

CHILDREN AND EDUCATION SCRUTINY COMMITTEE

WEDNESDAY 8 MARCH 2023

7.00 PM

Bourges/Viersen Room - Town Hall

Contact: Charlotte Cameron, Democratic Services Officer,
charlotte.cameron@peterborough.gov.uk, 01733 384628

AGENDA

Page No

1. **Apologies for Absence**
2. **Declarations of Interest and Whipping Declarations**

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification " that has been disclosed to the Solicitor to the Council. Members must also declare if they are subject to their party group whip in relation to any items under consideration.
3. **Minutes of the Children and Education Scrutiny Committee Meeting Held on 12 January 2023** **3 - 12**
4. **Call In of any Cabinet, Cabinet Member or Key Officer Decisions**

The decision notice for each decision will bear the date on which it is published and will specify that the decision may then be implemented on the expiry of 3 working days after the publication of the decision (not including the date of publication), unless a request for call-in of the decision is received from any three Members of a Scrutiny Committee. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee.
5. **Locally Agreed Syllabus for Religious Education (RE) 2023-2028** **13 - 82**
6. **Review of the Regional Adoption Agency Arrangements** **83 - 90**
7. **Directors Briefing Report on Targeted Support, Children's Social Care and Ofsted Update** **91 - 96**

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| 8. Service Director Education Report and Portfolio Progress Report for the Cabinet Member for Childrens Services, Education, Skills and the University | 97 - 150 |
| 9. Forward Plan of Executive Decisions | 151 - 172 |

Emergency Evacuation Procedure – Outside Normal Office Hours

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Committee Members:

Councillors: L Robinson (Chair), M Farooq, S Farooq, C Fenner, S Hemraj (Vice Chairman), S Lane, D Over, R Ray, B Rush, A Shaheed and H Skibsted

Substitutes: Councillors: A Bond, M Sabir and L Sharp

Statutory Co-opted Members:

Peter Cantley, Statutory Education Co-opted Member Representing the Church of England
Dr Andy Stone, Statutory Education Co-opted Member Representing the Roman Catholic Church

Non Statutory Co-opted Members:

Parish Councillor Michael Samways, Independent Co-opted Member (non-voting)
Sameena Aziz, Independent Co-opted Member Representing the Muslim Communities (nonvoting)

Further information about this meeting can be obtained from Charlotte Cameron on telephone 01733 384628 or by email – charlotte.cameron@peterborough.gov.uk

**MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING
HELD AT 7.00PM, ON
THURSDAY 12 JANUARY 2023
BOURGES/VIERSEN ROOMS, TOWN HALL, PETERBOROUGH**

Committee Members Present: Councillors L Robinson (Chair), J Allen, M Farooq, S Farooq, S Hemraj (Vice Chair), D Over, R Ray, M Rangzeb, A Shaheed, H Skibsted and Statutory Education Co-opted Members Peter Cantley, Dr Andy Stone, and Independent Co-opted Member Parish Councillor Michael Samways

Also in attendance: Tiffany Chan Youth Council Representative

Officers Present: Elaine Redding, Executive Director of Children's Services
Jonathan Lewis, Director of Education
Dee Glover, Head Teacher Peterborough Virtual School
Nichola Phillips, Deputy Head Teacher Peterborough Virtual School
Joanne Proctor, Head of Service Children and Adults Safeguarding
Councillor Dennis Jones, Chair of Corporate Parenting Committee
Charlotte Cameron, Democratic Services Officer

Also Present: Councillor Lynne Ayres, Cabinet Member for Children's Services, Education, Skills, and University.
Councillor Ray Bisby, Cabinet Advisor to Cabinet Member for Children's Services, Education, Skills, and University

34. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Fenner, Lane, Rush, and Independent Co-opted Member Sameena Aziz.

Councillors J Allen and Rangzeb were in attendance as substitutes.

35. DECLARATIONS OF INTEREST AND WHIPPING DECLARATIONS

There were no declarations of interest or whipping declarations.

36. MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING HELD ON 2 NOVEMBER 2022

The minutes of the Children and Education Scrutiny Committee meeting held on 2 November 2022 were agreed as a true and accurate record.

37. CALL IN OF ANY CABINET, CABINET MEMBER OR KEY OFFICER DECISIONS

No call-ins were received.

38. REPORT ON WORK OF THE CORPORATE PARENTING COMMITTEE FOR THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE 2021-2022

The Children and Education Scrutiny Committee received a report in relation to the work of the Corporate Parenting Committee 2021-2022.

The purpose of the report was to advise the Children and Education Scrutiny Committee of activity carried out by the Corporate Parenting Committee in the municipal year 2021-2022.

The Chair of Corporate Parenting Committee accompanied by the Cabinet Member for Children Services, Education and the University and Cabinet Advisor to Cabinet Member for Childrens Services, Education, Skills, and the University introduced the report and highlighted key points including:

The report provided an overview of the work of the Corporate Parenting Committee. Members were advised that the Committee held both informal and formal meetings that covered various themed agendas. The report detailed how the committee dealt with topics such as placements, safeguarding and health and wellbeing.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members referred to the lack of placements that meant children were placed outside of the city and queried if this was suitable. The Executive Director of Children's Services agreed that this was not an ideal situation but advised there would be challenges in relation to the complexity of needs and a decline in foster care.
- Members were encouraged to see the positive work of the Corporate Parenting Committee and that it had been on par with statistical neighbours.
- Members queried if there was a case for increasing the remuneration for foster carers so they would be better equipped to respond to more complex needs. Members were advised that there was a need for a tariff system that identified the needs of young people.
- Members sought clarification on whether the financial resources were in place to support the refresh of the Care Leaver Covenant. The Executive Director Children's Services advised that there would be financial support for this, and this would remain the case.
- The Chair of the Corporate Parenting Committee advised that the data on the champions on page 14 was now out of date. There had been two corporate foster caring champions who would review how the service could be improved and focused on foster care retention.
- Members were advised that the team of young inspectors had found several points of updates which had been implemented and were due to start their second round of inspections. They had won a national award for their efforts from Coram Voice a national Charity focused on the needs for children in care and adoption.
- Members applauded the achievement of the young inspectors and the role they played in providing Officers with scrutiny on that area of provision.
- Members were advised that since the report had been published, there had been success in getting a dentist to volunteer their time to provide dental care for young people in care. Members thanked those who had helped to secure this provision.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to note the contents of the report and accept recommendations.

39. ANNUAL REPORT OF PETERBOROUGH VIRTUAL SCHOOL FOR CHILDREN IN CARE 2020-2021 and 2021-2022

The Children and Education Scrutiny Committee received a report in relation to the Annual Report of Peterborough Virtual School for Children in Care 2020-2021 And 2021-2022.

The purpose of the report was to inform on the activity of the Peterborough Virtual School (PVS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic years 2020/21 and 2021/22. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who had been in the care of Peterborough City Council for a year or more on 31 March 2022.

The Head Teacher Peterborough Virtual School, Deputy Head Teacher Peterborough Virtual School and the Cabinet Member for Children Services, Education, Skills and the University introduced the report and key points raised included:

It was advised that the report included some unvalidated data which would be updated in March 2023

This had been the first year since the pandemic where formal assessments had been re-introduced and some children had found it difficult to adjust back to the formality of assessment. The data was looked at with caution due to the low numbers which had made year on year comparison difficult.

There had been an increase from 69% to 73% in the stability of homes which had a significant impact on educational stability.

There had been an increase in suspensions and the data had been drawn from the attendance collection service. Evidence of this had been highlighted through an increased number of referrals to external education services and psychologists, particularly in secondary school girls.

The GCSE results were disappointing but there were some children who were too anxious to go into their exams. This reinforced the need for the continued connected communities project which aimed to make sure all those working in the school were aware of the trauma that all children may have suffered which impacted the way they presented themselves in school. Work would continue to challenge education settings to be trauma informed and responsive.

The team had faced some employee changes, but this had allowed for a restructure and the chance to re-evaluate how the service performed in the changing educational times.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members thanked Officers for providing both reports.
- Members referred to Key Stage 3 (KS3) and queried if their progress had been measured given there are no statutory exam requirements. The Deputy Head

Teacher Peterborough Virtual School advised that all Children in Care (CIC) had a termly Personal Education Plan (PEP) meeting where their attainment and progress were discussed.

- Members followed up and asked whether there were any concerns with the current KS3 cohort and what would be done to support them. Members were advised that it was hard to predict but that the cohort were looking stable and would be monitored closely.
- Members were advised that the aspirations of the children were monitored from Year 9 and ensured that all involved were there to support them.
- Members referred to page 63 and sought clarification on how children were supported when they were placed outside of the city. The Head Teacher Peterborough Virtual School advised that children were monitored wherever they were placed. Members noted that the team would ensure that the local authority or school was supporting the child in the correct ways.
- Members queried if the support was working when the team could not visit the child. Members were advised that the school retained responsibility and if the child required intervention, they would source that within the authority and school where the child was placed.
- Members noted that the data does not suggest that those children placed out of city performed less well than those within the city.
- Members sought clarification on the increase in suspensions and were advised that the increase had been a direct result of those children who had been in school during the pandemic and had found it difficult to adjust when things returned to normal.
- The Director of Education highlighted that these trends in the virtual school were mirrored in the rest of the school system. This had been picked up as a key priority for the team and they would look at what lays behind it nationally.
- Members questioned if there had been an improvement in the PEP plans and how they were monitored. The Officers advised that the team worked with the designated staff to make sure the PEPs were of an exceptional quality. The team made sure to involve the child in the target-setting process and attended every initial PEP meeting.
- The Director for Education advised that there was a rising cohort for special school provision and there were plans to deal with this that would be provided in the next Service Director Report. The team had noticed that the needs emerging for severe learning difficulties were slightly different to the national picture.
- Members referred to the Outdoor Learning Adventure (OLA) and queried whether progress was monitored and if there would be continued funding. The Deputy Head Teacher Peterborough Virtual School advised that though it had rebranded, the OLA would still work to develop resilience, problem solving and teamwork. The team worked with the designated teachers to set targets to evaluate the children's progress and ensure that all children would leave with a sense of achievement in some form.
- Members noted that the funding was ring-fenced and funded through the pupil premium grant received for CIC up to the age of 16. There was ongoing work to identify secondary schools that the OLA could get into partnership with.
- Members questioned whether the team had worked with neighbouring virtual schools to provide additional benefits and resources. The Director for Education advised that the shared service arrangements with Cambridgeshire County Council (CCC) had identified that the needs of the city were different to the needs of the county.

- The Head Teacher Peterborough Virtual School further advised that they were part of the Eastern Region Virtual School Heads Group that met termly and shared ideas and initiatives, a strong network of support.
- Members questioned if there were sufficient routes to support those children who needed Social Emotional and Mental Health (SEMH) needs. Members were advised that this was an increasing national challenge and the work of the educational psychologist (Dr Chloe Marks) had helped to offer support early.
- Members noted the success of Dr Chloe Marks and queried if there were plans to increase that level of provision. The Officers advised that inhouse support was being investigated and had been budgeted for.
- Members referred to persistent absence and queried what the strategies were to deal with the children who this related to. Members were advised that there had been a rise in teenage girls unable to attend schools as a result of emotional based school avoidance.
- Members noted that absence was tracked daily, and the team had an alerting system so that they were aware of the issues.
- Members were advised that the SEMH needs of teenage girls manifested in different ways and the team were promoting trauma informed training as some dysregulation is introverted and they were to highlight that issue within education settings.
- The Director of Education advised that the team were actively looking at identifying the needs that were different for girls were looking to conduct further research.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to:

- Note the content of the report.
- Raise any queries or future focus they wish officers to report on at future meetings.

40. CAMBRIDGESHIRE AND PETERBOROUGH SAFEGUARDING CHILDREN PARTNERSHIP BOARD ANNUAL REPORT 2021-22

The Children and Education Scrutiny Committee received a report in relation to the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 2021-22.

The purpose of this report was to provide the Children and Education Scrutiny Committee members with a summary of both the work of the Safeguarding Children Partnership Board and the work of the sub committees and highlight the remarkable events from April 2021-March 2022.

The Head of Service: Children and Adults Safeguarding accompanied by the Cabinet Member for Childrens Services, Education, Skills and the University introduced the report and highlighted key items including:

This was a report brought every year as part of the council's statutory duty. The report covered 1 April 2021 to 31 March 2022 and had been signed off in November 2022. The report was the subject of independent scrutiny from Dr Russel Waite who had confirmed that he was happy with the work of the board and the report.

The Safeguarding Children Partnership were responsible for safeguarding practice reviews and had published two reviews within the timeframe of the report. All recommendations from those reviews had been actioned and the impact of the local

recommendations would be monitored. There were also several national recommendations and the ability to influence that work had been limited.

The Department for Education (DfE) and the National Panel for Approach to Engagement commended the team as an example of national good practice and the team had delivered seminars on their approach.

There had been significant levels of engagement with young people around their experiences of unconscious bias and what steps could be taken to improve this. The work had resulted in a virtual briefing and training delivered and informed EDI conversations.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members noted that 12% of contacts became referrals and questioned why this was the case. The Executive Director of Children's Services advised that referrals environments and awareness campaigns can be evidence for an increase but that there was no definitive answer.
- Members sought further information on the work on unconscious bias and why this had been chosen as a piece of work. The Head of Service: Children and Adults Safeguarding advised that this had come from an early help piece of work where there were some pieces of anecdotal evidence.
- Members noted that the work explored the comments made and asked children and parents to speak to her about their experiences. Comments were not only about race, but there were also comments about gender, accents and hair colour. The results suggested there were lack of education resources for professionals in understanding their comments.
- The Officer highlighted that some agencies had used the report as a mandatory training resource, and it had been shared across all the schools in Cambridgeshire and Peterborough.
- Members referred to the impact of the pandemic of Female Genital Mutilation (FGM) and sought clarification on the work being done to make sure these cases did not fall under the radar. The Officer advised that there were lots of cases that would go unreported and that locally there were specialist doctors and health professionals who were leaders in this area and there were workforce development programmes to increase conversations.
- The Executive Director Children's Services advised that they could provide the Committee with data on Female Genital Mutilation that includes information on reporting and support services.
- Members questioned whether the Council were able to look at the workforce of schools to ensure the demographic meets the needs of the children. The Director of Education advised that this had been a challenge and that the needs of schools were reviewed and whether schools were positively recruiting into specific demographic areas.
- The Head of Service: Children and Adults Safeguarding further advised that there had been some positive examples of schools who had embraced some of their cultural differences and had encouraged young people to discuss their cultures with their peers.
- Members referred to how 23% of all referrals were rereferrals and questioned how the referrals were monitored. The Executive Director Children's Services advised that there were two indicators, missing information and different needs, that would identify the need for a re-referral.

- Members noted that work was done with other agencies regarding how they referred things in to ensure the risk was articulated correctly and to ensure the quality of the first referral was good.
- Members followed up and queried that if the re-referral was reported as a different issue, it could be highlighted as a separate referral to indicate it was not the initial issue. Members were advised that the data system does not facilitate that, but that work could be done to display the data in this way for future reports.
- Members sought clarification of the impact of the training and monitoring of uptake from across different sectors. The Officer advised that a training report was produced and would go to the safeguarding board for sign off which highlighted agency take up.
- Members noted that where there was a disproportionate take up, contexts were reviewed and teams were asked what they were going to change,

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to note the contents of the annual report.

The Committee also requested that the Executive Director Children's Services and Head of Service for Children and Adults Safeguarding provide the Committee with data on Female Genital Mutilation that includes information on reporting and support services.

41. SERVICE DIRECTOR REPORT: CHILDREN & SAFEGUARDING

The Children and Education Scrutiny Committee received a report in relation to the Service Director Report for Children and Safeguarding.

The purpose of this report was to provide Members with an overview of children's services performance in Peterborough and outlined the impending Ofsted Inspection of the service.

The Executive Director of Children's Services accompanied by the Cabinet Member for Children's Services Education, Skills and the University introduced the report and highlighted key items including:

The department were in preparation for an expected Ofsted inspection which had influenced various factors of the report. A note was provided that the Cabinet Member Portfolio Update had been included at section 6.1 but was not comprehensive.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members noted the Early Help section and requested that they be provided with the performance and outcomes of Early Help support in the next Service Director Report.
- Members questioned why the re-referrals were low and if we knew why this was and if professionals would not re-refer if the original was refused. Members were advised that re-referrals were captured once, twice and three times to identify if there was a different need. It is the Services responsibility to be curious and should not take no refer actions if the referral lack quality.
- Members noted that re-referrals would be a result of a combination of more information, different need and different agency resource. The Officer further advised that benchmarking nationally was not always as important as local benchmarking and that any re-referral over 10% should be reviewed.

- Members were encouraged by the lower number of child protection plans (CPP) and that the amount had fallen to below pre-pandemic levels.
- Members sought clarification on what aspects of the Family Safeguarding Approach has been most significant in effecting that improvement. Members were advised that a gap analysis had been undertaken to understand the impact of the approach to provide those answers and some assurances.
- Members questioned what support there was for those close to the threshold of CPP but do not qualify. The Officer advised that there were family networks that worked well and mitigated the need to be on a CPP plan.
- Members referred to the turnaround of referrals and questioned what was being done to meet targets. The Officer advised that 45 days was a long time in the life of the child and believed that there should be a 20-, 30- and 45-day contact point. This would allow referrals to become assessments in a more efficient way and support officer caseloads.
- Members requested that they be provided with details on whether 100% of re-referrals are successful and if that indicates a first-time failure, either in the decision or the application.

The Chair then permitted the Cabinet Member for Childrens Services, Education, Skills, and the University to provide an update on their portfolio.

The Cabinet Member highlighted their widespread portfolio and identified that it had been a comprehensive year to date, key points raised included:

The year had been comprehensive with reports nationally and the Cabinet Member had joined the Integrated Care System (ICS) Joint Health and Well-being board so that Children's Services were represented. Regular meetings were now held with public health in order to support this.

The Cabinet Members had held regular meetings with the Executive Director Children's Services and Director of Education.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to:

- Note and comment on the performance indicators and other measures of the effectiveness of children's services within the report;
- Note the inspection activity by our regulator, Ofsted, within the next month.

The Committee also requested that the Executive Director Children's Services:

1. Provide the Committee with performance and outcomes of Early Help support in the next Service Director Report.
2. Provide the Committee with details on whether 100% of re-referrals are successful and if that indicates a first-time failure, either in the decision or the application.

42. COMMITTEE START TIME REPORT

The Democratic Services Officer introduced the report and sought the committees' views on what start time they would like for the new municipal year 2023-2024.

The following recommendation was made by Councillor Over and seconded by Councillor Ray, that the Children and Education Scrutiny Committee's formal committee meeting should start at 7.00pm.

The Committee voted **UNANIMOUSLY** in favour of the recommendation and the recommendation was **CARRIED**.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to agree the start time of 7.00pm for all Children and Education Scrutiny Committee meetings for the Municipal Year 2023-24.

43. MONITORING SCRUTINY RECOMMENDATIONS

The Democratic Services Officer introduced the report which enabled the committee to monitor and track the progress of recommendations made to the Executive or Officers at previous meetings.

- There were no questions raised.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to note the responses from Cabinet Members and Officers to recommendations made at previous meetings as attached in Appendix 1 to the report.

44. FORWARD PLAN OF EXECUTIVE DECISIONS

The Democratic Services Officer introduced the report which included the latest version of the Council's Forward Plan of Executive Decisions containing decisions that the Leader of the Council, the Cabinet or individual Cabinet Members would make during the forthcoming month. Members were invited to comment on the plan and where appropriate, identify any relevant areas for inclusion in the Committee's Work Programme.

- Members were reminded that the request for an update on the Werrington Fields and Ken Stimpson Secondary School decision from the previous meeting would be provided once a Section 77 response had been issued by central government.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the current Forward Plan of Executive Decisions and **RESOLVED** to note the report.

45. WORK PROGRAMME 2022-2023

The Democratic Services Officer presented the report which looked at the work programme for the municipal year 2022/23 to determine the Committees priorities.

- Members were reminded that the request to see the Transport Strategy action plan from the previous meeting had been noted and the Committee would be provided with it in the new municipal year.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the Work Programme for 2022/2023 and **RESOLVED** to note the report.

46. DATE OF NEXT MEETING

The date of the Joint Meeting of the Scrutiny Committees was noted as being 23 January 2023.

The date of the next Children and Education Scrutiny Committee meeting was noted as being 8 March 2023.

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CHAIR

Meeting began at 7.00pm and ended at 8.48pm

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 5
8 MARCH 2023	PUBLIC REPORT

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Cabinet Member for Children’s Services, Education, Skills and the University Councillor Lynne Ayres	
Contact Officer(s):	Carley Holliman, Assistant Director Schools & Settings Improvement	Tel.

LOCALLY AGREED SYLLABUS FOR RELIGIOUS EDUCATION (RE) 2023-2028

RECOMMENDATIONS	
FROM: Jonathan Lewis, Service Director Education	Deadline date: N/A
It is recommended that Children and Education Scrutiny Committee approve the Locally Agreed Syllabus for Religious Education (RE) 2023 - 2028.	

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the committee.

2. PURPOSE AND REASON FOR REPORT

2.1 This report requires approval by committee as it contains the statutory syllabus for all schools.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

- 2. Education
- c) Special Needs and Inclusion

2.3 This report links to the Children in Care Pledge: Support children in care to have a good education.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

4.1 Section 375 and schedule 31 of the Education act 1996 requires the establishment of an Agreed Syllabus Conference (ASC) to oversee the Syllabus review. Members of the Agreed Syllabus Conference comprises of the members of the Standing Advisory Council on Religious Education (SACRE) which includes representatives of local faith groups, teacher representatives and elected Members.

- 4.2 An agreed syllabus must be reviewed every five years by law so syllabus reviews go in a five-year cycle. In order to have a new syllabus ready for teachers to read absorb and incorporate into their curriculum it has to be ready at least one term before the beginning of the school year. The last syllabus was 2018/23. Work on the new began syllabus almost two years ago to be ready for summer term 2023 and for it to be used from September 2023.
- 4.3 The review and resultant renewal involved teachers and representatives of the faith groups. The final draft report was agreed by the Agreed Syllabus Conference on 11 January 2023.
- 4.4 Subject to Scrutiny member and Cabinet member approval, the new Syllabus will be formally launched on 15 June 2023 and will become effective from 1 September 2023. Further events to support the introduction of the Syllabus in schools will take place during the academic years 2023-2025 for all schools in Peterborough.
- 4.5 SACRE will monitor and support the implementation of the Agreed Syllabus over the next 5 years.
- 4.6 Since the last syllabus was launched in May 2018 there have been developments in RE from both the academic world and Ofsted. The Agreed Syllabus Conference (ASC) reviewed the research and recommendations from the Religious Education Council and Ofsted about taking a 'Worldviews Approach' and a more academic approach to RE and added these recommendations to the new syllabus. The ASC also updated the primary assessment criteria, moving away from using targets to assess pupils to pupils showing progression through Key Stage 1 to the end of Key Stage 2. A review of the previous syllabus highlighted teachers would like more resources, so the ASC agreed to add some units of work for Key Stages 1 and 2, with lists of suitable units for Key Stages 1,2 and 3.
- 4.7 There is currently a trial being run in three local authorities to see how well the ideas in Commission in Religious Education's 'Religion and Worldviews: The Way Forward Report' can be incorporated into the curriculum. In phase 1 a handbook was written. The trial has reached phase 2, in which three school-based teams will road test the first draft of the Resource. They will develop their own syllabus/curriculum framework and units of work. This process of testing, will lead to a revised version of the Resource, scheduled to be published in the Spring of 2024.

5. CORPORATE PRIORITIES

- 5.1 *This report links to the following Council Corporate Priorities:*

The Economy & Inclusive Growth

Environment (including a summary of the outcome of a completed Carbon Impact Assessment, to be submitted in full to the Transport and Delivery of the new proposed syllabus will not impact upon carbon emissions.

The syllabus will be introduced at a Conference, which will be held in person. Emissions will be produced through travel to the Conference. Future events will be held to support the introduction of the syllabus from 2023-2025. Some of these events will be held online, which will help reduce travel emissions.

The adoption of a religious education syllabus every 5 years is a legal requirement, and it is deemed that the events proposed are necessary to support education colleagues to deliver this material.

The carbon impact of this proposal is minimal.

Prevention, Independence & Resilience

- *Educations and Skills for All*
- *Adults*
- *Children*

The good teaching of RE is a vital part of education generally. "Every child and young person

who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring". A Curriculum Framework for Religious Education in England -The Religious Education Council of England and Wales -October 2013.

Further information on the Council's Priorities can be found here - [Link to Corporate Strategy and Priorities Webpage](#)

6. CONSULTATION

- 6.1 All the religious groups in the area are represented on SACRE and the Agreed Syllabus Conference. Representatives of all the groups have been formally consulted and have contributed to the new Syllabus.

Schools are represented on SACRE and the Agreed Syllabus Conference. Schools were invited to send participants to contribute to working groups.

Councillors are represented on SACRE and were part of the agreed syllabus conference.

7. ANTICIPATED OUTCOMES OR IMPACT

- 7.1 The revised Agreed Syllabus will be approved and introduced into Peterborough schools at the launch conference on 15 June 2023, to be implemented in schools from 1 September 2023.

8. REASON FOR THE RECOMMENDATION

- 8.1 Each local Authority's Agreed Syllabus must be revised every five years. As Peterborough's Agreed Syllabus was last reviewed in 2018, it was a statutory requirement for an Agreed Syllabus Conference to be formed to undertake its revision. Peterborough is in a tri-county agreement with Cambridgeshire and Rutland and one adviser works across all three Local Authorities.

9. ALTERNATIVE OPTIONS CONSIDERED

- 9.1 There were no alternative options considered as this is a statutory requirement.

10. IMPLICATIONS

Financial Implications

- 10.1 The cost of publishing and circulating the revised Syllabus will be met from the existing budget across the three counties. In addition, there will be costs in respect of launching the Syllabus into schools and supporting schools with the implementation of the Syllabus. The overall proposed cost for the syllabus and launch events is £7380. The estimated cost to Peterborough (21%) is £1,550.

Peterborough 'buy in' SACRE and RE adviser services for schools from Cambridgeshire County Council. Any procurement activity will be compliant with the Council's Contract Procedure Rules.

Legal Implications

- 10.2 Section 375 and Schedule 31 of the Education Act 1996 requires a Local Authority to review its Agreed Syllabus for Religious Education every five years. For this purpose, the Local Authority is required to establish an Agreed Syllabus Conference which reviews the Syllabus and formally recommends a revised Syllabus to the Local Authority for adoption.

Equalities Implications

- 10.3 There are no equalities implications arising from this report.

Educational Implications

10.4 Every pupil has a statutory entitlement to Religious Education. The Agreed Syllabus sets a framework to support those who are responsible for the provision and quality of Religious Education in maintained and voluntary controlled schools in Peterborough. It seeks to promote high levels of consistency in teaching and learning, while giving teachers freedom to find the best ways to help pupils engage with challenging spiritual, moral, social and cultural questions.

11. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

11.1 Section 375 and Schedule 31 of the Education act 1996.

12. APPENDICES

12.1 Appendix 1 – Locally Agreed Syllabus for Religious Education (RE)
Appendix 2 – Agreed Syllabus Conference Business Case

THE LOCALLY AGREED SYLLABUS FOR RELIGIOUS EDUCATION

2023-2028

RE is a part of the basic curriculum, to be taught alongside the National Curriculum. This Locally Agreed Syllabus details the statutory requirement for all schools in Cambridgeshire as set out in the Education Act 1988 and confirmed by the Education Acts of 1996 and School Standards and Framework Act 1998.



"The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate" – Why RE Matters -The RE Council website

"Every child and young person who goes to school is entitled to an experience of religious education that is both academically challenging and personally inspiring" - A Curriculum Framework for Religious Education in England -The Religious Education Council of England and Wales -October 2013

"The study of religious and non-religious worldviews is a core component of a rounded academic education. This has long been recognised as essential in Britain. Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves. One need only glance at a newspaper to know that it is impossible fully to understand the world without understanding worldviews – both religious and non-religious".- The first paragraph of the 2018 Final Report Executive Summary of the Commission on RE (CoRE)



"RE is an important curriculum subject. It is important in its own right, and it also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion" - Religious Education in English Schools: Non-statutory guidance 2010 UK Gov

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Message from SACRE chairs:

This syllabus has been written for teaching Religious Education in schools by members of the Locally Agreed Syllabus committee from Cambridgeshire, Peterborough and Rutland SACREs.

The aim is to ensure that our children receive a balanced, open-minded and comprehensive education in RE.

Data from the 2021 Census shows in this country a rise in the number of people who say they are not religious, a decline in Christianity and an increase in some religions. Census 21 provides a mapping tool that shows the distribution by 'religion' and 'no religion'. Hence will provide a starting point for understanding local contexts.

British society is changing, so RE as a subject must reflect the current and future needs of pupils in a world of diverse identities, with multi-religious and multi-secular worldviews, and in matters of justice, such as climate, race and equality.

We hope that teachers, schools, parents and pupils will prepare for that change by adapting to and building on change in their curricula.

Sukaina Manji - Chair Peterborough SACRE

Gurdev Singh - Chair Rutland SACRE

Julia Ewans - Chair Cambridgeshire SACRE

Message from the Locally Agreed Syllabus committee:

Dear Reader,

This syllabus comes at a time when a spotlight is being shone on RE by Ofsted and the RE Council for England and Wales, by academics, schools and teachers. There is deep concern that the subject should continue to meet the high standards expected of state education. The challenges affecting the RE landscape are set out by the Commission on Religious Education (CoRE) 'Religion and Worldviews: The Way Ahead' 2018. The Commission recommends a shift in the way we think about the subject, encapsulated in the term 'worldviews'.

'Worldviews' represents a change in RE. It asks us to consider the subject as non-binary between 'religious' and 'non-religious' and to explore the possibility of applying academic discipline and suggested 'Big Ideas' in framing and shaping the school curriculum.

You will notice that the syllabus references 'worldviews' and includes details that suggest a movement towards that shift in the way we view the subject. For example, elements of Substantive Knowledge, Ways of Knowing and Personal Development will require knowledge of pathways to understanding. (see Ofsted Research Review, May 2021). We commend all the development work done on this subject, but the full picture is not quite available as completed materials.

RE aims to provide a broad and rich curriculum that enables equal access through pedagogical decisions. RE prepares our pupils for the diversity of religious and cultural thought which is present to them locally, nationally and globally.

We expect to see literacy in RE improve and greater uptake in RE courses in our schools across the Authority, leading to national qualifications.

As a committee, we commend this syllabus to you.

June 2023

Introduction

The teaching of RE is vitally important in a rapidly changing world. However, what could be in the RE syllabus can confuse with many different voices in the debate. In writing this new syllabus, we seek to create a framework that meets the current legal requirements. At the same time, it is flexible enough to allow schools to make the syllabus relevant to the needs of their children, which can grow as the subject develops.

The background to writing this syllabus

The 2018-23 Agreed Syllabus for RE was written during a time of RE change. That change continues.

The Department for Education (DfE) made a review of the National Curriculum for schools in England in 2013. RE was not part of this review despite it being statutory as the Basic Curriculum alongside the National Curriculum subjects. This was because RE curriculum is set by the local authority Standing Advisory Council on Religious Education (SACRE) which is responsible for producing the locally agreed syllabus for RE.

As a result of the DfE review not including RE, the Religious Education Council for England and Wales (REC) concluded that a review of RE was needed for reasons of equity with other subjects. Teachers responsible for RE in schools in England are expected to plan lessons, assess pupil progress, and have their performance held to account, as other teachers do. School leaders expect them to use the same or similar criteria to those deployed in other subjects in the curriculum. In October 2013, the REC published "[A Curriculum Framework for Religious Education in England](#)"ⁱⁱ to support those teachers and schools.

Taking a lead from the REC, the syllabus writers of 2018 adopted a style which was shorter and less prescriptive as to content than in earlier years, giving schools the flexibility to provide more coherent and integrated cross curricular learning experiences to complement discrete subject teaching tailored to the needs of their pupils and community. This revised syllabus follows this style.

In 2018 the Commission on RE (CoRE) made its landmark recommendations in a report entitled '[Religion and Worldviews: The Way Forward](#)'ⁱⁱ.

Out of the CoRE Religion and Worldviews: The Way Forward' came the three year RE Council Worldviews Project. In the spring of 2022 the project produced a [Draft Handbook Religion and Worldviews in the Classroom: developing a Worldviews Approach](#)ⁱⁱⁱ. The aim is to take the idea of a Religion and Worldviews approach, as advocated by the CoRE final report and see what it looks like when applied to a syllabus or curriculum. The handbook has influenced the preparation of this syllabus.

What is a 'world view'?

This syllabus adopts the following definition from [Draft Handbook Religion and Worldviews in the Classroom: developing a Worldviews Approach](#)^{iv}:

'Worldview' describes the way in which a person encounters, interprets, understands and engages with the world.

This definition has been built on the discussions the REC brought out in 2020 [Discussion Papers for The Worldview Project](#)^v.

Discussion Paper 1 says:

'Worldview can refer both to the official teachings, ethical expectations, approved practices, definitions of membership or views on contemporary issues of organised institutions, and to the approach to life of an individual who may or may not identify with an organised group and for whom religious or philosophical traditions may be one of many influences upon them. Individuals and communities may perceive their worldviews as fixed, unchanging and uniquely and propositionally true, or fluid, flexible and changing. They may see them as having nothing in common with other perspectives or as having porous boundaries. (page 6)

In some cases, 'worldview' has been used only of non-religious worldviews, rather than as a term that can be used of both religious and non-religious worldviews. The concern has been that this preserves, rather than softens, a rigid boundary between religion and non-religion'. (page 7)

There was some divergence in the ways the academics who took part in the discussions understood the concept of worldview, but overall, the group inclined towards a broader and more inclusive use of worldview, which:

- *includes both religious and non-religious worldviews, rather than only being used for non-religious worldviews*
- *includes affective, embodied, existential and practical dimensions in addition to cognitive and intellectual dimensions*
- *includes individuals and small communities, not only organised traditions*
- *includes worldviews that are unreflective, unconscious and implicit as well as those that are consciously held, and therefore may be understood through interpreting actions as well as articulations*
- *points towards worldviews being fluid, changing, diverse and plural with open, porous boundaries rather than fixed ones*

'There have been concerns that this dilutes the religious content of the subject, but this is not the intention – it is, rather, to enhance it. This does not mean leaving the concept so open and fluid that 'worldview' could mean almost anything' (page 7)

There has also been some concern that re-orienting to Religion and Worldviews entails adding yet more content to an already crowded curriculum. In the discussions, the academics *'were keen to ensure that taking a worldview approach would not lead to what they described as 'religious tourism' where pupils receive a smattering of superficial knowledge about a range of organised worldviews which may or may not be of interest to them. There is a clear need for an overarching, coherent structure so that pupils can organise their knowledge and build to a deeper, richer understanding of worldviews and how they operate'(page 8)*

Entitlement

1. What pupils should expect from the curriculum

The National Entitlement developed by CoRE is a useful starting point for designing a curriculum. It outlines the nine key areas that pupils be taught:

1. about matters of central importance to the worldviews studied, how these can form coherent accounts for adherents, and how these matters are interpreted in different times, cultures and places
2. about key concepts including 'religion' 'secularity' 'spirituality' and 'worldview,' and that worldviews are complex, diverse and plural
3. the ways in which patterns of belief, expression and belonging may change across and within worldviews, locally, nationally and globally, both historically and in contemporary times
4. the ways in which worldviews develop in interaction with each other, have some shared beliefs and practices as well as differences, and that people may draw upon more than one tradition
5. the role of religious and non-religious ritual and practices, foundational texts, and of the arts, in both the formation and communication of experience, beliefs, values, identities and commitments
6. how worldviews may offer responses to fundamental questions of meaning and purpose raised by human experience, and the different roles that worldviews play in providing people with ways of making sense of their lives
7. the different roles played by worldviews in the lives of individuals and societies, including their influence on moral behaviour and social norms
8. how worldviews have power and influence in societies and cultures, appealing to various sources of authority, including foundational texts
9. the different ways in which religion and worldviews can be understood, interpreted and studied, including through a wide range of academic disciplines and through direct encounter and discussion with individuals and communities who hold these worldviews.

The Draft Handbook expands on and revises these key areas on [pages 18 and 19](#) ^{vi}.

2. What pupils should expect from their teachers

In line with the [DfE Teachers' Standards](#), pupils are entitled to be taught by teachers who:

- i. have a secure knowledge of the relevant curriculum area
- ii. foster and maintain pupils' interest in the subject
- iii. can address misconceptions and misunderstandings and handle controversial issues
- iv. demonstrate a critical understanding of developments in the study of religion and worldviews
- v. promote the value of scholarship

3. Types of knowledge

The [OFSTED 2021 Religious Education Research Review](#)^{vii} outlines three types of knowledge that pupils should make progress in:

substantive knowledge:	<p>knowledge about religious and non-religious traditions</p> <ul style="list-style-type: none"> • core concepts • truth claims • teachings and practices • behaviour and responses of adherents <p>wider concepts such as spirituality and secularity how worldviews work in human life</p>
Ways of knowing	pupils learn 'how to know' about religion and non-religion, incorporating methods from academic disciplines
personal knowledge	<p>Pupils build an awareness of their own presuppositions and values associated with;</p> <ul style="list-style-type: none"> • the religious and non-religious traditions studied • the lived experience of adherents <p>The study of the relationship between religion and worldviews is thus a core element of the substantive content of the subject</p>

It is important that your curriculum reflects these types of knowledge within the teaching of RE to support pupils during their progression and journey through primary and secondary level education. Taking the guide from OFSTED '*it is this RE curriculum that pupils need to know and remember*'. The study of the relationship between religion and worldviews is thus a core element of the substantive content of the subject.



Statutory Guidance

Legal Requirements – The Provision of RE

The primary legislation covering RE from 1944 to 1993 was consolidated by The Education Act (1996) and the School Standards and Framework Act (1998). Circular 1/94 and the subsequent revision of this guidance in 2010 ([Religious Education in English Schools: Non-Statutory Guidance 2010](#)) offered an interpretation of the legislation.

What schools must do

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online. [‘The national curriculum in England: Framework document’, September 2013](#)

Teaching

Statutory Requirements for Religious Education in different types of schools

All schools, including special schools, must follow the legal requirement to teach a broad and balanced curriculum, which includes RE. RE is compulsory for all pupils who are registered at a school, including those in a reception class. RE is not compulsory for pupils in a nursery school or nursery class in a primary school.

Academies

Academies must teach RE in accordance with their funding agreements. The type of RE specified in the funding arrangement depends on whether or not the academy has a religious designation. Academies should consider continuity and curriculum progression across the key stages. If they adopt the locally agreed syllabus there is continuity when pupils move schools and local resources are available to support it. Academies with a religious character must provide RE in accordance with the tenets of the particular faith specified in the designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose. Free schools are academies in law and have the same requirement to provide RE. ‘An academy has simply to meet the requirements of law’ (ERA 1988, Chapter 40, Section 8:3)

Maintained Schools

Maintained schools are of four types:

- **Community schools** are controlled and run by the LA and must follow the locally agreed syllabus.
- **Foundation and Trust schools** are run by the governing body which employs the staff and sets its own admissions criteria. The land and buildings are usually owned by the governing body or, in Trust schools, a charity. RE must be taught in accordance with a locally agreed syllabus

unless the school has a religious foundation, in which case parents and carers may request RE in accordance with the school's trust deed, or in accordance with the beliefs or denomination specified in the designation of the school.

- **Voluntary Aided (VA)** In these schools RE is to be determined by the governors and in accordance with the provisions of the trust deed relating to the school or, where there is no provision in the trust deed, with the religion or denomination mentioned in the order designating the school as having a religious character. However, where parents prefer their children to receive RE in accordance with the locally agreed syllabus, and they cannot reasonably or conveniently send their children to a school where the syllabus is in use, then the governing body must make arrangements for RE to be provided to the children within the school in accordance with the locally agreed syllabus unless they are satisfied that there are special circumstances which would make it unreasonable to do so.
- **Voluntary Controlled (VC)** or Foundation Church of England schools must teach RE according to the Locally Agreed Syllabus unless parents and carers request RE in accordance with the trust deed or religious designation of the school.

RE and Pupils with Special Educational Needs and Disability (SEND)

RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts and all teachers are teachers of SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. Pupils with special educational needs will not always meet the same expectations in RE as other pupils and therefore appropriate assessment materials will need to be used, (exemplars are indicated within the support materials). All programmes of study should take account of the targets and recommendations in the pupil's Individual Educational Plan (IEP). A multi-sensory approach can be helpful in planning RE for children with special needs.

For the small number of pupils who may need the provision, material may be selected from those used in earlier or later key stages, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's abilities. In making decisions about adjusting the content of the key stage, teachers should consider the pupil's previous experience as well as the necessity to communicate to subsequent teachers a specific differentiated approach to entitlement.

In Special Schools there is no recommended time allocation for RE, but it should be part of the main curriculum.

Monitoring and accountability

All schools must publish their RE curriculum for each academic year on the school website.

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools.
- any person aged nineteen or above for whom further education is being provided at school; and

any person over compulsory school age who is receiving part-time education.

The right to withdraw from RE

In England, parents and carers have the right to withdraw their children from RE. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Parents and carers also have the right to withdraw their child from part of RE and can do so without giving any explanation. Students aged 18 or over have the right to withdraw themselves from RE.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent or carer wants their child to receive (Section 71(3) of the School Standards and Framework Act 1998). This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent or carer wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.

You will find more information on the right to withdraw and how to handle an application at <https://www.natre.org.uk/> Guidance: dealing with withdrawal from RE.

Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE.

Website

Your school must include a statement about RE in your prospectus and on your website. Inclusive RE is essential and parents and carers should be aware of the educational objectives and content of the RE syllabus. There must be a link provided to the syllabus, curriculum and timetable on your schools website.

You should give information about the right to withdraw on your school's website.



DRAFT

Aims and purpose

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally, and globally;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally, and globally

Religions and worldviews deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions and worldviews approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. RE must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs to develop pupils' skills:

- to read fluently;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions and worldviews, **engage** with their knowledge, and **reflect** on their learning and their lives.

Religious Literacy

☐ Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views.

'Moore (2007) defines Religious Literacy as the ability to discern and analyse the fundamental intersections of religion and social/political/cultural life through multiple lenses.'^{viii}

'The ability to understand and engage effectively with religion and religious issues' in a paper from 2016, the United Kingdom's All-Party Parliamentary Group on Religious Education. [Link Julia](#)

Religious literacy plays an important part of a well rounded education in preparing pupils for life in modern Britain. Its importance is increasing as globalisation and migration have created greater links between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.

What to teach (statutory)

Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order.

- Christianity will be studied in all Key Stages.
- The choice of which other religions to study in KS1 should be relevant to the experience of the pupils in the class and local demographic. Where Christianity is the only religion present the school will choose the other religions to be studied.
- However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism, and Sikhism) and a secular world view (humanism) must have been studied.
- In KS3, building on KS2, all major religions and a secular world view must have been studied in greater depth.

It is desirable that all pupils visit a church or other Christian place of worship, and the school should make all efforts to plan visits to religious buildings of other faiths. Visitors from different faiths and world views should be encouraged to visit all schools. When neither visits nor visitors are possible then the use of virtual tours and resources are recommended.

The school timetable -making time for good RE

In the 'Entitlement' column you will find minimum hours for RE. There is no single correct way of making appropriate provision for RE as long as the outcomes are met. Your timetable may set aside lesson/periods for RE, or you may take a flexible approach with a combination of classes, visits or themed days which complement (but not usually replace) the regular programme of timetabled lessons.

Curriculum time for RE must be distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice.

On the next page you will find a table which sets out by Key Stage all content, in the WHAT TO TEACH column is statutory and therefore must be taught.

	What to teach	Approach	Entitlement
EYFS	Early years should follow the EYFS framework. They should begin introducing Christianity and a range of other religions and world views.	Experiential and enquiry approach. Focusing on themselves, those around them and their communities. Introducing different festivals and special places.	Minimum 30hrs in a school year. Teacher-led activities.
KS1	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths. Christianity and at least two or more of the other major religions and world views that may be reflected in your school community and relevant to the experience of the pupils.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions. It is suggested the first unit is 'People and the World Around Us' and schools should then continue with an experiential and enquiry approach. Starting with family, neighbourhood, and special times. Concentrating on the similarities of religions.	Minimum of 36hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does.
KS2	Christianity, five other world religions, humanism, and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities, and differences within and between religions, humanism, and other world views. This should be a mixture of studying religions and other world views separately, conjunctively and through thematic approach.	Minimum of 45hrs in a school year. This can be either in weekly lessons or in blocked time each term. Please note activities like a nativity play, assemblies or collective worship do not count in these hours. But a visit to a religious building does.
KS3	Christianity and five other world religions, humanism and an acknowledgement of other world views and other religions found in the locality.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion. This should be a mixture of studying religions and other world views separately, conjunctively and through thematic approach.	Equivalent of 45hrs in a school year. For the best outcomes for all pupils, it is advised that a three-year KS3 is essential.
KS4	Students will follow a course which may lead to a public examination in RE or explore (in specific curriculum time) topic based learning relating to local and international issues paying attention to their religious dimensions. Exploring the connections between RE and other subject areas.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion. For students not following an exam syllabus then this curriculum should be a mixture of studying religions and other world views separately, conjunctively and through thematic approach.	5% curriculum time. In specific time allocated for RE for all students.
KS5	Some students will follow a course which may lead to a public examination in RE and others will explore a RE specific enrichment project or equivalent (e.g. a religious text, concept or viewpoint) supporting them in their further education.	Examinations, enrichment curriculum time and individual projects including Extended Project Qualifications.	Flexible programs which, whilst avoiding tokenism, may include units of study, day conferences and work integrated with other subjects.

Planning your curriculum

There is a direct link with literacy and achievement when RE is planned and taught well through all key stages.

This agreed syllabus does not prescribe what is taught in your schools, this is because all school settings and communities are different. Your curriculum should reflect the community your school serves, the different religious and world view back grounds of your pupils and the needs of those pupils.

Progression should be a key element throughout the curriculum with well sequenced units of work that build on previous knowledge and that allow for pupils own personal knowledge to be explored. In primary schools the progression should run from Reception through Key Stage 1 to the end of Key Stage 2. In secondary this should continue through Key Stage 3 to the end of Key Stage 4, preferably ending with an examination qualification in Religious Studies. Well sequenced units should explore key concepts about religion and world views allowing pupils to explore the similarities and differences and thus avoiding misconceptions and stereo typing.

The well sequenced units in the curriculum should reflect the three types of knowledge as defined by Ofsted.

substantive knowledge:	knowledge about religious and non-religious traditions <ul style="list-style-type: none">• core concepts• truth claims• teachings and practices• behaviour and responses of adherents wider concepts such as spirituality and secularity how worldviews work in human life
ways of knowing	pupils learn 'how to know' about religion and non-religion, incorporating methods from academic disciplines
personal knowledge	pupils build an awareness of their own presuppositions and values <ul style="list-style-type: none">• the religious and non-religious traditions studied• the lived experience of adherents The study of the relationship between religion and worldviews is thus a core element of the substantive content of the subject

Reception/Early Years

Religious Education (RE) in Early Years should allow exploration of the world and respond to children's natural curiosity about things around them. Teaching RE to 3 – 5 year old pupils requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves, others (personal and social development) and the world (knowledge and understanding of the world) and to develop pupils' abilities to express themselves (communication, language and literacy, creative development). Wherever possible, the RE curriculum should match coverage of the Prime Areas in the EYFS. Through knowledge, skills and understanding, pupils should develop positive attitudes towards other people and their right to hold different beliefs. Teaching should enable pupils to begin:

- a. to identify their own uniqueness and that of others;
- b. to appreciate the differences and similarities, they encounter in others;

The use of story is essential to begin to understand what faith and belief means.


Key Stage 1 (KS1)

KS1 should progress directly from what has been taught in early years. Pupils begin to be introduced to the concepts of religion, belief and world views, it is suggested that this is done through studying the different religions separately, along with a mixture of thematic units that begin to allow pupils to make connection between different religions and world views. It is advised that the religions studied are done in chronological order (Judaism, Christianity, Islam, Hinduism with Sikhism followed by Buddhism), so pupils do not encounter misconceptions about events and people in the different religions and world views.


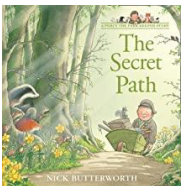
Below are a number of examples of topics or themes that may be covered in KS1 as part of the curriculum. For KS1 three units have been created that can be used in your curriculums.

Here is the link to the KS1 units with in this document.

People around the world (unit available see link above)	
Special Places	Looking at different places that are special for both different religions and world views.
Harvest for all (unit available see link above)	Looking at a Christian Harvest Festival, Sukkot, Diwali, Vasakhi and where our food comes from and who should we thank.
Celebrations of light	Looking at Christmas, Hannukah and Diwali
What happens at Christmas?	Explore the meaning of Christmas
Who is in our community? (unit available see link above)	Beginning to understand and make links with all religions within our community

Year 2 Autumn 1	
Topic	Who celebrates Harvest, harvest for all?
Learning objective	To begin to understand what Harvest means to people of different faiths.
Substantive knowledge: What children must know	<ul style="list-style-type: none"> To know Harvest is a time when people reflect and on and appreciate the food they eat and some people give thanks. To know Harvest is celebrated in different ways by different faiths.
Key Vocabulary	Harvest, Sukkot, Diwali, giving, food cycle
Key texts	Rama and Sita Eric Says Thanks – Dai Hankey Judaism - Book – Story of Sukkot The Best ever Sukkot Pumpkin None religious view – Read 'The Farm that feeds us – Nancy Castaldo
	
Suggested activities and key questions	<ul style="list-style-type: none"> (Church visit for Harvest usually) Why do we give to others? Look at each of the books and discuss what they mean Food cycle – where does our food come from Link with dinner ladies and school cooks
Assessment	Thank you letters for the food to who they want.
Y2 End points	PT1 – Knowledge and understanding of religion and worldviews
Highlighted are the end points this unit	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.
	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.
	Begin to understand what it looks like to be a person of faith.
	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.
	PT2 – Responding to religion and worldviews
	Talk about and find meanings behind different beliefs and practices.
	Suggest meanings of some religious and moral stories.
	Ask and respond to questions about what individuals and faith communities do.
	Express their own ideas, opinions and talk about their work creatively using a range of different medium.
Useful links and trips/visitors	Jumpin' Jerusalem! Sukkot Video for Kids - YouTube Eric Says Thanks by Dai Hankey - Bing video KS1 Religious Education - England - BBC Bitesize

Year 1 Summer 2	
Topic	Who is in our community?
Learning objective	To begin to understand who lives in our community
Substantive knowledge:	<ul style="list-style-type: none"> There are different people who live in our community What makes our community special

What children must know	<ul style="list-style-type: none"> • What are the special places in our community
Key Vocabulary	Community, places, difference
Key texts	<p>Percy Parkkeeper (why is his shed special) Peter Rabbit (Why is his burrow special?) On Sudden Hill (Why is It special to them)</p> <div style="display: flex; justify-content: space-around;">   </div>
Suggested activities and key questions	<ul style="list-style-type: none"> • Discuss where the children live and what it is like • Discuss what is special about their communities and any special buildings there may be • Look at what a community is • Decide what is a good community • When does the community come together
Assessment	<p>What's your special place? Why?</p> <ul style="list-style-type: none"> • Going outside and thinking about special places • Could you bring a picture of your special place? • Link to all religions from the year and their special places <p>Link to special places like a football stadium, cemetery, woods,</p>
Y1 End points Highlighted are the end points this unit	<p>PT1 – Knowledge and understanding of religion and worldviews</p> <p>Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews</p> <p>Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.</p> <p>Show how individuals and faith communities celebrate life events.</p> <p>Begin to name the different beliefs and practices of Christianity, at least one other religion.</p> <p>PT2 – Responding to religion and worldviews</p> <p>Begin to talk about different beliefs and practices using the correct vocabulary</p> <p>Begin to suggest meanings behind religious and moral stories.</p> <p>Ask or respond to questions about how individuals and faith communities live.</p> <p>Express their own ideas about belief and practices creatively.</p>
Useful links and trips/visitors	<p>Walk around the town</p> <p>Visit religious sites – church war, memorial, cemetery</p>

Key Stage 2 (KS2)


KS2 should progress directly from KS1 and will explore the same concepts but in greater depth. Pupils will begin to follow use philosophical and theological principles and start to use these in their discussions regarding religion and world views. They should also explore the historical starting points for each religion and world view so are then able to put this into context with the 'ways of knowing'. The curriculum should be a mixture of studying religions separately and then as part of thematic units,

so pupils then able to compare similarities and differences. It is also important to continue at looking at the religions in a chronological order.

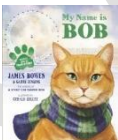
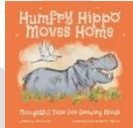
Below are a number of examples of topics or themes that may be covered in KS2 as part of the curriculum. For KS2 three units have been created that can be used in your curriculums. **Here is the link to the KS2 units with in this document.**

Who is Jesus? Origins of Christianity	Understand who Jesus was and what he means to Christians
Why is light so important to different faiths?	
People of faith- amazing people of faith (unit available see link above)	Looking at different people of faith and how this effects their lives – from both a religious and world view background.
How should we treat each other? (unit available see link above)	Looking at charity, volunteering, and giving and how this goes across all faiths and world views
Journeys (pilgrimage) – Haj, Buddhism, Christianity	
Christmas today is it really about Jesus?	
What does (insert faith) believe?	
How was the world created? (unit available see link above)	Comparing the creation stories of Christianity, Hinduism and the Scientific theory

Year	
Autumn 1 Topic	People of Faith
Learning objective	To begin to understand why ‘belief is important to some people’
Substantive knowledge: What children must know	Faith, belief,
Key Vocabulary	<ul style="list-style-type: none"> Some people have a faith. Some people have a belief. Faith is a trust in something or someone and is often spiritual. Belief can be non-religious and is a trust in someone of something.
Key texts	Malal’s Magic Pencil - Malala Yousaf, Amazing Muslims who Changed the World - Burhana Islam, Geta and the Giants –

	<p>Zoe Tucker, Marcus Rashford – Little people Big Dreams series</p> 
<p>Suggested activities and key questions</p>	<p>Look at famous people and their faiths;</p> <ul style="list-style-type: none"> • Greta Thunberg - explore her faith briefly (humanism). Explore her belief in the environment. Which belief does she show more outwardly to the world? What motivates her life? • Martin Luther King – explore his religious belief (Christian). Explore his beliefs for race equality. • Malala Yousafzai -explore her religious belief (Islam). What are her wider world beliefs (Education for girls and women’s rights)? • Kadeena Cox – explore her faith (Christianity). How had her belief helped her overcome adversity? • Marcus Rashford - what is his faith (mother’s Christian faith)? Explore his belief around child poverty, food poverty and literacy. <p>Extended subject knowledge: https://www.christiancentury.org/article/notes-global-church/marcus-rashford-keeping-christianity-british-limelight (Share paragraph 3&4 with children- Primarily 4th paragraph).</p>
<p>Assessment</p>	<p>Film a presentation like ‘Kid President’ (YouTube)– film it and present in assembly. Example (not linking with our people of focus). How To Change The World (a work in progress) Kid President –YouTube 3 Big Questions</p>
<p>Y1 End points Highlighted are the end points this unit</p>	<p>PT1 - Learning about religion and belief</p> <p>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</p> <p>Begin to compare the similarities of at least three different religious texts or stories.</p> <p>Begin to understand the diversity of belief in different religions, nationally and globally.</p> <p>Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews</p> <p>PT2 - Learning from religion and belief</p> <p>Respond to meanings behind different beliefs and practices using the correct vocabulary</p> <p>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p> <p>Express an informed view on the impact of diversity of faith and belief in our world</p> <p>Begin to articulate and communicate connections between their own ideas and others.</p>

Useful links and trips/visitors	The Story of Martin Luther King Jr. by Kid President - YouTube Kadeena Cox Twitter stimulus: https://twitter.com/kad_c/status/1308365013636263936?lang=en-GB
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Year	
Topic	How should we treat each other?
Learning objective	To begin to understand and compare ideas of how we should treat and look after the people around us.
Substantive knowledge: What children must know	<ul style="list-style-type: none"> The ten commandments come from the Torah People who believe in Humanism have a golden rule 'Treat other people as you'd want to be treated in their situation' Other religions have rules about how we should treat each other.
Key Vocabulary	Commandment, caring, justice, interpretation
Key texts	My name is Bob -James Bowen Humfry Hippo Moves Home Steve Hurd – proceeds go to a school in Uganda  
Suggested activities and key questions	<ul style="list-style-type: none"> Look at the Ten Commandments (making sure pupils understand they come from the Torah and Bible). Take from the bible AND modern, child friendly versions, but reference they come from the Tora. The Tora has many commandments, but the bible has reduced to 10. Are they all relevant now? (considering adultery, the number of children in a teacher's class who will be affected. These were written for a different time and age). Rules are open for interpretation e.g. 'Thou shall not commit adultery' could open a debate about if this is still relevant in modern culture. What do modern families now look like? (Approach with sensitivity) You may also consider running this lesson over 2 sessions. Consider the Golden rule of Humanism Use the book 'My Name is Bob' and consider the issues the book covers and connect with the ten commandments and the golden rule. Use the book Humfry Hippo and discuss the conundrums he faces. Morally right/ wrong. Can they link this to what they know about different religions and their own beliefs?
Assessment	

Y1 End points Highlighted are the end points this unit	PT1 – Knowledge and understanding of religion and worldviews
	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.
	Begin to compare the similarities of at least three different religious texts or stories.
	Begin to understand the diversity of belief in different religions, nationally and globally.
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews
	PT2 – Responding to religion and worldviews
	Respond to meanings behind different beliefs and practices using the correct vocabulary
	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors	

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Key Stage 3 (KS3)

KS3 should cover years 7-9 and be a mixture of studying specific religions, world view and thematic topics. It is expected that KS3 builds on the progression made at the end of year 6 in KS2. Pupils should be using philosophical and theological principles to make judgements about how belief influences practice and shapes the world. Ethical questions are expected to be challenging with pupils giving greater justification in their answers, and greater depth in vocabulary in all answers.

The curriculum should have the ambition to push and challenge pupils to prepare for GCSE and A levels. Key stage 3 should show greater scholarship from KS2, pushing the 'ways of knowing' in greater depth and begin to look at the difference in religion and world views in increasing depth. Opportunities must be given for pupils to investigate further the difference between religion and world views.

Below are a number of examples of topics or themes that may be covered in KS3 as part of the curriculum.

Introduction to Religion and belief	Bringing together what has been covered at Primary and to explore key ideas of religion and belief and world views
How do we care for our world?	This will consider: stewardship of the world, what different religions believe about this, involving creation stories
What does religion and belief look like in Peterborough?	Explore the historic background to religion in Peterborough and how this has changed and why
What is a world view?	Exploring the concept of world views
Inspirational people	Looking at how faith and belief inspire/inspire people's lives
Social Justice across our world	Exploring different social justice topics across our world and linking them to religious and non-religious views. i.e. the concerns over the Wighur people in China or looking into the past at slavery
Belief through spirituality and art	Looking at religion and belief through different art forms and why this plays apart in spirituality
God verse Science	Exploring how Science and religion can exist together or have opposing opinions
Relationships and families	
The sanctity of life	Considering topics such as life after death, abortion, euthanasia, capital punishment

Looking for God and reason – the existence of God and revelation	
Religion and the Media	Explore how religion is portrayed, reported and used in different types of media
Prejudice and discrimination	Exploring different social justice topics across our world and linking them to religious and non-religious views. i.e. the concerns over the Uighur people in China or looking into the past at slavery

Key Stage 4 (KS4)

As a core subject in all schools the pupils are entitled to core hours dedicated to RE to meet statutory requirements (as per the 1998 Education Act [link to pg 8](#)). All pupils are entitled to a qualification, and it is advised that the time spent on RE should be used to obtain a GCSE or similar qualification. If a qualification is not being offered then the curriculum should offer a mixture of studying a variety of different religions and world views through well planned and balanced units of work.

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Assessment

Progression Targets (statutory)

There are two progression targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

PT1 – Knowledge and understanding of religion and worldviews

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

PT2 – Responding to religion and worldviews

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.

End of Year 1 statements – Progress Target (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews	Begin to talk about different beliefs and practices using the correct vocabulary
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Begin to suggest meanings behind religious and moral stories.
Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.
Begin to name the different beliefs and practices of Christianity, at least one other religion.	Express their own ideas about belief and practices creatively.

End of Year 2 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.

Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.
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End of year 3 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.

End of year 4 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.

End of year 5 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.

Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives. .
Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.

End of year 6 statements

PT1 - Learning about religion and belief	PT2 – Responding to religion and worldviews
Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring *knowledge* and *skills*, it is a key part of religious education that pupils' *positive attitudes to study* should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. So, it is important for both teachers and pupils to recognise that:

- assessment is most effective when it leaves pupils clear about their attainment, their progress and their strengths and weaknesses. The giving of personalised, oral and written feedback is an important part of this.;
- the most effective RE teachers use the evidence from assessment to focus teaching more closely on the individual needs of pupils and the development of the enquiry;
- pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks;
- good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher;
- not every piece of work needs to be assessed;
- pieces of work suitable for assessment come in many different forms; and
- formative assessment can be just as valuable as summative.

How to use this assessment document in Key Stage 1 and 2

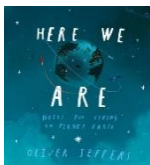
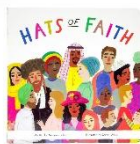

As the 2023- 28 RE agreed syllabus does not prescribe what schools should teach and same approach has been adopted for assessment. Each Key Stage builds upon the one before, so that by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education. Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order and the assessment tool has been devised to be flexible enough to support this.

The progression targets, PT1 and PT2 for KS1 and KS2 are generic and allows for different forms of assessment to take place across the RE curriculum and reflects the pupils' experiences in RE. The progression targets offers criteria for assessment for each year group and should inform all assessment in RE. Assessment for each pupil should be made against the parameters that have set for the unit or topic being taught. The statements support the progression and attainment and the key expectations for pupils in a particular year group. Reference should be made to the year appropriate progression targets for each unit of work in a schools curriculum. It is not expected that every target is met in one unit but over an academic year all targets have been addressed. Examples of this can be seen in the units or work that have been provided below. Over a year it is expected that three units are assessed using summative assessment methods, though these can be in a variety of genres but must reflect the progress targets, PT1 and PT2.


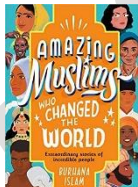

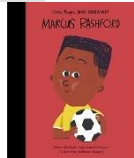
To stay in line with current best educational practice we suggest that three categories of attainment are needed. Different schools use different terms for these categories along the lines of:

- 'emerging ,expected, exceeding',
- 'working towards', 'working at' or working beyond', to achieve 'mastery'.

Units of work for KS1

Year 1	
Autumn 1 Topic	People and the world around us
Learning objective	begin to introduce what our world looks like and the different people that belong in this world.
Substantive knowledge: What children must know	<ul style="list-style-type: none"> • There are lots of different people in our world and in our class. • People have lots of different faiths and beliefs.
Key Vocabulary	world, faith, belief, Sikh, Jewish, Muslim, Christian, Humanist, Hindu, Buddhist, Universe, Earth,
Key texts	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Here we are Oliver Jeffers</p>  </div> <div style="text-align: center;"> <p>Hats of Faith Medeia Cohen</p>  </div> <div style="text-align: center;"> <p>Not like the Others Jana Broecker</p>  </div> </div>
Suggested activities and key questions	<ul style="list-style-type: none"> • Ask the children about where they live and come from. • Begin to Read the book 'Here we are' by Oliver Jeffers to the class (the rest of the book will be looked at in the next lesson) Discuss what different aspects of the book and what our world looks like. (this may take more than one lesson) • Pupils ideas on where the world comes from • Using the book 'Hats of Faith – Medeia Cohen to reinforce the idea that there are a lot of different people in our world and begin to introduce different faiths and beliefs. • Use the questions on the 'Hats of faith website • What questions about the world do the children have? • How should we treat each other?
Assessment	No summative assessment in this unit but formative assessment should be used.
Y1 End points Highlighted are the end points this unit	<p>PT1 – Knowledge and understanding of religion and worldviews</p> <p>Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews</p> <p>Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.</p> <p>Show how individuals and faith communities celebrate life events.</p> <p>Begin to name the different beliefs and practices of Christianity, at least one other religion.</p> <p>PT2 – Responding to religion and worldviews</p> <p>Begin to talk about different beliefs and practices using the correct vocabulary</p> <p>Begin to suggest meanings behind religious and moral stories.</p> <p>Ask or respond to questions about how individuals and faith communities live.</p> <p>Express their own ideas about belief and practices creatively.</p>
Useful links and trips/visitors	https://hatsoffait.com/?fbclid=IwAR2q3NjIPFpZvy1co-se3qOabqLHsSM-eHehyqfoWdoLh1OanyQDUMC5CTU ,

Units of work for KS2

Year 4	
Autumn 1 Topic	People of Faith
Learning objective	To begin to understand why 'belief is important to some people'
Substantive knowledge: What children must know	Faith, belief,
Key Vocabulary	<ul style="list-style-type: none"> Some people have a faith. Some people have a belief. Faith is a trust in something or someone and is often spiritual. Belief can be non-religious and is a trust in someone of something.
Key texts	Malal's Magic Pencil - Malala Yousaf, Amazing Muslims who Changed the World - Burhana Islam, Geta and the Giants – Zoe Tucker, Marcus Rashford – Little people Big Dreams series <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">     </div>
Suggested activities and key questions	Look at famous people and their faiths; <ul style="list-style-type: none"> Greta Thunberg - explore her faith briefly (humanism). Explore her belief in the environment. Which belief does she show more outwardly to the world? What motivates her life? Martin Luther King – explore his religious belief (Christian). Explore his beliefs for race equality. Malala Yousafzai -explore her religious belief (Islam). What are her wider world beliefs (Education for girls and women's rights)? Kadeena Cox – explore her faith (Christianity). How had her belief helped her overcome adversity? Marcus Rashford - what is his faith (mother's Christian faith)? Explore his belief around child poverty, food poverty and literacy. Extended subject knowledge: https://www.christiancentury.org/article/notes-global-church/marcus-rashford-keeping-christianity-british-limelight (Share paragraph 3&4 with children- Primarily 4th paragraph).
Assessment	Film a presentation like 'Kid President' (YouTube)– film it and present in assembly. Example (not linking with our people of focus). How To Change The World (a work in progress) Kid President – YouTube 3 Big Questions
Y1 End points	PT1 - Learning about religion and belief Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.

Highlighted are the end points this unit	Begin to compare the similarities of at least three different religious texts or stories.
	Begin to understand the diversity of belief in different religions, nationally and globally.
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews
	PT2 - Learning from religion and belief
	Respond to meanings behind different beliefs and practices using the correct vocabulary
	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors	The Story of Martin Luther King Jr. by Kid President - YouTube Kadeena Cox Twitter stimulus: https://twitter.com/kad_c/status/1308365013636263936?lang=en-GB

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Progression documents

Buddhism Key Stage 1

Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>There is no deity</p> <p>An ordinary person who became 'awakened' (Buddha)</p>	<p>Building where Buddhists meet</p> <p>Symbols and artefacts found in Buddhist Centres</p> <p>People with a special role (monks, nuns, teachers)</p>	<p>Stories from the life of the Buddha which show his concern to find an answer to the problem of suffering</p> <p>Stories Buddha told.</p>	<p>Buddhists believe in:</p> <ul style="list-style-type: none"> • importance of compassion; • respect for all living things and the intention not to harm them; • importance of being generous, kind, truthful, helpful and patient; and • importance of reflection and meditation, developing inner peace.

Buddhism Key Stage 2

Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>Buddha means 'one who is fully awake to the truth' or Enlightened</p> <p>Through his own efforts, the Buddha overcame greed, hatred and ignorance</p>	<p>Temple</p> <p>Buddhist Community (sangha) - made up of lay people and ordained</p> <p>Features of Buddhist Centres including temples, shrines, artefacts and offerings</p>	<p>Stories told about and by the Buddha, Jataka Tales</p> <p>Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old</p>	<p>Symbols – lotus flower, prayer wheel</p> <p>Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives</p>

	<p>Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened</p>	<p>or let us down, making us unhappy</p>	<p>Buddhists aspire to fearlessness, contentment, kindness, meditation</p> <p>Four Noble Truths:</p> <ul style="list-style-type: none"> • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little. <p>Samsara - continual cycle of birth and death</p> <p>Key festivals:</p> <ul style="list-style-type: none"> • Wesak - Buddha's birthday • Dharma Day <p>Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened</p>
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Buddhism Key Stage 3

Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage, renunciation, Bodhisattvas, Bodhi-chitta, Vinaya, Sutras (or Suttas), meditation, mantra, retreat, refuge, mindfulness, emptiness, Pratimoksha vows, stupa, lineage (of teachers), Mahayana, Theravada

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>His Enlightenment - Prince Siddhartha Gautama gave up everything in search of the way to end suffering</p> <p>Buddhas - previous Buddhas, Bodhisattvas in the Mahayana tradition</p>	<p>Lifestyle of Buddhist monks and nuns (bhikkhu) - living by the Ten Moral Precepts</p> <p>Vinaya - rules of monastic life</p> <p>Stupa – visual representation of Buddha’s pure mind</p>	<p>Different collections of scripture for different traditions (suttas) - Agganna Sutta</p> <p>Buddhist canons:</p> <ul style="list-style-type: none"> • Pali canon used by Theravada Buddhists is the Tripitaka (three baskets) • Pitaka (this is a Sanskrit word) canon used by Mahayana Buddhists 	<p>Types and purpose of meditation:</p> <ul style="list-style-type: none"> • chanting • mantra recitation • offerings of flowers, incense and light • retreats - opportunity for people to live with Buddhists for a few days and to withdraw from distractions <p>Key Beliefs:</p> <ul style="list-style-type: none"> • Wisdom and insight arise through the practice of Mindfulness • Nirvana - state of Enlightenment and ‘blowing out’ of the fires of greed, hatred and ignorance <p>The Three Signs of Being:</p> <ul style="list-style-type: none"> • Anicca (impermanence) • Dukkha (life involves suffering) • Anatta (the notion of the soul is an illusion). <p>Taking refuge in the Three Jewels - Buddha, the Dharma and the Sangha</p> <p>Living by the Five Moral Precepts (Buddhist Code of Ethics) - abstain from:</p> <ul style="list-style-type: none"> • harming living things • stealing • sexual misconduct • lying • intoxication <p>Buddhist responses to social, moral and ethical issues:</p>

			<ul style="list-style-type: none">• peace movements and• the work of important contemporary figures such as Dalai Lama.
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Christianity Key Stage 1

Key vocabulary

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.

Church	Jesus	Bible	Christian Life
<p>Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</p> <p>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year.</p> <p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do</p>	<p>Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible.</p> <p>Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan)</p> <p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.</p>	<p>Know that the Bible is a special book for Christians because of its message about God and Jesus.</p> <p>Know that it comes in two parts (Testaments) and that one part is also special to Jews.</p> <p>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah)</p> <p>Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness</p>	<p>Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals)</p> <p>Explore special times for Christians (welcoming new babies – including baptism)</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter</p> <p>Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport.</p>

Christianity Key Stage 2 Lower

Key vocabulary

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.

Church	Jesus	Bible	Christian Life
<p>Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.</p> <p>Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts.</p> <p>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</p> <p>Have an opportunity to talk with believers from the different churches.</p>	<p>Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick)</p> <p>Know major aspects of teachings of Jesus; the “Two Great Commandments”, some parables and sayings, Kingdom of God</p>	<p>Know that the Bible is a ‘library’ of books. Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind.</p> <p>Know that there are four gospels giving ‘good news’ about Jesus.</p> <p>Know how to find a reference in a Bible using chapters and verses.</p>	<p>Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost.</p> <p>Investigate why and how people pray. Hear and talk about some famous prayers.</p> <p>Find out about Christian weddings in a church and compare with other weddings known to your pupils</p>

Christianity Key Stage 2 Upper

Key vocabulary

Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord’s Prayer, Lord’s Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

Church	Jesus	Bible	Christian Life
<p>Find out about how the Holy Communion / Eucharist / Mass / Lord’s Supper is celebrated in church and why it is important to many Christians.</p> <p>Explore the origin and meaning of the Lord’s</p>	<p>Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play).</p> <p>Read some of Jesus’ miracle stories and find</p>	<p>Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as</p>	<p>Explore Jesus’ teaching as a foundation for Christian living:</p> <ul style="list-style-type: none"> • Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices • Public life – individuals and

<p>Prayer and how it is used in worship today.</p> <p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</p> <p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.</p> <p>Explore Christian life and practice in another country (for Cams, this will be the Link Diocese of Vellore in the Church of South India)</p>	<p>out what is a miracle. Ask why these miracle stories are important.</p> <p>Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity)</p> <p>Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.</p>	<p>conveying truths for today.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world.</p> <p>Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.</p>	<p>churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade</p> <ul style="list-style-type: none"> • The ministry of chaplains in hospitals and prisons • Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals) <p>Explore what Christians mean by/experience as the Holy Spirit in their lives.</p>
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Christianity Key Stage 3

Key vocabulary

Advent, Apocalyptic, Ascension, Atonement, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Ecumenical Council, Epiphany, Epistle, Eucharist, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Liturgy, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Reconciliation, Redemption, Repentance, Resurrection, Sacrament, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

Church	Jesus	Bible	Christian Life
<p>Understand that there are a range of Christian Churches from those with a global presence (e.g. Roman Catholic) to individual congregations. Discover which Churches can be found within an agreed radius of your school and how they</p>	<p>The Trinity: how Christians tried to describe one God known in three ways. Symbols and art depicting the Trinity. Ask whether God can actually be depicted in this way, or fully understood by us. Understand how the</p>	<p>Know a broad outline of Old Testament history including Exodus and exile and understand that for Christians this is the first part of a salvation story which leads up to the death and resurrection of Jesus in the New Testament.</p>	<p>Explore how Christians feel they have a responsibility as God's stewards of the earth, and what this means in practical terms.</p> <p>Explore how Christians come to terms with the belief that God is loving</p>

<p>describe their differences (which may be in terms of belief or history). Understand that most Churches work together through local ecumenical councils (Churches Together in England) and the World Council of Churches.</p> <p>Consider examples of how Christians and Churches can act in difficult situations to challenge society e.g. conscientious objectors in WW1, apartheid in South Africa.</p>	<p>term “incarnation” helps to explain the nature of Jesus. Explore what Christians believe to be the role of the Holy Spirit in the world today.</p> <p>Explore how, through his actions and his teachings, Jesus demonstrated what God is like.</p> <p>Explore how Jesus’ teachings have influenced others beyond the Christian tradition e.g. in government, human rights, ending of slavery</p>	<p>Explore some Biblical analogies, symbols or metaphors which are used to try to explain who God is.</p> <p>Investigate the stories of some of the Old Testament Prophets Including prophets who challenged kings – Nathan, Elijah – and those who wanted social justice e.g. Amos. Ask if their message still has relevance for today and whether they have (or should have) successors in the modern world.</p>	<p>and all-powerful, and yet there is suffering throughout the world.</p> <p>Explore different Christian understandings about life after death under God’s rule (e.g. the soul; resurrection or re-creation; everlasting life, renewed heaven and earth) through Biblical teaching, different Christian and Churches depictions in art and music. These can be linked to apocalyptic texts which strongly influence the beliefs and behaviour of some Christians today.</p>
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Hinduism Key Stage 1

Key vocabulary

Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
<p>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</p> <p>Hear a story about the deity represented by the murti(s).</p>	<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Diwali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.</p>	<p>Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life.</p> <p>Discover some popular Indian recipes and the important Hindu custom of hospitality.</p>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.</p>

Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.			
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Hinduism Key Stage 2

Key vocabulary

Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
<p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</p> <p>Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the</p>	<p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.</p> <p>(The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindu worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati).</p> <p>Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama,</p>	<p>Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body and experiences the fruits of actions in its previous life.</p> <p>Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.</p>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore the Hindu way of welcoming babies, e.g.</p> <ul style="list-style-type: none"> Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. The child naming ceremony (Namakarana) and how names are chosen Head shaving is connected to the removal of impurities.

<p>blessings and sharing of prashad.</p> <p>Discover how a mandir also acts as a community centre.</p>	<p>Krishna) and what these tell about the nature of God.</p>		
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Hinduism Key Stage 3

Key vocabulary

Atman, Aum or Om, Brahman, Deity, Dharma, Diwali, Festival, Ganesh, Gods and goddesses, Hindu, Hinduism, Initiation, Karma, Liberation, Mandir, Monotheism, Murti, Offering, Pilgrimage, Polytheism, Pray, Puja, Rama, Rangoli, Sacred, Samsara, Samskara, Shiva, Shrine, Sita, Trimurti, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
<p>Explore key Hindu shrines and holy places which are centres of pilgrimage, e.g. Varnasi, sites on the Ganga, Ayodhya and/or the Kumbha Mela.</p> <p>Investigate the reasons devotees go on pilgrimage, e.g. self-purification, penance, thankfulness, moksha, and the actions which are of importance to them, e.g. abstinence, devotion, darshan.</p> <p>Understand how a journey can be both spiritual and physical.</p>	<p>Explore how Hinduism is diverse, takes many forms and cannot be traced back to any single individual or teacher, although many Hindus may choose to follow the example and teaching of a particular guru.</p> <p>Explore the basic principles of Hindu belief and practice which are based on the scriptural teachings of the Vedas (especially on the Upanisads)</p> <p>Look at the various ways of understanding Brahman, both in abstract ways (nirguna) and as God (saguna).</p> <p>Explore the sacred syllable "Om" or "Aum" which represents Brahman, and how it is used daily in Hindu life.</p>	<p>Explore the four Vedic ashramas or ideal stages of life through which people pass: (designed originally only for high caste men)</p> <ul style="list-style-type: none"> • Brahmacharya – the student stage, gaining knowledge of the Vedas. • Grihastha – the householder, earning a living, raising a family, managing the home. • Vanaprastha – the time to retire and hand over responsibilities, to live a simpler life and practice detachment from worldliness • Samnyasa - renouncer stage, freeing oneself from all attachments and relationships to prepare for the ultimate objective of obtaining moksha. 	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore the Five Great Duties (Panch Mahayajna) and the effect they have on daily living:</p> <ul style="list-style-type: none"> • Brahmayajna – prayer and study • Dev Yajna – the protection of the environment • Pitri Yajna – the offering of respect to parents and elders, including departed mentors • Atithi Yajna – hospitality and service to learned people and visitors • Bhoot Yajna – doing good to all living beings, not just the poor or sick humans, but also to animals who are believed to have a soul in the same way humans do.

Humanism Key Stage 1

Key vocabulary

Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule.

Knowledge and belief	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
<p>Q: Why humanists believe human beings are special?</p> <p>What human beings share with other animals and what makes us unique</p> <p>Our ability to question and reason, to empathise with other humans and animals, and our creativity</p> <p>How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society</p>	<p>Q: How can we be happy?</p> <p>The Happy Human as a symbol of Humanism</p> <p>Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals</p> <p>Many ways of finding happiness; there is no one recipe for happiness</p> <p>One way to be happy is to make other people happy (Robert Ingersoll)</p>	<p>Q: What are the special ways Humanists celebrate in their lives?</p> <p>Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths</p> <p>Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends</p> <p>The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it</p> <p>No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness</p>	<p>Q: Why do Humanists think we should be good to each other?</p> <p>Reasons to be good to each other; promoting happiness and avoiding doing harm</p> <p>Thinking about the consequences of our actions</p> <p>The Golden Rule</p> <p>Taking care of other living creatures and the natural world</p>

Humanism Key Stage 2

Key vocabulary

Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
<p>Q: How do Humanists decide what to believe?</p> <p>The material world as the only one we can know exists</p> <p>Rejection of sacred texts and divine authority; mistrust of faith and revelation</p> <p>Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor</p> <p>Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc.</p> <p>Willingness to adapt or change beliefs when faced with new evidence</p>	<p>Q: What are Humanists' views on happiness?</p> <p>Happiness as a worthwhile goal; living a flourishing and fulfilling life;</p> <p>Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others</p> <p>The absence of the need for religion or the belief in a god or gods to be happy</p> <p>The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive</p> <p>Human beings' responsibility for their own destiny</p>	<p>Q: What do humanist celebrations tell us about the things humanists value?</p> <p>Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths</p> <p>The importance of human relationships</p> <p>The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it</p> <p>Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple</p>	<p>Q: What do humanists value in life?</p> <p>Humanity, the human spirit and human attributes, including our ability to question and reason</p> <p>Human creativity and achievement: intellectual, technological and artistic</p> <p>The natural world and other living things; the environment in which we all live</p> <p>Human relationships and companionship; our ability to empathise with other humans and animals</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty</p> <p>Our ability to improve our quality of life and make the world a better place for everyone</p>

Key Stage 2 cont/d.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
<p>Q: Why don't Humanists believe in a god or gods?</p>			<p>Q: How do humanists believe we can lead a morally good life?</p>

<p>Atheism: the absence of belief in a god or gods</p> <p>Agnosticism: the belief that we can't know whether a god or gods exist or not</p> <p>Absence of convincing evidence for a god or gods</p> <p>Consequences of atheism/agnosticism for how humanists live</p> <p>Humanism as a positive philosophy; living good and happy lives without the need for a god or gods</p>			<p>The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions</p> <p>The importance of reason, empathy, compassion, and respect for the dignity of all persons</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures</p> <p>Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way</p> <p>Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule</p>
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Humanism Key Stage 3

Key vocabulary

Agnosticism, Altruism, Atheism, Celebrant, Compassion, Critical thinking, Curiosity, Dignity, Empathy, Empirical, Eudaimonia, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Materialism, Mortality, Natural selection, Naturalism, Pastoral support, Rationalism, Reason, Relativism, Respect, Responsibility, Scepticism, Science, Secularism, The Big Bang, The Golden Rule, The Good Life, The problem of evil.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist values and ethics
<p>Q: What do humanists believe about the claims of religion? Q: How does the absence of belief in a god affect the way humanists live their lives?</p> <p>The absence of convincing evidence for a god or gods; alternative explanations of suggested evidence (Occam's razor); the burden of proof (Bertrand Russell's teapot)</p> <p>Responses to religious arguments for the existence of a god; the problem of evil (Epicurus)</p> <p>Attitudes towards claims about miracles and revelation; the absence of evidence for the power of prayer; preference for action over prayer</p> <p>Humanist views on the origins of religion, and on why religion is so important to many people</p> <p>Consequences of atheism/agnosticism for how humanists live</p>	<p>Q: How do humanists find meaning in a purposeless universe?</p> <p>The absence of any discernible 'ultimate' or external meaning to life or the universe</p> <p>The experience of living life in a purposeless universe; giving meaning to our own lives</p> <p>Our responsibility for our own destiny; making the most of the one life we know we have</p> <p>Elements and varieties of 'the Good Life': the importance of relationships, connections, exploration, contributing to human knowledge, achieving our goals, and acting to benefit humankind</p> <p>Personal development and living a flourishing and fulfilling life: the whole person</p> <p>Optimism about human potential</p>	<p>Q: How do humanists understand and approach the challenge of death?</p> <p>Death as the end of personal existence; the absence of evidence for an afterlife; responses to religious arguments; reasons why people want to believe in an afterlife</p> <p>Reasons not to believe in an afterlife: the absence of identity in dreamless sleep, the importance of the physical brain to our personality (the effect of brain damage on a person)</p> <p>Attitudes towards death and mortality; avoiding overwhelming fear of death (Epicurus' arguments)</p> <p>Valuing human life and making the most of it: 'For the one life we have'</p> <p>Something of us survives our death: genes, ideas, actions, and works; living in the others' memories</p>	<p>Q: How do humanists find value in their lives?</p> <p>Recognising that we are part of something bigger than ourselves: humanity and the natural world</p> <p>Human relationships and companionship; our ability to empathise with other humans and animals</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty</p> <p>Human creativity and achievement: intellectual, technological, and creative/artistic</p> <p>The humanist attitude in art (e.g. Renaissance artists' painting of personalities as opposed to undifferentiated human worshippers) and literature (George Eliot, Thomas Hardy, Philip Pullman)</p> <p>Valuing sensory pleasures; contrast with some religious attitudes</p>

Positive Humanism: more than just not believing in a god		Humanist funerals as a celebration of a life and an occasion for those still living	
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Key Stage 3 cont/d

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist values and ethics
<p>Q: How do humanists decide what is true? Rationalism: basing beliefs on reason and evidence, not on religious belief or emotional responses</p> <p>Scepticism: applying critical thinking to judge whether something is true; subjecting ideas to logical and empirical challenge</p> <p>Rejection of superstition and pseudoscience; the scientific revolution and the historical tension between science and religion: the god of the gaps (Copernicus, Galileo)</p> <p>The scientific method: hypotheses, predictions, experiments, conclusions, and further testing (Karl Popper); relying on evidence</p> <p>Recognition of the limits of science and the imperfect knowledge it provides; accepting uncertainty as an unavoidable feature of life; being ready to adapt/change beliefs when new evidence emerges</p> <p>Non-scientific questions: science can inform but</p>			<p>Q: Where does morality come from? Q: How do humanists work out what is good?</p> <p>The rejection of sacred texts, divine rules, or unquestionable authorities</p> <p>Morality as a naturally evolved, human construct (Peter Singer); morality as a project or journey</p> <p>Improving human welfare in this life as the aim of morality (rather than any divine purpose)</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures</p> <p>Obligations to contribute to the common good; the balance between individual autonomy and social responsibility; tolerance of different ways of living</p> <p>Respecting people as persons; human rights (UN Declaration of Human Rights, UN Declaration on the Rights of the Child)</p>

not answer questions of meaning and value			
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Islam Key Stage 1

Key vocabulary
Allah, Islam, Mosque, Muslim, Prophet, Quran.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
<p>Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</p> <p>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</p> <p>Explore stories connected with the mosque (name, when was it built)</p> <p>Meet the people who go to the mosque.</p>	<p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people.</p> <p>Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)</p> <p>Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.</p>	<p>Know that the Qur'an is a special book for Muslims.</p> <p>Know that it has 114 chapters.</p> <p>Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.</p> <p>Qur'an was sent to Prophet Muhammad as a guide to humanity.</p>	<p>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers)</p> <p>Special times for Muslims (e.g. welcoming new babies)</p> <p>Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?</p> <p>Explore some stories about Muslims e.g. going for Hajj</p>

Islam Key Stage 2

Key vocabulary
Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
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<p>Look at the Muslim calendar how is it different?</p> <p>Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque.</p> <p>Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying.</p> <p>Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them.</p> <p>Have an opportunity to question believers.</p>	<p>Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express Oneness of God and the Prophethood of Muhammad.</p> <p>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.</p> <p>Link stories- Prophet & the woman who used to throw rubbish.</p> <p>Prophet and how he was given the title of the 'truthful'.</p> <p>Consider and discuss how Prophet is a role model for Muslims.</p> <p>Discuss the birthdate of the Prophet- MiladunNabi. What do Muslims do in celebration?</p>	<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power.</p> <p>Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text.</p> <p>Know how to find a reference in a Qur'an.</p> <p>Listen to a Qur'an verse or chapter in Arabic. Find its meaning.</p> <p>Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p>	<p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware)</p> <p>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.</p> <p>Prayer – why and how people pray. Understand some of the actions that form a prayer.</p> <p>Prayers can be offered at the mosque or at home or wherever a Muslim is.</p> <p>How does prayer help a Muslim? Make your own prayer mats.</p>
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Islam Key Stage 3

Key vocabulary

Allah, Ashura, Eid, Hajj, Imam, Islam, Khums, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada, Shia, Sunni, Zakat.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
<p>Understand the role of the Imam in the mosque</p> <p>How is the mosque helping the Muslim community?</p>	<p>Muslims follow the example of Prophet Muhammad. What are key things that can be seen from his life?</p>	<p>Look at the first chapter of the Qur'an. What message is being given?</p> <p>Know the Quran guides Muslim.</p>	<p>Being a Muslim in Britain</p> <p>Islam in art – use calligraphy.</p>

<p>Teaching religion in the mosque- how is this delivered?</p> <p>Different mosques in the world – compare what is different and what is similar</p> <p>Look at the mosque in Medina- Prophet’s mosque. Mosque in Jerusalem is also significant to Muslims.</p> <p>Mosques in the world, how do they support charities?</p> <p>What help is given through the mosque in giving food and to those less fortunate? What are the beliefs behind supporting those in need?</p> <p>Link to Zakat- concept of giving- tax to support the less fortunate</p> <p>Link to Khums- concept of giving- yearly tax to support the less fortunate</p>	<p>Know that he was sent from God to guide the people and that there was no prophet after him.</p> <p>Know that his teachings are a guide for Muslims and this goes together with the Holy Book- Qur’an</p> <p>Muslims also use the sayings and actions (Hadith) of Prophet to help them lead their lives.</p>	<p>Understand that the Qur’an is translated in various languages to help Muslims understand what they are reciting.</p> <p>Does the Qur’an help Muslims decide what is right and wrong?</p> <p>How do you treat a precious text? Muslims sacred text is the Qur’an = special respect.</p> <p>Where do individuals go to when they need answers to difficult questions or guidance during a time when they feel in need?</p>	<p>Arabic writings- to help develop a skill.</p> <p>What does it mean to be a Muslim? Personal life – being able to give charity and sacrifice for those who are less fortunate.</p> <p>Public life – charities e.g. Muslim Aid, Muslim Council of Britain</p> <p>Deciding between right and wrong. Understand the significance for Muslims taking the journey of Hajj. Eid ul Adha- Festival of sacrifice after the Hajj.</p> <p>Awareness to Ashura and its significance to Muslims.</p>
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Judaism Key Stage 1

Key vocabulary

Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad,

Shabbat: Kosher Two Candles, Challah, Wine,

Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

Synagogue	Shabbat	Torah and Commandments	Jewish life
<p>Visit a local Synagogue. Locate all important features of the Synagogue: Mezuzah,</p>	<p>Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and</p>	<p>Know that Torah is the holiest document for every Jewish person.</p>	<p>Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but</p>

<p>Bimah, Eternal Light and the Ark with the Torah scrolls.</p> <p>Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.</p> <p>Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.</p>	<p>finishes on Saturday evening.</p> <p>Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world.</p> <p>Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.</p> <p>Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.</p>	<p>Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago.</p> <p>Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe.</p> <p>Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people).</p> <p>Know that the stories in the Torah are known to Christians as the Old Testament.</p> <p>Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.</p>	<p>nowadays they live all over the world.</p> <p>Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.</p> <p>Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn.</p> <p>Know some basic information related to Rosh Hashanah (New Year), Yom Kippur.</p> <p>Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.</p> <p>Listen to some Chanukah songs, sing some in English. Play dreidel.</p> <p>Become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of slavery, how they crossed the Red Sea and received the Torah and the Promised Land.</p>
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Judaism Key Stage 2

Key vocabulary

Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.

Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.

Jewish Life: 5 Books of Moses (Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses,

One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.

Synagogue	Shabbat	Torah and Commandments	Jewish life
<p>Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kipot all the time, devout married women covering heads, complete equality in Progressive Synagogues).</p> <p>Listen to the sound of the Shofar.</p> <p>Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition.</p> <p>Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail.</p>	<p>Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacred and profane, God and people.</p> <p>Know some differences between the ways Traditional and Progressive Jews celebrate Shabbat. (using light, driving cars)</p> <p>“Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life.</p> <p>The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</p>	<p>Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow.</p> <p>Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses.</p> <p>Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms.</p> <p>Find out about King David and his story. Interpretation of Psalms.</p> <p>Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</p>	<p>Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons).</p> <p>Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.</p> <p>Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.</p> <p>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one’s actions and for the whole community?</p> <p>Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words.</p> <p>Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.</p>

Judaism Key Stage 3

Key vocabulary

Synagogue: Ark, Bimah, Gabbai Kippah, Menorah (Chanukiah), Mezuzah, Ner Tamid (Eternal Light), Siddur, Star of David, Rabbi, Tallit, Tefillin, Torah Scrolls, Yad.

Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Maariv, Mincha, Kabbalat Shabbat, Kiddush Cup (goblet), Kosher, Shachrit, Two Candles, Wine.

Jewish Life: 5 Books of Moses (Chumash), 24 Books of the written Torah, 613 Commandments, Antisemitism, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Diaspora, Dreidel, Egypt, Holocaust, Israel, Israeli-Palestinian Conflict, King David Maccabees, Matzah, Messiah, Mitzvah Day, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Pikuach Nefesh, Pogroms, Purim, Rosh Hashanah, Shema Israel, Scriptural Reasoning (Inter-Faith activities), Shofar, Sukkah (Booth), Talmud, Tikkun Olam, Yom Kippur.

Synagogue	Shabbat	Torah and Commandments	Jewish life
<p>Know when Jewish people come to Synagogues: (Friday evening – Kabbalat Shabbat to welcome Shabbat, Saturday morning, Orthodox groups also Saturday afternoon and evening, Yom Kippur all day long prayers, and other Festivals throughout the year).</p> <p>Know what the main roles are related to the running of Synagogues: a rabbi, a warden (Gabbai), an administrator.</p> <p>Find out about the activities of the local Synagogue: Mitzvah Day, Food Bank collections, running Shelters for homeless people in winter.</p> <p>Find out about inter-faith events organised locally, try to participate in one of them.</p>	<p>Know the Jewish concept of Tikkun Olam – repairing of the world, to make the world the best place possible for everyone. Link it with environmental issues. Link it with the problem of today's political conflicts.</p> <p>Shabbat and its central place in Jewish culture and tradition. Shabbat in Israel and the diaspora. Life in the diaspora (outside Israel) and a cultural concept of "wandering Jew".</p> <p>Some historical facts: many expulsions, pogroms and attacks on Jews happened on Shabbat – problem of antisemitism and its different sources in the past and today.</p> <p>Stories of Christian and Muslim people saving Jews during the Holocaust. „Who saves one life saves the world entire” – says Talmud (part of the Oral Torah).</p>	<p>Know the first lines of the „-Shema” Prayer and their meaning to Jewish people. (Also that the words are kept inside Mezuzot and inside Tefillin/Phylacteries).</p> <p>Observe a Jewish man putting on his Tefillin. (in a movie fragment or on-line instruction)</p> <p>Know that in Jewish Talmudic tradition Torah can be reduced to a single instruction: “What is hateful to you, do not do to your neighbour: that is the whole Torah while the rest is commentary; go and learn it.”</p> <p>Did God allow the Holocaust to happen? – know that many Jewish philosophers struggled with this question.</p> <p>Difficult fragments in the Torah and how do we deal with them today? Interpreting Torah in the spirit of dialogue – scriptural reasoning groups.</p>	<p>Know that Israel as a state was created after WWII, in May 1948, but that many Jews lived there since ancient times.</p> <p>Find out about many initiatives trying to end the Israeli-Palestinian conflict.</p> <p>Are religions helping the peace process or making it more difficult. How can we avoid religious conflicts?</p> <p>Interfaith education programmes in the UK.</p> <p>The role of the Woolf Institute at Cambridge University in building bridges between the three Abrahamic faiths.</p> <p>Judaism in culture – famous festivals of Jewish culture. (Jewish Culture Festival in Kraków).</p>

	Judaism and its attitude to life. Know that Judaism does not concentrate on an afterlife.	Torah and problems with homosexuality. Different approaches among Traditional and Progressive communities. Does a Jew have to believe in God or is it enough that he lives according to his commandments? (for more interested students)	
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Sikhism Key Stage 1

Key vocabulary

Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
<p>What do Sikhs believe about God and the creation that we live in?</p> <p>Why Sikhs believe we are all special</p> <p>How Sikhs believe that we are all Gifts from that One Creator</p> <p>How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator</p> <p>What can be learnt from the lives of the 10 Gurus</p> <p>How the Guru Granth Sahib is respected as the Living Guru</p>	<p>What does it mean to belong to a family?</p> <p>Where male and female are treated equal</p> <p>Where all race, religions and nationalities are treated equally</p> <p>Where respectfully we have all been created differently</p> <p>How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols.</p>	<p>How does a Sikh family choose to name a child that they have been blessed with?</p> <p>How going to the Gurdwara brings people together: example when a Turban is first tied on a child.</p> <p>How life and death are celebrated and accepted.</p> <p>Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.</p>	<p>Why do Sikhs think we should be good to each other?</p> <ul style="list-style-type: none"> • RESPECT • EQUALITY • FORGIVENESS <p>How can Meditation, honest living and serving humanity help us become better people?</p> <p>Doing good deeds.</p>

Sikhism Key Stage 2

Key vocabulary

Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
<p>Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc</p> <p>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ?</p> <p>What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life – how does reincarnation work?</p>	<p>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</p> <p>What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).</p>	<p>What happens in Sikh celebrations and ceremonies in the Gurdwara?</p> <p>How does music and meditation play an important part in Sikh ceremonies.</p> <p>Explore how music and meditation can make you feel</p> <p>How is the Guru Granth Sahib respected in the Gurdwara?</p>	<p>Why is Seva (Selfless Service) such an important aspect of human life?</p> <p>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</p> <p>In what ways do Sikhs make a difference in the local community?</p> <p>How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?</p>

Sikhism Key Stage 3

Key vocabulary

Acceptance, Akhand Patth, Amrit Ceremony, Chaur Sahib, Daswandh, Equality, Family life, Five Evils, Five K's Forgiveness, Gatka, Gurdwara, Guru Granth Sahib, Haumai, Kaur, Khalsa, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sangat, Sahib, Singh, Nitnem, One Creator (Ek Oankar), Respect, Sharing, Seva, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban, Vaisakhi.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
<p>Sikhs believe in the concept of Reincarnation.</p>	<p>How can the importance of Daswandh be applied to the daily life of a Sikh family:</p>	<p>Explore how charitable work is an important part of Sikh celebrations and ceremonies.</p>	<p>How do Sikh live the advice shared by Guru NANAK:</p>

<p>Explore what this might mean in daily life, and how one treats others.</p> <p>How did the Guru's challenge the practice of Caste Systems and Ritual practices of the time, and how may this be applied today</p> <p>Why and how may Sikhs accept they have responsibilities to care for the world in which we live in? Explore how Sikhs have responded to Global and local issues both in the past and present times</p>	<ul style="list-style-type: none"> • In school • At work • In the Community <p>How are the 5k's not just symbols, and what do they really mean and used for by an Initiated Sikh who has received Amrit.</p> <p>The Guru Granth Sahib promotes interfaith harmony; how may this help a Sikh belong to a Society where his or her external appearance may stand out.</p>	<p>What do Sikhs believe about life after death, and how are these beliefs reflected in the death ceremony</p> <p>Explore why Guru Gobind Singh asked for 5 Heads at the Vaisakhi Ceremony in 1699, and how the Birth of the Khalsa is celebrated today.</p> <p>What challenges may Sikhs face in practicing Gatka and other arts during celebrations and activities outside of the Gurdwara?</p>	<ul style="list-style-type: none"> • NAAM JAPNA (remembering God) • WAND KE SHAKNA (sharing) • KIRAT KARNEE (truthful living and earning) <p>Sikhs believe in Equality, and how will a Sikh practice this in their daily lives</p> <p>How does a Sikh learn to control their mind from following bad thoughts and habits; and what may these be today in society.</p>
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The websites listed below offer schools and teacher's information and resources that should be used to help inform and influence planning only.

Generic Resources

- <http://www.bbc.co.uk/religion/religions/>
- <http://www.reonline.org.uk/>
- <http://www.natre.org.uk/>
- <http://www.retoday.org.uk/>
- <http://www.shapworkingparty.org.uk/calendar.html>
- <https://www.tes.com/teaching-resources>
- <https://www.religiouseducationcouncil.org.uk/>
- <http://www.woolf.cam.ac.uk/>
- <https://interfaith.org.uk/>
- <https://www.twinkl.co.uk/>
- <https://pathwaythroughreligions.pixel-online.org/>

Buddhism

- <http://www.bbc.co.uk/religion/religions/buddhism/>
- <http://www.thebuddhistsociety.org/>
- <http://kadampa.org/reference> (website with information on Kadampa Buddhism)

Christianity

- <http://www.bbc.co.uk/schools/religion/christianity/>

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- <http://www.understandingchristianity.org.uk/>
 - <https://www.christianaid.org.uk/schools>
 - <https://cafod.org.uk/Education/Education-resources>
 - <https://www.quaker.org.uk/children-and-young-people/teachers>
 - <https://www.salvationarmy.org.uk/schools-and-colleges>
 - <http://www.barnabasinchurches.org.uk/ideas/>

Hinduism

- <http://www.bbc.co.uk/religion/religions/hinduism/>
- <http://www.hinduCounciluk.org/>

Humanism

- <https://humanism.org.uk/>
- <http://www.ugandahumanistschoolstrust.org/>
- <https://www.humanism.scot/>

Islam

- <http://www.bbc.co.uk/religion/religions/islam/>
- <http://www.discoverislam.co.uk/>
- <http://www.1001inventions.com/> (link to a website that showcases famous Muslim inventions, scientists and inventors)

Judaism

- <http://www.bbc.co.uk/religion/religions/judaism/>
- <https://www.myjewishlearning.com/>
- <https://www.chabad.org/kids> (website with clips and games)
- <https://teachersportal.org.uk/schools/> (link to the teachers portal for the Jewish museum in London)

Sikhism

- <http://www.bbc.co.uk/religion/religions/sikhism/>
- <http://sikhCounciluk.org/>
- <http://www.sikheducationsservice.co.uk>
- <https://www.basicsofsikhi.com/resources/>

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- ⁱ https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/09/RE_Review_Summary.pdf
- ⁱⁱ <https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/05/Final-Report-of-the-Commission-on-RE.pdf>
- ⁱⁱⁱ <https://www.religiouseducationcouncil.org.uk/projects/draft-resource/>
- ^{iv} <https://www.religiouseducationcouncil.org.uk/projects/draft-resource/>
- ^v <https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/07/5-REC-Worldview-Report.pdf>
- ^{vi} <https://www.religiouseducationcouncil.org.uk/projects/draft-resource/>
- ^{vii} <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>
- ^{viii} Moore, Diane L. (2007,) *Overcoming Religious Illiteracy: A Cultural Studies Approach to the Study of Religion in Secondary Education* ISBN 978-1403963499

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APPENDIX 2



A REQUEST FOR INVESTMENT FOR A REVISED LOCALLY AGREED SYLLABUS FOR RELIGIOUS EDUCATION AND WORLDVIEWS

To: **Jonathan Lewis, Service Director, Education**

Meeting Date: **6th December 2021**

From: **Amanda Fitton, RE Adviser to CCC, PCC and RCC**
Julia Ewans, Chair of CCC SACRE
Laura Corcoran Clerk to Cambridgeshire and Peterborough Sacre's

Background

1. The Local Authority has a duty to establish a permanent body known as the Standing Advisory Council on Religious Education for Peterborough (SACRE) in accordance with the 1996 Education Act.
2. The broad role of the SACRE is to support the effective provision of Religious Education (RE) and collective worship in schools within the local authority area and to enrich the experience of RE and collective worship for all pupils. The SACRE must comply with its statutory obligations as set out in the Act and shall advise the Local Authority on matters connected with:
 - RE to be given in accordance with the Agreed Syllabus (AS);
 - religious worship in community schools or in foundation schools which do not have a religious character;
 - following a referral from the Local Authority for such advice or otherwise as the SACRE sees fit;
 - monitor the provision and quality of RE taught according to the AS together with the overall effectiveness of the syllabus; and
 - provide advice and support on the effective teaching of RE, the choice of teaching materials for RE and the provision of teacher training.
3. RE helps develop an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education). It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.
4. The Locally Agreed Syllabus (LAS) is a statutory syllabus of RE prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in maintained schools without a designated denomination. Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages. Every LAS must reflect that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.
5. Cambridgeshire County Council's LAS was introduced in Sept 2018 in a collaboration of SACRE's between Peterborough City Council (PCC), Northamptonshire County Council (NCC), and Rutland County Council (RCC). It was built in consultation with local schools and local faith and local non-faith groups. It is distributed free-of-charge to all schools which led to all LA schools adopting the syllabus and 80% of academies doing the same. It is expiring in August 2023 and we have a statutory duty to review and update it.

Reason for resources

6. Since our current one was produced RE has changed significantly, such as the introduction of worldviews and the need for a more academic approach to RE across all key stages. Ofsted are taking a greater interest in RE, with their Review of RE in May 2021, suggesting the need for more academic rigour in RE and a greater reflection of Worldviews for pupils' personal development. This increased interest is reflected with noticeable references to RE in recent Ofsted Reports. With all these changes SACRE is obliged to incorporate them into a new LAS.
7. A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews. Young people will need to live and collaborate well with people with very different worldviews from themselves.
8. SACRE believes that to keep ahead of the required and suggested changes then the LAS needs to be reviewed and revised accordingly.

Options we considered

9. To meet our obligations, we have considered the following options:
 - a. **Do nothing.** This will lead to being in breach of our statutory duties and consequently being obliged to choose option b or option c.
 - b. **Buy in a new LAS.** RE Today have one. We could buy one from another major county council. We assume they incorporate world views. This has the advantage of speed. It has the disadvantage of not reflecting the population we represent or the priorities our local schools have valued. It will cost a license fee fixed for a five-year period of £18,550 plus VAT. With this system schools or the LA cannot change any aspects of the curriculum.
 - c. **Refresh the existing one.** Local faith groups and schools like it. We have time and so we are not in a rush. It has the advantage of co-production and buy-in. The disadvantage is we need to free up resources to produce the update. It will cost up a production fee of £20,880 and income of £13,500 leading to a net cost of £7,380. See Appendix 1 break down. Changes to the curriculum can be managed locally usually at no cost and at any suitable time.
10. We recommend option c, as it allows for co-productions, flexibility and least net cost.
11. To reduce the financial burden, we have held discussions with PCC and RCC, they would like to join us. By joining us they will share the work and consequently cost. Between the 3 authorities there are 374 schools [see appendix 2 for details]. We will ask them to make a contribution in proportion to the number of schools. This means CCC [73%], PCC [21%], RCC [6%]. NCC has since changed legal status. Consequently, we asked West Northamptonshire County Council (WNC) if they would like to join however, they were not able to commit at this time.
12. To reduce the financial burden further we explored collaborating with other neighbouring local authorities. The result was that we discounted:
 - Norfolk County Council's LAS (published before Worldview details were published), and

- Lincolnshire County Council's LAS (a partnership with RE today); and
- other neighbouring authorities (Bedford Borough Council, Suffolk County Council) who have significantly different LAS consequently we may not reach consensus in a timely manner.

Recommendation and implementation

13. We recommend CCC pay the full fee of £20,800 and claim back £5,650 from PCC and RCC. Should WNC join the claim back increases. This way we know it gets done and makes it easier to transact. We also recommend we retain that the agreed syllabus is free to all schools to encourage uptake and continuous feedback of the syllabus. The expenditure is as follows:

- 2021/22 £ 2,500
- 2022/23 £ 9,380
- 2023/24 £ 9,000

14. The Local Authority has a duty to establish an occasional body known as an Agreed Syllabus Conference (ASC) to review an Agreed Syllabus in accordance with the Act. This document sets out how the SACRE and the ASC will operate, their membership and composition, the procedures both bodies will follow and their decision-making structures. The aim is to ensure that both SACRE and the ASC operate efficiently, transparently and are fully accountable to the public. The work we would do is to convene an ASC 2023. We are applying the mandated approach to Curriculum development.

15. This group will do the following:

- a. Terms of reference,
- b. Communications plan,
- c. review the existing agreed syllabus, review the recommendations from Ofsted, the RE Council and other official bodies, especially around curriculum content and the new 'World views' element of RE.
- d. Work with the adviser and teachers to create updated assessment guidance, curriculum guidance and materials.
- e. Making the agreed syllabus a sophisticated and professional document.
- f. Work on a website that dedicated to the agreed syllabus and associated materials that is shared by all the LA's.
- g. Organise a professional launch of the agreed syllabus that celebrates the syllabus and supports schools in CPD.

Appendix 1 – cost breakdown.

The cost will cover:

Cost element	Calculations	Cost	Income
Clerking time and costs – The clerk is needed for every meeting and to administer minutes and correspondence.	10 mts x 3hrs + admin hours x10 = 40hrs @£25ph	£1,000	
Extra adviser time and costs – to attend meetings, Assessment, curriculum mapping and lesson resources.	10 mtgs x 4hrs at £100ph and 6 days working with teachers on curriculum @ £480 per day	£6,880	
Teaching cover – to attend meetings, writing materials and working with teachers and advising on the syllabus.	2 teachers x 6 days @ £250	£3,000	
LAS document styling and website and SACRE member costs		£1,000	
Sub Total The actual cost to the LA's will be shared between three LA's with <u>no launch event</u>.		£11,880	
CPD launch event, guest speakers, workshop and launch.	150 guests x £60	£9,000	
CPD launch event gets schools to adopt and provides immediate training/CPD for teachers.	150 guests x £90		£13,500
Total With a launch event the actual cost can be reduced to £7,380 again shared between 3 LA's.		£20,880	£13,500

Appendix 2 – schools mix.

LA	LA Schools	Academies	Special Schools	Free Schools	Total (percentage of total)
Cambridgeshire	129	130	11	3	273 (73%)
Peterborough	28	46	6	0	80 (21%)
Rutland	2	18	1	0	21 (6%)
Total	159	194	18	3	374 (100%)

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 6
8 MARCH 2023	PUBLIC REPORT

Report of:	Ricky Cooper, Assistant Director, Children's Services	
Cabinet Member(s) responsible:	Cabinet Member for Children's Services, Education, Skills and the University Councillor Lynne Ayres	
Contact Officer(s):	Ricky Cooper, Assistant Director Children's Services	Tel. 01223 699609

REVIEW OF THE REGIONAL ADOPTION AGENCY ARRANGEMENTS

RECOMMENDATIONS	
FROM: Ricky Cooper, Assistant Director Children's Services Cabinet Member for Children's Services, Education, Skills and the University, Councillor Lynne Ayres	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Note the contents of the report. 2. Raise any queries with officers. 	

1. ORIGIN OF REPORT

1.1 This report has been written by the Assistant Director for Children's Services at the request of the Committee.

2. PURPOSE AND REASON FOR REPORT

2.1 The report is presented to Committee to update on the overall progress and achievements of the Regional Adoption Agency for Cambridgeshire and Peterborough. The RAA, hosted by Cambridgeshire County Council, created in response to the legal requirement that authorities regionalise their adoption services, discharges PCC's statutory duties in relation to the recruitment of adopters, the identification and matching of children with suitable adopters and post adoption support, including birth records counselling for adopted adults as well as the delivery of special guardianship support.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

1. Children's Services including
 - a) Social Care of Children;
 - b) Safeguarding; and
 - c) Children's Health.

2.4 This report relates to all elements of the Children in Care Pledge.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

4.1 This report is the first report to the Scrutiny Committee regarding the work undertaken and the governance arrangements for Cambridgeshire & Peterborough Adoption – the Regional Adoption Agency for Cambridgeshire County Council & Peterborough City Council.

The Agency is responsible for adoption services on behalf of Cambridgeshire County Council & Peterborough City Council. Cambridgeshire County Council and Peterborough City Council collaborated to establish Cambridgeshire and Peterborough Adoption, which is a hosted model, hosted by Cambridgeshire County Council and started from December 2020. The Regional Adoption Agency was created in response to the legal requirement that authorities regionalise their adoption services.

Governance Arrangements:

The Regional Adoption Agency (RAA) is responsible for providing adoption and adoption support services across both Peterborough and Cambridgeshire. PCC and CCC have collaborated since December 2020 to provide a shared adoption agency service hosted by CCC and supported by a formal partnership agreement.

The written Partnership Agreement outlines specific roles and responsibilities between the two Authorities, as well as governance arrangements required for overseeing service provision and terms of the partnership.

Governance is provided substantially by the ‘Regional Adoption Agency Partnership Board’ which is chaired by the Assistant Director of Fostering, Regional Adoption & Specialist Young People’s Services, and comprises key service personnel including finance and commissioning managers as well as operational colleagues. An adopter also sits on the Board which provides a richness of user participation and challenge in relation to service developments through the lens of a consumer/service user.

As per the Partnership Agreement, the RAA is funded by a designated percentage contribution between PCC (30%) and CCC (70%), taking into account indexation in line with local pay awards, other changes in staff pay, changes in the type of service provided, or any changes in law, government policy, guidance and best practice.

In May 2022, an Internal Audit was completed by a Senior Auditor for Peterborough City Council. The Audit concluded that there was evidence of regular and effective RAA Partnership Board meetings which monitor service provision and performance. It found that the requirements of the RAA Partnership Agreement are generally being adhered to, although there are opportunities to further enhance compliance and build on existing RAA governance arrangements, including RAA Partnership board membership and attendance.

Since then, there have been clear communication to board members with regards to their attendance and there has been significant improvements with membership attendance.

There is a Service Plan in place for the Regional Adoption Agency and this outlines to plans for the service. This includes:

- Targeted Recruitment of Adopters
- Streamline process for adopter assessment and matching for children.
- Evolve the training offer for adopters
- Increase the use of Early Permanence placements
- Expand the involvement of adopters in the service delivery
- Expand the therapeutic offer in the RAA

Overall Performance:

There are many aspects that are working well:

- The full transition and embedding of services, processes and procedures is ensuring families are provided with a consistent experience, resulting in a higher conversion rate and a lower dropout rate of prospective adopters
- Strong Early Permanence placement offer of dual approved Concurrency and Foster to Adopt placements to children under 2 years of age to promote strong attachments for children and the avoidance of trauma caused by a placement change
- Effective joint working relationships with the Family Safeguarding Teams to ensure early internal matching where adoption is likely to be the plan and an earlier move into their permanent family
- Assessment and approval timescales are reducing for all types of placement which contributes to increasing the speed in which children are placed with their permanent families

What needs to improve

- Faster access for adoptive and special guardianship families to support so that families can make positive changes sooner and reduce the likelihood of placement breakdown
- Bridging the growing 'adopter gap' for children who need adoption by increasing the pool of adopters so that children have permanent families more quickly
- Faster adoption planning for relinquished babies to ensure these children achieve permanence at the earliest opportunity

Priority actions

- Embed and increase the use of triage assessments in the Adoption & Special Guardianship Support Team to enable families to access support quickly and for reports to courts to be timetabled and submitted with more urgency
- Develop a stronger web-based marketing strategy and presence that is informed and driven by the needs of children placed for adoption
- To ensure improved access for adopters and special guardians to therapeutic parenting support in a group training setting that will strengthen family relationships by implementing the evidenced based Foundation for Adoption model.

Performance Q1-Q3 (April - December 2022):

Children –

	April – December 2022
Total Number of children Placed with Adopters	35 of which 11 are Peterborough City Council Children
Early Permanence Placements	13 of which 6 are Peterborough City Council Children
Number of Adoption Orders Granted	40 of which 15 are Peterborough City Council Children
Number of children waiting to be placed (with a Placement Order or a plan for adoption) (as of 31 st December 2022)	43 of which 19 are Peterborough City Council Children
Number of New Best Interest Decisions Plans for Adoption (as of 31 st December 2022)	50 of which 24 are Peterborough City Council Children

It is acknowledged that there was a slower start to the year for the number of children placed for adoption, however this has steadily increased, and we have a further 11 children linked for adoption and will be presented to the Adoption Panel for matching by the end of Q4. We continue to have positive performance for early permanence placements linked to our 'opt-out' approach to adopters. This is strengthened with lead practitioners in Recruitment & Assessment and Family Finding liaising with the Safeguarding teams to ensure early identification. We have currently placed 13 children in Early Permanence Placements. For the same period at the end of Q 3 for 21/22 we had placed 10 children. This indicates strong performance.

The ASGLB data for end of Q2 supports our positive performance and it shows the positive impact that the Regional Adoption Agency is having for children. We have continued to have high % of children exiting care via adoption (19%) as well as the number of children adopted who were previously in an early permanence placements (41%). The timeliness of matching children for adoption & placing children for adoption for Peterborough City Council has remained consistently good and being significantly lower than the national average.

The national trend is that the number of children with a plan for adoption and being made subject to a placement order has been declining and remains low. For Cambridgeshire and Peterborough there has been different pattern and has maintained consistency in this. Peterborough City Council has had 24 new plans for adoption by the end of December 2022 and children are placed for adoption swiftly. Of the children who are waiting to be placed for adoption, no child has been waiting for longer than 7 months and this is significantly better than the national data and Eastern Region average who both have 30% of children waiting for longer than 8 months.

It is important to also consider Adopter Gap for the Regional Adoption Agency – this is an analysis on the gap between the number of adopters available compared with the number of children needing adoptive parents. As of Q2 the National Adopter Gap is +68% indicating that there is an excess of adopters available. The Eastern Region has a +166% mirroring the national trend with there being an excess of adopters available. However, the data for Cambridgeshire & Peterborough Adoption is very different. We currently have a -16% adopter gaps indicating that we have less adopters available for children (21 adopters available for 32 children). This highlights the importance of continuing to actively promote adoption to recruit adoptive parents and have a creative marketing strategy.

Recruitment of adopters:

	April – December 2022
Number of Enquiries	222
Number of applications commencing Stage 1 (A22)	31 – this is a 14% conversion from enquiries.
Number of adopter approvals (A21)	23

It is acknowledged that the number of adoptive approved this year to date is lower than we have anticipated. It has become clear the enquiries remain high and we have seen an improvement in the conversion to application we ensured a proactive approach to initial interviews and application.

There are some positive messages with regards to recruitment – the numbers of enquiries, initial interviews and applications to adopt are increasing which give positive base for the numbers over the next 12 months. We have continued to hold regular information sessions and include a combination of face to face and virtual. The dedicated Recruitment Officer that continues to be a positive addition to the team to ensure consistency in our approach.

We are also aware of the need for adopters for children who are deemed harder to place – primarily siblings and children over 5 years old. We have, and continue to, promote adoption for siblings via our social media, however we also recognise that we need to explore if we can create more of those in assessment to have the desire and skills to adopt siblings. We are reviewing the training provided for siblings and looking into ways in which we can strengthen our offer. We plan to create a new video and podcast to promote adopting a sibling group that we can use as part of a marketing campaign as well as training materials for those currently in assessment.

Marketing & Recruitment:

We have made significant progress with improving and updating the website and the final adjusted website has been completed and there will be an approach to continuously improve the website. We have continued to broaden our social media presence with the launch of our Instagram page.

One of the positive messages from the marketing over the past few months is that we have seen an increase in the number of enquiries, a total of 222 in 9 months which is greater than this time last year (202). We have had a dedicated Marketing Assistant since January 2022, and this has had a significant positive impact

We continue to support national adoption campaigns including National Adoption Week in October and #YouCanAdopt in June and LGBTQ+ Fostering & Adoption Week in April – within these campaigns we develop our own marketing materials to ensure they have the national and local approach and extend the campaigns beyond the national dates where necessary. The RAA has an active marketing strategy that runs throughout the year with a strong presence on social media platforms.

Adoption & Special Guardian Support:

	April – December
Number of Referrals for Initial Assessments	90 (Adoptive families – 55, Special Guardianship families – 35)
Number of referrals for adult support	40
Number of Initial Assessments completed	104
Value of approved ASF applications	£544, 139

The demand for the service continues to exceed the capacity, however it is important to note that this is a theme nationally for Regional Adoption Agencies.

The Adoption Support Fund has continued to be an area of significant benefit for families securing since April a total grant received from the DfE for £544,139 of therapeutic support. To date most of this is support commissioned for external providers. The RAA continues to explore options to up skill our current workforce in the delivery of specific therapeutic interventions as a contingency should the ASF cease. Funding for the ASF has been extended to March 2025.

5. CORPORATE PRIORITIES

5.1 This report links to the following Council's Corporate Priorities:

- Our Places & Communities*
- *Health and Wellbeing*
- Prevention, Independence & Resilience*
- *Children*

Further information on the Council's Priorities can be found here - [Link to Corporate Strategy and Priorities Webpage](#)

6. CONSULTATION

6.1 NA

7. ANTICIPATED OUTCOMES OR IMPACT

7.1 NA

8. REASON FOR THE RECOMMENDATION

8.1 This report is just for noting but Officers invite comments from Committee Members.

9. ALTERNATIVE OPTIONS CONSIDERED

9.1 NA - There are no alternative options to consider.

10. IMPLICATIONS

Financial Implications

10.1 No financial implications.

Legal Implications

10.2 There are no legal implications, as this report is for information.

Equalities Implications

10.3 *NA*

11. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

11.1 *None*

12. APPENDICES

12.1 *None*

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 7
8 MARCH 2023	PUBLIC REPORT

Report of:	Elaine Redding, Executive Director Children's Services	
Cabinet Member(s) responsible:	Cabinet Member for Children's Services, Education, Skills and the University Councillor Lynne Ayres	
Contact Officer(s):	Elaine Redding, Executive Director Children's Services	Tel. 01733 863655

DIRECTORS BRIEFING REPORT TARGETED SUPPORT, CHILDREN'S SOCIAL CARE AND OFSTED UPDATE

RECOMMENDATIONS	
FROM: Elaine Redding Executive Director Children's Services	Deadline date: N/A
<p>It is recommended that Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Note the contents of the report. 2. Note the Focused Visit activity by our regulator, Ofsted. 	

1. ORIGIN OF REPORT

1.1 This report has been written by the Executive Director of Children's Services at the request of the committee.

2. PURPOSE AND REASON FOR REPORT

2.1 This report provides Members with an overview of the impending Ofsted Inspection of the service.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

Children's Services including
a) Social Care of Children; and
b) Safeguarding

2.3 This report relates to all elements of the Children in Care Pledge.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	YES/NO	If yes, date for Cabinet meeting	
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4. BACKGROUND AND KEY ISSUES

This report provides an overview of the performance of children's services in Peterborough, starting with early help, the work of the Integrated Front Door, including the Multi-Agency Safeguarding Hub, services to children in need provided by the Family Safeguarding service, and finally considering corporate parenting services. All performance information is as at the end of January the most recent data available at the time this report was prepared.

4.1 Targeted Support Service:

4.1.1 Following consultation within the Early Help Service the name of the service was changed to Targeted Support Service as of 3 January 2023.

4.1.2 The Local Authority has a practice standard of 10 days, we are currently on 12 days. The increase is as a direct result of a number of referrals pre-Christmas as in line with the trend of schools making referrals in anticipation of their closure.

4.1.3 In the 12 months to Nov 22 there were 1246 open Early Help assessments which equates to 3.5K children. This puts us higher than the eastern region average. Just over 50 % of assessments relate to health needs. These are around neuro diversity and Mental Health and behaviour in schools.

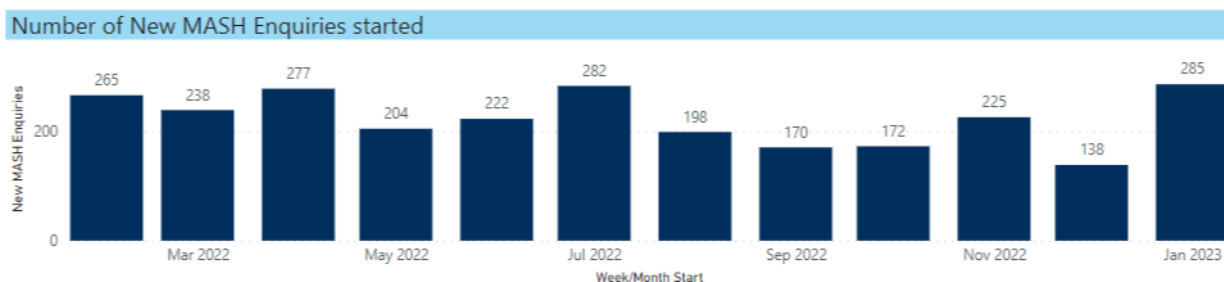
4.1.4 Over a six-month period 274 parents/carers completed evidenced based parenting programmes. More families are requesting face to face options again although a hybrid model of delivery is offered. Families reported improvement in parental confidence across all parenting courses delivered.

4.1.5 There had been some capacity issues with the in-house family work team over the last few months due to vacancies, but the team is now fully staffed and with no delays in families accessing support.

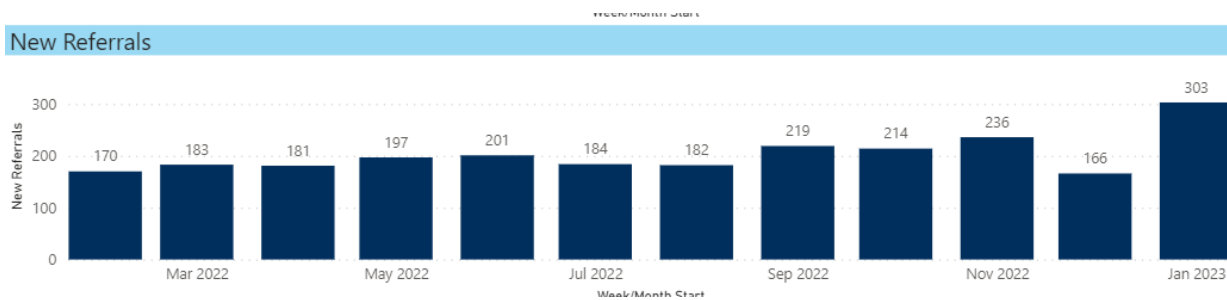
4.1.6 Supporting Families is on track to achieve the payment by results target for the number of successful family outcomes for the current financial year.

4.2 Children's Social Care:

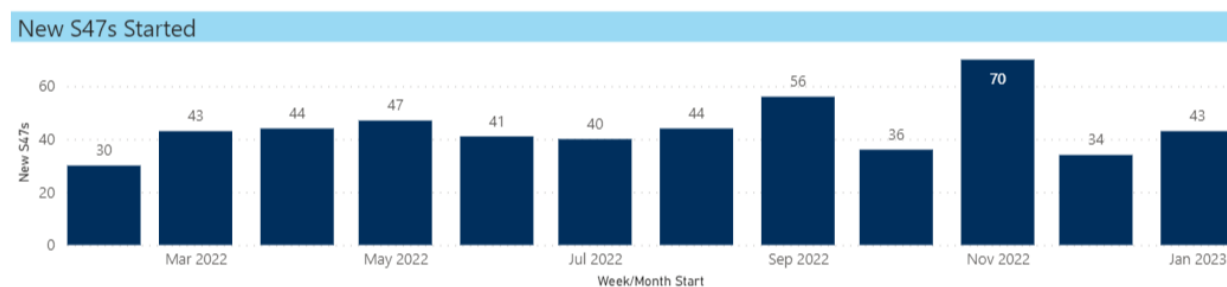
4.2.1 Below is the number of enquires made to the MASH, with 285 in January 2023, this is a sharp increase. There is a review of the way in which the workflows in the MASH and Integrated Front Door.



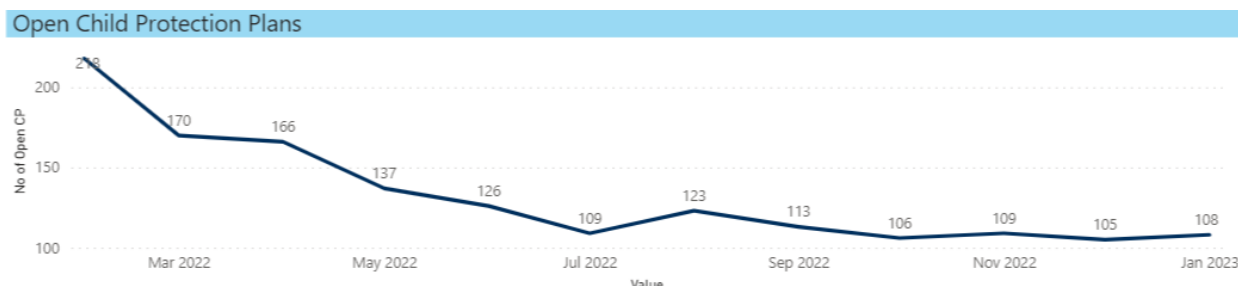
4.2.2 In January 2023 there was a significant increase in the number of new referrals opened to the assessment service. This is in part due to the work which is being undertaken on reviewing the MASH thresholds.



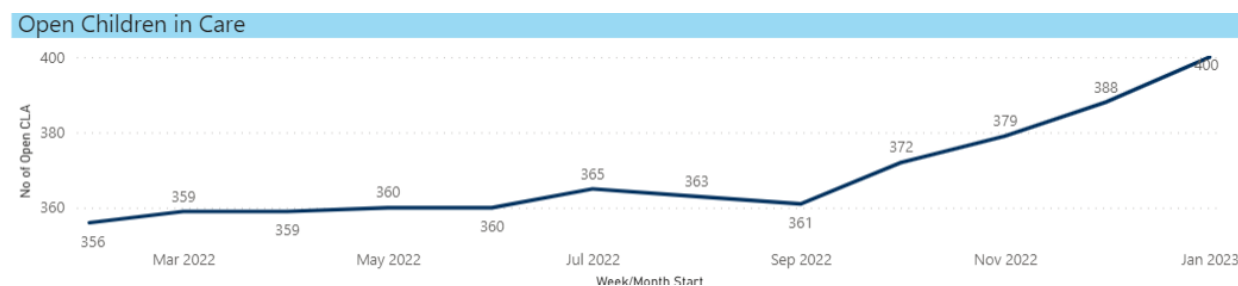
4.2.3 Section 47 Enquiries are carried out to assess if there is the risk of significant harm to a child (or children). The chart below shows the number of S47 enquires started in January 2023.



4.2.4 Child Protection: there were 108 children subject to a child protection plan, this is significantly lower than our regional and statistical authorities. However, the service is undertaking a qualitative review to understand if the numbers are in line with what we expect for Peterborough.



4.2.5 Children in Care: The continued increase in children entering care relates to a number of factors such as the increase in the number allocated of Separated Migrant Children (SMC) being transferred to Peterborough from the National Transfer Scheme. Additionally, the service is seeing more children presenting with acute, complex behaviours which require statutory intervention / accommodation as a starting point.



4.3 **Ofsted:**

- 4.3.1 There has been ongoing dialogue between Ofsted and Elaine Redding Executive Director of Children's Service and she has been very clear with them where concerns are and what the service is focussing on.
- 4.3.2 Ofsted have now confirmed that they will undertake a Focused Visit on the Integrated Front Door for Peterborough which will look at the Multi-agency Safeguarding (MASH), Missing and Exploitation (MET) and Early Help Hubs.
- 4.3.3 There is a Multi-agency Action Plan in place and has been shared with Ofsted. Inspectors will be on site for two days only, and this will be at Chord Park, Godmanchester where the service is based.
- 4.3.4 Following on from the Focused Visit and outcome the expectation will be that there will be an ILACS (Inspection of Local Authority Children's Services) in the summer 2023 which would look at all the services provided to children, including work with internal and external partners.

The Action Plan has been shared with all services and this is being used in team and service meetings to progress the actions.

5. **CORPORATE PRIORITIES**

- 5.1 This report links to the following Council's Corporate Priorities:

- Our Places & Communities*
- *Health and Wellbeing*
- Prevention, Independence & Resilience*
- *Children*

Further information on the Council's Priorities can be found here - [Link to Corporate Strategy and Priorities Webpage](#)

6. **CONSULTATION**

- 6.1 Consultation has taken place with key officers and key partner service areas including business information services for performance data.

7. **ANTICIPATED OUTCOMES OR IMPACT**

- 7.1 That Committee:
- Gains an overview of how key performance information in relation to children's services in Peterborough;
 - Has an opportunity to discuss the activities of the Portfolio Holder in supporting children's services in Peterborough.

8. **REASON FOR THE RECOMMENDATION**

- 8.1 Children's services support and help to protect some of the most vulnerable children and young people in the city. How well the service performs is therefore properly a matter of significant importance to leaders and Members.

It is more important than ever that Scrutiny Committee has the opportunity to understand, explore and scrutinise the way that we support and safeguard our vulnerable children and young people.

9. ALTERNATIVE OPTIONS CONSIDERED

9.1 There are no applicable alternative options available.

10. IMPLICATIONS

Financial Implications

10.1 There are no financial implications arising from this report.

Legal Implications

10.2 There are no legal implications as this report is for the committee's information.

Equalities Implications

10.3 There are no direct implications for equalities issues arising from this report.

Children in Care and Care Leavers

10.4 This report relates to vulnerable children and young people, including children who are looked after and care experienced.

11. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

11.1 None.

12. APPENDICES

12.1 None.

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
8 MARCH 2023	PUBLIC REPORT

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Cabinet Member for Children’s Services, Education, Skills and the University Councillor Lynne Ayres	
Contact Officer(s):	Jonathan Lewis, Service Director Education	Tel. Insert contact number

SERVICE DIRECTOR EDUCATION REPORT AND PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDRENS SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY

RECOMMENDATIONS	
FROM: Jonathan Lewis, Service Director Education Cllr Lynne Ayres, Cabinet Member for Children’s Services, Education, Skills and the University	Deadline date: N/A
<p>It is recommended that Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Note the contents of the report. 2. Support Elected Members and Officers in their work to support and challenge schools to improve standards of attainment and rates of progress for children in Peterborough early years settings and across our schools and colleges. 	

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the committee. It also incorporates an overview from the Cabinet Member for Children’s Services, Education, Skills and the University.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to cover two areas –

- Portfolio progress report from the Cabinet Member for Childrens Services, Education, Skills And The University
- Outlining the latest position on Education in Peterborough across a range of the council’s statutory duties.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

- Children’s Services including
- a) Social Care of Children;
 - b) Safeguarding; and

- 2. Education, including
 - a) University and Higher Education;
 - b) Careers; and
 - c) Special Needs and Inclusion;

2.3 This report links to the Children in Care Pledge: Support children in care to have a good education.

3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. **PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDRENS SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY**

4.1 At the previous Scrutiny Committee meeting, I verbally updated on activities I have undertaken since my last report and for completeness I outline these below -

- *"Many meetings, both face to face and Teams, involving both the Cabinet Member and Cabinet Adviser.*
- *Attendance at East of England Lead members meetings and in particular extra ones relating to the several Childrens and Education Services national reports covering SEND. Representatives of Government attended to be questioned prior to publication. Toni Bailey, Assistant Director – SEND, attended to give a PCC perspective on the challenges around SEND from the point of view of PCC.*
- *Report into Childrens Services by Josh McAllister including a discussion with a representative of this Inquiry particularly re Family Safeguarding*
- *ICS -Joint Health and Wellbeing Board - I became a member of this board, together with Cllr John Howard for Adult Services and meetings now take place at Alconbury Weald every 6 weeks. We helped shape the priorities which are now published. There is a general emphasis throughout of the need to consider and prioritise children.*
- *Regular meetings with the Interim DCS discussing matters solely relating to PCC.*
- *Shared Services – I have undertaken regular meetings with the CCC CYP Committee Chair. The arrangements are currently subject to a consultation.*
- *Education - regular meetings with Jonathan Lewis and encouraging results now apparent from the continual work going on in school improvement.*
- *Meetings with Assistant Directors regularly including dealing with the Targeted Youth Service.*
- *Attending interviews to appoint the new Assistant Directors Head of SEN and Interim DCS.*
- *Attending as Chair of the Education Capital Board and the SEN Executive Board*
- *Topping out ceremonies at Heltwate School Manor Drive Academies and Phase 1 of ARU Peterborough.*
- *Opening ceremonies at the St John Henry Newman RC School.*
- *Public Health - regularly meet with Raj Lakshman, Consultant in Public Medicine, including meeting with Cllr Howard at the Child Health Centre and discussions with Health Visitors.*
- *Visits to Schools e.g Marshfields and other organisations (e.g. Centre 33 recently was visited by Cllr Bisby).*
- *Attending the PCC EYFS conference at The Fleet and START Performance Board.*
- *Attending National Literacy Trust meetings with the CEO and others including the Royal visit of Princess Anne at the Central Library.*
- *City College - Since the change of Governance, I have been attending Board meetings to represent PCC together with principal of ARU Peterborough, John T Hill and Jonathan Lewis.*
- *Meeting with 0-25 service officers.*
- *Meeting with PCC Youth MP.*

- *Attending meetings of the Peterborough Music Hub (part of the Education department).*
- *Attending visits to Youthzone in Dartford.*
- *Ahead of an imminent Ofsted inspection in Childrens Services, met weekly with the Interim DCS to discuss new arrangements and the Ofsted Self Assessment report including deep dives ordered by her to prepare for the inspection.*
- *The portfolio covers Skills (at CPCA etc) and ARU Peterborough development generally. Highlighted the importance of work with the university to develop skills. I have established a group to develop a skills strategy for the City, bringing together key partners to ensure we meet the needs of our growing city”.*

4.2 *“I did however want to focus this update on some extremely positive news for the City around our educational outcomes for the 2021/22 academic year. Officers shared the 2021/22 outcomes with the November Committee based upon the provisional data. The Department for Education (DfE) has recently published their revised data which takes account of corrections from remarking and removing children who are not included in the final data e.g. those who have been in education in England for less than 2 years. This has meant some further improvement in our outcomes in the context of the national position. As the table below shows, at Key Stage 2 (end of primary education) we have closed the gap to national to 4%”.*

Key Stage 2	Provisional Result Peterborough	Revised Result Peterborough	National
Achieving expected standard in Reading / Writing and Maths	51.1%	55%	59%
Reading Progress	-0.5	-0.5	0
Writing Progress	-0.6	-0.6	0
Maths Progress	+0.5	+0.6	0

4.3 *“These outcomes mean Peterborough have moved up from 148th in the national league tables in 2018/19 for achieving the expected standard in reading, writing and maths to 123rd. This is out of 151 authorities. We have moved above Norfolk, Suffolk, Central Bedfordshire and Bedford Borough in the Eastern Region. This reflects the hard work and commitment of our schools, governors, Trusts and officers during Covid”.*

4.4 *“The comparison against outcomes in 2015/16 which prompted my review of education in the City can be seen here:”*

	2015/16			2021/22		
	Pboro	National	Gap	Pboro	National	Gap
Achieving expected standard in Reading / Writing and Maths (%)	43	54	-11	55	59	-4
Reading Expected Standard (%)	55	66	-11	69	75	-6
Writing Expected Standard (%)	72	75	-3	65	70	-5
Maths Expected Standard (%)	61	70	-9	69	72	-3

4.5 *“As previously reported, we have also seen strong improvement in secondary outcomes. The revised data does not show material changes, but it is important to remember that our progress saw us move up to 35th nationally out of 151 authorities, an improvement of 37 places from the previous year. The basics measure (English and Maths 5+) saw us move up 13 places to 84th. We should celebrate this improvement in our secondary educational outcomes”.*

- 4.6 *“There remains much to do on our journey to improve educational outcomes in Peterborough but we have made significant progress and I am delighted to see that collaboration and sharing best practice is now strong and is making a difference for our children. I will continue to work closely with Officers to develop the next stage of our plan for educational improvement”.*

5. SERVICE DIRECTOR EDUCATION REPORT

- 5.1 This section of the report provides an update of the key focus areas / challenges in education in the delivery of its statutory functions along with education settings from early years to further education. This report will focus on updates on the following areas:

- Special Educational Needs and Disabilities Service (SEND) Update
- Exclusions and Alternative Provision
- Accelerated Progress Plan (APP) Update
- School Place Planning Update

Special Educational Needs and Disabilities Service – SEND Sufficiency

- 5.2 The Peterborough SEND team are currently maintaining around 2,400 Education, Health and Care Plans. These children are supported across a range of different settings including early years, mainstream schools and specialist placements. 650 children are in specialist placement. 461 are in Peterborough maintained special schools or special academies and 189 are in either out of city or independent special education provision.

- 5.3 We are aiming to decrease reliance on out of county and independent special schools, and ensure we can meet increasing demand through the following strategies:

- Reconsideration of the resource banding to ensure that funding is determined by the needs of the child, rather than the setting they are in. This will increase the ability of mainstream schools to retain children whose needs they can meet with appropriate resourcing.
- Review and expansion of the hub network to create additional places for children who are suitable for mainstream curriculum but need support over and above what a mainstream school can offer. This will include a secondary provision for girls with autism.
- Increase the number of special school places available through both on site expansions and exploration of options for satellite provision.

- 5.4 There are currently 37 children who are awaiting placement in specialist provision. All 37 children are currently on roll at mainstream schools meaning we do not have any children ‘not on roll’. We are providing additional support to the school through our specialist teachers and by offering a package of alternative provision to keep these children supported in school whilst we develop further provision. We have seen that coming out of Covid, new needs are presenting which we would not have had to make provision for previously.

- 5.5 Work is ongoing to ensure there is a SEND sufficiency strategy which is underpinned by current and robust updated data. This will be complimented by a review of the current offer within the city and standardisation of the funding model. This will enable a clear understanding of where provision can be increased and what new provision is needed. Schools will then be invited to express interest in hosting new provision, which will include extending the ability to meet needs within mainstream schools and the option for special schools to consider satellite provision, where appropriate. A business case is being prepared detailing the likely additional places that will be required and indicative costs applied. The council has received additional funding for SEND provision from the Department for Education of £4.6m in 22/23 and £4.3m in 23/24 to support the development of new provision. Any funding requirements above this level will have to be funded through a business case to access prudential borrowing.

- 5.6 Children and Young People who have EHCPs have a school place identified for their next key stage slightly earlier than children who do not have an EHCP. The statutory deadline for finalising the next key stage placement for Nursery 2, Year 2 and year 6 children is 15 February 2023. The

statutory deadline for finalising the next key stage placement for year 11 children is 31 March 2023. The position on transfer at the time of this report is below:

- Nursery 2 - **100%** of transfers have been completed
- Year 2 infant leavers - **100%** of transfers have been completed
- Year 6's - **95%** - of transfers have been completed the 5% that weren't completed are live appeals.
- Year 11's – **35%** of pupils are complete. The deadline for this is 31 March 2023.

Exclusions and Alternative Provision

- 5.7 In 2019, we introduced a new process for providing support for those children at risk of permanent exclusion. Behaviour Panels were established that enable schools to bring cases and seek support / advice on managing challenging behaviour. The panel is chaired by the Local Authority and runs on a fortnightly basis. The purpose of this panel group is to have oversight of cases from Primary and Secondary schools in Peterborough to ensure that appropriate education is provided and the necessary support available for permanently excluded pupils, those students who are at risk of permanent exclusion and those students in need of a referral to Alternative Provision or who because of illness or other reasons, would not receive suitable education without such arrangements being made. From September 2022 the panel also hears referrals from PCC schools to consider Managed Moves. A designated Behaviour and Inclusion Officer will support both the referring school and the receiving school through the process whilst also liaising with the parents of the child.
- 5.8 The Behaviour Panel continues to be fully utilised, with short waiting times to access support. Additional meetings are taking place outside of panel if considered an emergency or if there is an imminent risk of permanent exclusion (PEX) and in order to support schools. Members of the Senior Leadership Teams (SLT) in schools feedback that they are appreciative of the panel and how it supports continued inclusion.
- 5.9 Despite the success of the panel, there has been a significant rise in students with behaviours that challenge within the settings they are placed across the city. These children and young people need additional support which is reflected in our data. The alternative provision academy in Peterborough is currently at capacity requiring officers to commission alternative, bespoke packages to enable therapeutic support to be put in place.
- 5.10 The position with permanent exclusions for the City, by year group, as of 7 February is shown in the table below:

Year Group	Number
11	9
10	14
9	9
8	9
7	1

- 5.11 There have been no permanent exclusions this academic year for primary age children. We believe the support the team are giving primary heads via the Behaviour Panel has contributed to this.
- 5.12 Local Authorities also manage the process around reduced timetables (RTT). In very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs e.g. where a medical condition prevents a pupil from attending full-time education and a reduced timetable is considered as part of a re-integration package. A reduced timetable should only be used as a short-term measure and would be reviewed every 6 weeks. Parents are required to agree any arrangement of this kind. All cases are being closely monitored and challenged by the officer with responsibility for RTT. This includes supportive meetings for

schools and settings to promote exploration of appropriate strategies to facilitate support for a child or young person to return to full time education. There are currently 176 children on reduced timetables across the city. This number is monitored to enable as many to be returned to full time education following regular reviews.

- 5.13 We are currently supporting 12 children and young people who have been diagnosed as unable to attend education by a medical professional (i.e. allocated under our Medical Needs Policy). Peterborough holds the statutory responsibility for delivering a suitable education, which is provided through bespoke Alternative Provision packages. These cases are reviewed on a regular basis to ensure plans are put in place for a return to full time education.

Accelerated Progress Plan (APP)

- 5.14 In June 2019 Peterborough was subject to a Local SEND Area inspection, during which inspectors identified 5 areas of significant weakness that needed to be addressed. These areas of weakness formed the context of a Written Statement of Action (WSOA), which was the subject of a revisit by Ofsted and CQC in January 2022. During the revisit, all but one of the areas of significant weakness were shown to have made appropriate progress and the final area of significant weakness, relating specifically to provision associated with Preparation for Adulthood services especially for young people aged 18-25, formed the context for an agreed Accelerated Progress Plan (APP) (Appendix 1), which was approved by the DfE in August 2022.

- 5.15 To support the delivery of the APP a multi-agency working group has been established to focus on addressing the remaining area of weakness and has been split into 4 areas of delivery:

1. Develop a post-16 strategic plan that will support a more coherent approach to improving outcomes for young people aged 18-25 years to ensure they have access to a full range of opportunities as they move into adulthood.
2. Strengthen the support, co-production and participation opportunities for young people through education, employment and training by:
 - Ensuring the voice of the young person is heard and responded to, with opportunities for them to influence the planning process around their ongoing support and education, employment and training opportunities.
 - Ensuring parents are kept aware of these decisions, and how the voice of the Young person leads the process.
 - Ensuring the Education, Employment Training (EET) offer is engaging to encourage young people to participate in the full Offer.
3. Enhancing promotion of information on the SEND Information Hub (Local Offer) and ensuring it meets the needs of young people and their families.
4. Improving the transition of young people for children's health services to adult health service (to 'make transitions easy')

This has formed the basis of an APP evidence record working document that outlines the progress made and supports the evidence base for the delivery of agreed targets.

- 5.16 As part of the APP monitoring process, a meeting is held at 6 and 12 month intervals with lead officers from education, health, social care and the parent carer forum. These meetings are for DfE and NHSE officers to monitor progress against the delivery areas listed above. The first monitoring visit was held on 21 February 2023 where officers submitted the APP working document for review.

- 5.17 Feedback from the monitoring visit was very encouraging and progress was recognised across all areas of the APP working document. The DfE and NHSE commended the working group for extending the focus of the remit of the APP to incorporate wider views including other connected strategies such as the SEND Strategy, Autism Strategy and other strategies across social care, health and commissioning.

- 5.18 During the meeting, officers were questioned on how current service change proposals could impact on delivery of the APP. Officers provided reassurance that the APP remains a key priority

for Peterborough CC and particularly education and social care services. This was well received by the DfE and NHSE.

- 5.19 The DfE and NHSE officers fed back that over the next 6 months, the APP working group should focus on continued engagement with parents, carers and young people as well strengthening evidence of impact, in order for the APP to be completed within 12 months (August 2023).
- 5.20 The DfE and NHSE will provide a written update following the monitoring visit feeding back on progress made to date and recommendations on focused activity to aid officers to focus on the remaining 6 months of the plan and to prepare for the second monitoring visit in August 2023.
- 5.21 A copy of the APP evidence record working document will be published on the SEND Information Hub (Local Offer), which will include easy read and accessible versions for the public to review. A copy of the current version of the APP working document is attached as Appendix 2.

APP Key Action / Activity Highlights

- 5.22 **Action:** *Develop a post-16 strategic plan that will support a more coherent approach to improving outcomes for young people aged 18-25 years to ensure they have access to a full range of opportunities as they move into adulthood.*

Activity:

- A Post-16 Strategy has been developed and initial feedback has been received from system officers. As a result of the production of the strategy there is a clearer understanding across services as to what is on offer for Post-16 young people.
- A Post-16 Framework for alternative provision has been approved by the Joint Commissioning Board. Officers have seen an increased interest from providers to join the framework, therefore increasing the options for the 18-25 group.
- Links being formed with the Adult Day Opportunities framework to increase options to the 18-25 group.

- 5.23 **Action:** *Enhance awareness/promotion on how to access the autism diagnostic pathway with parent, carers and young adults*

Activity:

- Monthly task and finish group meetings have taken place involving the children and young people's Learning Disability and Autism Commissioner and CPFT children's and adults' autism diagnostic service leads.
- A review of the current Local Offer and CPFT web pages with information on Autism diagnosis has been undertaken which showed the information for diagnostic pathway for children was difficult to find.
- Proposed changes to make the diagnostic pathway more prominent and easier to find have been made and include a link to the Cambridgeshire Lifespan Autism Spectrum Service (CLASS) Clinic web pages, which is the 18 and over service (across Peterborough).
- Proposed changes are being reviewed by CPFT Lead in Children's Services to ensure the information remains within the agreed standards for CPFT Communications.

- 5.24 **Action:** *Strengthen the support, co-production and participation opportunities for young people through education, employment and training by:*

- *Ensuring the voice of the young person is heard and responded to, with opportunities for them to influence the planning process around their ongoing support and education, employment and training opportunities.*
- *Ensuring parents are kept aware of these decisions, and how the voice of the young person leads the process.*

- *Ensuring the EET offer is engaging to encourage young people to participate in the full offer.*

Activity:

- A 'Post-16' survey is now live and will be live for one month. We will aim to complete the analysis by the end of March and then we will be able to update with further information on the impact of the survey. Findings will also be used to inform strategic practice.
- Annual Review (AR) templates now have a dedicated section for Child, Young Person (CYP) and Parent/carer views. CYP are encouraged in their AR to contribute on their choices around placement and decision making.
- The SEND panel now has a Family Voice representative on the panel who is involved in decision making around placements. Some schools and families are reporting they now feel decision making is fair and robust.
- The Preparing for Adulthood (PFA) group now has a housing representative who attends meetings.

5.25 **Action:** *Promoting the information on the local offer and ensuring it meets the needs of young people and their families.*



Activity:

- The SEND Information Hub is continuously reviewed with named leads for all areas.
- A new SEND Information Hub is being designed, with a dedicated section for young people which will be totally co-produced with young people.
- The new site will go live in April 2023.
- To ensure that the PfA section is fit for purpose we have undertaken an in-depth review. The [PfA Independent Living page](#) is being completely reviewed with new information being included about housing and benefits.
- The City College [Peterborough Day Opportunities page](#) has also been reviewed. A new page has been created for [Disability Social Care Personal Budgets](#). A new page about [Adult Social Care](#) has also been developed.
- There is already a lot of information on the adults' pages on the Peterborough Information Network about support, living, social and leisure options available in Peterborough, but these are not adequately linked back to PfA. Links are being made to Reablement, Occupational Therapy, Equipment, City College Day Opportunities, Money and Benefits. Where appropriate records are being tagged and categorised as 18-25.
- Analytics show increased volume of hits on new pages. April 2022 Google analytics show a sustained improvement in PFA web page views year on year for the last 3 years. 432% increase from April 2019 to April 2022
- Tripartite funding for a SEND Marketing Strategy has been agreed between Education, Social Care and Health. An outline for the Marketing Strategy has been agreed and will increase awareness of SEND Information Hub (Local Offer).

5.26 **Action:** *Improving the transition of young people for children's health services to adult health service (to 'make transitions easy')*

Activity:

- A 'Preparing for Adulthood' (PFA) Health working group has been established and co-produced 'Our Shared Purpose'.
- Using collaborative, inclusive and participatory quality improvement methods, the group have identified 5 themes and 7 objectives for improving the safety and experience of young people with complex health needs moving on to adult healthcare services.
- Each objective has identified leaders, steps to take and success measures. While working through the objectives there are always checks back with Our Shared Purpose to make sure the Dynamic Action Plan stays true to what has been co-produced.

School Place Planning Update

Secondary School Places

- 5.27 Allocations for places for Year 7 for September 2023 are underway. At this point, 2,992 on time applications have been allocated a place at a Peterborough secondary school, with 106 applications yet to be allocated. This leaves approximately 40 vacancies across four schools for second round and in year applications. There have been 44 second round applications to this point.
- 5.28 This cohort is the largest there has been over the past 10 years. We do know from previous rounds that not all children end up accessing schools with a number moving away from the City and others accessing independent school provision. With Manor Drive opening and the Greater Peterborough University Technical College (GPUTC) providing additional places, this has meant that the Council has been able to meet the demand for places so far.
- 5.29 There is further physical capacity which could be utilised at Stanground, Hampton Gardens and Manor Drive and officers are working closely with these schools to identify whether this space is required.
- 5.30 Having too much capacity in the school system can lead to unsustainable rolls and high levels of churn at some schools whilst having too little means the Council is unable to meet its statutory duty of providing sufficient places. The Department of Education recommends having 5% surplus capacity - the current surplus capacity in use for this year group is 4.6%. We are working closely with the Secondary Heads Association (PPSS) to manage the position rather than create more places through capital investment that may not be needed in the long term.
- 5.31 There is some pressure for places in the current Year 8 and Year 9 cohorts. The GPUTC has agreed to take extra students in these year groups to alleviate this and we are reviewing on a regular basis the demand for places.

Primary School Places

- 5.32 There has been a continued high demand for additional places in the older year groups in primary schools across the Hamptons. In response to this, officers have worked closely with St John Henry Newman to open an additional Year 4 and Year 5 class in January 2023. Both these classes are nearly at capacity, and we are continuing to work with the school on a plan to open a further class from September 2023.
- 5.33 It is important to note that as birth rates have fallen there are smaller cohorts of children in the younger year groups in primary schools across the city. Therefore, we are beginning to be an oversupply of places. Schools and officers are working together on this and already Discovery, Eyrescroft and Gladstone schools have consulted to reduce their published admissions number for Reception in the next couple of years.

6. CORPORATE PRIORITIES

- 6.1 *This report links to the following Corporate Priority:*

Prevention, Independence & Resilience

- *Educations and Skills for All*
- *Adults*
- *Children*

7. CONSULTATION

7.1 The monthly, multi-agency Peterborough SEND Partnership Group has received updates on the APP progress and SEND Service performance.

Regular updates are also included in the monthly Cabinet Member Report from the Service Director Education.

8. ANTICIPATED OUTCOMES OR IMPACT

8.1 The actions outlined above have provided support for pupils, families, schools and early years settings.

9. REASON FOR THE RECOMMENDATION

9.1 We value the committee's feedback on progress being made to support children and young people achieve the best possible outcomes

10. ALTERNATIVE OPTIONS CONSIDERED

10.1 There are no applicable alternative options available.

11. IMPLICATIONS

Financial Implications

11.1 There are no financial implications arising from this report.

Legal Implications

11.2 There are no legal implications arising from this report

Equalities Implications

11.3 There are no equalities implications arising from this report

13. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

13.1 N/A

14. APPENDICES

14.1 Appendix 1: Accelerated Progress Plan
Appendix 2: APP Evidence Record February 2023

**Peterborough City Council / Cambridgeshire & Peterborough Clinical Commissioning Group
 LASEND Accelerated Progress Plan (APP)
 August 2022**

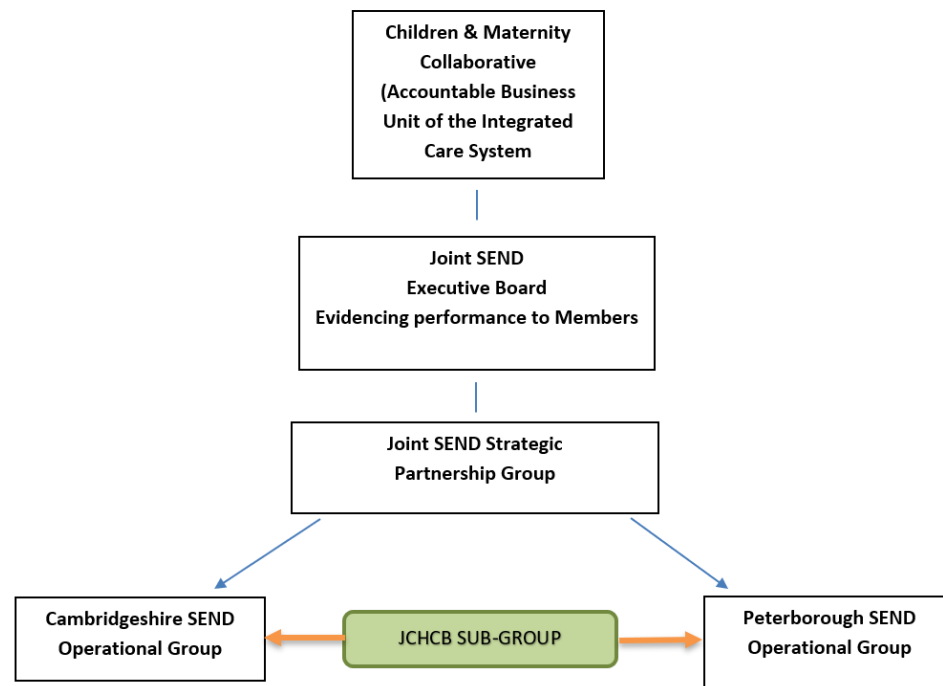
Name of the Local Area	Peterborough
Date of Inspection	Inspection – 10-14 June 2019 Revisit – 24-26 January 2022
Date of Publication of the revisit report	10 February 2022
Accountable Officers from the LA and CCG	Nicola Curley, Director Childrens Services, Peterborough and Cambridgeshire CC Jonathan Lewis, Service Director, Peterborough and Cambridgeshire CC Toni Bailey, Assistant Director SEND and Inclusion, Peterborough and Cambridgeshire CC Carol Anderson, Chief Nurse, CCG Karlene Allen, Deputy Director of Maternity and Childrens Commissioning / Deputy Chief Nurse, CCG
SEND and NHS England Advisers	Brian Gale (DfE Advisor) Anneliese Hillyer-Thake (NHS England Advisor)

Governance and Accountability

Governance and accountability structures and processes
<p>The Joint SEND Strategic Partnership Group provides strategic leadership to the local area provision of SEND</p> <p>The main legislative partners included are:</p> <ul style="list-style-type: none"> • Peterborough City Council, including Education and Early Years, and Social Care • Cambridgeshire & Peterborough Clinical Commissioning Group (CCG) • Local Parent Carer Forum, Family Voice Peterborough <p>The Peterborough SEND Partnership Group reports into the Joint SEND Strategic Partnership Group and is responsible for supporting and delivering the infrastructure that helps partners work together to effectively plan, monitor, develop and maintain effective SEND provision in the local area.</p>

The Joint Childrens Health Wellbeing Commissioning Group reports into the Joint SEND Strategic Partnership Group and is responsible for identification, development and implementation of commissioned services (internally or externally), including SEND services.

The Joint SEND Strategic Partnership Group will monitor and take appropriate action where required to ensure the necessary delivery of the Accelerated Progress Plan (APP). The group will escalate issues to the Joint SEND Executive Group or other suitable decision-making body as appropriate, however the Group will hold ultimate accountability.



Additional scrutiny and oversight will be implemented through the Peterborough Corporate Leadership Team and the Peterborough City Council Children and Education Scrutiny Committee, a public meeting.

As part of the Integrated Care System implementation, the Children & Maternity Collaborative is being established as an accountable business unit and will be the driving governance board for SEND from July 2022.

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Area of significant weakness:

The provision for young people aged 18-25 is not sufficiently developed to make sure that young adults have the full range of opportunities and support that they need as they move through into adulthood.

Area of weakness identified in the original inspection				
Develop a post-16 strategic plan that will support a more coherent approach to improving outcomes for young people aged 18-25 years to ensure they have access to a full range of opportunities as they move into adulthood.				
Actions designed to lead to improvement				
Action	By when	Responsible officer	Action RAG	KPI used to measure
Develop a Post-16 strategic plan with comprehensive provision for academic and non-academic activities (non-college based)	December 2022	Lucy Loia, Strategic Lead for Integrated Commissioning 0-25	Green	Robust post-16 strategic plan approved by Joint SEND Strategic Partnership Board which has been consulted on and developed in partnership with children, young people, parents/carers and partners to ensure a system wide voice and engagement. The impact will be children and young people will have a

APPENDIX 1

				broader range of opportunities post-16.
Enhance awareness/promotion on how to access the autism diagnostic pathway with parent, carers and young adults	December 2022	Karen Chopping, Childrens Commissioner, CCG	Green	Service user pre-screen questionnaire will ask how easy it was to find information about access to the 18 plus Autism Diagnostic Pathway. The impact will be that young adults and their families will know what the Local Offer Autism Diagnostic Pathway is and how to access it.

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Area of weakness identified in the original inspection				
Strengthen the support, co-production and participation opportunities for young people through education, employment and training by:				
<ul style="list-style-type: none"> Ensuring the voice of the young person is heard and responded to, with opportunities for them to influence the planning process around their ongoing support and education, employment and training opportunities. Ensuring parents are kept aware of these decisions, and how the voice of the young person leads the process. Ensuring the EET offer is engaging to encourage young people to participate in the full offer. 				
Actions designed to lead to improvement				
Action	By when	Responsible officer	Action RAG	KPI used to measure
Extend Post 16 Review carried out in 2021 to provide an increased focus on parent / carer and young people engagement in person centred planning and appropriate placement decision making	September 2022 and the mobilisation of the	Emma Harkin, Head of SEND and Inclusion	Green	Through evidence from surveys and focus groups young people, parents and carers

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	framework will take us to April 2023			<p>report that the service offer is reflective of their views and that they were involved in the design of the provision</p> <p>The Impact will be young people are able to articulate flexibility of choice and parents are spoken to during annual reviews</p>
Develop a programme of work to widen the reach of co-production and engagement, including the voice of seldom heard groups, and ensuring improved opportunities for young people to share their views on existing and future provision	December 2022	Helen Andrews, Childrens Commissioner (Lead for Local Parent Carer Forum and Advocacy contracts)	Green	<p>Programme of work is signed off by Joint SEND Strategic Partnership Group by December 2022</p> <p>The impact will be strategic direction will be more informed by the voices of seldom heard groups</p>
Develop a shared resource for the Disability Social Care 0 – 25 service workforce to ensure they have the practical resources, templates, training and technology they need to communicate and engage effectively with children and young people	September 2022 (ongoing phased work)	Siobhan MacBean, Development Manager, 0-25 Service	Green	<p>Feedback from 0-25 service shows increased confidence in ability to communicate with a wider range of children and young people</p>

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<p>Work with the Local Parent Carer Forum and Networks to broaden the reach / membership and create a targeted survey for parents, carers and young people to share their views on how to further develop opportunities for education, employment and alternative community provision including improving health outcomes to better meet the needs of young people as they transition into adult services (18 to 25).</p>	<p>December 2022</p>	<p>Sasha Long, Head of 0-25 Service</p>	<p>Green</p>	<p>Parent carer forums will have increased the opportunities for a wider range of families to share their views.</p> <p>The impact will be co-production opportunities will be extended to a wider community</p>
<p>Provision of a local forum for young people that includes all SEND including young people who are electively home educated.</p>	<p>March 2023</p>	<p>Toni Bailey, Assistant Director SEND and Inclusion</p>	<p>Green</p>	<p>Creation of forum with regular dates scheduled and communicated</p> <p>The impact is young peoples voices will directly feed into strategic direction of the Joint SEND Strategy programme of work</p>

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<p>Area of weakness identified in the original inspection</p>				
<p>Promoting the information on the local offer and ensuring it meets the needs of young people and their families</p>				
<p>Actions designed to lead to improvement</p>				
Action	By when	Responsible officer	Action RAG	KPI used to measure
<p>Review and update the following information on the Local Offer for young people, parents and carers in partnership</p>	<p>September 2022</p>	<p>Elizabeth Sullivan, SEN Lead Post</p>	<p>Green</p>	<p>Local Offer updated and feedback from analytics</p>

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<p>with the Peterborough Youth Council, the Network Team, Family Voice and relevant teams/organisations:</p> <ul style="list-style-type: none"> • Disability Social Care 0-25 Service, including moving from children to adults social care / or accessing adult social care • Range of support, living, social and leisure options available in Peterborough 		16/Preparation for Adulthood		<p>show increased volume of hits on new pages</p> <p>Parents, carers and young people will have an increased knowledge of SEND support pathways</p>
<p>Develop and implement a Local Offer awareness raising / sharing plan to include a range of activities and resources to suit different purposes and audiences and which is circulated to all post-16 provision.</p>	January 2023	Jacky Cozens, Information Hub Manager	Green	<p>Plan results in higher volume of usage measured through analytics.</p> <p>Parent carers and children and young people report access to information useful through Local Offer feedback mechanism</p>

Area of weakness identified in the original inspection				
Improving the transition of young people for children’s health services to adult health service (to ‘make transitions easy’)				
Actions designed to lead to improvement				
Action	By when	Responsible officer	Action RAG	KPI used to measure
<p>The Preparation for Adulthood Health steering group will:</p> <ol style="list-style-type: none"> 1. co-produce a PfA Health Shared Purpose. This will act as the driver of decisions and actions towards the goal 	October 2022	Siobhan Weaver, Designated Clinical Officer	Green	Shared Purpose vision statement developed and agreed by the

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<p>that young people will experience better transitions between children’s and adult healthcare services.</p> <ol style="list-style-type: none"> 2. co-create a dynamic action plan (DAP) which prioritises improving earlier engagement with primary care for children with (i) mental health and (ii) complex health conditions leaving specialist paediatric services. 3. Implement and evaluate the transition pathway improvements using measurement for improvement prepare, collect, analyse and review cycles. 4. Adaptation of the systemwide transitions principles based on learning from the 2 areas of focus followed by identification of other identified areas of transitions need. 	<p>December 2022</p> <p>June 2023</p> <p>December 2023</p>			<p>Maternity and Children’s Collaborative.</p> <p>Co-designed Dynamic Action Plan with set of agreed smart measures to measure outcomes</p> <p>Qualitative experience measures from young people, their families and people who are paid to support.</p>
<p>Develop and mobilise a sustainable learning and development schedule to facilitate spread and adoption of improvements in healthcare transitions</p>	<p>June 2023</p>	<p>Siobhan Weaver, Designated Clinical Officer</p>	<p>Green</p>	<p>Training needs analysis completed to identify the baseline of training take up</p> <p>Agree percentage increase of uptake from baseline of staff completing training</p> <p>The impact will be more healthcare staff will be appropriately trained and have an improved knowledge of healthcare transitions so that</p>

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				young people feel confident about their transition.
Increase the number of 14- to 25-year-olds on the GP Learning Disability register through improved use of data intelligence for 14–25-year-olds in special schools and FE. Use a target approach in to increase the number of 14–25-year-olds invited to and attending their learning disability annual health checks.	April 2023	Ali Mayern, SEND Health Lead	Green	Increase in uptake numbers for 14–25-year-olds The impact will be more young people aged 14 to 25 with learning disabilities will be helped to keep healthy and well by ensuring health problems are spotted earlier.

If you have a council wide risk register format you can insert that here, otherwise please use this one. At this stage it is critical both for yourself, DfE and DHSC that you identify early any risks and can demonstrate appropriate and decisive action. The progress of your Plan will be evaluated with you initially at 6 months to determine any further action which may be required.

Risk Register

Date	Risk	Severity/Impact	Mitigation	Severity / Impact Post-mitigation	Progress following action
May 2022	Transition to ICS in July 2022	High	ICS governance and assurance structure developing to ensure Interdependencies across Provider Collaboratives and Place	Medium	A programme plan has been developed to monitor progress
May 2022	Continued capacity for Local Offer	Medium	Development of SEND Communications Strategy which will include shared budget and responsibilities	Low	To be monitored by the PCC SEND Communications Group

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	content creation		to progress key pieces of work		
May 2022	No reduction in NEET figures following increased promotion, awareness and engagement with parents, carers and young people	Medium	Continual monitoring of NEET figures by the NEET Strategy Group to identify any patterns and regular consultation with family and young people forums	Low	To be monitored by the Peterborough SEND Partnership Group
May 2022	Demand and cost pressures of providing an increased post-16 provision	Medium	Effective budget planning and research additional funding opportunities	Low	Joint SEND Executive Board and Schools Forum to lead on decision making in terms of new provision

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Impact score card

This is the summary of all the ways you are going to measure the overall effectiveness of your plan.

KPI reference	KPI	Baseline	3 months (Sept 22)	6 months (Dec 22)	12 months (June 23)
Improvement in outcomes for young people with SEND aged 18 and over	Robust post-16 strategic plan approved by Joint SEND Strategic Partnership Board which has been consulted on and developed in partnership with children, young	In development	Series of consultation sessions set up to develop the key focus and priorities for the plan	Draft plan is developed and final consultation is undertaken	Final version of the plan has been approved by key stakeholders including the SEND Strategic Partnership Board

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	people, parents/carers and partners to ensure a system wide voice and engagement.				
Accessibility of the autism diagnostic pathway	Reduction in the number of 18+ waits	In development	Establish baseline Updated Local Offer information with clear signposting to pathway	Reduction by 5%	Reduction by 7.5% Service user feedback shows accessibility and awareness of the pathway has improved
Increased participation in placement decision making	Through evidence from surveys and focus groups young people, parents and carers report that the service offer is reflective of their views and that they were involved in the design of the provision		Refresh survey and feedback process to capture required data	Collate data and feed into survey feedback reports including case studies from young people	Regular reports are tabled at the SEND Partnership Group and PFA Steering Group
Widen the reach of co-production and engagement	Programme of work is signed off by Joint SEND Strategic Partnership Group by December 2022		Senior Leaders and Officers understand the programme scope of work via regular highlight reports to the Joint SEND Strategic Partnership Group	Processes in place to ensure a full range of opportunities for all groups or children and young people are available, appropriate to their needs	A broader group of children and young people provide positive feedback on opportunities via annual surveys.

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<p>Widen the reach of co-production and engagement</p>	<p>Feedback from 0-25 Disability Social Care Service front line workforce shows increased confidence in ability to communicate with children and young people with a wide range of communication needs</p>		<p>Virtual and physical resources will be in place for the Disability Social Care Teams.</p> <p>A Training & Practice Development Programme will be set up and shared with workers so they can book on sessions.</p>	<p>Each team within the Disability Social Care Service front line workforce will have accessed and familiarised themselves with virtual resource.</p> <p>Communication and Engagement Resources will be used during SW visits and assessments.</p> <p>Disability Social Care Service front line workforce will attend development and practice sessions, and feedback evidences increased knowledge and confidence.</p>	<p>Increased number of frontline Disability Social Care staff report improved confidence, knowledge and use of resources.</p>
<p>Widen the reach of co-production and engagement</p>	<p>Parent carer forums have increased the opportunities for a wider range of families to share their views. A targeted survey demonstrates an increase in return rates for 2022/23 as compared to 2021/22</p>		<p>Gaps in the reach of the existing programme have been identified.</p> <p>Method and approach in reaching 'seldom heard' families have been agreed, with a multi-agency plan in place.</p>	<p>Evidence of wider reach presented at SEND Partnership Board.</p> <p>Survey content co-produced and distribution/participation plan agreed.</p>	<p>Targeted survey response rates demonstrate an increased range in demographics and numbers.</p>

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Widen the reach of co-production and engagement – CYP SEND forum	Creation of forum with regular dates scheduled and communicated	In development	Working group set up to agree terms of reference and scope for forum	Scoping sessions undertaken with key stakeholders to agree focus areas and forum membership	Scheduled diary of meetings and regular routine reporting to Peterborough SEND Partnership Group to feed into strategic actions
Promoting the information on the local offer to children, young people, parents and carers	Local Offer updated and feedback from analytics show increased volume of hits on new pages	125	First draft of the resource pack to be consulted on	Final sign off of resource plan	Resource plan has been launched and the Local Offer is seeing an increase in web page 'hits'
Develop awareness raising / sharing plan	Plan results in higher volume of usage measured through analytics. Parent carers and children and young people report access to information useful through Local Offer feedback mechanism	N/A		The LA will write to all parents/carers promoting the Local Offer's function and benefits, as part of the annual review	Local Offer awareness raising / sharing plan is widely promoted and accessible
Improving the transition of young people from children's to adult health service	Shared Purpose vision statement Co-designed Dynamic Action Plan (DAP)	In development	Scope out health pathways identified by stakeholders that require improved transition processes	Dynamic Action Plan co-created with outcomes and expected impact for the 2 focus areas agreed and published on the Local Offer.	DAP implemented with baseline evaluation qualitative and quantitative data analysis collected and initial evaluation of impact recorded.

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			DAP drafted in consultation with key stakeholders	Co-produced Communication and engagement plan to widely promote transition pathways to key stakeholders	Robust monitoring of DAP in place via the CCG Commissioning Contracts Teams with highlight reporting to the Children & Maternity Collaborative
	<p>Training needs analysis completed to identify the baseline of training take up</p> <p>Agree percentage increase of uptake from baseline of staff completing training</p>	In development	Training needs analysis completed	<p>Training plan implemented.</p> <p>Baseline data on selected workforce training and confidence collected.</p>	<p>Increase of selected workforce completing training.</p> <p>Increase against baseline of workforce report they are confident about transitions in healthcare.</p>
	Increase number of 14- to 25-year-olds attending their LD AHC	17% for 14-17 (Jan 2022)	Refreshed baseline % for 14–25-year-olds to July 2022 to include invited and attended.	Increase on baseline of at least 20%	Increase on baseline of at least 25%

Annex B: Supporting Statement for the Accelerated Progress Plan

Factors accounting for insufficient progress	How are we addressing these
<p>During the inspection and following the revisit it was identified that leaders were not able to fully demonstrate the wider positive impact of what has been done through an improvement in outcomes for young people with SEND aged 18 and over, although it was agreed that some individual activities such as the delivery of a blended 5 day offer, are having a positive impact.</p> <p>It was recognised that this area was not as focussed and awareness of the weaknesses in this area amongst professional and partners was not effective enough to lead to coherent strategies to address this weakness fully.</p> <p>While this was a key focus area during the inspection, the impact of the Covid pandemic required Local Authority and CCG specialist resource to be diverted to ensure there was an appropriate level of response to support the specific needs of children and young people with SEND and keep them safe. This resulted in a shift of focus to utilise capacity to meet the needs of the crisis management environment created by the pandemic</p>	<p>Since the inspection and revisit we are continuing to develop and implement the SEND Sufficiency Strategy and SEND outcomes framework with a particular focus on 18-25 provision, led by the Joint Commissioning Operations Group.</p>
<p>The Inspection and subsequent revisit outlined that the local offer was still not reaching young people aged 18 or over. Despite increased focus on developing a communications programme and strategy to ensure that the Local Offer was more accessible the focus has been too directed at parents carers and young people aged under 18, meaning that there was a lack of focus on ensuring that the 18-25 cohort could</p>	<p>Despite the ongoing communications plan, the system acknowledges further improvements are needed to ensure the Local Offer is more accessible to parents, carers and young people over the age of 18. This has been built in as a key focus in the improvement plan.</p>

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<p>access the information on the Local offer effectively, irrespective of the fact that improvements were made for other cohorts and groups.</p>	
<p>Health services have been established to support young people as they transition from childrens to adults' health care services but parents and health professionals believe there remains a cliff edge to provision.</p>	<p>Increased frequency of Preparation for Adulthood (PfA) Health Working Group from termly to monthly (i.e. from 6 to 12 per year) to build and sustain the energy to motivate and mobilise the quality improvement programme.</p> <p>Increased proportion of adult healthcare services and commissioner representation on the PfA Health Working group to ensure both children's and adult services are working in a consistent and systematic way to improve the experience of young people and their families.</p> <p>PfA Health Working Group will focus on developing the system approach to measuring improvement, improving communication and workforce knowledge and skills around supporting successful transitions.</p>
<p>During the inspection and subsequent revisit inspectors were informed by a focussed group of parents that there was a lack of effective support for young people with regard to their Preparation for Adulthood (PfA) needs.</p> <p>There had been staged improvements in the development of a 5-day blended offer for education, but the choice available for parents was not always seen as adequate, perhaps due to the difference in offer of post-16 provision.</p> <p>There is a greater need to support access to employment opportunities and the development of apprenticeships, although</p>	<p>A 'Preparing for Adulthood – Parents Guide' has been developed and will be actively promoted throughout the system, particularly by the Parent Carer forum.</p> <p>The LA, CCG and Parent Carer Forum will work together to collate a broader evidence base and support a wider reach utilising creative approaches to increase the impact for young people and their parents/carers across the PfA landscape.</p> <p>Commitment to establishing a wider parent / carer group network to ensure all voices have an opportunity to be heard.</p>

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<p>on track, is not yet having the impact needed to improve outcomes in this area.</p> <p>While the LA and CCG agree more work needs to be done to improve the impact of this area.</p>	
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Accelerated Progress Plan Evidence Record
February 21st – Monitoring Meeting

Overview / Context

In June 2019 Peterborough was subject to a Local SEND Area inspection, during which 5 areas of significant weakness that needed to be addressed. These areas of weakness formed the context of a Written Statement of Action, which was the subject of a revisit by Ofsted and CQC in January 2022. During the revisit, all but one of the areas of significant weakness were shown to have made appropriate progress and the final area of significant weakness, relating specifically to provision associated with Preparation for Adulthood services especially for young people aged 18-25 formed the context for an agreed Accelerated Progress Plan (APP), which was approved by the DfE in August 2022.

The following outline demonstrates the progress made over the first 6 months of the APP. Peterborough continues to face challenges that are both local and national, however, the will and commitment to maintain a consistent focus on improving outcomes for the most vulnerable has continued to be a driving force across the multi-agency workforce. We are determined as a collective to achieve the appropriate progress required to complete the APP within 12 months (August 2023) and believe this interim outline demonstrates we are on track to achieve this ambitious goal.

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Key actions/progress on the workstreams

Area of weakness identified in the original inspection
<p>1. Develop a post-16 strategic plan that will support a more coherent approach to improving outcomes for young people aged 18-25 years to ensure they have access to a full range of opportunities as they move into adulthood.</p>
<p>Lead: David Rhodes</p> <ul style="list-style-type: none"> Develop a Post-16 strategic plan with comprehensive provision for academic and non-academic activities (non-college based)
<p>1.1</p> <ul style="list-style-type: none"> Draft Post 16 Strategy in Progress- Feedback received from Health & social Care. Based around the SEND Strategy and Sufficiency Strategy Post 16 Framework for alternative provision approved by the JCB - Specification is currently being consulted on with Family Voice and service areas Mapping taking place with Peterborough Information Network/Local Offer Gaps in Post 16 provision are identified we are working with other service areas to identify these. Links being formed with the Adult Day Opportunities framework to increase options to the 18-25 group <p>Link to Storyboard: APP Storyboard - Post 16.pptx</p>
Evidence of Impact
<p>1.1</p> <ul style="list-style-type: none"> APP Storyboard up to date Draft Post-16 Strategy document Increased collaboration around the Peterborough Information Network specifically to Post 16 Gaps in provision are beginning to emerge, of which the majority are non-statutory services, therefore collaboration with local businesses and charities will take place and be added to the Peterborough Information Network/Local Offer As a result of the production of the strategy there is a clearer understanding across services as to what is on offer for Post 16 young people

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- Increased communication with Family Voice and Access Champions
- Increased interest from providers to come on to a Post 16 framework therefore increasing the options for the 18-25 group

Key next steps

1.1

- Meetings booked in with Family Voice for the document reviews
- Collaborating with Social Care and Health on Documents
- Collaborating with Service Areas on Document
- Obtain up to date forecasting for Post 16
- Arranging to meet with the Access Champions
- Include results of surveys and focus groups once completed and identify gaps in provision and address gaps through a commissioning strategy with a view to adding in to the final document by the end of April 2023
- Co-producing Draft Highlight report and easy read version of the Post 16 strategy by the end of March 2023
- Post 16 Framework specification and tendering process in place for providers to tender by the end of April 2023

1.2 Lead: Karen Chopping

Enhance awareness/promotion on how to access the autism diagnostic pathway with parent, carers and young adults

1.2

- Monthly task and finish group meetings have taken place involving the children and young people’s Learning Disability and Autism Commissioner and CPFT children’s and adults’ autism diagnostic service leads.
- A review of the current Local Offer and CPFT web pages information about Autism diagnosis has been undertaken which showed the information for diagnostic pathway for children was difficult to find.
- Proposed changes to make the diagnostic pathway more prominent (easier to find) have been made and include a link to the Cambridgeshire Lifespan Autism Spectrum Service (CLASS) Clinic web pages, which is the 18 and over service (across Peterborough).
- Proposed changes are being reviewed by CPFT Lead in Children’s Services to ensure the information remains within the agreed standards for CPFT Communications.
- As the new information is being created it is being tested by individuals with lived experience to make sure it is easy to find out what to do if you are worried that you or your child may be autistic.
- The CLASS patient pre-diagnostic interview questionnaire has been amended to include a question about previous/current SEN support or EHCP (previously referred only to Statement of Educational Need).

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- The group established that there is no current policy in CLASS for young adults who may have been on a children's diagnostic waiting list although in Peterborough, young people 17+ are perceived as a priority when they reach 18 and still require assessment.
- Transition pathway information requested from CPFT Neurodevelopmental CAMHs Services about young people aged 16 and above who are on a waiting list for Autism diagnosis but may not be assessed before they are 18.
- 'Supporting your neurodiverse child' information book project has been developed with Family Voice, with grant agreement and additional £41K funding transfer expected early in Jan 2023.

Evidence of Impact

1.2

- No impact evidenced at this point. Once new information pages are published a test will be undertaken with a group of people to see if they can find the information easily with no prompts.

Key next steps

1.2

- Publication of updated LO Autism diagnostic information on the new SEND Information hub via portals from and to the CPFT web page.
- Data collection and analysis of young adults who self-refer for autism diagnostic assessment or removal of diagnosis.
- Service specification review of CLASS to include clear expectations of transitions arrangements between children's and adults service for those on the waiting list.

Area of weakness identified in the original inspection

2

Strengthen the support, co-production and participation opportunities for young people through education, employment and training by:

Ensuring the voice of the young person is heard and responded to, with opportunities for them to influence the planning process around their ongoing support and education, employment and training opportunities.

Ensuring parents are kept aware of these decisions, and how the voice of the young person leads the process.

Ensuring the EET offer is engaging to encourage young people to participate in the full offer.

2.1 Lead: Emma Harkin

Extend Post 16 Review carried out in 2021 to provide an increased focus on parent / carer and young people engagement in person centred planning and appropriate placement decision making.

2.1

- Meeting arranged to co-produce survey questions (true co production started the meeting with no prepared questions)
- Participants in meeting included, Family Voice (FV), Access Champion, Health, Social Care, Education and Commissioning
- White board used so participants in the meeting could write their questions on post it notes
- The questions were taken away and put on a word document
- They were represented to the group
- The group agreed the questions
- The final version was then shared with Family Voice, a college and Access Champions to ensure they are accessible
- The Survey is now live and will be live for one month
- Following the survey, the results will be analysed and used to evidence whether the LA have improved on the areas highlighted in the APP, they will also be used to inform strategic practice

- The AR templates now have a dedicated section for Child, Young Person (CYP) and Parent/carers views
- CYP are encouraged in the AR to contribute on their choices around placement and decision making
- There has been an audit of AR and the outcomes
- Audit manager has completed a sample audit of YP aged 18 plus to see how many attended their AR. The SEND team have given the Audit manager a sample of names that could be used for the audit
- Talking to YP about their Health check as part for the AR meeting
- Survey of satisfaction on the statutory processes
- The SEND panel now has FV representative that sit on the panel and are involved in decision making around placements
- The PfA group now has a housing representative that attends the meeting

- A listening event has been co-produced with FV, Health and Social Care to listen to parent/carers lived experience and to take the themes back to inform strategic work, SEND strategy and improvements

- Regular listening event with the Access Champions with the Head of SEND to listen to parent/carers lived experience and to take the themes back to inform strategic work, SEND strategy and improvements
- Listening event with Little Miracles to understand parent/carers lived experience and to take the themes back to inform strategic work, SEND strategy and improvements. Also, resolved any case challenges.
- Post 16 consultation event looking at the four areas of PfA, YP aged 14-25 attended the event and participated in answering survey questions
- The Head of Service now has a meeting booked in to meet with the Seldom Heard groups

Link to Storyboard:

[APP Storyboard - Extend on post 16 review survey carried out in 2021.pptx](#)

Evidence of Impact

2.1 Impact

- The number of CYP and families that are very satisfied with the statutory process has increased over time. The communication from the SAM team has improved and CYP and families now feel more informed. We have seen evidence of this in the data from the satisfaction surveys. The schools have also commented that the communication and culture of the SEND team has improved and there is now a good working relationship between the schools and the council. The impact of this is that there are more positive outcomes for the CYP

Data from December 2022

Percentage of parent carers who said the process was explained to them	100% (Increase from 80%)
Percentage of parent/carers who said they were happy with the contact and information they received	80% (increase of 13%)

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Percentage of parent/carers who said all their questions were answered	80% (increase of 13%)
Percentage of parent/carers who said they knew how to contact their officer	100%
Percentage of parent/carers who said they panel outcomes and next steps were explained clearly	80% (increase of 13%)
Percentage of those completing the survey who had assessment agreed	80% (increase of 13%)

- Sample audit for 18 – 25 years olds the results below show that the impact of the work that has been done in Peterborough including the box that has now been added to the annual review form show that more YP are now involved in their annual review and decision making.

Findings:

- A total of 88 (84%) of young people were recorded as attending their annual review. For the majority of those that did not attend, a reason for non-attendance was recorded on the Section L form
- 88 (84%) parents/carers also attended annual reviews. In 13 (12%) reviews, the young person attended but a parent/carer did not. There were also 13 reviews where a parent/carer attended but the young person did not. In 75 (71%) reviews, both the young person and a parent/carer attended.
- The breakdown of setting types for the sample was:

Setting type	No. of students
FE College	86
Alternative Provision	2
Independent setting	3

Mainstream Secondary	4
No current setting	2
Special School	8

- A higher proportion of annual reviews overall showed that EHCP outcomes were achieved when assessed at the end of the key stage. There is a higher proportion of children achieving their EHCP outcomes in a sample from May/June 2022 than from the December 2021 analysis
- The impact of having Family Voice attending the SEND panel is that FV, schools and families feel that decision making is fair and robust. Schools are aware that Family Voice are sitting on the panel and when schools have observed the panel they have reported that they now understand the panel process and decision making and feel it is fair
- Impact from the parent/carer listening events - a topic that has come up frequently is about the cost of living crisis, getting this information through the listening event meant that PCC could respond to this concern. PCC have a single page on the website [Support with the cost of living - Peterborough City Council](#) that pulls together information about a range of support available. This has been shared widely by PCC with the community but also specifically with Family Voice and Carers networks. Another topic Parents have raised at the listening event is that their children wouldn't need an EHCP if the schools were putting in place universal SEND support or ordinarily available provision – the impact of this being raised has meant that the council have raised this topic with schools and there has been training delivered by the SEND team. The SEND team have also been into individual schools to offer advice and support, over time we will see if this improves, there has also been a OAP toolkit developed in partnership with our Cambridgeshire colleagues, this will be going live on Learn Together, the impact of this will be that schools will have a robust toolkit that they can use to support them in their schools. The overall impact from the listening event is that senior managers from the council understand the topics that parents/carers are raising and are responding appropriately. It has also strengthened the joint working between Health, Social Care and Education
- Impact from the Little Miracles listening event was that Families felt that they had been heard and that their concerns/complaints have either been resolved or progress had been made on the individual cases. The Families were pleased that the Head of Service (HoS) had been out to meet them and taken the time to listen to their concerns, the impact is that senior managers understand the concerns and challenges that families are facing and are being responsive to the themes that are raised, this improves the CYP experience
- Since the Access Champions listening events have been in place the YP have verbally fed back that they feel listened to and they feel their concerns are taken back and shared with the relevant services. They look forward to the

regular meetings with the HoS. There is now regular collaboration between the Access Champions and the Council. The Access Champions have been involved in a working group about virtual EP assessments and the PfA consultation event

- The post 16 survey is now live and will be live for one month. We will aim to complete the analysis by the end of March and then we will be able to update with further information on the impact of the survey
- PfA consultation event involved approx. 30 YP aged 14 –25. They were engaged in a survey with facilitators on each table with Red and Green cards for yes and no answers to support YP to answer the questions. The YP at the event said they felt they had been listened to and they understood what options were available to them in the future
- At the SENCO network event Health attended and spoke about the annual health checks the impact of this is that the Health person leading on this is now going to meet with MATs and Special Heads to talk about how we can promote this further
- The supported internship programme – the impact that this has had is 4 YP at the PfA consultation event stood up on stage and spoke about their experience and how the programme had helped them in to paid employment, this gave other YP at the event the confidence that they too one day can do this
- The impact of the joint working has meant that the HoS now has an invite to meet with Seldom Heard groups in April
- Housing is now attending PfA meetings the impact of this is that we are now bring together all aspects of PfA as housing is an important issue for YP and something that they often have questions about. There is a now a route for these to be answered and for YP to be given information on the topic

Evidence

- APP Storyboard - Extend on post 16 review survey carried out in 2021.pptx
- Terms of Reference - Parents/Carers half termly listening meeting 2022
- White board of co-produced post 16 survey questions.docx
- Parent Carer listening event 8.12.22.docx
- Ready to be signed off PfA proposed questions following workshop Nov 2022 v1 (3) - Copy.docx
- SENDQuality Assurance Annual Review Outcomes analysis
- Town Hall Meeting Flyer
- Section L Final, EHC Plan ANNUAL REVIEW MEETING RECORD - the information on this document evidencing the CYP/PC views is highlighted in blue

Key next steps

2.1

- Once the survey closes the results will be analysed
- Use the results to inform strategic work
- The sample audit using the data gathering boxes on the section L (AR) form to analyse how many CYP are now involved in discussions about their education/placement will be extended to feature a larger sample group

2.2 Lead: Helen Andrews

- *Develop a programme of work to widen the reach of co-production and engagement, including the voice of seldom heard groups, and ensuring improved opportunities for young people to share their views on existing and future provision*

- **Promoting Coproduction standards and practices:** *Are you Coproducing!* Brings into one place the sources, references, local experts that can be accessed to ensure meaningful coproduction and participation across the Council. It provides practical examples and tools to support and build confidence and skills in carrying out coproduction and participation work. Central to *Are You Coproducing!* is the Coproduction standards that were developed in March 2022 with a wide range of internal and external stakeholders with experts in coproduction.

Impact: Feedback during sense checking has been positive, with many expressing more confidence in applying coproduction elements to their work. The sharing of the reflective storyboards showing ‘*what you’d do differently next time*’ to improve the reach, quality and trust of your coproduction work was well received too.

- **Improving self-identification:** e.g. Capacity Builders working with schools and local groups raising awareness and training in the early identification and support of young carers. This includes working with Senco’s and creating young carer champions in schools. Focus on seldom heard families includes Armed forces families, drug and alcohol misuse families, families where adults who have severe mental health conditions. Currently agreeing the next seldom heard communities to focus on in Peterborough for 2023, within available resources.

Impact: Young carer have produced their own video's:

[Ray's story | Children of alcoholics awareness | Centre 33 – YouTube](#)

[Young Carers: Who are they? | Centre 33 - YouTube](#)

[Centre 33 - YouTube](#)

- **Overcoming System Barriers** e.g. Someone To Talk To Services support mental health of young people 13 to 25 with moderate to severe mental health disorders who routinely go into crisis but are not able to make use of help offered or lack the structural and social capital around them to find and push for timely help. They can self-refer through multiple touch points, and are offered flexible, longer-term support without any restrictive eligibility barriers. Young people received shared decision-making session, starting with a wide assessment of needs, offered choices while a tailored plan is coproduced to establish a clear and accessible way forward.

Impact: STTT evaluation by the Centre for Mental Health shows that the complexity of need does not make a young person 'hard to reach' or seldom heard. Young people simply require a more holistic, flexible and 'no wrong door approach' from mental health services.

[Someone to talk to this Christmas - Rich's story - YouTube](#)

- **Procuring a Service User Participation Service** in Peterborough. Young people with Special Education Needs and/or Disabilities (SEND) aged 14+ will be involved in listening and influencing the care, support, planning and policies of SEND services that affect them e.g. preparing for adulthood. Contract to start 1st July 2023.

Impact: A similar service in Cambridgeshire saw young people contributing to the SEND Accessibility Strategy and SEND pledge, promoting safe space scheme in school and colleges. Learning from Cambridgeshire has been applied to Peterborough's contract.

[What is the Speak Out Council \(Young People's version\). - YouTube](#)

Link to Storyboard:

[APP Storyboard on Coproduction Nov 22.pptx](#)

Evidence of Impact
<p>2.2</p> <ul style="list-style-type: none"> • <i>Are you Coproducing!</i> is being ‘sense checked’ with individual Council teams, coproduction experts referenced in the document, and Council Managers and staff before being more widely disseminated. So far this has included: Parent carers forums, SEND managers, Youth Support teams, Children in Care Strategic Lead, 0 to 25 Disabilities, . • <i>Are You Coproducing!</i> Has been well received as a central repository of information that supports Council staff confidence in developing meaningful coproduction and participation. Feedback suggestions so far includes: Greater clarity on the difference between coproduction and participation; <i>Consultation is fine and appropriate to use on occasion, just say it’s a consultation and not coproduction.</i>
Key next steps
<p>2.2</p> <ul style="list-style-type: none"> • A project development and communications plan sets out the short terms objective and actions required to disseminate, and share <i>Are you Coproducing!</i> Within the Council and more widely. • <i>Are you Coproducing!</i> Is an interactive and live document. We will encourage completion of reflective storyboards from participation and co-production projects to support learning/impact. • <i>Are you Coproducing!</i> Will eventually be embedded in the Commissioning Team’s website.
2.3 Lead: Siobhan MacBean
<ul style="list-style-type: none"> • <i>Develop a shared resource for the Disability Social Care 0 – 25 service team members to ensure they have the practical resources, templates, training and technology they need to communicate and engage effectively with the children and young people they support</i>
<ul style="list-style-type: none"> • All 20 workers in the Disability Social Care 0 – 25 Service Social Work teams have access to a range of practical communication resources including pecs bundles for each staff member, talking mats sets, Makaton resources, life story work tools, play, crafts and other communication and engagement resources • PCC Disability Social Care Service 0 – 25 have a shared resource folder containing virtual resources, guides and templates – all staff have had a ‘virtual’ tour of the contents

- The teams have a single point of access to the Easy Read Photo symbols library and templates
- Staff development sessions taken place on Makaton, Use of Pecs symbols and life story work
- 12 workers have the ImPrint3 Widget software installed on their computers and 9 have attended a training session
- 3 Makaton Champions in place doing learning and regular practice of common signs at team meetings
- 12 staff have attended Life story Work for Children with Disabilities
- We have had an initial exploratory conversation with adult education colleagues about the possibility of further extending this to a wider audience including families, volunteers and other workers with a workshop planned in Feb to develop further.

Link to Storyboard:

[APP Storyboard Disability Social Care Shared Communication Resources 3.01 23.pptx](#)

Evidence of Impact

2.3

- Physical and digital resources in place, known about and accessible to all team members. ‘It’s great to have this’ from a team member about the shared resources and ‘So useful to know how to do this!’ about In-print Widget.
- Team members are more confident and creative in different communication methods and are using them to involve children and young people in assessments, planning and decision making. Examples include using symbols and photos in MCA assessments, using symbols and photos that are right for a child or young person to find out what they think about the things they are doing, adapting a Jenga game to support a young person to understand and influence their situation and using hand painting to seek views.
- Good practice and skills shared in team meetings, during practice development sessions and day to day. Team regularly discusses communication in team meetings, share experience, ideas and come up with creative solutions. The team manager reports ‘The team are ‘chatting’ about this in the office!’
- Programme of workforce development sessions scheduled until summer 2023

Key next steps

2.3

- Deliver programme of rolling practice development sessions for all as well as training and awareness for new staff

- Makaton champions to do level 1 Makaton Certificate
- Continue to develop and share more templates and resources based on team wish list, including but not limited to, introductory information about team/worker and what they do in different formats and symbol packs on common themes
- Team survey and impact evaluation session in March 2023 – share outcome of this, celebrate impact and plan further workforce development based on results
- Strengthen links with the SEND Communication and Interaction Resource Hub

[Disability Social Care Communication Resources](#)

2.4 Lead: Sasha Long

- *Work with the Local Parent Carer Forum and Networks to broaden the reach / membership and create a targeted survey for parents, carers and young people to share their views on how to further develop opportunities for education, employment and alternative community provision including improving health outcomes to better meet the needs of young people as they transition into adult services (18 to 25).*

- A multi-agency meeting took place on 11/10/22 to identify gaps in the reach of the existing programme.
- The working group agreed that the annual Family Voice Survey is an appropriate tool to seek parent/carers/young peoples' views on how to further develop opportunities for education, employment and alternative community provisions (including improving health outcomes) but we need to implement a system to broaden the reach of this survey beyond the existing Family Voice cohort of families.
- A multi-agency meeting took place on 06/12/22 to confirm delivery partners, the scope of the annual survey, the required data collection methods, timescales and ensuring we reach those 'hard to reach' groups.
- An Action Plan was created with clear leads for each area and timescales in place.
- The Action Plan was circulated to all delivery partners.
- The multi-agency group met again in January to finalise the survey / confirm the distribution plans.

<ul style="list-style-type: none"> • The survey was launched in Jan 2023 and will run until Feb 2023, with the delivery partners each taking responsibility for circulating the survey to their respective agencies / contacts. • The collation of data and presentation of findings will take place at the SEND Partnership Board March 2023.) <p>Link to Storyboard: APP Storyboard Engagement.pptx</p>
<p>Evidence of Impact</p>
<p>2.4</p> <ul style="list-style-type: none"> • We now have a good understanding of the gaps in the current system which have previously failed to promote opportunities for ‘hard to reach’ families to engage in sharing their views. • We now have a list of delivery partners who are committed to circulating the survey within their networks and ensuring this is promoted / highlighted / responses encouraged. • This piece of work will provide comparable data in relation to the survey responses for 2021/22 in order to evidence greater impact and that a wider reach has been achieved. • We now have a governance and feedback loop in place via the collation of data and presentation at the SEND Delivery Board in March 2023.
<p>Key next steps</p>
<p>2.4</p> <ul style="list-style-type: none"> • Survey to run Jan 2023 – Feb 2023. • Collation of data and presentation of findings at the SEND Partnership Board March 2023.
<p>2.5 Lead: Toni Bailey</p> <ul style="list-style-type: none"> • <i>Provision of a local forum for young people that includes all SEND including young people who are electively home educated.</i>
<ul style="list-style-type: none"> • Meeting with Attendance team completed to consider best way of engaging with EHE families and young people • We know there is a closed Facebook group that is well used by EHE families – strategy is to share message on this group to direct families to mailbox (focussed messaging post 16 Transitions) • Attendance team have provided List of EHE in PCC

APPENDIX 2

<ul style="list-style-type: none">• Attendance team to provide list of 10/12 families that have good record of maintaining contact• TB to contact selected group and ask for availability for a focus group meeting• Email mailbox EHESupport@peterborough.gov.uk has been created in preparation for contacts
Evidence of Impact
2.5 <ul style="list-style-type: none">• We now have list of EHE parents which we didn't have allow us to focus our comms strategy for this seldom heard group
Key next steps
2.5 <ul style="list-style-type: none">• Collate identified list of EHE parents and email to request engagement• Co-produce message for Facebook group• Collate responses to message• Co-ordinate engagement sessions on Teams / Zoom
Area of weakness identified in the original inspection
3 Promoting the information on the local offer and ensuring it meets the needs of young people and their families.
3.1 Lead: Jacky Cozens <ul style="list-style-type: none">• <i>Review and update the following information on the Local Offer for young people, parents and carers in partnership with the Peterborough Youth Council, the Network Team, Family Voice and relevant teams/organisations:</i><ul style="list-style-type: none">• <i>Disability Social Care 0-25 Service, including moving from children to adults' social care / or accessing adult social care</i>• <i>Range of support, living, social and leisure options available in Peterborough</i>



- The SEND Information Hub is continuously reviewed, and we have named leads for all areas
- A new SEND Information Hub is being designed, with a dedicated section for young people. The design has been given approval by Travis, an Access Champion. The Young People's Section will be totally co-produced with young people. A link to view the new site is included here. [Peterborough SEND Information Hub Test Site](#)
- The new site will go live in **April 2023**.
- To ensure that the PfA section is fit for purpose we have undertaken an in-depth review. The [PfA Independent Living page](#) has been completely reviewed with new information included about housing and benefits. The [City College Peterborough Day Opportunities page](#) has also been reviewed. A new page has been created for [Disability Social Care Personal Budgets](#). A new page about [Adult Social Care](#) has also been developed. Links have been made to other useful pages on both the SEND Information Hub and Adults pages on the Peterborough Information Network. Wording/photos on the adult pages are being reviewed to be more inclusive for younger people. **The new pages are live.**
- We work closely with organisations such as [Cross Keys Homes](#), [Vivacity](#) and [Youth Inspired](#) to ensure that events and activities are up to date. All Family Voice events are featured on the SEND Information Hub and are linked on the [Parent Carer Participation page](#).
- A termly newsletter is produced, and we use this to promote events locally. A link to the most recent one can be viewed [here](#).
- The SEND Information Hub team engage with families and young people through a range of promotional activities – both in person and virtual. We work closely with the Network Team and Access Champions to ensure co-production is at the heart of what we do.
- There is already a lot of information on the adults' pages on the Peterborough Information Network about support, living, social and leisure options available in Peterborough, but these are not adequately linked back to PfA. Links are being made to Reablement, Occupational Therapy, Equipment, City College Day Opportunities, Money and Benefits. Where appropriate records are being tagged and categorised as 18-25.

Link to Storyboard:

[APP Storyboard -SEND Information Hub \(Local Offer\).pptx](#)

Evidence of Impact**3.1**

- Analytics show increased volume of hits on new pages. **April 2022 Google analytics** show a sustained improvement in PFA web page views year on year for the last 3 years. **432%** increase from April 2019 to April 2022
- From April 2019 to April 2022 the individual webpages increased views by:
 - PFA good health **11,100%**
 - PFA friends and community **329%**
 - PFA independent living **196%**
 - PFA employment **127%**
- The new site will be more visually appealing to young people.
- It is now much easier to find out about all the important things young people need to know about becoming independent.
- Local events are publicised and promoted. These will also feature through the new Young People's Zone on the new SEND Information Hub.
- The newsletter is a vehicle for getting information out to parents and young people.
- Tagging records as 18-25 should help with searching. Examples are Safe Soulmates, Diverse, Scope, Vivacity, City College Peterborough.
- Examples of events are:
 - October 22 - City College with 18-25 focus group (15 attendees)
 - November 22 - Peterborough College (20 plus attendees)
 - January 23 - Engagement Day with young people. (40 plus attendees including school staff and several organisations in Peterborough)

Key next steps**3.1**

- Continue to review and update pages and identify records to be tagged as 18-25
- Work with Family Voice and young people on the development of the refreshed SEND Information Hub
- Work with teams to get information events held and/or questionnaires sent out to review knowledge and useability of the SEND Information Hub

<p>3.2 Lead: Amanda Rose / Karen Newton (TBC)</p> <p><i>Develop and implement a Local Offer awareness raising / sharing plan to include a range of activities and resources to suit different purposes and audiences and which is circulated to all post-16 provision.</i></p>
<ul style="list-style-type: none"> • Tripartite funding for Marketing Strategy developed and agreed between Education, Social care and Health - £5K agreed by SEND Executive • Outline for Marketing Strategy agreed to increase awareness of SEND Information Hub (Local Offer) • First stage planning meeting scheduled
<p>Evidence of Impact</p>
<p>3.2</p> <ul style="list-style-type: none"> • Development meetings due to be undertaken February 2023
<p>Key next steps</p>
<p>3.2</p> <ul style="list-style-type: none"> • Marketing Strategy to be finalised and implemented
<p>Area of weakness identified in the original inspection</p>
<p>4 Improving the transition of young people for children’s health services to adult health service (to ‘make transitions easy’)</p>
<p>4.1 Lead: Siobhan Weaver</p> <ul style="list-style-type: none"> • <i>Co-produce a PfA Health Shared Purpose. This will act as the driver of decisions and actions towards the goal that young people will experience better transitions between children’s and adult healthcare services.</i> • <i>Co-create a dynamic action plan (DAP) which prioritises improving earlier engagement with primary care for children with (i) mental health and (ii) complex health conditions leaving specialist paediatric services.</i> • <i>Implement and evaluate the transition pathway improvements using measurement for improvement prepare, collect, analyse, and review cycles.</i> • <i>Adaptation of the systemwide transitions principles based on learning from the 2 areas of focus followed by identification of other identified areas of transitions need.</i>

- *Develop and mobilise a sustainable learning and development schedule to facilitate spread and adoption of improvements in healthcare transitions.*

[PfA Health Dynamic Action Plan Jan 2023.pptx](#)

Our Shared purpose and how it will be achieved...

We believe the purpose of a good and safe transition in healthcare is for 14–25-year-olds with the most complex needs to have a person centred, organised and seamless experience.

That children, young people and their families will feel empowered and fully informed with pathways, information and signposting at milestones as part of early intervention.

We believe that children and young people will be listened to and are supported to take increasing responsibility for their own health, at their own pace, and that they will feel involved at all key points of transition.

Children, young people and their families will feel part of the quality improvement and monitoring throughout their transition pathway, with their care and support delivered as close to their home as possible. We believe it helps services manage expectations through honest, transparent and regular two-way-communication.

We believe this can be achieved by working with children, young people and their families holistically to ensure that transitions happen at the right time for the young person.

By ensuring children, young people and families are involved and have clear, consistent information that is communicated effectively in an open, honest and realistic way, and from having organisations that continually reflect and learn from lessons and best practice.

The PfA Health working group have co-produced 'Our Shared Purpose'.

Using collaborative, inclusive and participatory quality improvement methods, the group have identified **5 themes** and **7 objectives** for improving the safety and experience of young people with complex health needs moving on to adult healthcare services.

Each objective has identified leaders, steps to take and success measures. While working through the objectives there are always checks back with Our Shared Purpose to make sure the Dynamic Action Plan stays true to what has been co-produced.

Co-production and person-centred planning



- 1 Find or form a Healthcare Transitions Community of Practice/Network whose function is to support co-production, engagement and monitoring for improving healthcare transition, so that healthcare services can work together with people with lived experience to make transitions good and safe.
- 2 Find, adapt or create a systemwide template for good and safe transitions that is person-centred, quick and easy to use and update, that is communicated well and adopted by healthcare services in C&P so that young people feel safe, included, informed and in control of their transition.

Organisations and Workforce

- 3 Create a visual map of good and safe transition pathways that is clear, consistent and well communicated on the SEND Information Hub web pages so that young people and their families know where to find quality, up to date information about what they can expect from health services.
- 4 Be ready for the new Health Education England Transitions Standard Competencies and training schedule for NHS organisations to enable the ICS partners to implement systemwide training quickly and effectively so that we do not delay our ICS workforce competencies for supporting good and safe transitions.

www.epics.org.uk

Information and Communication about transitions in healthcare



- 5 Create a health organisations good and safe transitions map which includes reviewing the policies, standards and performance indicators so that children and their families know what they can expect from the organisations who support them through transitions.

System Leadership

- 6 Tell the Boards about good and safe transitions often to keep it important and current for system leaders, so that they know that good transitions improve healthcare outcomes through real life stories, excellent data and knowing where the gaps are.

Relationships, trust and attachment to Children's services

- 7 Create a relationship building networking space for children's and adult practitioners to improve positivity and find solutions for good and safe healthcare transitions across the ICS so that children feel the services are working together effectively during their adolescence

www.epics.org.uk

WHAT: Create a visual map of good and safe transition pathways that is clear, consistent and well communicated on the SEND Information Hub web pages so that young people and their families know where to find quality, up to date information about what they can expect from health services.

WHO: Becca Cooke (Lead), Abbey Rowley, Roger Valentine, Sam Littlechild

Steps we will take	By who	By when	Done
Convene a T&F Group – agree ToR's	Lead	Nov 22	
Agree what types of health services are on the list and find our people – split into local areas (Hunts, PB, Cambs, Fenland)	BC	Jan 2023	
Co-produce waht information that is needed from each service – quality, up to date, expectations, gaps	RV	Feb 2023	
Agree what the accessible 'visual map' looks like, create and publish on SEND IH	BC/RV	Feb 2023	
Work out how to make it sustainable - seek agreement of named responsibilities going forwards for checking/updating	SW	April 2023	

SUCCESS IS.....

- The SEND Information Hubs have up to date and accessible Health Service specific information about Transition Pathways for children with complex needs.
- The information is regularly updated and there is service level responsibility of the processes to ensure it is sustainable.
- Health Services signpost to the SEND Hubs as a trusted place to find information.

5
www.epics.org.uk

Information and Communication about transitions in healthcare

Dec 2022

Each objective has identified leaders, steps to take and success measures. While working through the objectives there are always checks back with Our Shared Purpose to make sure the Dynamic Action Plan stays true to what has been co-produced.

Making Healthcare Transitions Good and Safe: Document Library

Name	Date	Name	Date
PfA Health Group Our Shared Purpose presentation	June 2022	PfA Health Meeting Notes & Actions	Nov 2022
Values and Beliefs Clarification exercise with all comments	July 2022		
Values and beliefs Clarification Exercise Summary	August 2022		
Building the Dynamic Action Plan Actions speed date session 1	August 2022		
Building the Dynamic Action Plan Actions speed date session 2	Sept 2022		
Good & Safe Transitions PfA Group Outcomes (incl. actions collated)	Oct 2022		
DAP October 2022	Nov 2022		

www.epics.org.uk

All the co-production work is stored within the library for ease of reference. This contains the rich detail of each of the quality improvement steps for the groups to draw from, which ensures the co-production is not diluted or forgotten.

Evidence of Impact

4.1

- SEND PfA Health Group is well attended by a wide group of people with lived and learned experiences, despite the pressures experienced by people in the context of the challenges of NHS service delivery. 40 representatives with lived and learned experience from across Cambridgeshire and Peterborough have attended the PfA Health groups Good and Safe Transitions Project and have contributed to the Shared Purpose and Dynamic Action Plan development.
- Health Transitions Network Community of Practice has been reinstated with the first meeting scheduled for the 31st January 2023. The Network will be working on Objective 2 of the Dynamic Action Plan: To find or co-create a systemwide good and safe transitions template

Key next steps

4.1

- Collate current transition documents used across Cambridgeshire and Peterborough by April 2023
- Representatives of the Transitions Network to attend the Primary Care Network meeting to update GPs and Primary Care Teams about the Transitions
- Network and invite key representatives to join by April 2023
- Creating an easy read version of the Shared Purpose and Dynamic Action Plan for the SEND Information Hub by March 2023.

4.2 Lead: *Siobhan Weaver / Nandi Mukhopadhyay:*

- *Increase the number of 14- to 25-year-olds on the GP Learning Disability register through improved use of data intelligence for 14–25-year-olds in special schools and FE. Use a target approach in to increase the number of 14–25-year-olds invited to and attending their learning disability annual health checks.*

WHAT: Increase the number of 14 to 25 year olds on the GP Learning Disability Register and the number having their LD Annual Health Check.



WHO: Speak out Council, Enabling Independence Network, Jen Wagner, Ryan Witney-Hill, Rebecca Ford, Nandi Mukhopadhyay, Siobhan Weaver,

System Work Plan:	By who
1. Engagement, SOC and EI Network presenting their LD AHC and Health engagement work to LD Summit in March 2023, recruitment, co-production,	SOC, EI Network
2. CYP AHC Pilot 22/23. 12 month Project Manager focus on 13-18 year olds; awareness, education, co-producing resources, CYP workforce liaison, transitions, linking with LDP Pilot.	JW, SW
3. LDP Pilot 22/23: 12 month Registered Nurse and Admin support; data, RA's, targeting low uptake surgeries,	RF/RW-H
4. Primary Care pilot (2 PCN's). Care Co's, Nurses & Pharmacist, WFT/training, quality HAP's, health screening, RA's,	NM

SUCCESS IS.....

Senior Leaders understand how LD AHC's, Health Action Plans and Health Screening reduces health risks.
 People with lived and learned experience have coproduced the models of care and interventions for healthcare equality.
 75% People are on the LD Register and know about AHC's, are supported to attend and have quality Health Action Plans.
 Creating a sustainable model from the pilot projects.

www.cpicb.org.uk

Reducing Health inequalities

Dec 2022

- **New commissioning arrangements between CPICB and the Enabling Independence Network (and Speak Out Council in Cambridgeshire)** means there is now the lived experience voice to understand health needs including the barriers to uptake of LD AHC's. Lived experience group presented their findings to the network and will present to senior system leaders at the next Learning Disability Summit in March 2023.
- **Children and Young people Annual Health Check project manager** started in post in September 2022. 12-month project to focus on how universal health child programme services will promote LD AHC's including
 - identification of CYP who should be invited to be on the LD Register,
 - improving knowledge and resources available for CYP, families and health, education and social care workforce
 - improving communication to CYP and families about AHC's – including trialling a 'birthday card' initiative which has been used in Norfolk.
 - Co-Creating an LD AHC video for the websites with local young people, from local schools and colleges.
 - Exploring a new LD AHC app that has been created by a social enterprise company.

Learning Disability Partnership Pilot includes the Peterborough Local Area. LDP have faced issues with recruiting LD nurses although recruitment process continues. Speak Out Council have been involved with recruitment.

Once recruited the Nurse will:

- act as a point of contact for GP surgeries.
- provide training to GP link workers through the Primary Care Learning Hub
- seek to understand and address the barriers to uptake of LD AHC's.
- visiting surgeries that have poor uptake to offer support to increase numbers.

- link with the locality teams for implementing reasonable adjustments.
- Work with CYP Project manager to align work

Admin support function will improve:

1. data analysis from pilot to inform future plans,
2. support for GP's to validate people on the LD register
3. GP and locality team working together

Peterborough **Primary Care Network Pilot**: Implementing a new delivery model for LD AHC's with regional funding for pilot phase, this will be self-funding going forwards.

Consists of Care Coordinators who:

- are tenacious on contacting patients, reaching out in a personalised way that suits the individual.
- support referrals back to GP's for other health screening and social prescribing.
- Nurses who will co-create high quality health action plans for individuals and monitor their effectiveness.
- Pharmacists who will undertake medication reviews to stop over prescribing of medications (STOMP/STAMP).

Evidence of impact

4.2

- System Leaders are more aware of the impact of health inequalities for people with Learning Disabilities and are committed to senior focus and steer to priorities addressing health inequalities for people with Learning Disability.
- The LD AHC Young People's Project Worker has developed an engagement plan engaged with parents and young people to promote annual health checks through parent's coffee mornings at Lime Academy, attended a Special Schools Heads meeting with GP Clinical Lead Nandi Mukhopadhyay to promote AHC's and discuss ways that schools can help integrate the LD AHC message into schools' culture, working with the Specialist Community Services Teams.
- There is improved access to and quality of training through the Primary Care Training Hub:
- Annual Health Check pilot for LD – Session 1 (vimeo.com); Video available for Primary Care about LD Annual Health Checks, presented by people with lived experience. · <https://cptraininghub.nhs.uk/resource/learning-disability-health-check-resources/>
- The average percentage of Annual Health Checks completed in Cambridgeshire and Peterborough are in line with last year to meet the 2021/22 target of 60% completion, however the impact of the winter pressures has yet to be seen in the data.
- The 4th quarter has usually been a time of surge for completing LD AHC's, partly due to previous national funding incentives available to increase the numbers. Incentives have not been made available this financial year, and it is

anticipated that this, along with the prioritization of urgent and emergency care work during December and January 22/23 will impact negatively on the number of completed AHC's by year end. Up to December 2022, there also remains a gap in the percentage of completed AHC's in the 14-to-25-year age group (33%) compared with the 26 and over age group (42%).

[Annual Physical Health Checks for Learning Disability and Serious Mental Illness Patients.pptx](#)

Key next steps

4.2

Refining the strategic approach for improving numbers of people on the GP LD Register and LD AHC's:

- February 2023: NHS Cambridgeshire and Peterborough to send letter/ communication at all in primary care as a reminder regarding 6 priority areas for general practice, with targeted communication for GP practices that have very low figures for AHC completion and highlighting the training resource that are available through the Primary Care Training Hub.
- April 2023: produce data and evidence of impact for the 2 March 2023: 14-25 years AHC Project worker will attend the Primary Care webinar introduce herself as a support for primary care for the younger age group.
- April 2023: Primary Care to include regular information section about supporting people with Learning Disabilities (including promotion of the LD AHC) to the monthly bulletin.
- Providing an AHC stall at the SEND PfA Conference on March 24th 2023, with a set of locally developed promotion resources to promote the GP LD register and uptake of LD AHC's.
- Implement a pilot of the new LD AHC app that has been created by a social enterprise company to target 14- to 25-year-olds using SEND funding to buy a set of licenses. The LD AHC app has functionality to identify people with LD for the LD reg. Engage with the Cambridgeshire and Peterborough Innovation Hub team to help with implementing LD AHC app.

Links to other Storyboards:

[Storyboard Pinpoint and FVP Nov 22.pptx](#)

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No.
8 MARCH 2022	PUBLIC REPORT

Report of:	Rochelle Tapping, Director of Law and Governance		
Cabinet Member(s) responsible:	Councillor Coles, Cabinet Member for Finance and Corporate Governance		
Contact Officer(s):	Charlotte Cameron, Democratic Services Officer	Tel. 01733 384628	

FORWARD PLAN OF EXECUTIVE DECISIONS

RECOMMENDATIONS	
FROM: Democratic Services Officer	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Considers the current Forward Plan of Executive Decisions and identifies any relevant items for inclusion within their work programme or request further information. 	

1. ORIGIN OF REPORT

1.1 The report is presented to the Committee in accordance with the Terms of Reference as set out in section 2.2 of the report.

2. PURPOSE AND REASON FOR REPORT

2.1 This is a regular report to the Children and Education Scrutiny Committee outlining the content of the Forward Plan of Executive Decisions.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3:

The Scrutiny Committees will:

(f) *Hold the Executive to account for the discharge of functions in the following ways:*

ii) *By scrutinising Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions.*

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

4.1 The latest version of the Forward Plan of Executive Decisions is attached at Appendix 1. The Forward Plan contains those Executive Decisions which the Leader of the Council believes that

the Cabinet or individual Cabinet Member(s) can take and any new key decisions to be taken after 27 March 2023.

4.2 The information in the Forward Plan of Executive Decisions provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these executive decisions, or to request further information.

4.3 If the Committee wished to examine any of the executive decisions, consideration would need to be given as to how this could be accommodated within the work programme.

4.4 As the Forward Plan is published fortnightly any version of the Forward Plan published after dispatch of this agenda will be tabled at the meeting.

5. CONSULTATION

5.1 Details of any consultation on individual decisions are contained within the Forward Plan of Executive Decisions.

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 After consideration of the Forward Plan of Executive Decisions the Committee may request further information on any Executive Decision that falls within the remit of the Committee.

7. REASON FOR THE RECOMMENDATION

7.1 The report presented allows the Committee to fulfil the requirement to scrutinise Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions in accordance with their terms of reference as set out in Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3.

8. ALTERNATIVE OPTIONS CONSIDERED

8.1 N/A

9. IMPLICATIONS

9.1 Financial Implications

N/A

9.2 Legal Implications

N/A

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

None

11. APPENDICES

11.1 Appendix 1 – Forward Plan of Executive Decisions

PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS

PUBLISHED: 24 FEBRUARY 2023

PART 1 – FORWARD PLAN OF KEY DECISIONS

KEY DECISIONS FROM 27 MARCH 2023								
<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS REPORT AUTHORS</i>	<i>DIRECTORATE</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</i>
Children’s Social Care and Early Help IT System Procurement 2023 – KEY/27MAR23/01 To seek approval for the award of the contract of the current IT solution used for Children’s Social Care and Early Help, LiquidLogic.	Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and the University	April 2023	Children and Education Scrutiny Committee	N/A	N/A	Chris Stromberg, Head of Business & Digital Systems, Tel:07876578093, Email:chris.stromberg@cambridgeshire.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published
Disposal of Land and Buildings - KEY/27MAR23/02 Disposal of Land and Buildings	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	31 March 2023	Growth, Resources, And Communities Scrutiny Committee	East Ward	Relevant internal and external stakeholders	Felicity Paddick Email: felicity.paddick@peterborough.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published
Acquisition of City Centre Building - KEY/27MAR23/03 Acquisition of City Centre Building	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	March 2023	Growth, Resources, And Communities Scrutiny Committee	Fletton & Stanground	Relevant internal and external stakeholders	Felicity Paddick Email: felicity.paddick@peterborough.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published

PREVIOUSLY ADVERTISED KEY DECISIONS

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>1. Peterborough City Council Housing Related Support Procurement / Commissioning - KEY/24MAY21/02 – To Procure / Commission Peterborough City Council Housing Related Support Services. Service redesign and change form annual Grant Agreements to longer term contracts.</p>	<p>Cabinet</p>	<p>July 2023</p>	<p>Growth, Resources and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Soft market testing is underway. A Housing Related Support Commissioning Strategy has been agreed and has received all the relevant approvals</p>	<p>Sean Evans, Head of Service Housing Needs, Email: sean.evans@peterborough.gov.uk</p>	<p>Place and Economy</p>	<p>To be submitted, Housing Related Support Commissioning Strategy for Cambridgeshire & Peterborough 2020 - 2022. Procurement / Commissioning information.</p>
<p>2. Clare Lodge and agency resource - KEY/28MAR2022/02 - Relating to the supply of temporary agency requirements at Clare Lodge</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>13 March 2023</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Legal, Procurement, Service area, Clare Lodge, agency providers</p>	<p>Steve McFaden, Business, Strategy & Infrastructure Manager Clare Lodge, 01733 253246</p>	<p>People Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>3. Award of Insurance Contract - KEY/1AUG22/02 - The existing contract for the Councils insurance arrangements runs from 1 April 2018 - 31 March 2023. (MAR18/CMDN/113). Discussions are now being held with insurance specialists and the Procurement Team to set out the specification requirements so that this contract can go out to tender with award expected in late January 2023 / early February 2023.</p>	<p>Cabinet</p>	<p>13 March 2023</p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Consultation internal (Procurement), external (insurance broker advisors).</p>	<p>Steve Crabtree. Chief Internal Auditor. Tel: 01733 384557. Email: steve.crabtree@peterborough.gov.uk</p>	<p>Corporate Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p>
<p>4. Charging residents and developers for replacement bins – KEY/21NOV22/01 - Currently all replacement household bins are replaced for free, if implemented, if you lose your bin or damage it you will be required to pay for a replacement.</p>	<p>Councillor Nigel Simons, Cabinet Member For Waste Street Scene And The Environment</p>	<p>February 2023</p>	<p>Climate Change and Environment Scrutiny Committee</p>	<p>All Wards</p>	<p>Via the budget setting last financial year and FSWG</p>	<p>James Collingridge, Assistant Director of Operations, 01733 864736, james.collingridge@peterborough.gov.uk</p>	<p>Place and Economy</p>	<p>A CMDN.</p>

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
5. Refugee Resettlement Befriender Contract Award – KEY/21NOV22/02 To award a contract to provide services and support to resettled refugee families under the United Kingdom Resettlement Scheme and the Afghan Relocation and Assistance Programme.	Councillor Steve Allen, Deputy Leader and Cabinet Member for Communication, Culture and Communities	February 2023	Growth, Resources and Communities Scrutiny Committee	All Wards	Soft market testing with potential suppliers has taken place	Ian Phillips Head of Communities and Partnerships Integration Email: ian.phillips@pete.rborough.gov.uk	Place and Economy	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
6. Disposal of Ground Rent at Hereward Cross – KEY/05DEC22/01 - Disposal of ground rent at Hereward Cross	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	February 2023	Growth, Resources, And Communities Scrutiny Committee	Central Ward	Part of the approved disposal programme	Felicity Paddick, Manager - Estates and Valuation Email: felicity.paddick@nps.co.uk Tel: 07801 910971	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
7. Procurement of a DPS for The Construction of Large-scale Adaptations to Domestic Properties to Provide Disabled Living Facilities and The Provision of Repairs Assistance to Low Income and Vulnerable, Owner Occupiers of Domestic Properties from 1 Jan 2023 to 31 Dec 2027 with optional 4 yearly extensions to 31 Dec 2031 - KEY/05DEC22/03 - Procurement of a Dynamic Purchasing System for the Construction of Large-scale Adaptations to Domestic Properties to Provide Disabled Living Facilities and The Provision of Repairs Assistance to Low Income and Vulnerable, Owner Occupiers of Domestic Properties.	Councillor Marco Cereste, Climate Change, Planning, Housing and Transport	February 2023	Adults and Health Scrutiny Committee	All Wards	Soft Market Testing and Contractor Engagement Event	Sharon Malia - Housing Programmes Manager – Email: sharon.malia@pete.rborough.gov.uk Tel: 07920 160632	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>8. Extension of the current Section 75 agreements for the Healthy Child Programme (HCP) in Peterborough (Health Visiting, Family Nurse Partnership and School Nursing) - KEY/05DEC22/06 - The Cabinet Members are recommended to authorise the extension of current Delegation and Partnering Agreement with Cambridgeshire County Council in order to extend the Section 75 agreements with Cambridgeshire Community Services (CCS) and Cambridgeshire and Peterborough (CPFT) Foundation Trust relating to:</p> <p>(i) The provision of Health Visiting and Family Nurse Partnership Services, whereby CCS and CPFT will exercise the health-related function to the Local Authorities for the duration of 12 months between 1 April 2024 and 31 March 2025; and</p> <p>(ii) The provision of School Nursing Services, whereby CCS and CPFT will exercise the health-related function to the Local Authorities for the duration of 12 months between 1 April 2024 and 31 March 2025.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>13 March 2023</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Will be undertaken as part of the work on Family hubs and developing the new service specification</p>	<p>Jyoti Atri, Director of Public Health, Email Jyoti.Atri@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>9. Education Systems Contract Award – KEY/19DEC22/01 Procuring a cloud-based system for Education which will provide a single view of service user details to improve service delivery.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>March 2023</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Procurement, Finance, Legal, Service area</p>	<p>Lucy Sweatman, Education Programme Manager, 07548342557</p>	<p>People Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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<p>10. Child Weight Management Procurement – KEY/16JAN23/03 To support the competitive procurement, through an Invitation to Tender (ITT) process, of a Child Weight Management service across Cambridgeshire and Peterborough. This includes delegating authority to Cambridgeshire County Council to act as the lead commissioner.</p>	<p>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</p>	<p>February 2023</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Co-production work ongoing, in collaboration with the Cambridgeshire and Peterborough Adopting Innovation Hub. Consultation work already undertaken with Pinpoint, a voluntary organisation supporting children with SEND. Pinpoint will continue to input in to the specification and will help to evaluate specific questions within the tender relating to complex needs.</p>	<p>Imogen Gray. Senior Public Health Manager. imogen.gray@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>CMDN</p>
<p>11. Termination of the Council's Agency Worker Contract – KEY/31JAN2023/01 - Termination of the Council's agency worker contract with OPUS</p>	<p>Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance</p>	<p>February 2023</p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>N/A</p>	<p>Relevant internal and external stakeholders</p>	<p>Mandy Pullen Assistant Director HR and Development Email: mandy.pullen@peterborough.gov.uk Tel: 01733 863628 Mobile: 07920 160379</p>	<p>Corporate Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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<p>12. Approval for additional external public health funding to be allocated to the Integrated Sexual and Reproductive Health Services as part of the ongoing Section 75 - KEY/31JAN23/04 - Central funding has been allocated to meet the increases in NHS Agenda for Change staff salaries who are employed in commissioned sexual health services. It is mandatory this is given to our commissioned NHS providers.</p>	<p>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</p>	<p>February 2023</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>N/A</p>	<p>Joseph Keegan, Commissioning Team Manager for Substance Misuse and Sexual and Reproductive Health, Tel: 07795302393, Email: joseph.keegan@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>13. Extension of the contract for the Adults and Children Integrated Drug and Alcohol Treatment Service with Change Grow Live (CGL) for a an additional 2 years with an end date of the 31st of March 2026 - KEY/31JAN23/05 - The current contract ends on the 31st of March 2024. However, because of multiple grant additions that go beyond this end date an extension is required to ensure that the additional funding is fully evaluated.</p>	<p>Cabinet</p>	<p>13 March 2023</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>A detailed needs assessment has just been completed and involved extensive consultation.</p>	<p>Joseph Keegan, Commissioning Team Manager for Substance Misuse and Sexual and Reproductive Health, 07795302393, Email: joseph.keegan@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>14. Peterborough City College Day Opportunities and Supported Employment Extension – KEY/13FEB23/01 Cabinet are requested to approve an extension of the funding for the Day Opportunities and Supported Employment Services delivered by Peterborough City College, from 01st April 2023 to 31st March 2025</p>	<p>Cabinet</p>	<p>13 March 2023</p>	<p>Adults and Health Scrutiny Committee</p>	<p>West</p>	<p>N/A</p>	<p>Claire Cluer, Commissioning Manager, Email: claire.cluer@cambridgeshire.gov.uk</p>	<p>People Services</p>	<p>Peterborough City College Day Opportunities and Supported Employment Extension Paper</p>
<p>15. PCC's Homecare Spend through CCC's DPS – KEY/13FEB23/02 Approval for Spending PCC's homecare budget through Cambridgeshire County Council's Dynamic Purchasing System (DPS) for Home and Communities Support Services for Homecare Contracts.</p>	<p>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</p>	<p>March 2023</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Discussion with internal stakeholders, including Commissioning, Contracts, Brokerage, Legal and Procurement were undertaken to propose this solution.</p>	<p>Luke Smith, Commissioning Officer, luke.smith@peterborough.gov.uk, 07554148545</p>	<p>People Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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16. Household Support Fund – Round 4 – KEY/13FEB23/04 To decide on the overall approach to the delivery of the Household Support Fund extension including the spend proportions and areas of focus and delegation of authority.	Councillor Steve Allen, Deputy Leader and Cabinet Member for Communication, Culture and Communities	March 2023	Growth, Resources and Communities Scrutiny Committee	All Wards	No further consultation required other than CLT, Scrutiny, CPF and Cabinet approvals	Adrian Chapman, Executive Director Place and Economy	Place and Economy	If available at the time of publish, will include the Government's Guidance
17. City Centre Public Space Protection Order – KEY/13FEB23/05 Decision request concerning the extension of the existing City Centre Public Space Protection Order for a further 3 years following consultation with statutory consultees, councillors, key interested parties and the public.	Councillor Steve Allen, Deputy Leader and Cabinet Member for Communication, Culture and Communities	April 2023	Growth, Resources and Communities Scrutiny Committee	Central	Statutory consultees, ward councillors and key interested parties will be directly consulted and there will be a public consultation available on the council's website with paper copies available upon request	Laura Kelsey, Community Safety Neighbourhood Manager	Place and Economy	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
18. Adult Social Care Market Sustainability Plan - KEY/27FEB23/01 - approval of PCC Adult Social Care Market Sustainability Plan	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	13 March 2023	Adults and Health Scrutiny Committee	All Wards	N/A	Joanne Melvin, Strategic Lead ASC Commissioning. joanne.melvin@peterborough.gov.uk	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
19. Procurement of a Framework Agreement for the Provision of Specialist De-cluttering and Deep Cleaning Services - KEY/27FEB23/02 - Procurement of a Framework Agreement for the Provision of Specialist De-cluttering and Deep Cleaning Services from 1 April 2023 for 2 years and 8 months years until December 2025 (to align this Framework with another Framework) with an option to extend for a further year to December 2026 and a separate option to extend for a further year until December 2027. The annual contract amount is £150,000 and will total £750,000 over the 5 years.	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	1 March 2023	Adults and Health Scrutiny Committee	N/A	Soft Market Testing, Engagement Events and contract published via Pro Contract	Sharon Malia - Housing Programmes Manager 07920 160632 sharon.malia@peterborough.gov.uk	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
20. Approval for contract to be awarded to Milestone to deliver construction of Eastern Industries Access Improvement Scheme - KEY/27FEB23/03 - The Council is to receive funding from the Cambridgeshire and Peterborough Combined Authority (CPCA) to deliver construction of the Eastern Industries Access Improvement Scheme. The total amount to be funded is £6,665,696. Approval is required for contract to be awarded to Milestone to undertake delivery of the improvement scheme.	Cabinet	13 March 2023	Climate Change And Environment Scrutiny Committee	East Ward	Consultation was undertaken with relevant stakeholders (councillors, residents, cycle forum, etc.) during design of the scheme.	Lewis Banks, Transport & Environment Manager, Tel: 01733 317465, Email: lewis.banks@peterborough.gov.uk	Place and Economy	Meeting minutes confirming award. https://cambridgeshirepeterboroughcagov.cmis.uk.com/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/2119/Committee/63/SelectedTab/Documents/Default.aspx

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KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>21. Approval for contract to be awarded to Milestone to deliver construction of A1260 Nene Parkway Junction 3 Improvement Scheme - KEY/27FEB23/04 - The Council is to receive funding from the Cambridgeshire and Peterborough Combined Authority (CPCA) to deliver construction of the A1260 Nene Parkway Junction 3 Improvement Scheme. The total amount to be funded is £9,291,880. Approval is required for contract to be awarded to Milestone to undertake delivery of the improvement scheme.</p>	Cabinet	13 March 2023	Climate Change And Environment Scrutiny Committee	Orton Longueville	Consultation was undertaken with relevant stakeholders (councillors, residents, cycle forum, etc.) during design of the scheme.	Lewis Banks, Transport & Environment Manager, Tel: 01733 317465, Email: lewis.banks@peterborough.gov.uk	Place and Economy	'Meeting minutes confirming award. https://cambridgeshirepeterboroughcagov.cmis.uk.com/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/2119/Committee/63/SelectedTab/Documents/Default.aspx
<p>22. Better Care Fund - KEY/27FEB23/05 - Better Care Fund section 75 for 2022/23 - deed of variation to be approved.</p>	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	April 2023	Adults and Health Scrutiny Committee	All Wards	Relevant internal and external stakeholders	Caroline Townsend, Head of Commissioning, Programmes and Partnerships, 07976832188 caroline.townsend@peterborough.gov.uk	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>23. Award of contract direct to Milestone Infrastructure Services for three major highways schemes - KEY/27FEB23/06 - Decision required to approve direct award of works directly to Milestone Infrastructure Services, Peterborough's Highways partner, utilising the current Term Service Contract for the following projects; subject to budget approval. * Safety barrier replacement * APV Baker footbridge * Highway surface replacement/treatment for damage caused by extreme weather</p>	Councillor Marco Cereste, Climate Change, Planning, Housing and Transport	31 March 2023	Growth, Resources, And Communities Scrutiny Committee	N/A	Appropriate consultation will be undertaken as within delivery of the projects.	Amy Petrie, Principal Programme and Project Officer, Email: amy.petrie@peterborough.gov.uk Tel: 01733 452272	Place and Economy	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>24. The 2023/2024 Local Transport Plan Annual Programme of Works - KEY/27FEB23/07 - Approval required for the annual Local Transport Plan capital programme of works.</p>	Councillor Marco Cereste, Climate Change, Planning, Housing and Transport	31 March 2023	Growth, Resources, And Communities Scrutiny Committee	All Wards	Appropriate level consultation will take place for the individual projects as the works are delivered.	Amy Petrie, Principal Programme and Project Officer, Email: amy.petrie@peterborough.gov.uk Tel: 01733 452272	Place and Economy	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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25. PCC/CCC Delegation Agreement for jointly procured Floating Support service - KEY/27FEB23/08 - Approval of Delegation Arrangements to allow CCC to implement and manage this contract on behalf of PCC	Councillor Howard, Cabinet Member for Adult Social Care, Health & Public Health	February 2023	Adults and Health Scrutiny Committee	All Wards	Feedback sought from existing customers, staff and external partners/stakeholders prior to commencing re-procurement	Lisa Sparks, Senior Commissioner (ASC Commissioning), 07900163590, lisa.sparks@cambridgeshire.gov.uk	Public Health	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
26. Delegation to Cambridgeshire County Council re. recommission of the Healthy Schools Support Service – KEY/13MAR23/01 "The Public Health Directorate are seeking to continue provision of the Healthy Schools Support Service for a further 19-month period, from 1st September 2023 - 31st March 2025. The service has been successfully operating across Peterborough and Cambridgeshire since 2018 at an annual value of £148,520 to Cambridgeshire and £58,680 to Peterborough. This new contract period will be used to provide officers sufficient time to review effectiveness, understand the evidence base and better evaluate the impact of current provision to inform future commissioning intentions. The total cost to PCC for this period will be £92,276.66."	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	March 2023	Adults and Health Scrutiny Committee	All Wards	A comprehensive consultation will be undertaken with service users, partners and key stakeholders as part of the required work needed to inform future commissioning intentions	Amy Hall, Children's Public Health Commissioning Manager, amy.hall@peterborough.gov.uk	Public Health	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

PART 2 – NOTICE OF INTENTION TO TAKE DECISIONS IN PRIVATE

DECISIONS TO BE TAKEN IN PRIVATE								
KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
None.								

PREVIOUSLY ADVERTISED DECISIONS TO BE TAKEN IN PRIVATE

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
1. Peterborough Limited Subsidiary Structure - Approval is sort to create a subsidiary organisation to Peterborough Limited to aid the efficient and effective future delivery of services.	Cabinet	13 March 2023	Growth, Resources, And Communities Scrutiny Committee	N/A	N/A	Kitran Eastman Managing Director - Peterborough Ltd Email: Kitran.Eastman@peterboroughlimited.co.uk	Place and Economy	Commercial Sensitivity of Peterborough Limited The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
2. Procurement of Infrastructure Services – KEY/31JAN2023/06 - To approve the expenditure for the procurement of critical infrastructure services that are required to support the day to day operation of the Council's IT systems and services.	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	13 March 2023	Growth, Resources, And Communities Scrutiny Committee	N/A	N/A	Julian Patmore, Head of Operational Services, Tel: 07980 895 010, Email: julian.patmore@peterborough.gov.uk	Corporate Services	CMDN, Contract (which will be exempt) & Business Case The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
164 3. Peterborough Limited Update – an update on the in-year company finances	Shareholder Cabinet	March 2023	Growth, Resources and Communities Scrutiny Committee	N/A	N/A	Kitran Eastman Managing Director - Peterborough Ltd Email: Kitran.Eastman@peterboroughlimited.co.uk	Place and Economy	Commercial Sensitivity of Peterborough Limited The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Amendment of the term of the £15m loan facility with Propiteer Hotels Ltd and its subsidiary Fletton Quays Hotels Ltd – KEY/13MAR23/02 - Approval to the extension of the loan facility	Cabinet	13 March 2023	Growth, Resources and Communities Scrutiny Committee	Fletton and Stanground	Internal and external stakeholders	Simon Lewis, Service Director Commercial, Property & Asset Management	Corporate services	The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of a particular person (including the authority holding that information)
5. Disposal of Hereward Cross Freehold – KEY/13MAR23/03 Sale of PCC freehold interest following the disposal of long leasehold interest by leaseholder	Cabinet	13 March 2023	Growth, Resources and Communities Scrutiny Committee	Central	The disposal will go through CLT and CPF	Felicity Paddick - felicity.paddick@peterborough.gov.uk	Corporate Services	Exempt annex with specific financial information and Heads of Terms. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of a particular person (including the authority holding that information)

PART 3 – NOTIFICATION OF NON-KEY DECISIONS

DECISIONS FROM 27 MARCH 2022								
DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
None.								

PREVIOUSLY ADVERTISED DECISIONS

DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>1. Approval of the leasehold disposal of a brownfield site to a care provider – A site has been found for a care home and the Council are currently looking into a leasehold disposal to a care provider who will build a care facility and then contract to provide services to the Council.</p>	<p>Councillor Cereste, Cabinet Member for Climate Change, Planning, Housing and Transport</p>	<p>February 2023</p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>Park</p>	<p>Relevant internal and external stakeholders.</p> <p>A forum has been set up by the Combined Authority involving representatives from finance, legal, property and social care.</p>	<p>Felicity Paddick, Manager - Estates and Valuation, Tel: 07801 910971 Email: felicity.paddick@nps.co.uk</p>	<p>Corporate Services</p>	<p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p>
<p>2. Approval of the Peterborough Sufficiency Strategy Every top tier local authority is required to publish a sufficiency strategy. This must set out how we seek to avoid children coming into care through the provision of family support services, and identify steps that we are taking to ensure that we have sufficient placements for children in care in our area, so that as many children and young people in care can live locally, provided that this is in their best interests.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>February 2023</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>There has been widespread consultation including with children and young people in care.</p>	<p>Elaine Redding, Email: elaine.redding@peterborough.gov.uk</p>	<p>Peoples Services</p>	<p>Scrutiny Report</p>
<p>3. Werrington Fields and Ken Stimpson Secondary School - Following a public meeting held on 20 September 2021 at Ken Stimpson School, a decision needs to be taken on whether or not to proceed with plans to erect a fence to enclose part of the school's playing fields. The area is currently open access to the public. The school has not been using the area for over two years due to concerns over the safeguarding risk to the young people attending the school.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>February 2023</p>	<p>Children and Education Scrutiny Committee</p>	<p>Werrington</p>	<p>Public meeting held on 20 September 2021 at Ken Stimpson School. Prior to this, a detailed background information document was circulated to interested parties.</p>	<p>Jonathan Lewis, Service Director, Education Email: jonathan.lewis@peterborough.gov.uk</p>	<p>Peoples Services</p>	<p>Cabinet Member Decision Notice, Background Information Document</p> <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>4. Approval to enter into a Section 75 Partnership Agreement with Cambridgeshire and Peterborough NHS Foundation Trust This agreement will ensure the provision of CPFT mental health specialist working with mental health practitioners who are part of multiagency Family Safeguarding teams working as part of children's social care safeguarding teams.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>February 2023</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Helen Andrews, Children's Commissioning Manager helen.andrews@cambridgeshire.gov.uk</p>	<p>People Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
5. Approval and Endorsement of a new countywide Infant Feeding Strategy - Decision sought to approve and endorse a countywide Infant Feeding Strategy developed collaboratively between Public Health and the Cambridgeshire & Peterborough Clinical Commissioning Group (CCG). This decision includes approval of overall strategy and underpinned action plans required to implement this.	Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University	February 2023	Children and Education Scrutiny Committee	All Wards	Maternity Voices Partnerships, who are made up of service user representatives and key stakeholders spanning maternity, health visiting and the third sector have coproduced the strategy alongside Local Authority and CCG colleagues.	Amy Hall, Children's Public Health Commissioning Manager, amy.hall@peterborough.gov.uk , 07583040529	Public Health	Paper and Strategy to be submitted closer to the Cabinet meeting
6. Approval of Delegation Agreement for Floating Support Service - Requesting approval to delegate authority to CCC to enable them to deliver a new jointly commissioned Floating Support service on behalf of PCC.	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	February 2023	Adults and Health Scrutiny Committee	All Wards	Feedback gathered from existing customers, service staff and external stakeholders/partners.	Lisa Sparks - Senior Commissioner - lisa.sparks@cambridgeshire.gov.uk - 07900163590	Public Health	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
7. Approval to award a grant for a Mental Health Supported Living service. - Approval to award a grant for revenue funding to Eastlands Mental Health Supported Living Services, for a period of 1 year period, from April 2023.	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	February 2023	Adults and Health Scrutiny Committee	All Wards	Consultation not required as seeking no change to existing service	Lisa Sparks - Senior Commissioner - lisa.sparks@cambridgeshire.gov.uk - 07900163590	Public Health	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
8. Acquisition of 4 Royce Road, Peterborough - Acquisition of industrial premises at 4 Royce Road adjacent to PCC owned land	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	February 2023	Growth, Resources, And Communities Scrutiny Committee	East Ward	N/A	Felicity Paddick, Manager - Estates and Valuation Email: felicity.paddick@nps.co.uk Tel: 07801 910971	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).

DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
9. Operating Model City College - Review of the Operating Model of City College	Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University	March 2023	Children and Education Scrutiny Committee	All Wards	None	Jonathan Lewis, Service Director: Education. Tel: 01223 507165. Email: jonathan.lewis@cambridgeshire.gov.uk	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

PART 4 – NOTIFICATION OF KEY DECISIONS TAKEN UNDER URGENCY PROCEDURES

DECISION TAKEN	DECISION MAKER	DATE DECISION TAKEN	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>Award Of Contract For The Construction Of A New Temporary Surface Car Park Supporting The Regional Pool And The University Of Peterborough Project</p> <p>The Cabinet Member is recommended to:</p> <ol style="list-style-type: none"> 1. Authorise the award of contract to Coulson & Son Limited for the sum of £801k relating to the construction of a new temporary surface car park at Bishops Road, Peterborough and additional costs up to a total value of £1,008,000 associated with the delivery of this project. 2. Authorise the Director of Law and Governance or delegated officers to enter into any legal documentation on behalf of the Council in relation to this matter; 3. Approve utilisation of agreed funding to commission the chosen contractor for the project. 	<p>Deputy Leader And Cabinet Member For Communication, Culture And Communities</p>	<p>Still in consideration stage</p>	<p>Growth, Resources and Communities Scrutiny Committee</p>	<p>Central</p>	<p>None</p>	<p>Charlotte Palmer Email: charlotte.palmer@peterborough.gov.uk Tel: 01733 453538</p>	<p>Place and Economy</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

FORWARD PLAN

PART 1 – KEY DECISIONS

In the period commencing 28 clear days after the date of publication of this Plan, Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below in **Part 1**. Key decisions relate to those executive decisions which are likely to result in the Council spending or saving money in excess of £500,000 and/or have a significant impact on two or more wards in Peterborough.

If the decision is to be taken by an individual Cabinet Member, the name of the Cabinet Member is shown against the decision, in addition to details of the Councillor's portfolio. If the decision is to be taken by the Cabinet, this too is shown against the decision and its members are as listed below:

Cllr Fitzgerald (Leader of the Council), Cllr Steve Allen (Deputy Leader); Cllr Ayres; Cllr Cereste; Cllr Howard; Cllr Coles and Cllr Simons.

This Plan should be seen as an outline of the proposed decisions for the forthcoming month and it will be updated on a fortnightly basis to reflect new key-decisions. Each new Plan supersedes the previous Plan and items may be carried over into forthcoming Plans. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to philippa.turvey@peterborough.gov.uk, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to or by telephone on 01733 452460. For each decision a public report will be available from the Democratic Services Team one week before the decision is taken.

PART 2 – NOTICE OF INTENTION TO TAKE DECISION IN PRIVATE

Whilst the majority of the Executive's business at the Cabinet meetings listed in this Plan will be open to the public and media organisations to attend, there will be some business to be considered that contains, for example, confidential, commercially sensitive or personal information. In these circumstances the meeting may be held in private, and on the rare occasion this applies, notice will be given within **Part 2** of this document, 'notice of intention to hold meeting in private'. A further formal notice of the intention to hold the meeting, or part of it, in private, will also be given 28 clear days in advance of any private meeting in accordance with The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed (unless a notice of intention to hold the meeting in private has been given).

PART 3 – NOTIFICATION OF NON-KEY DECISIONS

For complete transparency relating to the work of the Executive, this Plan also includes an overview of non-key decisions to be taken by the Cabinet or individual Cabinet Members, these decisions are listed at **Part 3** and will be updated on a weekly basis.

You are entitled to view any documents listed on the Plan, or obtain extracts from any documents listed or subsequently submitted to the decision maker prior to the decision being made, subject to any restrictions on disclosure. There is no charge for viewing the documents, although charges may be made for photocopying or postage. Documents listed on the notice and relevant documents subsequently being submitted can be requested from Philippa Turvey, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to philippa.turvey@peterborough.gov.uk or by telephone on 01733 452460.

All decisions will be posted on the Council's website: www.peterborough.gov.uk/executivedecisions. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Democratic and Constitutional Services Manager using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this Plan.

DIRECTORATE RESPONSIBILITIES

Please note that all Directorates have been colour coded. Each decision will be colour coded in accordance with the below.

CORPORATE SERVICES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Financial and Resources

Internal Audit, Insurance and Investigations

Peterborough Serco Strategic Partnership (Business Support, Corporate Procurement, Business Transformation and Strategic Improvement, Customer Services, Shared Transactional Services)

Communications

Commercial & Property

Registration and Bereavement Services

Commercial & Property

Delivery and Transformation

Health & Safety

Human Resources & Workforce Development - (Business Relations, HR Policy and Rewards, Training and Development, Occupational Health and Workforce Development)

Digital, Data Analytics, Risk & IT Services

Transformation and Programme Management Office, Business Intelligence, Commercial, Strategy and Policy, Shared Services

PEOPLE SERVICES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Adult Services and Communities (Adult Social Care Operations, Adult Social Care and Quality Assurance, Adult Social Care Commissioning, Early Help – Adults, Children and Families, Housing and Health Improvement, Community and Safety Services, Offender Services)

Children's Services (Children's Social Care Operations, Children's Social Care Quality Assurance, Safeguarding Boards – Adults and Children's, Child Health, Clare Lodge (Operations), Access to Resources)

Education, (Special Educational Needs and Inclusion, School Improvement, City College Peterborough, Pupil Referral Units, Schools Infrastructure)

Commissioning

Business Management and Commercial Operations (Commissioning, Recruitment and Retention, Clare Lodge (Commercial), Early Years and Quality Improvement)

Performance and Information (Performance Management, Systems Support Team)

LEGAL AND GOVERNANCE DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Corporate Lawyers

Constitutional Services, (Democratic Services, Electoral Services, Executive and Members Services) - (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Information Governance, (Freedom of Information and Data Protection)

PLACE AND ECONOMY DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Development and Construction (Development Management, Planning Compliance, Building Control)

Planning Growth and Environment (Strategic Planning, Housing Strategy and Affordable Housing, Climate Change and Environment Capital, Natural and Built Environment)

Housing and Homelessness

Highways and Transport (Network Management, Highways Maintenance, Street Naming and Numbering, Street Lighting, Design and Adoption of Roads, Drainage and Flood Risk Management, Transport Policy and Sustainable Transport, Public Transport)

Employment and Skills

Community Safety

Regulatory Services

Emergency Resilience & Planning

(Markets and Street Trading, City Centre Management including Events, Regulatory Services, Parking Services, Vivacity Contract, CCTV and Out of Hours Calls)

PUBLIC HEALTH DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Health Protection, Health Improvements, Healthcare Public Health.

