's own individual sense of morality ('moral compass') and how this is used to make moral decisions. Students will learn about and evaluate some of the theories behind ethical decision making (e.g. situationism, utilitarianism) and the ways individuals, communities and societies use these. They will explore the role religion can play in moral decision making for some individuals and societies. They will consider the complexity in addressing some ethical issues by using current day examples. They will think about and reflect on their own basis for making moral decision

Does religion cause conflict?

This unit will explore recent and current conflicts in the world and the role of religions or religious traditions and groups within them. Students will evaluate the causes of these conflicts and ask questions relating to these e.g. about political, religious and sectarian ideologies. They will consider both religious and non-religious approaches to conflict resolution and analyse the effectiveness of these.

"One should give even from a scanty store to one who asks."
Buddhism Dhammapada

"Even a poor man who himself subsists on charity should give charity".
Judaism Talmud Gittin

"If the people use the wealth bestowed on them by God for themselves alone or for treasuring it, it is like a corpse. But if they decide to share it with others, it becomes sacred food"
Sikhism, Guru Nanak.

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KEY STAGE 4

Exemplar Plan for Non-Examination Statutory RE

This exemplar plan is based on students receiving discrete RE units each term (either within a weekly RE lesson or within an RE curriculum as a component of a wider Personal Development programme). It extends and deepens learning from Key Stage 3. Schools can use this as a basis for planning and adapt and choose questions from the Key Stage 4 Question Bank as appropriate.
This curriculum does not include school provision for GCSE Religious Studies taught within an Options system.

	Autumn Term	Spring Term	Summer Term
Year 10	What makes us human?	Can miracles happen?	Why does Jerusalem matter? Harm no living thing?
Year 11	Can we respect and have tolerance for all faiths and beliefs?	Does religion cause conflict? Should religion and politics mix?	Why might people borrow religious beliefs and practices? Why do people suffer?

"The search for knowledge is an obligation laid on every Muslim"
Islam, Hadith of Ibn Majah and Baihaqi

"True learning induces in the mind service of humankind"
Sikhism, Adi Granth

"A good all-round education, an appreciation of the arts, a highly trained discipline and pleasant speech; this is the highest blessing.
Buddhism, Sttta Nipata 261

SIXTH FORM

Overview

RE is a statutory subject for all registered students in schools, including students in a school sixth form[6]. Schools must provide RE throughout Year 12 and 13. This could be done in a number of ways e.g. through General Studies lessons, as part of a wider Personal Development and Skills Programme through suspended timetable days, as part of a school sixth form enrichment week. However, schools choose to provide for RE, schools must ensure that identifiable RE takes place within the school day and is accessible to all students.

The sixth form RE curriculum should reflect the increasing maturity of post-16 students. Schools must provide RE which builds on and develops the knowledge, understanding, skills and attitudes gained in previous key stages. The RE curriculum should give students the opportunity to broaden and deepen their **knowledge and understanding** of a wide range of religious and non-religious worldviews. It should enable students to deepen their own **critical thinking** and **personal reflection** on philosophical, theological, ethical and sociological issues.

The following pages outline a range of appropriate units for a school-based sixth form RE Scheme of Work. These units are designed to meet the statutory requirement for RE and to contribute to the school's general studies/personal development and skills programme. Some of these units are also part of the non-examination statutory Key Stage 4 section of this Agreed Syllabus. Schools could choose these for sixth form RE if they were not selected as part of the Key Stage 4 Scheme of Work or to re-visit and deepen learning of particular topics. School should select from these units as appropriate but should cover at least 2 units in Year 12 and 2 units in Year 13.

External Examinations - Religious Studies

It is recommended that schools provide opportunities for students to choose Religious Studies as an externally accredited course (Advanced level) if they wish to.

[6] Parents have a right to withdraw their children from all or part of Religious Education lessons. Students aged 18 or over can exercise their own right to withdraw from RE.

SIXTH FORM

RE Units

Is religion a laughing matter?

This unit explores and evaluates how religious and non-religious worldviews are portrayed in comedy, literature and through the media (including social media). Students will consider what impact this has on people's perceptions of various worldviews and their adherents. They will evaluate whether the use of comedy makes a negative or positive contribution to these perceptions and to what extent media affirms, respects, challenges or trivialises religious beliefs, practices and commitment. Students will evaluate whether comedy and the media represent and/or influences people's commitment to religious or non-religious belief.

Should happiness be our goal?

This unit explores what religious and non-religious worldviews say about happiness and the meaning of life. Students will investigate various worldviews and their teachings on what is true happiness e.g. Buddhist teaching on The Eightfold Path and Enlightenment. They will consider what differing religious and non-religious worldviews and societies say about success, hedonism, wealth, fame and the pursuit of happiness and fulfilment. Students will consider their own and other views on what makes people happy, and how and why this may differ between individuals and societies.

Is Great Britain more secular than religious?

This unit explores what is meant by the term 'secular' and in what ways Great Britain can be perceived to be increasingly secular e.g. through political systems, laws, attitudes, beliefs, rituals, identity and commitment. Students will consider how people may show religious identity and commitment to a greater or lesson degree and how this may still be represented in national life. They will critically evaluate the extent to which Great Britain is a pluralistic society, which promotes and demonstrates respect and tolerance to all people, regardless of their religious or non-religious viewpoints and beliefs. Students can be given the opportunity to investigate case studies e.g. the increase in numbers of people choosing a non-religious birth, wedding, funeral ceremony and why some people may still choose to connect with a religious belief system at these significant times.

Does care for the environment really matter?

This unit explores conflicting political, religious and national attitudes towards sustainability and protection of the natural world. Students will evaluate the extent to which humans harm or protect the earth's resources and the campaigns and projects (individually, locally, nationally and globally) which are trying to bring about change. The unit will explore how and why there are differing attitudes between and within nations, organisations and political movements towards conservation, protection and sustainability. Students will critically evaluate the teachings and actions of a range of religious and non-religious worldviews in relation to humans' responsibility for and protection of the environment.

Does spirituality matter?

This unit will explore definitions for 'spirituality' and what people mean when they talk about 'spiritual wellbeing' or 'spiritual welfare'. Students will consider how a range of religious traditions help people develop their spirituality through practices, rituals, sacred writings and the arts. Students will explore ways in which spiritual ideas are expressed in non-religious worldviews and through communal and national practices e.g. keeping a minute's silence, shrines and tributes. Students will investigate and evaluate how and why schools are required to provide for pupils' spiritual development as part of spiritual, moral, social, cultural development (SMSC) and how this may enhance individuals, communities and wider societies. Students will evaluate a range of questions about spirituality in our world today, including whether they perceive it to be less relevant in modern society.

What is it like to live a faith?

This is an enquiry based unit where groups of students will explore the beliefs and practices of particular religious and non-religious worldviews and the impact these have on differing individuals and groups. Schools may choose to focus on one particular religion e.g. Buddhism or a religious worldview which has not previously been explored in RE at any key stage e.g. Bahá'í. Alternatively, a range of religious and non-religious worldviews could be explored, with differing groups undertaking an enquiry and presenting to the rest of the class. Enquiries should draw on the living experience of people with faith and what is meant by 'faith'. The focus of this unit should be on the impact of the beliefs and practices of particular religious and non-religious worldviews on individuals, groups and wider societies.

Should religion and politics mix?

This unit considers the influence that religion can have on political systems and issues nationally and globally. Students will find out about individuals and religious groups who have campaigned for political beliefs and will consider how religious beliefs can affect the views, attitudes, actions and behaviours of individuals and communities. The unit explores and evaluates the place of the state religion in political structures and decision-making processes in Great Britain. They will consider whether the state rule of law should come before individual religious and moral convictions.

How do we make moral decisions?

This unit will explore what it means to be moral, what is the basis of people's own individual sense of morality ('moral compass') and how this is used to make moral decisions. Students will learn about and evaluate some of the theories behind ethical decision making (e.g. situationism, utilitarianism) and the ways individuals, communities and societies use these. They will explore the role religion can play in moral decision making for some individuals and societies. They will consider the complexity in addressing some ethical issues by using current day examples. They will think about and reflect on their own basis for making moral decision

Does religion cause conflict?

This unit will explore recent and current conflicts in the world and the role of religions or religious traditions and groups within them. Students will evaluate the causes of these conflicts and ask questions relating to these e.g. about political, religious and sectarian ideologies. They will consider both religious and non-religious approaches to conflict resolution and analyse the effectiveness of these.

Are religious laws outdated?

This unit explores some key religious laws and teachings in relation to moral attitudes, actions and behaviours. It gives opportunity to evaluate whether such laws have stood the test of time and remained relevant or whether they reflect a particular culture or period of time from the past. Students will explore similarities and differences between the moral codes and laws from different religious and non-religious worldviews and will consider whether it is possible to have universal laws. Students will discuss and analyse such questions as: Should religions adapt their practices and moral codes in line with modern society and changing cultural and societal norms? If religious laws should change to reflect modern societies, which society?

Why do people suffer?

This unit explores one of the key philosophical questions which all humans and religious and non-religious belief systems grapple with. Students will explore the nature of suffering and consider what is meant by 'evil', non-moral and moral evil and consequent suffering. They will explore and evaluate the reasons given by a variety of religious and non-religious worldviews for why there is suffering e.g. Buddhist view, differing views within Christianity (e.g. free-will, Augustinian view, Irenaean view), atheist views. Differing responses to suffering and evil can also be explored e.g. through the use of case studies (current and historical).

Why does Jerusalem matter?

This unit explores the religious and political significance of Jerusalem for Jewish people, Muslims and Christians now and in the past. Students will find out about the importance of Jerusalem and surrounding area for each tradition and why people of faith visit today. They will investigate the political and religious tensions in the area and consider and evaluate the ways in which individuals, groups, communities and countries have tried to resolve these.

How does the media portray religion?

This unit explores the way in which all forms of media show and portray religious and religious worldviews, their traditions, practices and beliefs, as well as the people who adhere to them. Students will consider negative and positive images of religion and how the media can influence attitudes of individuals, groups of people and communities. They will analyse why documentaries, programmes and reflections about issues of religion and differing beliefs are made and broadcast and what impact these can have on the lives of individuals, communities and societies.

SIXTH FORM

Exemplar Plan

This exemplar plan is based on students receiving RE units each term as part of a General Studies/Personal Development programme. Schools can use this exemplar plan as a basis for planning and adapt and choose questions from the Sixth Form Question Bank as appropriate.

	Autumn Term	Spring Term	Summer Term
Year 12	Is religion a laughing matter? How does the media portray religion?	Should happiness be our goal?	Is Great Britain more secular than religious?
Year 13	Does spirituality matter? How do we make moral decisions?	Does care for the environment really matter?	Examinations.

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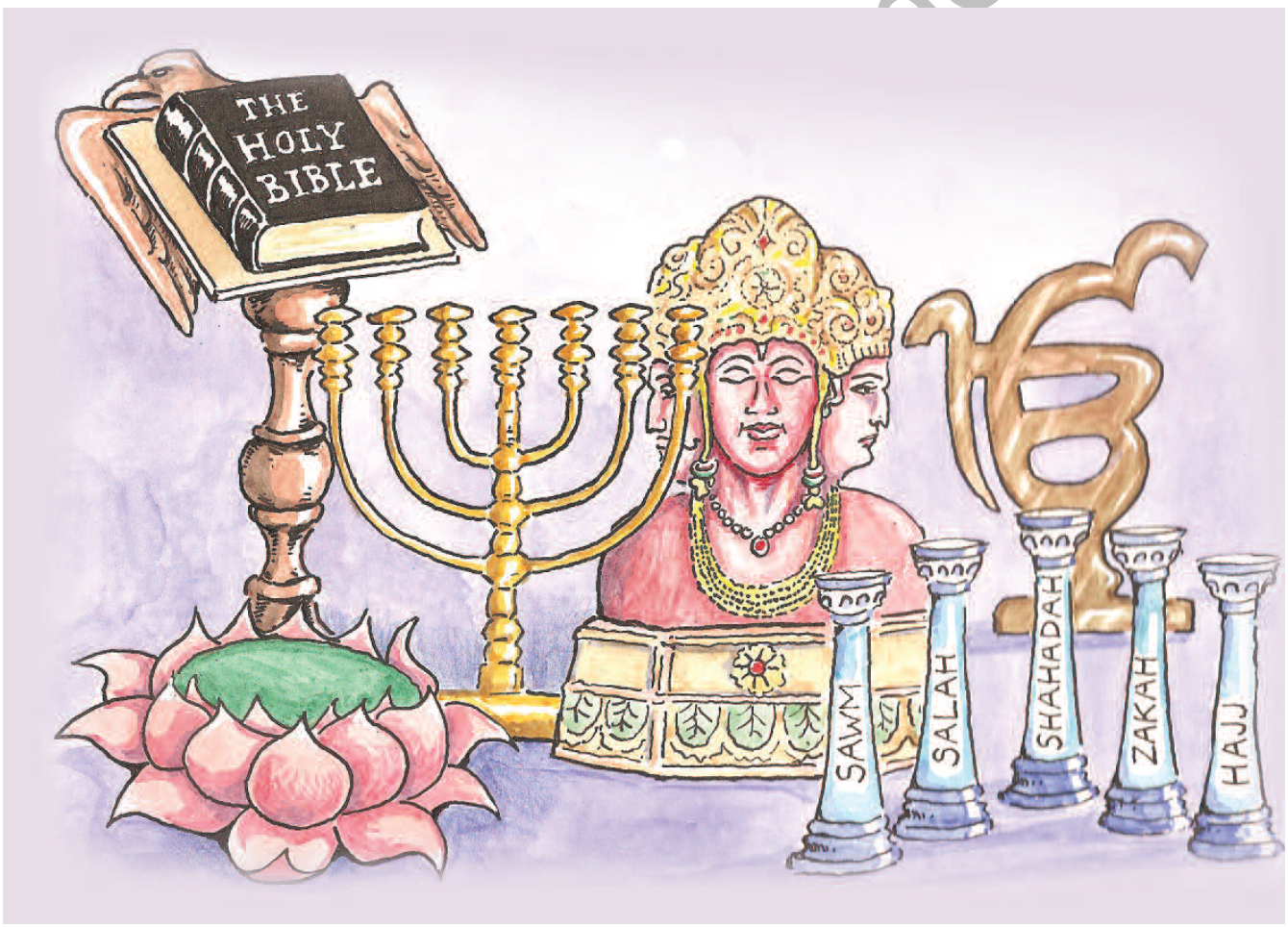
PROGRAMMES OF STUDY



PROGRAMMES OF STUDY

Introduction

The following pages contain an outline of the appropriate content to be taught for the six principal religions prescribed in this syllabus (Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism) at each key stage.

They contain key content in relation to the concepts which underpin this syllabus:

Belief
Authority
Expressions of Belief
Impact of Belief.

Content is outlined for each concept across Key Stages 1 to 3. These will build a bridge to the GCSE specifications on the six principal religions. This enables teachers to see how **knowledge and understanding** can build and deepen across the key stages in relation to specific beliefs and practices (particularly Christianity). Teachers can also see how **knowledge and understanding** builds in relation to each of the concepts and how they interlink. The concepts are one way in which pupils can explore how a religion and a belief system can be defined.

Teachers should use the relevant Programmes of Study when developing a Scheme of Work. Schools are expected to cover the relevant Programmes of Study for the prescribed (core) religions at each key stage:

Key Stage 1 - Christianity, Buddhism
Key Stage 2 - Christianity, Hinduism, Judaism
Key Stage 3 - Christianity, Islam, Sikhism.

In addition, schools can select the relevant key stage material for the special study of Islam at Key Stage 2 and from the 'supplementary religions' - these are any of the six principal religions which are not 'core' for a particular key stage e.g. the supplementary religions at Key Stage 1 are Hinduism, Islam, Judaism, Sikhism. Please see page on Breadth of Study for further information.

Please note these programmes of study are **not exhaustive**. Schools may also select material from other religious and non-religious worldviews to teach units of work as appropriate.

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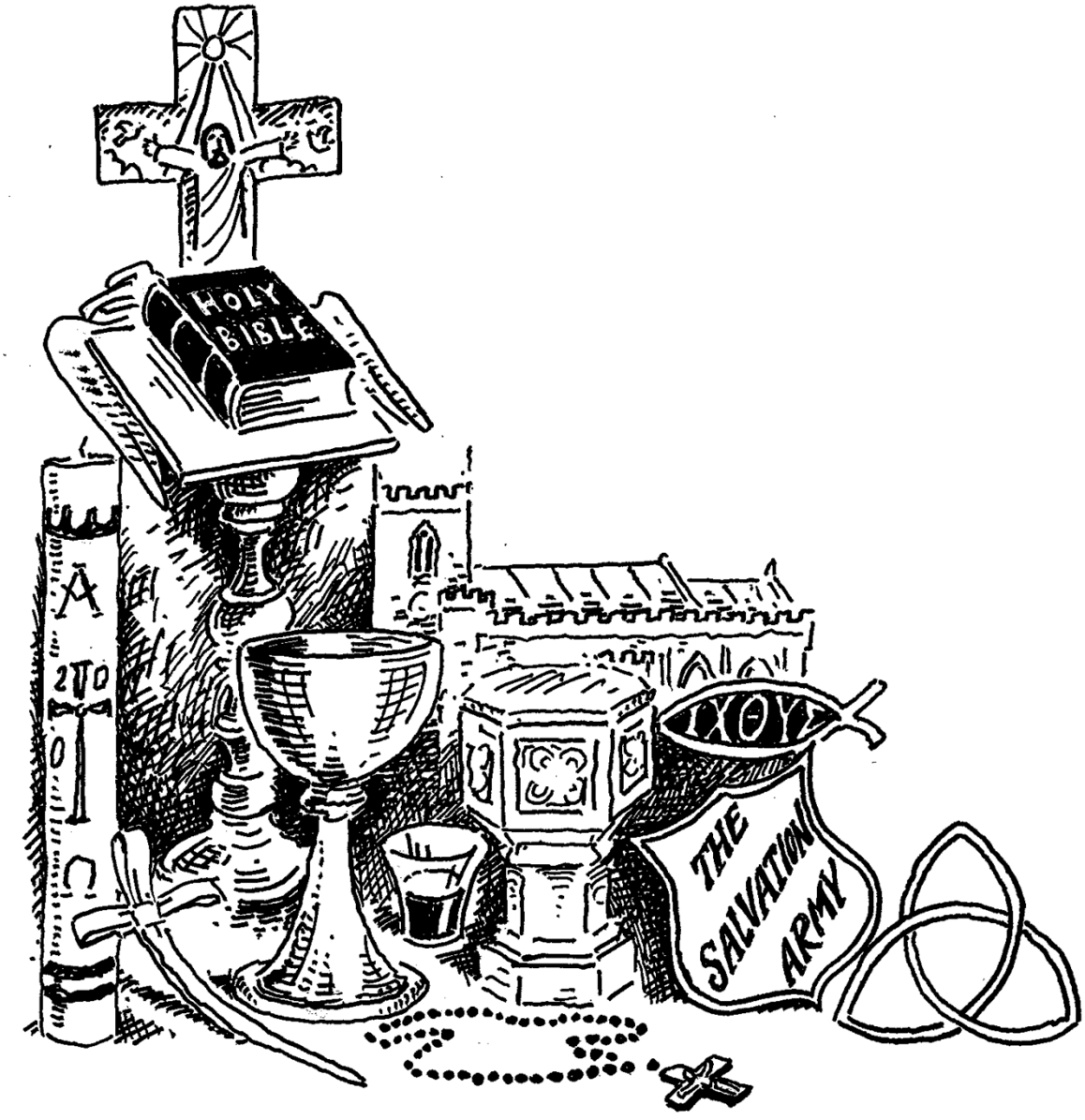
CHRISTIANITY



PROGRAMME OF STUDY - CHRISTIANITY

BELIEF

Key Stage 1

A first step towards understanding key Christian beliefs: Creation, Incarnation, Salvation.

God
- God as One, creator, loving, caring, having authority. Descriptions of God as Father, Loving Parent, King
- God as Creator and responsible for Creation as shown in Genesis 1 and 2, human responsibility to care for God's Creation [Creation]

Jesus
- Introduction to the special nature of Jesus shown through his special birth [Incarnation], life and ministry, death and resurrection [Salvation]
- Jesus as the Son of God [Incarnation].

Key Stage 2

Developing understanding of the nature of God and key Christian beliefs: Creation, Incarnation, Salvation.

God
- The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons.
- The otherness of God (transcendent) who inspires awe, wonder, devotion.
- Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God.

Jesus
- Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].

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Key Stage 3
Common and divergent views within Christianity in relation to Belief should be included throughout. Key Christian beliefs which explore God's relationship with humanity: Creation and Fall, Incarnation, Salvation. God • The nature of God: omnipotent, omniscient, omnipresent, transcendent, immanent, immortal, benevolent. Questions raised e.g. problem of evil and suffering. • God as Creator (Genesis story); how Christians hold divergent views about the creation story and the Fall (e.g. Creationists, liberal Christians). • The Oneness of God and the Trinity: Father, Son and Holy Spirit. • Evidence of the existence (and non-existence) of God; theism, atheism, agnosticism. Jesus • The significance of Jesus as Son of God, Messiah, Saviour, The Word: Creation, Incarnation, Salvation. • Key Christian beliefs: incarnation, salvation, uniqueness of humanity, forgiveness, love, compassion and charity, reconciliation, justice, good and evil, life after death (including differing views about physical/spiritual resurrection, purgatory). Questions raised by these beliefs. • Questions that beliefs raise e.g. meaning and purpose of life, truth, the nature of reality, the created world.

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PROGRAMME OF STUDY - CHRISTIANITY

AUTHORITY

Key Stage 1
The Bible • The Bible as the holy book of Christians which tells them about God. • How the Bible is treated with respect e.g. read from the lectern in some churches, special Bibles. • Some stories from the Bible - Old and New Testament. Jesus • Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] • Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (e.g. through parables), one who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself. Leaders • Introduction to a local church leader e.g. priest/minister/vicar.

Key Stage 2
The Bible • The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today. • How the Bible is used in private and communal worship and everyday living. • Different types of writing (Old Testament and New Testament); introduction to literal and non-literal interpretations of the Bible today. Jesus • The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection. • The ministry of Jesus and Christian beliefs about Jesus: o Jesus as teacher - including selected parables o Jesus as miracle worker - healing miracles, nature miracles o Jesus having power to change lives e.g. disciples Leaders • The role of clergy in local and national churches e.g. vicar/minister/pastor/priest/bishop/ Archbishop/Pope.

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Key Stage 3

Common and divergent views within Christianity in relation to Authority should be included throughout.

Sources of Authority

- Differing sources of authority - The Bible, Jesus, The Holy Spirit, church leadership, individual conscience, reason, tradition; their influence on differing individuals, traditions and practices.
- The impact of divergent views within Christian traditions about authority in relation to beliefs and views on, for example, women priests and bishops, creationism, teaching on relationships, equality, sexuality, marriage, divorce, political policies, conflict resolution, poverty and aid, other ethical issues.

The Bible

- The structure of the Bible (differing writings) and its unity as the Word of God, how the 'story' of the Bible can be read as the relationship between God and humans: Creation, Fall, Covenant, Incarnation, Salvation.
- The place and authority of the Bible in differing Christian traditions in relation to beliefs, practices, actions, behaviour e.g. in worship, in ceremonies and rituals, giving guidance, giving support and comfort.
- Differing ways of interpreting the Bible (literal and non-literal): diversity across and within Christian traditions.

Jesus

- Beliefs and teachings about Jesus as Messiah, Son of God in relation to his incarnation, ministry, crucifixion, resurrection and ascension, salvation (including atonement).
- The role of Jesus in teaching and modelling practices, beliefs and values - forgiveness, love for others, reconciliation and social justice.

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PROGRAMME OF STUDY - CHRISTIANITY

EXPRESSIONS OF BELIEF

Key Stage 1

- How Christians celebrate Christmas, Easter, Harvest.
- The church building as a place for worship, community and belonging, - introduction to some features of churches (depending on the tradition visited) e.g. cross, pulpit, lectern, altar, candles, icons, font, statues.
- Sunday worship in church - words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions), role of the vicar.
- How religious identity and belonging are expressed through baptism, services of dedication (symbols, words, actions, vows and promises).
- Introduction to Durham Cathedral as a place of worship.

It is anticipated that pupils will visit their local church (any denomination) and a local Cathedral.

Key Stage 2

- The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost.
- How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.
- Introduction to diversity of practice in worship in different churches.
- Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer.
- How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony.
- The significance of Cathedrals (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage.
- How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.

It is anticipated that pupils will visit **at least** 2 churches in order to compare features, symbols and aspects of worship in different denominations. A local Cathedral such as Durham or Newcastle should also be visited. Other church buildings/places of significance in the area could be visited e.g. Lindisfarne (Holy Island), Jarrow, Monkwearmouth, Hexham Abbey, Tynemouth Priory.

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Key Stage 3
Common and divergent views within Christianity in relation to Expressions of Belief should be included throughout. • The significance of different forms of worship (e.g. communal and individual, liturgical and informal), how they express diversity of beliefs, the impact they have for individuals and church communities. • How Christian worship varies in differing cultures and countries. • The nature and purpose of prayer, including different types of prayer and differing Christian attitudes towards their use and importance. • How the arts are used to express beliefs, meaning and spirituality e.g. through sculpture, paintings, windows, icons, dance, dram, music, poetry, literature. • The role of the Church in local and national expressions of commemoration, beliefs, spirituality and emotion (e.g. the Christian service held on Remembrance Sunday at a Cenotaph), the significance of nationally and locally important Christian buildings and places e.g. Tynemouth Priory, NewcastleDurham Cathedral, Lindisfarne, Westminster Abbey. • How beliefs in life after death are expressed in funerals.

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PROGRAMME OF STUDY - CHRISTIANITY

IMPACT OF BELIEF

Key Stage 1
• Christian values and ways of living based on the teaching of Jesus, "love God and love your neighbour as yourself" e.g. how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus. • How Christians care for God's creation (link to Harvest and God as Creator). • Stories about St Cuthbert – how his Christian faith affected his values, practices and actions, how his life has had an impact on others then and now (link to a local centre of worship). • How the Bible has an impact on the lives of individuals.

Key Stage 2
• How belief in God will affect Christians e.g. their belief in life after death, going to church, praying. • How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes by showing love, forgiveness, charity e.g. work of local churches, Christian charities such as CAFOD, Christian Aid, Salvation Army and individuals. • How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money. • Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister. • Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others. • The impact of local Christian places of significance (e.g. Tynemouth Priory, Newcastle/Durham Cathedral, Lindisfarne, Jarrow) for people today. • How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Cuthbert, Venerable Bede) and the significance of their lives then and now. • How the Bible has an impact on the lives of individuals and communities.

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Key Stage 3
Common and divergent views within Christianity in relation to Impact of Belief should be included throughout. • How Christian beliefs affect individual actions, attitudes and understanding of life e.g. how Christian belief in life after death affects a person's attitude to their life, how Christian beliefs and values affect personal political standpoints, attitude towards others. • How the Bible has an impact on the lives of individuals, communities and societies. • The impact of key Christian teaching and beliefs (e.g. Matthew 7:12) on personal and corporate Christian values, attitudes, actions and behaviour. • Varied Christian responses to moral and ethical issues e.g. peace and conflict, equality, justice (including social justice), relationships, charity, wealth and poverty, sanctity of life, the environment, animal rights. • The relationship between and the impact of Christian traditions on political movements and local concerns. • The impact of local Christian communities on the lives of people now and in the past. • Questions connected with religious identity, belonging and commitment and how this varies within Christianity. • Issues affecting Christian groups, individuals and wider society e.g. the portrayal of Christianity in the media and society, religious identity, the place of Christianity within national life and the political system, Great Britain as multi-faith/secular and the place of Christianity within that, interfaith dialogue and disagreement, diversity within Christianity.

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BUDDHISM

PROGRAMMES OF STUDY - BUDDHISM

KEY STAGE 1

BELIEF
• Belief in Buddha as an enlightened teacher (not a God). • Importance of the natural world. • Values of compassion, respect for all living things.

AUTHORITY
• Example of the historical Buddha's life – his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. • Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies. • Buddhist stories illustrating these values, e.g. Siddhartha and the Swan, The Monkey King.

EXPRESSIONS OF BELIEF
• Worship in the home: Buddhist home shrine – statue of Buddha (rupa) or mandala, incense, candles, water, food, bell – engaging all the senses. • Introduction to meditation as a form of Buddhist worship. • Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower.

IMPACT OF BELIEF
• How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty, patience. • Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl. • The importance of the Buddhist community – lay people, monks, nuns, priests. How mutual support and responsibility is shown.

NB There are several names for the historical Buddha on whose teaching Buddhism is founded e.g. Gotama/Gautama Buddha (also known as Siddhartha Gautama Buddha in Sanskrit or Siddhartha Gotama in Pali), Shakyamuni Buddha or simply the Buddha.

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PROGRAMMES OF STUDY - BUDDHISM

KEY STAGE 2

BELIEF
• Characteristics of a Buddha: wisdom, courage, compassion. • Dharma, or Law of Life, as a law of cause and effect: karma (kamma). • Buddhists are people who 'take refuge' in three treasures (or jewels): Buddha, Dharma (or Law of Life), Sangha (Buddhist community); symbol of the three jewels. • Purpose of Buddhist practice is to be free from suffering and experience happiness.

AUTHORITY
• Background – Buddha's life: the four signs and the renunciation, years in the forest, enlightenment and teaching of the middle way, his death. • Buddha as one who is looked to as an example. • Buddha's first teachings: Four Noble Truths, Eightfold Path and Five Moral Precepts.

EXPRESSIONS OF BELIEF
• Meditation as worship, and different types of meditation (including chanting). • Importance of Buddhist study – reading and reciting the sutras. • Engaging with the Buddhist community: monks and laity. • In some Buddhist communities, particularly Theravadan, there is a celebration called Wesak – Buddha's birth, enlightenment and death. • Ceremonies connected with becoming a monk or a nun.

IMPACT OF BELIEF
• In some communities, observing strict rules of behaviour (precepts), such as being vegetarian. • In some communities, people may choose to become ordained as monks or nuns • Introduction to how Buddhist values will affect views on moral issues e.g. environment. • How Buddhists follow and live by Buddhist moral codes (e.g. Eightfold Path, Five Moral Precepts) and how these are shown by individuals and the community. • Symbol of the Wheel (see symbol above).

NB There are several names for the historical Buddha on whose teaching Buddhism is founded e.g. Gotama/Gautama Buddha (also known as Siddhartha Gautama Buddha in Sanskrit or Siddhartha Gotama in Pali), Shakyamuni Buddha or simply the Buddha.

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PROGRAMMES OF STUDY - BUDDHISM

KEY STAGE 3

Common and divergent views within Buddhism in relation to beliefs, authority/teachings, expressions and impact of beliefs should be included throughout.

BELIEF

- Two major branches of Buddhist belief and practice: Theravada (School of the Elders) and Mahayana (The Great Vehicle). Within these branches many different Buddhist schools, which vary in belief and practice.
- Theravadan emphasis on practice to attain liberation (nirvana or nibbana).
- Mahayana emphasis on practice to enable others as well as self to be free from suffering and experience happiness.
- Range of beliefs from belief in Buddha as unique awakened one to the belief that the state of Buddhahood is eternally inherent in all life.

Key concepts:

- Karma (kamma) – cause and effect. Causes are actions (thought, speech, deeds) all of which result in effect.
- Wheel of life.
- Three marks of existence: impermanence (anicca), suffering (dukkha or dunkha); no fixed self, essence or soul (anatta or anatman).
- Dependent origination – no beings or phenomena exist on their own; they exist or occur because of their relationship with other beings or phenomena.
- Questions that beliefs raise, e.g. religion and science, meaning of life, life after death, nature of faith without belief in God.

AUTHORITY

- Concept of reliance on the Dharma (or Law of Life), i.e. on the teachings, not on the person.
- No single central text that is referred to by all Buddhist traditions: predominant Theravadan texts are Pali Tipitaka; Mahayana sutras written later, such as the Lotus Sutra.
- Teachings in Buddhism e.g. Four Noble Truths, Eightfold Path, Five Moral Precepts, ethical teachings: kamma/karma and rebirth/rebecoming; compassion (karuna); loving kindness (metta/maitri); the development of the Six Perfections or virtues.
- How differing sources of authority/tradition/interpretation have influenced different traditions today.
- Key Buddhist leaders today, their influence and teaching e.g. Daisaku Ikeda.

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EXPRESSIONS OF BELIEF
• Daily ritual of meditation in worship, the significance of meditation and how meditation can change lives. Different types of meditation. • The role of chanting: as a devotional practice and aiding mental concentration. • The role of mantra recitation: chanting sacred syllables, use of malas. • Differences in practices between different Buddhist schools – extent of involvement of lay community. Roles in the monastic and lay sangha. • The significance of ceremonies and rituals associated with death and mourning in some Buddhist communities. • Impact of culture on development of Buddhist practice as Buddhism spread around the world. • How the arts are used to express spirituality in Buddhism.

IMPACT OF BELIEF
• How Buddhist beliefs affect a person's feelings and understanding of their life, e.g. how belief in rebirth affects attitudes towards this life, how belief in karma (kamma) affects behaviour. • Different Buddhist responses to moral issues such as social justice, equality (including the role of women), relationships, wealth and poverty, war and peace, environment, animal rights. An example of Buddhist charitable work in the UK. • In some communities, people change their names to indicate their belonging. • Examples of Buddhist movements and institutions and their activities in the world today. • The impact of living in Great Britain as a Buddhist in a non-Buddhist country e.g. portrayal of Buddhism in the media, interfaith dialogue, employment issues, community cohesion. • Questions connected with religious identity, belonging and commitment and how this varies in Buddhism.

NB There are several names for the historical Buddha on whose teaching Buddhism is founded e.g. Gotama/Gautama Buddha (also known as Siddhartha Gautama Buddha in Sanskrit or Siddhartha Gotama in Pali), Shakyamuni Buddha or simply the Buddha.

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HINDUISM

PROGRAMMES OF STUDY - HINDUISM

KEY STAGE 1

BELIEF
• Belief in Brahman, the Supreme, represented in many forms/deities e.g. Ganesh as remover of obstacles.

AUTHORITY
• The story of Divali and how this is from the Ramayana, part of the Hindu sacred writings. • The story behind Raksha Bandhan.

EXPRESSIONS OF BELIEF
• Worship in the home: the family shrine, puja. • Introduction to worship in the mandir; the Arti/Arati ceremony. • How Hindus celebrate Divali. • How Hindus celebrate Raksha Bandhan. • How religious belonging and identity are expressed in the baby naming ceremony.

IMPACT OF BELIEF
• The importance of the home, family and Hindu community in developing Hindu beliefs and values e.g. care for all living things, honesty, truthfulness, love, respect, loyalty between family members.

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PROGRAMMES OF STUDY - HINDUISM

KEY STAGE 2

BELIEF

- Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms:
    - the Trimurti (Brahma, Vishnu, Shiva)
    - male, female and animal deities as representations of God
    - the concept of avatars e.g. Rama, Krishna.
- The nature of God as expressed in murtis (images), pictures, symbols, Aum.
- Introduction to belief in atman, karma, ahimsa, reincarnation.

AUTHORITY

- Introduction to sacred texts e.g. Vedas, Bhagavad Gita, Ramayana and how they are used by Hindus.
- Traditional Hindu stories with a moral and their significance for Hindus e.g. the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love).

EXPRESSIONS OF BELIEF

- Worship at home and in the mandir to include puja, Arti/Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship.
- How beliefs and feelings are expressed through the communal celebrations of Divali, Holi.
- The importance of music, dance, drama, artefacts, mantras, food, stories, customs in celebrations and worship.
- The role of pilgrimage, how beliefs are expressed through visits to sacred sites e.g. Varanasi on the River Ganges.
- The sacred thread initiation ceremony as an expression of commitment, religious identity, belonging.

IMPACT OF BELIEF

- How belief in karma has impact on behaviour and actions e.g. Seva (service for others).
- How belief in ahimsa has an impact on behaviour and actions e.g. non-violence, vegetarianism/food laws.
- Introduction to how Hindu beliefs and values will affect views on moral issues e.g. the environment, care for others.

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PROGRAMMES OF STUDY - HINDUISM

KEY STAGE 3

Common and divergent views within Hinduism in relation to beliefs, authority/teachings, expressions and impact of beliefs should be included throughout.

BELIEF

- Three features of the divine: brahman (everywhere, as non-personal), antaryami (within the heart), bhagavan (beyond, as a personal loving God).
- The nature of Brahman as Supreme spirit, ultimate reality or absolute truth.
- How the divine presents:
    - the Trimurti (Brahma, Vishnu, Shiva)
    - male and female deities including Ganesh, Lakshmi, Hanuman, Saraswati
    - the concept of avatars including Krishna, Rama.
- Atman, Karma, Samsara, Moksha, Seva, Dharma, three Gunas, reincarnation, Ahimsa.
- The 4 Ashramas (stages of life).
- The 4 Varnas, caste.
- Questions that beliefs raise e.g. meaning and purpose of life, truth, the nature of reality, the created world, life after death.

AUTHORITY

- Three main sources of authority: texts (oral and written), holy people, personal insight.
- Sacred texts and their significance in Hindu life - Vedas, Upanishads, Ramayana, Mahabharata, Bhagavad Gita, Puranas.
- The role of sacred texts in promoting and sustaining Hinduism through dance, drama, festivals, private worship.
- Key figures/leaders and their influence on Hindus today e.g. Mahatma Gandhi.
- How divergent beliefs and practices amongst Hindu traditions are based on differing sources of authority e.g. leaders, tradition.

EXPRESSIONS OF BELIEF

- Places of worship and their importance: the home, the temple, outdoors (e.g. shrines), the space of the heart.
- Different forms of worship and their significance for individuals and communities e.g. puja, arti/arati, Bhajan/Kirtan, Prashad, Japa/meditation/Mantra, Havan, Darshan. Divergent views about Hindu worship and its importance.
- How the arts are used to express meaning and beliefs e.g. through dance, music, song, drama, poetry.
- The role of pilgrimage; associated purposes, practices and sacred rites.
- The importance and meaning of sacred festivals e.g. Divali, Holi, Navaratri, Dussehra.
- How beliefs in life after death are expressed in funerals.

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IMPACT OF BELIEF
• How Hindu beliefs affect a person's feelings and understanding of life e.g. belief in varnas, karma, moksha, atman. • The impact of living as a Hindu in Great Britain in relation to dress and ornamentation, food and diet, differing expressions of Hindu and modern culture, employment issues, religious freedom, community cohesion, interfaith co-operation and dialogue, portrayal of religion and Hinduism in the media, prejudice and discrimination. • How links to India have differing impact on Hindu individuals and communities. • The impact of modern leaders and movements in the UK e.g. ISKCON, Swaminarayan. • How ethical and moral choices and actions of Hindus are based on Hindu values and the impact this has. Varied responses to moral issues e.g. peace and conflict, equality, relationships, justice (including social justice), charity, wealth and poverty, sanctity of life, the environment, animal rights. The importance of Hindu environmental projects e.g. "cow protection"; charities that promote wellbeing, social inclusion and women's rights.

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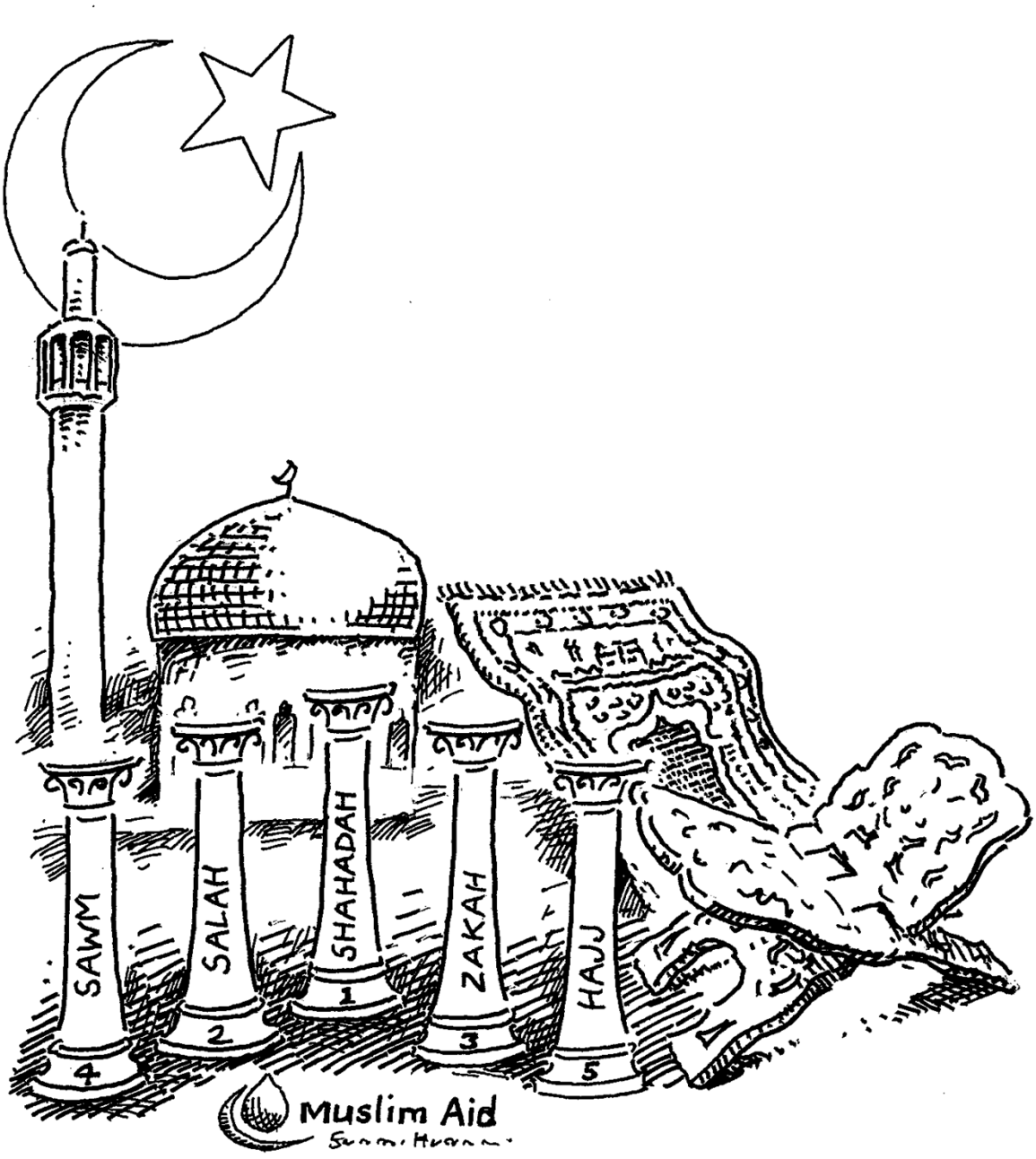
ISLAM



PROGRAMMES OF STUDY - ISLAM

KEY STAGE 1

BELIEF
• God is known as Allah. • The nature of Allah: One God, no partners, creator who provides all things. • Brief introduction to some of the main beliefs in Islam - one God, prophets, holy books (see Authority).

AUTHORITY
• The Qur'an as the sacred book in Islam, the last divine book containing guidance from Allah. • How the Qur'an is treated with respect. • Introduction to Muhammad as the final prophet of Allah; some stories from his life.

EXPRESSIONS OF BELIEF
• Introduction to Id-ul-Fitr, how this is celebrated in the home. • Introduction to Salah in the home, including preparation for prayer. • How religious identity and belonging are expressed through welcoming babies – whisper adhan in baby's ear, honey on lips, aqiqah (cutting baby's hair, naming).

IMPACT OF BELIEF
• The importance of the home and family in bringing children up in the Muslim faith; developing Muslim values and showing commitment to the Muslim way of life: e.g. respect for parents, elders, guests; honesty and good manners; obedience; watching parents perform ritual prayer (Salah), fasting (Sawm).

When Muhammad's name is stated, **Muslims** will say "peace be upon him".

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PROGRAMMES OF STUDY - ISLAM

KEY STAGE 2

BELIEF

- The nature of Allah revealed in the Qur'an: oneness of God, 99 names of Allah, belief that Allah gives guidance through messengers and books.
- Concept of shirk (not associating anything or anyone with Allah).
- Beliefs expressed in Shahadah (One God, Muhammad as prophet of Allah).
- Islam means submission; submission to the will of God is a central belief.
- Introduction to the 6 beliefs in Islam: one God, prophets, angels, holy books, predestination and Judgement, life after death.

AUTHORITY

The Qur'an
- Beliefs about the Qur'an as the final revelation of Allah
- Beliefs about how the Qur'an was revealed to Muhammad
- How the Qur'an is treated and used by Muslims today, some passages from the Qur'an.

Muhammad
- Belief in Muhammad as the final prophet.
- Use of pbuh (peace be upon him).
- Stories about Muhammad.

Imam
- The role of the Imam as spiritual leader and teacher.

EXPRESSIONS OF BELIEF

- Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jummah).
- How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan).
- Introduction to 5 pillars as expression of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).
- How beliefs are expressed through Hajj.

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IMPACT OF BELIEF
• How Muslim children show commitment to Islam through the mosque school (learning the Qur'an). • How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah). • Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others.

When Muhammad's name is stated, **Muslims** will say "peace be upon him".

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PROGRAMMES OF STUDY - ISLAM

KEY STAGE 3

Common and divergent views within Islam in relation to beliefs, authority/teachings, expressions and impact of beliefs should be included throughout.

BELIEF

- Overview of the 6 beliefs in Sunni Islam and their importance for Muslims today:
  1. Oneness of God (Tawhid): the nature of Allah as shown in 99 names, Surah 1, Surah 112, Surah 59 in Qur'an: immanence, omnipotence, transcendence, mercy, fairness and justice. Shirk as the worst sin.
  2. Prophethood (Risalah): belief in how Allah communicates with humans through prophets, Muhammad as the final prophet.
  3. The holy books; the Qur'an as the final and complete revelation.
  4. Angels: their nature and role in communicating with humans.
  5. Predestination (al-Qadr) and human freedom and its relationship to the Day of Judgement.
  6. Life after death (Akirah): heaven and hell.
- Differences of beliefs within Islam - Shi'a Islam/Sunni Islam.
- Other key beliefs: ummah (worldwide community of Islam), submission to Allah, obedience, jihad (personal struggle in the way of Allah to achieve self-improvement, campaign for truth, defence of faith).
- How the 5 Pillars express beliefs (see Expressions of Belief).
- Questions that Muslim beliefs raise e.g. about meaning of life, truth, life after death, role of humanity.

AUTHORITY

- The significance and authority of holy books including the Torah (Tawrat), the Gospel (Injil).
- The Qur'an as the final revelation, its unchanging nature and its authority.
- How the Qur'an is used today by Muslims.
- Muhammad as the 'seal of the Prophets', his teaching and authority, the importance of Muhammad for Muslims today.
- Other sources of authority e.g. the Hadith (the record of the sayings and actions of the prophet Muhammad), shari'ah law.
- The nature and role of Muslim leaders today within differing traditions.
- Differing views of authority in Sunni and Shi'a Muslims.

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EXPRESSIONS OF BELIEF
• How the 5 pillars express key beliefs in Islam (including 6 beliefs; Jihad, Ummah, submission, obedience to will of God). • The importance of the mosque as a place for prayer, worship and community; Jummah prayers. • Other ways in which beliefs and identity can be expressed and how these may differ for individuals and differing Muslim communities and cultures e.g. religious dress (hijab/burkha), food laws (halal and haram). • How the arts are used to express beliefs in different groups within Islam e.g. calligraphy, music, poetry, architecture, dance (Sufism) • How beliefs in life after death are expressed in funerals.

IMPACT OF BELIEF
• How Muslim beliefs and values affect a person's feelings, understanding and perspective of life, behaviour and actions. How these may differ between individuals and differing communities. • The significance of the Ummah for individuals and Muslim communities. • The impact of living in Great Britain as a Muslim and how these may differ for individuals and differing communities e.g. issues surrounding religious dress, food laws, keeping the 5 pillars, Shari'ah law, employment laws (including time off for performing salah, festivals, prayer rooms in public buildings). • Some of the issues surrounding Islam which are currently affecting British and global communities – different attitudes towards terrorism and the causes of terrorism, prejudice and discrimination, Islamaphobia, the portrayal of Muslims and Islam in the media, the significance of fundamental British values (including individual freedom, tolerance and respect), interfaith dialogue and community cohesion. • How ethical and moral choices, behaviour, attitudes and actions for Muslims are based on Muslim beliefs and teachings. Varied responses to moral issues e.g. peace and conflict, equality (including the role of women), justice (including social justice), relationships, wealth and poverty, the environment, animal rights, sanctity of life.

When Muhammad's name is stated, **Muslims** will say "peace be upon him".

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JUDAISM

PROGRAMMES OF STUDY - JUDAISM

KEY STAGE 1

BELIEF
• Jewish belief about God: God is One, God as Creator. • Introduction to the Shema prayer as expressing key beliefs in Judaism.

AUTHORITY
• The Torah: introduction to the sacred scrolls, what they are and how they are read from and treated with respect (their place in the synagogue). • Some important stories from the Torah e.g. the story of Creation, Moses and the Burning Bush. • Important stories in Jewish tradition - the story behind Hanukkah.

EXPRESSIONS OF BELIEF
• Shabbat - how Shabbat is celebrated in the home, symbolic objects used in the home at Shabbat. • Mezuzah, Menorah, Kippah, Tallit - how they are used and how they are expressions of Jewish belief. • How Jewish people celebrate Hanukkah.

IMPACT OF BELIEF
• The importance and impact of the home in developing Jewish beliefs and values and demonstrating commitment to Jewish way of life e.g. Friday Shabbat meal, keeping and celebrating Shabbat in the home, the role of the mother in educating and bringing up children in the faith. • How key Jewish beliefs expressed in the Shema prayer have an impact on daily home life (the mezuzah).

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PROGRAMMES OF STUDY - JUDAISM

KEY STAGE 2

BELIEF
• Jewish beliefs about God: God is One, God as Creator, Lawgiver, Judge, God as the provider in this life and in the afterlife. • Beliefs about God expressed through the Shema, the first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah. • Beliefs about creation and the natural world; responsibility to be thankful for and care for the created world.

AUTHORITY
• The significance of Moses in Judaism: chosen by God (Burning Bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism. • The importance of the Torah; its place, use and significance in the synagogue, importance for Jewish people today. • Sefer Torah and the work of the scribe. • The Ten Commandments, 613 commandments. • The role of the Rabbi as teacher.

EXPRESSIONS OF BELIEF
• The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals. • The importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen. • Beliefs and practices associated with daily prayer, including significance of kippah, tallit, tzizit. • How beliefs are expressed through practices of Pesach, Sukkot, Shavuot. • How commitment, belonging, religious identity are expressed through ceremonies e.g. Brit Milah (circumcision), girls' naming, Bar and Bat Mitzvah. • How some expressions of belief may vary between Orthodox and Reform traditions e.g. Shabbat practices, synagogue worship, food laws.

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IMPACT OF BELIEF

• How Jewish people today follow Jewish laws (including the Ten Commandments) and scripture and the impact this has on individual and community life.
• How Jewish people show commitment and belonging to the faith community e.g .contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadism, pushkes.
• Introduction to how Jewish values will affect views and actions on moral issues e.g.
  ○ environment e.g. Tu B'Shevat - tree planting
  ○ care for others.

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PROGRAMMES OF STUDY - JUDAISM

KEY STAGE 3

Common and divergent views within Judaism in relation to beliefs, authority/teachings, expressions and impact of beliefs should be included throughout.

BELIEF
• The nature of God including: God as One, Creator, Law-giver, Judge, Redeemer, loving and merciful - link to Rosh Hashanah and Yom Kippur (repentance and atonement). • Importance of covenant including the Covenant at Sinai and the role of Moses. • Concept of 'chosen people'; the Promised Land promised to Abraham and his descendants. • Life after death including judgement and resurrection. • Importance of Israel and Jerusalem in Jewish history and faith, including differing beliefs amongst Jewish people (religious and political) about Israel today e.g. Zionism. • Questions that beliefs raise e.g. meaning and purpose of life, evil and suffering, existence of God, relationship between religion and science, life after death, sanctity of life, truth claims, relationships with other faith and belief systems.

AUTHORITY
• The Written Law (Tenakh) and the Oral Law (Talmud), their study, use and significance in life today including differing ongoing interpretations and application to changing situations (to include Orthodox and Progressive traditions). • The role of the rabbi in the synagogue and the community and how this may differ between communities and traditions. • The significance of different traditions of Judaism including Orthodox (e.g. Chasidic, Modern Orthodox) and Liberal and Reform (the Pluralistic Movement).

EXPRESSIONS OF BELIEF
• Similarities and differences within and between the Orthodox and Liberal/Reform traditions in worship e.g. synagogue worship, Shabbat practices, prayer, food laws - significance of these practices. • How key beliefs are expressed through festivals e.g. Rosh Hashanah, Yom Kippur, Pesach, Shavuot, Sukkot, Hanukkah. • Importance of Jerusalem today as centre for worship, community and expressions of belief. • How the arts are used within Judaism to express meaning and spirituality e.g. through music, drama, sculpture, dance, drawing/painting. • How beliefs are expressed through mourning rituals.

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IMPACT OF BELIEF
• How beliefs about covenant, 'chosen people', Israel, Jerusalem, God, Jewish history (including diaspora/persecution) have an influence on the feelings, values and practices within Judaism; how this can differ between individuals, groups, traditions and communities. • The significance of Israel/Jerusalem in Jewish faith and political life today. • Responses to anti-Semitism in history including the Shoah (Holocaust); impact for Jewish people and wider society e.g. National Holocaust Day. • The impact of living as a Jewish person in Great Britain today and how this may differ for individuals and differing Jewish communities e.g. Shabbat practices, food laws, dress, employment issues, role of women, religious freedom, community cohesion, prejudice and discrimination, interfaith dialogue, the portrayal of Judaism in the media. • How ethical and moral choices, behaviour, attitudes and actions for Jewish people are based on key Jewish beliefs and sources of authority. Varied responses to moral issues e.g. peace and conflict, equality, relationships, justice (including social justice), charity, wealth and poverty, sanctity of life, the environment, animal rights.

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SIKHISM

PROGRAMMES OF STUDY - SIKHISM

KEY STAGE 1

BELIEF
• Belief in One God: Creator of all things, the Supreme Truth. • Represented in the Ik Onkar symbol.

AUTHORITY
• Stories about Guru Nanak – the first of the 10 human Gurus. • Guru Granth Sahib: sacred book and living guru, how it is treated with respect.

EXPRESSIONS OF BELIEF
• How the birthday of Guru Nanak is celebrated. • How religious identity and belonging are expressed through the baby naming ceremony.

IMPACT OF BELIEF
• The importance of the home and the family in bringing up children in the faith, establishing identity, developing Sikh beliefs and values and showing commitment to the Sikh way of life.

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PROGRAMMES OF STUDY - SIKHISM

KEY STAGE 2

BELIEF
• One God: Creator, Sustainer, Truth, without image, without fear, timeless. • Description of God in the Mool Mantar/Mool Mantra symbolised in Ik Onkar. • Equality: all humans being equal in the sight of God. • Service to others.

AUTHORITY
• Introduction to the 10 human Gurus with special reference to Guru Nanak and Guru Gobind Singh and the formation of the Khalsa. • The Guru Granth Sahib: the importance of the holy book as a living Guru, how the Guru Granth Sahib is treated with reverence and respect (through ritual, ceremony, artefacts).

EXPRESSIONS OF BELIEF
• The Gurdwara as a place of worship, community and service to others (e.g. through the shared langar meal. • How beliefs and feelings are expressed through Baisakhi. • The 5 Ks and their significance. • The Amrit ceremony as an expression of commitment, belonging and identity.

IMPACT OF BELIEF
• How Sikhs follow and live by Sikh moral codes and the impact these have for individuals and the community e.g. sharing with others (Vand Chhakna), service (Sewa), equality shown through the langar meal. • Introduction to how Sikh values will affect views on moral issues e.g. the environment, care for others.

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PROGRAMMES OF STUDY - SIKHISM

KEY STAGE 3

Common and divergent views within Sikhism in relation to beliefs, authority/teachings, expressions and impact of beliefs should be included throughout.

BELIEF
• The nature of God as described in gender free language in the Mool Mantar/Mool Mantra – One, Truth, Creator, without fear, without enmity, not incarnated, timeless, self-existent, beyond time. • Attributes of God: transcendence, grace, imminence, benevolence. • Purpose of human life as an opportunity to do God's will (Hukam), unite with God, be God-centred. • Karma and rebirth, Mukti. • Equality of all human beings, the oneness of humanity. • The priority of service to others. • The importance of the Sangat (community). • How values and beliefs are combined - service, equality, justice and tolerance, peace, force as a last resort, defending the righteous and protecting the oppressed, earning one's living by honest means, not using substances - alcohol, tobacco. • Questions that beliefs raise e.g. the meaning of life, truth, the afterlife.

AUTHORITY
• The concept of 'Guru' and the place of the Ten Gurus in Sikhism. • The significance of the life and work of Guru Nanak including his teachings about God and equality. • The significance of the life and work of Guru Gobind Singh including Vaisakhi/Baisakhi and the formation of the Khalsa. • Concept of Gurbani (divine word revealed by the Gurus) in the Guru Granth Sahib, its status as a living Guru, what is in the Guru Granth Sahib, how it is treated and used in worship and study, key teachings of the Gurus in the Guru Granth Sahib: equality, religious tolerance, service to others, human rights.

EXPRESSIONS OF BELIEF
• The Gurdwara as a focus for worship and life within the Sikh community, how values are expressed in the Gurdwara e.g. equality, service. • The importance of daily routine and self-discipline in worship through prayer and meditating on the name of God (Nam Japna) at the Gurwarda and at home. • The use of symbols e.g. The 5 Ks, Ik Onkar, khanda as expressions of belief. • How the concept of Sewa is expressed in practice through man, tan, Dhan. • How the arts are used within Sikhism to express beliefs, meaning and spirituality e.g. through music, singing. • How beliefs in life after death are expressed through funerals.

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IMPACT OF BELIEF
• How key Sikh beliefs and values affect a person's feelings, ideas, actions and behaviour and how this may differ between individuals and differing communities e.g. honest work (Kirat Karni), equality, service of those in need (Vand Chhakna), the avoidance of lust, anger, pride, greed and undue attachment. • The impact of living in Great Britain as a Sikh in relation to e.g. religious dress, employment issues, importance of the sangha, religious freedom, community cohesion, interfaith cooperation and dialogue, portrayal of religion and Sikhism in the media, prejudice and discrimination. • How ethical and moral choices and actions of Sikhs are based on Sikh values and the impact this has. Varied responses to moral issues e.g. peace and conflict, equality, relationships, justice (including social justice), charity, wealth and poverty, sanctity of life, the environment, animal rights.

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"Train up a child in the way he should go: and when he is old, he will not depart from it".
Judaism & Christianity, Proverbs

"Children are the clothes of a man"
Traditional African proverb

"Every child has the right to think and believe what they choose, and to practise their religion, provided this does not prevent others from enjoying their rights"
UN Rights of the Child

THE CONTRIBUTION OF RELIGIOUS EDUCATION TO THE WHOLE SCHOOL CURRICULUM

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THE CONTRIBUTION RE MAKES TO PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

All schools are required to promote pupils' spiritual, moral, social and cultural (SMSC) development and prepare pupils for adult life. RE has a vital role to play in providing opportunities for SMSC development.

Spiritual Development

RE contributes to pupils' spiritual development as it enables pupils to learn about and reflect on beliefs, religious or otherwise, which inform people's perspective on life. RE gives pupils the opportunity to consider what is meant by the intangible and to recognise and appreciate that there is more to life than the routine and every day. RE asks ultimate questions and considers issues of truth and meaning.

RE provides opportunities for pupils' spiritual development through:

- developing **knowledge and understanding** of what 'spiritual' means in the religions studied
- discussing, evaluating and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God
- discussing and evaluating the importance of values such as justice, honesty and truth in developing the spiritual life
- considering how religions and other world views perceive the nature of the soul, the value of human beings, and their relationships with one another, with the natural world, and with God
- appreciating the beauty/order of the natural and human-made world
- developing their own views and ideas on religious and spiritual issues and evaluating the ideas and beliefs of others
- learning about and reflecting on important concepts, rituals, experiences and beliefs at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences
- expressing their thoughts and ideas creatively e.g. through art, music, creative writing.

Moral Development

RE contributes to pupils' moral development as it provides opportunities for investigating and discussing how people make moral decisions and what people mean by the terms right and wrong. Pupils are given the opportunity to learn about how religious and non-religious beliefs can affect the values and actions of people and how these can differ. They are given the opportunity to critically evaluate people's values and actions and reflect on their own views about a range of moral and ethical issues.

RE provides opportunities for pupils' moral development through:

- learning to value diversity and engage in issues concerning truth, justice and trust
- exploring how the behaviour of individuals and society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- investigating key themes in religious stories e.g. good and evil
- considering what is of ultimate value to believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues and moral dilemmas within and across religions

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- considering the importance of rights and responsibilities and developing a sense of conscience
- learning how to make reasoned and informed judgements on moral issues
- evaluating religious stances on moral issues in relation to their own values and attitudes
- reflecting on their own attitudes, values and actions.

Social Development

RE contributes to pupils' social development as it enables pupils to use a range of social skills whilst visiting places of worship and meeting people from differing religious and non-religious backgrounds. RE gives pupils the opportunity to develop interest in and an understanding of the role religion plays in the way communities and societies function.

RE provides opportunities for pupils' social development through:

- meeting people with differing religious beliefs
- learning about different religious communities and how they work together
- exploring what binds religious communities together e.g. moral codes, ceremonies and festivals
- considering how religious and other beliefs lead to particular actions and concerns
- valuing how British society is enriched by a variety of religions and cultures
- investigating social and environmental issues from religious perspectives, recognising the diversity of viewpoints both within and between religion, and where there is common ground
- articulating own and others' ideas on a range of contemporary issues
- valuing relationships and developing a sense of belonging.

Cultural Development

RE contributes to pupils' cultural development as it enables pupils to explore, understand and develop respect for religious and cultural diversity in the local, national and global context. Pupils have the opportunity to develop understanding about the role and influence of religion on shaping their own heritage and evaluate the issues surrounding interfaith dialogue and harmony. RE provides opportunity to explore and reflect on how literature and the arts are used to express beliefs and spirituality, locally, nationally and globally.

RE provides opportunities for pupils' cultural development through:

- developing understanding of the cultural contexts in which they live
- exploring Britain as a multi-faith and multicultural society
- evaluating how British culture has been shaped by Christianity
- encountering people, literature, the arts and resources from differing cultures
- exploring how religion is expressed in a variety of artistic media
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- encouraging racial and interfaith harmony, respect for all and community cohesion
- promoting awareness of the value of interfaith co-operation.

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RELIGIOUS EDUCATION AND THE PROMOTION OF BRITISH VALUES

All schools are required to actively promote fundamental British values. They form part of a school provision for pupils' spiritual, moral, social and cultural development.

The promotion of these British values should take place across the whole of school life in both the formal (subject) and informal curriculum.

The fundamental British values are identified as:

- Democracy
- Rule of law
- Individual freedom
- Mutual respect and tolerance for other faiths and beliefs

RE has a significant role to play in the active promotion, exploration and evaluation of the British values e.g. the RE curriculum gives opportunities to:

- consider the right of the individual to freedom of belief (whether religious or non-religious) and the right to express this belief in differing ways
- explore how state and religious laws can differ and to consider the impact this can have for different individuals, communities and societies
- consider the difference between state law and moral ethical guidance/codes of conduct found in differing religious traditions
- explore how some religious traditions have reacted/adapted in relation to changes in state law e.g. Equalities Law
- find out how and why some religious traditions or individuals have campaigned to change laws, exploring the relationship between religious convictions and actions
- explore what is meant by the words 'mutual respect' and 'tolerance' and the significance of these for community harmony and cohesion in our multi-faith/non-faith society
- encounter people from a wide variety of religious and non-religious worldviews through visits to places of worship, visitors to school or the use of technology to talk to and make links with individuals and groups

In order to explore our complex, diverse and plural society in relation to religious and non-religious worldviews, this Agreed Syllabus **requires** all schools to include a unit of work on religious diversity at Key Stage 1, 2 and 3. These units will help pupils to develop **knowledge and understanding** about differing beliefs and practices in the local region, country and wider world. They enable pupils of all ages to meet with people from a wide variety of faith and non-faith traditions and find out about similarities and differences in people's beliefs, experiences, ideas, values and practices. By doing this, pupils have the chance to consider and counter any stereotypical views that they (or others) may have, appreciate diversity at first hand and develop positive relationships with others. The active promotion of mutual respect and tolerance of other faiths and beliefs is at the heart of this.

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THE CONTRIBUTION OF RE TO LITERACY

Religious Education makes a significant contribution to pupils' wider literacy. Below is some practical guidance to embed literacy skills in real and relevant Religious Education.

Oracy

Purposefully plan opportunities which lead to discussion, debate and critical evaluation of material covered (**Critical Thinking**). Use structures to support pupils in articulating views, backing these up with sound reasons, and making a persuasive case e.g. Philosophy for Children, Question Time panels, circle time, pair and small group work. Model and encourage the use of increasingly complex specialist vocabulary and terms as appropriate for the age and ability of pupils. Plan opportunities for pupils to listen and respond to members from several religious and non-religious communities and organisations e.g. through visits, visitors. Use technology to listen to and respond to sermons, related speeches, vodcasts and other sources which consider matters of religion, philosophy and ethics e.g. Thought for the Day, Pause for Thought. Consider the style used by the speakers, their ability to make a case and the use of specialist vocabulary. Listen to primary sources e.g. biblical passages being read and discuss written style and oral delivery.

Reading

Plan to use a variety of sources which develop deeper understanding of beliefs and practices. Go beyond the textbook, worksheet and PowerPoint and include significant writings from religious and non-religious traditions, the authentic experiences of believers from a diverse range of religious and non-religious worldviews (including members of your local SACRE and faith communities), theologians and academics. Plan for a wide range of sources to be read and evaluated (as appropriate for the age and abilities of pupils) including academic publications and journals, webpages, sermons and speeches, news articles and editorial reviews on issues connected with beliefs and practices. Consider the different types of written genres used in primary sources of wisdom e.g. the Torah, the Bible. Read, use and recommend fiction to demonstrate and explore ideas, beliefs, values and theological concepts. This could include children's story books e.g. Goodbye Mog, The Lion Who Wanted to Love, You are Special. Choose texts and written sources which use specialist vocabulary and generate open questions and enable **critical thinking**, analysis, evaluation and debate. Discuss the effectiveness of the written word within religious communities. Give time for reading for meaning and decode and explain vocabulary, texts and passages so that all pupils grow confident in their reading ability.

Writing

Give time for thinking and planning for writing to enable pupils to produce written work which demonstrates depth of understanding about beliefs, expressions of belief and their impact on individuals and communities today. Give considerable planning time for evaluative writing to ensure that pupils can make a clear, coherent and detailed case with sound and cogent reasoning (age appropriate). In the secondary phase, do not just require writing only for examination purposes and examination practice but promote and require detailed and depth of writing which goes beyond examination marks and criteria. Ask pupils to produce real and authentic writing e.g. writing a letter to a faith member, writing a speech on religious diversity, for a podcast on what it means to be human, for a website of a faith tradition, for an editorial on a matter relating to religious beliefs and practice. Ensure specialist vocabulary, including vocabulary which explores key theological beliefs and concepts, is used appropriately in all written work and regularly assess accuracy and depth of understanding of this e.g. through knowledge and spelling tests. Use writing strategies as appropriate and model good writing by planning and writing alongside pupils.

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ACKNOWLEDGEMENTS

North Tyneside Local Authority is grateful to the Agreed Syllabus Standing Conference for carrying out the review of the syllabus.

The Conference acknowledges with thanks:

1. Durham County Council for writing this Agreed Syllabus and supporting the review

2. Melanie Brian for typing, revising and helping to design the layout of this Agreed Syllabus

3. Melanie Brian as clerk to the Agreed Syllabus Conference

4. Teachers and leaders in school who have commented on and contributed to this review by attending consultation meetings and emailing comments and suggestions

5. Members of the Curriculum Group for their collaborative work in the Key Stage 4 section of this Agreed Syllabus:

6. Adviser in Early Years and School Improvement Service who has contributed their perspective on aspects of this Agreed Syllabus

7. Thanks to Durham County Council for their suggestions of pictures and quotes on some pages in this document.

8. Thanks to members of the SACRE, or their services for proof- reading this document.

In addition, the Conference acknowledges the use made of local and national publications and documents:

- Religion and Worldviews: The Way Forward (Commission on RE (CoRE) report 2018)
- The Literacy Journey (Education Durham 2018, Durham County Council)

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MEMBERS OF THE AGREED SYLLABUS STANDING CONFERENCE

COMMITTEE A (CHRISTIAN & OTHER FAITHS) Mike Turner, Karenza Passmore (Religious Resources Centre), Chris Hudson

COMMITTEE B (CHURCH OF ENGLAND) Michael Vine

COMMITTEE C (TEACHER ASSOCIATIONS) Rebecca Dance, Claire James, Helen Milburn

COMMITTEE D (LOCAL AUTHORITY) Councillor Peter Earley (Chair), Councillor Gary Bell, Councillor Linda Bell, Councillor Matthew Thirlaway, Rob Smith (Early Years and School Improvement Advisor)

Melanie Brian (CLERK)

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North Tyneside Council
Report to Cabinet
Date: 30 March 2020

Title: North Shields Heritage Action Zone Funding

Portfolio(s):	**Deputy Mayor**	**Cabinet Member(s):**	**Councillor Bruce Pickard**

Report from Service Area:	**Regeneration and Economic Development**	
Responsible Officer:	**John Sparkes, Head of Regeneration and Economic Development**	**Tel: (0191) 643 6091**
Wards affected:	**Riverside, Tynemouth**	

PART 1

1.1 Executive Summary:

On the 26th November 2018, the Cabinet agreed a report which set out 'An Ambition for North Tyneside'. Having listened to the views of our residents and businesses, the report articulated the Elected Mayor and Cabinet's ambition for North Tyneside and provided a series of projects and schemes which reflected the Authority's ambition around the themes of 'our people', 'our place' and 'our economy'.

In December 2019, we submitted a non-competitive bid to Historic England, which if successful, will see significant investment into the buildings and public realm of the Northumberland Square and Howard Street Conservation Area. This will improve the character and appearance of the Conservation Area and will build upon our investment at Northumberland Square. The funding will also provide new commercial opportunities for some of the buildings on Howard Street, which could be repurposed toward more suitable uses and which would take advantage of this unique location.

The regeneration of the Northumberland Square and Howard Street Conservation Area will complement the emerging North Shields masterplan. The purpose of the masterplan is to set out our vision for the town centre which reflects the Authority's policy objectives to broaden and diversify the visitor offer and to create a sustainable future for the town centre with improved links to the Fish Quay.

1.2 Recommendation(s):

It is recommended that Cabinet:

(1) authorise the Head of Resources to accept grant funding, should the Authority's application be successful, from Historic England for High Street Heritage Action Zone funding for part of the Northumberland Square Conservation Area; and

(2) delegate authority to the Head of Regeneration and Economic Development in consultation with the Deputy Mayor, Cabinet Member for Finance & Resources, the Head of Resources and the Head of Law and Governance to enter into the appropriate grant funding agreement with Historic England.

1.3 Forward Plan:

It has not been practicable to give twenty-eight days' notice of this report. However, it is required to be considered without the twenty-eight days' notice being given due to the recent confirmation that funding will be announced prior to the end of March.

1.4 Council Plan and Policy Framework

This report relates to the following priorities in the 2020-2024 Our North Tyneside Plan, our places will:

Provide a clean, green, healthy, attractive, safe and sustainable environment;

Be a thriving place of choice for visitors; and

Be great places to live

1.5 Information:

1.5.1 Background

In Autumn 2018, the Chancellor announced a new Future High Streets Fund, with £675m being allocated to support the renewal and reshaping of town centres and high streets in a way that improves experience, drives growth and ensures future sustainability. As part of that fund, £40m has been allocated to Historic England for work to support historic high streets.

The High Street Heritage Action Zone (HSHAZ) will deliver a four-year programme of physical improvements, community engagement and cultural activities. It is a place-based scheme designed to secure lasting improvements to our historic high streets and the communities who use them. The Authority aims to use this funding to work with partners to champion and revive the Northumberland Square and Howard Street Conservation Area, changing perceptions of heritage and high streets. The scheme purpose is to support sustainable economic and cultural growth on and around high streets and restore and enhance local historic character, making the high street an attractive, engaging and vibrant place for people to live, work and play.

The application process required the submission of an Expression of Interest (EOI) application, to outline initial proposals and form part of the assessment of the application against essential criteria.

Officers received confirmation from Historic England in the summer of 2019 advising the Authority's EOI was successful and the Authority was invited to develop a detailed Programme Design with assistance from Historic England. This programme was submitted in December 2019. Although the Authority has not received a formal offer, this is not a competitive process and feedback from Historic England has been very positive.

The essential criteria for this fund is set out below:

1. The HSHAZ must be in a Conservation Area
2. The HSHAZ must be delivered through a partnership, and include the Local Authority as a partner
3. The HSHAZ must be delivered with demonstrable support of the Local Community
4. The HSHAZ must be capable of delivery (scheme completion) in four years (April 2020 to March 2024)

Funding is available for:

- Physical works including building repairs, reinstating architectural features and work to the public realm, work to bring vacant buildings or portions of buildings back into use or conversion of buildings into alternative uses that better suit demand.
- Activities to help people engage with the heritage.
- Activities to help develop and run the scheme, such as preparation of development briefs / appraisals, preparation of Conservation Area Appraisals and Management Plans for example.

The Authority's EOI application seeks £900,000 funding and proposes Northumberland Square and Howard Street Conservation Area as the focus of its Heritage Action Zone. Northumberland Square and Howard Street are undoubtedly the flagship developments of North Shields 'new town' which underpinned by its stunning Georgian architecture.

1.6 Decision options:

The following decision options are available for consideration by Cabinet:

Option 1
Cabinet to approve the recommendations set out at Paragraph 1.2 of this report.

Option 2
Cabinet to not approve any of the recommendations.

Option 1 is the recommended option.

1.7 Reasons for recommended option:

Option 1 is recommended for the following reasons:

Should the Authority be offered grant funding, authorising the Head of Resources to accept the funding from Historic England will allow the Authority to respond quickly to any offer and progress with the High Street Heritage Action Zone project as early as April 2020.This will also help kickstart the regeneration of North Shields in line with Our Ambitions and our emerging Masterplan.

1.8 Appendices:

Appendix 1: Heritage Action Zone CA Boundary Map.
Appendix 2: Equality Impact Assessment - HSHAZ

1.9 Contact officers:

Graham Sword, Senior Manager - Regeneration, tel. (0191) 643 6421
Matthew Calvert, Commercial Finance tel. (0191) 643 5722

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

The Heritage Action Zone Funding from Historic England totals £0.900m and requires a £1 million match funding contribution from the Authority. It is proposed that the match funding contribution will be taken from the Investment Plan Our Ambition budget provision of £10m over the next five years. As this scheme is over four years, the match funding contribution will be spread between 2020/21 through to 2023/24.

There are clawback provisions within the grant funding agreement, however, the Authority would look to minimise the risk against any grant clawback through full adherence to the grant conditions.

2.2 Legal

The completion of the grant funding agreement will be subject to the agreement of satisfactory and appropriate terms and conditions by the Head of Law and Governance. In relation to the potential for clawback arising from property sales following the carrying out of works, Historic England have stated that clawback will not be exercised where it has been demonstrated that the award of the third party grant has made a scheme viable and that there is not a significant element of developer profit within the scheme.

2.3 Consultation/community engagement

2.3.1 Internal Consultation

Lead Cabinet Members have been briefed and finance, legal and procurement have provided advice on this project and the background to this report.

The North Shields Board have also received reports on the scheme.

2.3.2 External Consultation/Engagement

As the scheme progresses and as a requirement of funding, an independently chaired Partnership Board will be required.

The HAZ funding also requires a cultural programme to be developed by a consortium made up of cultural and community organisations. The programme will be a mix of nationally and locally commissioned activities that celebrate the local identity of each high street. The community organisations on the consortium, must be reflective of the place and the people within it. Historic England will facilitate this group, with assistance from North Tyneside Council. We see this programme working together with the North of Tyne's Community Hubs Investment Fund and the Cultural Enterprise Zone initiatives.

Extensive engagement has taken place and continues with businesses, partners and the community regarding the proposed scheme.

2.4 Human rights

There are no Human Rights issues arising from this report.

2.5 Equalities and diversity

The Equality Impact Assessment has identified that the Heritage Action Zone scheme will not have an adverse impact on people with characteristics protected under the 2010 Equality Act.

2.6 Risk management

A risk register will be established and maintained.

2.7 Crime and disorder

There are no crime and disorder issues arising directly from this report.

2.8 Environment and sustainability

The scheme will look at the reuse and improvement of historic buildings, thereby contributing to sustainability targets and reducing the need for new build and therefore carbon outputs.

PART 3 - SIGN OFF

• Chief Executive	X
• Head(s) of Service	X
• Mayor/Cabinet Member(s)	X
• Chief Finance Officer	X
• Monitoring Officer	X
• Head of Corporate Strategy and Customer Service	X

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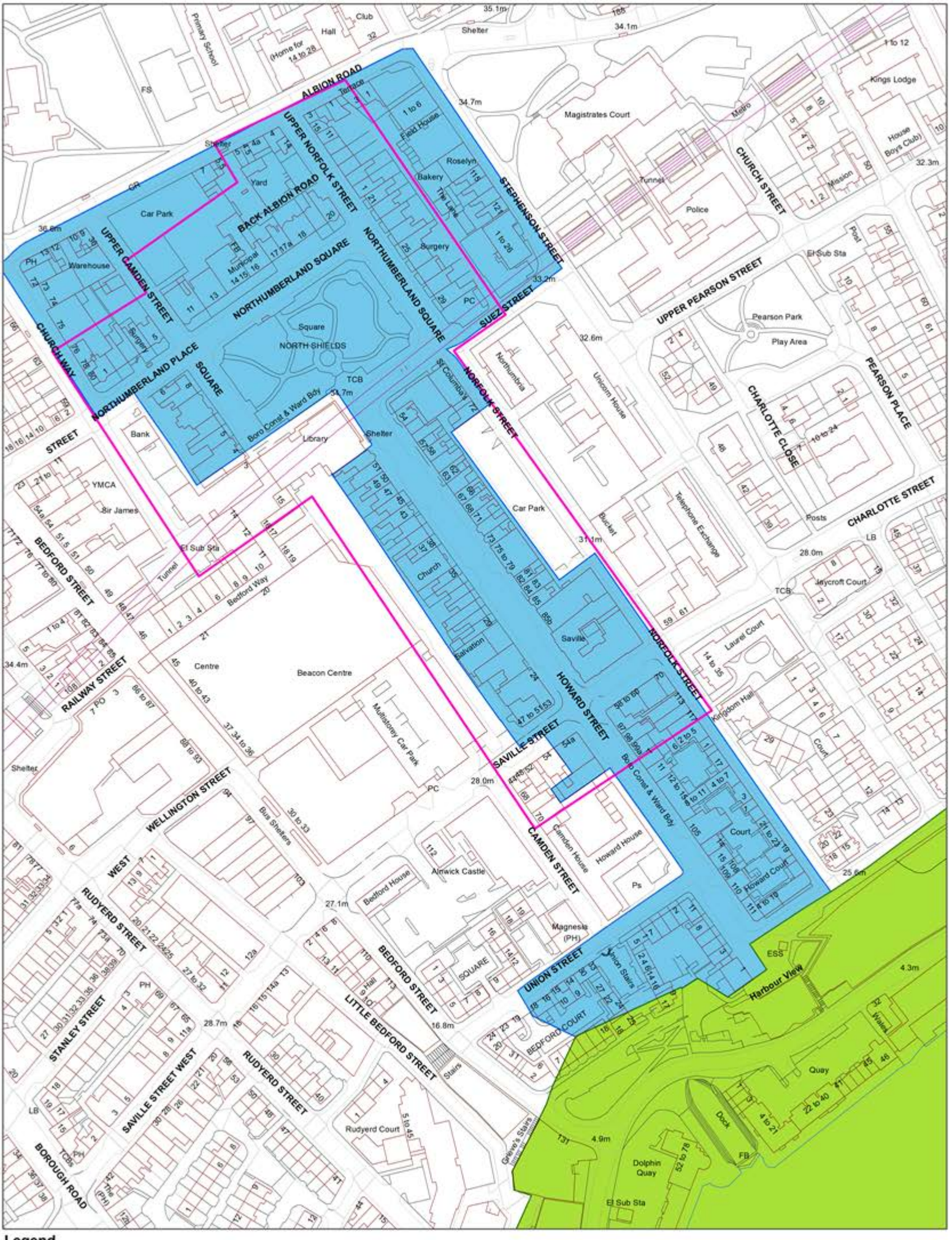

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Equality Impact Assessment (EIA)

The separate EIA guidance notes outline what should be included for each section. Please read them before you begin. If you have any queries, contact your Corporate Equality Group rep, or the Engagement Team on 643 2828.

1. Author, service area, date

   John Sparkes, Regeneration & Economic Development, 3 March 2020

2. Who else has been involved in writing this EIA?

   Graham Sword, Senior Manager – Regeneration, Regeneration & Economic Development, 3 March 2020

3. What proposal is this EIA assessing?

   North Shields Heritage Action Zone

4. What is the purpose of your proposal and what is it expected to achieve?

   The High Street Heritage Action Zone (HSHAZ) will deliver a four-year programme of physical improvements, community engagement and cultural activities. It is a place-based scheme designed to secure lasting improvements to our historic high streets and the communities who use them. We will use this funding to work with partners to champion and revive the Howard Street Conservation Area, changing perceptions of heritage and high streets. The scheme will support sustainable economic and cultural growth on and around high streets and restore and enhance local historic character, making the high street an attractive, engaging and vibrant place for people to live, work and play.
   As part of the project, a Cultural Consortia will be set up to plan cultural events in the area. Many of these events will aim to bring people from a variety of backgrounds and age groups together.

5. Is there any relevance to the aims of the public sector equality duty? *Write your answers in the table*

Aim	**Yes, No, or N/A**	**Details if 'yes'**
Eliminate unlawful discrimination, victimisation and harassment	No	
Advance equality of opportunity between people who share a protected characteristic and those who do not	Yes	We will consult with various community groups with shared protected characteristics to ensure our public realm proposals, particularly road severances and crossing provision, are accessible and meet the 2010 Equality Act.
Foster good relations between people who share a protected characteristic and those who do not	Yes	Good relations between people who share a protected characteristic and those who do not will be fostered through our engagement and cultural activities. We have strong connections with community groups including those with protected characteristics, local businesses and residents who will all be invited to attend our engagement events.

6. Analysis by characteristic *Write your answers in the table*

Protected characteristic	**Potential positive or negative impact?**	**Explanation and evidence**
Age	Positive	We will work closely with a variety of age groups through our engagement events. As part of the project, a steering group will be set up and representatives from the Youth Council will be invited. The steering group will be community lead, allowing members to make decisions on the design and delivery of the project. We will also consult nearby schools to hear their views on the project.
Disability	Positive	As part of the public realm aspect of this project, improvements to the pedestrian environment are likely, such as reducing severance and improving crossing provision to improve accessibility for all, including people with protected characteristics as identified by the 2010 Equality Act. We will ensure our engagement and cultural activities are accessible to disabled people, in terms of physical access and communication.
Gender	Not applicable	
Gender reassignment	Not applicable	
Marriage and civil partnership status	Not applicable	
Pregnancy and maternity	Not applicable	
Race	Not applicable	
Religion or belief	Not applicable	
Sexual orientation	Not applicable	

7. Have you carried out any engagement in relation to this proposal? If so, what?

   As the scheme commences and progresses a Partnership Board will be required to be set up and independently chaired.

   Extensive engagement has taken place and will continue with businesses, partners and the community regarding the proposed scheme. Engagement has taken place with a variety of people of different ages, genders and races.

8. Is there any information you don't have that you need to find?

   We are developing our engagement strategy which will confirm how we will consult with people with various characteristics, i.e. consultation events at different accessible locations, ensuring our communication is accessible, approaching community groups and presenting at their meetings etc.

9. What actions are already in place, or will be taken, to remove or reduce potential negative impacts? (add more lines to the table if you need to) *Write your answers in the table*

Action	**Responsibility**	**Timescale**
Develop an engagement strategy which includes a matrix, showing all planned events and what groups we will target – i.e. visit local schools to ensure the views of a younger demographic are heard.	Graham Sword	2 months

10. Are there any potential negative impacts that cannot be removed or reduced? If so, why is this?

Not applicable

11. Based on your conclusions from this assessment, what are your next steps?

We are working with Historic England and NTC's Engagement team to finalise the project's engagement strategy.

12. How will the impact of this proposal be monitored after it is introduced?

The impact of the Heritage Action Zone project on people with protected characteristics will be monitored by Graham Sword, the Project Manager, on a regular basis by re-engaging with groups that we consulted with at the beginning of the project The findings of these monitoring activities will be reported to John Sparkes, Head of Regeneration & Economic Development. We will also conduct annual surveys by email and in person to seek the public's opinion on how the project is progressing, equality questions will be included as part of the survey. This will allow us to analyse responses to determine if there are reoccurring comments from a particular group of people.

13. When will this EIA be reviewed?

Should Historic England offer us Heritage Action Zone funding and Cabinet grant the authority to accept this, we will review the EIA on an annual basis.

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