





## THE CABINET

### AGENDA





**Meeting to be held in the Civic Centre (Committee Room No. 1) on Wednesday 9 October 2013 at 2.00 p.m.**

#### Part I

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### **Local Government (Access to Information) (Variation) Order 2006**

The reports contained in Part II of the Agenda are not for publication as the Cabinet is considered likely to exclude the public during consideration thereof as they contain information relating to any individual, which is likely to reveal the identity of an individual, the financial or business affairs of any particular person (including the Authority holding that information) or to consultations or negotiations in connection with labour relations matters arising between the Authority and employees of the Authority (Local Government Act 1972, Schedule 12A, Part 1, Paragraphs 1, 2, 3 and 4). The public interest in maintaining this exemption outweighs the public interest in disclosing the information.

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 **Denotes Key Decision.**

**\* Denotes Regulation 10 Notice issues – item which is a key decision which is not included in the 28 Day Notice of Key Decisions.**

ELAINE WAUGH  
Head of Law and Governance

Civic Centre  
SUNDERLAND  
1 October 2013



**CABINET MEETING – 9 OCTOBER 2013**  
**EXECUTIVE SUMMARY SHEET – PART I**

**Title of Report:**

MINUTES, PART I

**Author(s):**

Head of Law and Governance

**Purpose of Report:**

Presents the minutes of the last meeting held on 4 September 2013 Part I.

**Action Required:**

To confirm the minutes as a correct record.



**At a meeting of the CABINET held in the COUNCIL CHAMBER  
(COMMITTEE ROOM NO. 2) on Wednesday 4 September 2013 at 2.00pm.**

**Present:-**

Councillor Trueman in the Chair

Councillors Blackburn, Gofton, Kelly, G. Miller, P. Smith and Speding

**Also in attendance:-**

Councillor Wood

**Part I**

**Variation of Order of Business**

The Chairman referred to Item 8 on the Agenda relating to "Future Library Services," and reported that it was proposed to move the item to the beginning of the meeting in view of the public interest in this matter. Consideration having been given to the proposal, it was:-

1. RESOLVED that approval be given to vary the order of business on the agenda to consider the report entitled, "Future Library Services", as the first item.

The Chairman in introducing the report, noted that a number of members of the public in the public gallery wished to video or photograph the proceedings and clarified that no one present in the gallery objected to the footage being taken particularly as there were children present.

## **Future Library Services**

The Executive Director of People Services submitted a report (copy circulated) to advise of the results from the second phase of consultation on future library services, to propose a service model to deliver the new vision for library services which had considered the findings from phase 1 and 2 of the consultation programme and usage patterns and which would release efficiencies and to outline an implementation plan for the introduction of the future library service.

(For copy report – see original minutes).

The Chairman reported that he had been presented with a petition against the proposed decommissioning of the nine libraries detailed in the report. He advised that he had spoken to Mrs. D. Taylor, the Lead Petitioner and agreed that the petition be read out and submitted at the Council meeting to be held on 25 September 2013.

Councillor Kelly then highlighted that the report provided the results from the second phase of consultation on future library services, proposed a service model to deliver the new vision and provided an outline implementation plan for the introduction of the new library service. He summarised that the proposed service model would provide library hubs in each of the five areas of the city, supported by six community libraries and a programme of community outreach activities enabling services to be taken to communities, in particular, those that need the most support to engender reading and learning.

Cabinet Members were advised that the service model would provide a reduced number of library buildings but through the introduction of an enhanced community outreach programme including Community Book Collections, a programme of activities related to books, reading and learning and partnerships with others including Children's Centres, Community Centres and other neighbourhood venues would increase both the means and overall number of locations where library services could be accessed.

Councillor Kelly drew attention to examples of potential community outreach activities, partners, workforce engagement and potential volunteer development. He added that the report also identified the capital investments to be made in ICT to ensure consistency in services across the city including refreshed and updated ICT provision in all library hubs and community libraries, the introduction of e-books and the provision of access to wi-fi services.

The Chairman then addressed the public present. He advised that it was not the practice to allow members of the public to address Cabinet meetings but in view of the nature of the interest in the item he invited them to nominate a spokesperson to address the meeting, in the absence of the Lead Petitioner, if they so wished.



Ms Claire Ferry, a resident of Hendon addressed the Cabinet to advise them of the strong objections to the proposals. She reported that residents in these areas had a variety of ideas to utilise these public buildings. She added that it was not just about the books, but the use of the buildings by children, the elderly, accessing the internet and social interaction, in some of the most deprived areas of the city. She requested that the Cabinet take these issues into consideration in the deliberations.

To illustrate the strength of feeling of the residents, Cabinet Members were advised that there were 3,509 signatures on the petition and this number would have been considerably greater if the petitioners had had the resources to campaign further as they had found that no-one they asked had refused to sign the petition.

In response, Councillor Kelly reported that a number of discussions had been taking place with a number of organisations and volunteer groups in relation to the use of the buildings and it was hoped that a number of the outlets would be able to continue to provide facilities to the area and a library service albeit on a smaller scale.

In relation to the petition itself, Councillor Kelly reported that there had been a number of engagement opportunities during the consultation process. He appreciated the strength of feeling but believed that the vision of the future service would engage more and give more opportunities to more people and distant groups to take advantage of what the service had to offer.

Councillor Smith highlighted that the library building in her Ward had been identified for closure. She reminded everyone present that these proposals had only come about as a result of the Council's funding from Central Government being substantially reduced.

Councillor Miller agreed and added that no-one here had become a Councillor to make such decisions to close facilities but to do what was best for the city. He drew attention to the £100 million budget cut the Council had managed over the three previous years and the further £100 million funding cut being imposed by the Government for the next three years. He reported that this equated to 25% of the total budget for the Council. He advised that not only did the Council have to respond to these budget cuts but it was also essential that the Council review the service due to advances in technology, the internet and social networking. He explained that libraries were not needed in the same way as when he was a child. Alternative uses for the buildings in the communities would be considered.

Councillor Kelly reported that efficiencies of £850,000 had had to be identified in this service area and if it had not been this it could have potentially meant cuts to children's or adult services. He advised that the service was in need of a refresh and he felt assured that the proposals would deliver a better service, more far reaching into the communities and that residents would start to see the difference within twelve months.

Consideration having been given to the report, petition and representations made at the meeting, it was:-

2. RESOLVED that:-

- (i) the information about the current service, the financial context and feedback from the recent consultation programme, be noted,
- (ii) the future service model, including the development of library hubs, community libraries and the expansion of the community engagement and outreach programme to take library services into non-traditional community venues be approved, and
- (iii) the implementation plan for the introduction of the new service offer be agreed.

### **Minutes**

The minutes of the meeting of the Cabinet held on 17 July 2013 Part I (copy circulated) were submitted.

(For copy report - see original minutes).

3. RESOLVED that the minutes of the last meeting be confirmed and signed as a correct record.

### **Receipt of Declarations of Interest**

Councillor Blackburn declared an interest in item 9, "Proposed Capital Works at Easington Lane Primary School and Biddick Primary School to respond to demand for Primary School Places," as a school governor of Easington Lane Primary School and indicated that he would withdraw from the meeting during consideration of the report.

### **Apologies for Absence**

Apologies for absence were submitted to the meeting on behalf of Councillor P. Watson.

## **Honorary Freedom of the City**

The Chief Executive and Executive Director of Commercial and Corporate Services submitted a joint report (copy circulated) to consider recommending to Council to formally to confer the Honorary Freedom of the City upon Monsieur Joël Batteux OBE, and Mr Niall Quinn MBE.

(For copy report – see original minutes).

The Chairman in highlighting the report reported that both of the proposed recipients have served this city with distinction. He advised that Joël Batteux had been nominated in recognition of his longstanding commitment to the town twinning relationship between Sunderland and Saint-Nazaire throughout his time as Mayor and his significant work with British veterans.

Cabinet Members were advised that the report set out the superb contribution he had made through his many years of engaging in the twinning relationship with Sunderland, and also serving his own region and town council, Saint-Nazaire, where he had been Mayor since 1983. He would be standing down next year, after serving no less than five successive terms as Mayor, and this is also the 60<sup>th</sup> anniversary of our twinning relationship.

The Chairman reported that it was fitting that the city of Sunderland took time to recognise all the work he had done with us and on our behalf over those years, and not least Joël's significant work with British veterans, not forgetting that his enthusiasm for international cooperation developed during an early visit to Sunderland as a youngster.

The Chairman then drew attention to Niall Quinn and reminded Cabinet Members not only of his footballing prowess, but also his selfless donation of the proceeds from his testimonial game to charities including the Niall Quinn Centre here in Sunderland. He highlighted Niall's return to the game and to Sunderland in 2006 when, as chairman, his first season resulted in the club's promotion to the Barclays Premier League. He added that it was right that the city recognised Niall's contribution to the club in attracting investment and raising Sunderland AFC's global profile, his work with the SAFC Foundation and our young people, and also his overall contribution as a champion of our city and its people.

Cabinet Members were then advised that the report also proposed that authority was given for the Chief Executive in consultation with the Leader of the Council to agree all appropriate arrangements for the formal ceremony at an extraordinary meeting of the Council to be held on 11<sup>th</sup> November 2013.

Cabinet Members having commended the proposals, it was:-

4. RESOLVED that it be recommended to Council to:-

- (i) agree to confer, in accordance with the provisions of Section 249 of the Local Government Act 1972, the Honorary Freedom of the City upon Monsieur Joël Batteux OBE, and Mr Niall Quinn MBE, and
- (ii) authorise the Chief Executive in consultation with the Leader of the Council, to agree all appropriate arrangements for the formal ceremony at an extraordinary meeting of the Council to be held on 11<sup>th</sup> November 2013.

### **Appointment of Aldermen**

The Chief Executive and Executive Director of Commercial and Corporate Services submitted a joint report (copy circulated) to propose arrangements for the Appointment of Honorary Aldermen.

(For copy report – see original minutes).

The Chairman highlighted that the proposal to confer the title of Honorary Alderman would be by a resolution of full Council, and could only be given to former Councillors. He drew attention to the established practice of granting Freedom of the City to distinguished individuals who had contributed to civic life, and to the armed forces, but the Council had not previously had any arrangements in place to formally recognise retired Councillors' service to the Council.

Cabinet Members were advised that in adopting a scheme for the appointment of Honorary Aldermen the Council had an opportunity to honour and celebrate the achievements of past Councillors for their services. It was proposed that the title would be awarded to those former Councillors who had, in the opinion of the Council, rendered eminent services to the Council.

The Chairman reported that the role was not political, but a recognition of the community leadership, public service and sheer hard work that the former Councillor had given to the people and communities across the City. He added that it would not attract any payment or allowance, and the scheme that was proposed would allow ex-Councillors to continue to play a valuable role in civic life. In particular it would allow the Mayor to call upon them to support the work of the Mayoralty, and play a continuing role in the civic life of the city.

Consideration having been given to the report, it was:-

5. RESOLVED that it be recommended to Council to approve the arrangements for the Appointment of Honorary Aldermen for the Council of the City of Sunderland.

## **Proposed amendments to the Council's Delegation Scheme**

The Deputy Chief Executive and the Head of Law and Governance submitted a joint report (copy circulated) to seek approval to amend the Council's Delegation Scheme for the following:

- (a) to authorise the Deputy Chief Executive to exercise the Council's full enforcement powers in respect of trees under Part VIII of the Town and Country Planning Act 1990,

and also:

- (b) to authorise the Regulatory Committee, Deputy Chief Executive and Head of Street Scene to exercise functions under the Scrap Metal Dealers Act 2013.

(For copy report – see original minutes)

Councillor Blackburn highlighted that the report sought two specific amendments to the Delegation Scheme in relation to tree preservation orders and the regulation of scrap metal dealers.

Councillor Blackburn reported that in relation to tree preservation orders approval was sought to authorise the Deputy Chief Executive to exercise the Council's full enforcement powers in respect of trees under Part VIII of the Town and Country Planning Act 1990. He explained that the current delegation scheme authorised enforcement action in respect of breaches of planning, advertisement and listed building control by the Deputy Chief Executive, however such powers do not apply to the revoking or variation of an existing Tree Preservation Order or the serving of tree replacement notices. He added that it was important that the Deputy Chief Executive had the power to serve such notices in the event that they were required in the future.

Turning to the amendments required in relation to the regulation of scrap metal dealers following the introduction of the Scrap Metal Dealers Act 2013, Cabinet Members were advised that the Act revised the regulatory regime for scrap metal dealing and vehicle dismantling. Its aim was to give Councils and Police more powers to refuse and revoke licences held by scrap metal dealers in order to deal with problems associated with the theft of metal. With effect from 1 October 2013 the Council would be required to accept and process applications for licences under this Act.

Councillor Blackburn also drew attention to some new offences created by the Act such as operating as a scrap metal dealer without a licence, failure of a licensee to verify the address of a person selling scrap metal to the dealer and buying scrap metal for cash. He advised that in order that the Council could fulfil these new functions an amendment of the Delegation Scheme would be required so that the Deputy Chief Executive had delegated power to enforce the new legislation.

Cabinet Members were also advised that the Act required that, where councils proposed to refuse an application or revoke a licence, the trader potentially affected was entitled to make oral representations to a person appointed by the relevant council. In this case the Council's Head of Streetscene had been identified for that purpose.

Councillor Blackburn assured Cabinet Members that ultimately, any proposal to refuse or revoke a licence in cases where representations are received would be referred to the Regulatory Committee for their decision and an amendment to the Constitution was proposed to authorise the Committee appropriately.

Cabinet Members having been advised that the Council's Licensing Section within Public Protection and Regulatory Services would be enforcing the new law and officers would be contacting all known scrap metal dealers in the City to advise them of their responsibilities, it was:-

6. RESOLVED that it be recommended to Council to amend the Council's Delegation Scheme in Part 3 of the Constitution as follows:-

Paragraph 2.22 (Deputy Chief Executive) be deleted and substituted as follows:-

**“2.22** To authorise the making of Tree Preservation Orders (including any variation or revocation Order) (provided that if any statutory representations or objections are received to any such Orders which the Council is required to consider they shall be reported to the Planning and Highways Committee for consideration) and to exercise the Council's enforcement powers in respect of trees under Part VIII of the Town and Country Planning Act 1990”.

and,

The further amendments set out in the Schedule to this report be made in relation to the exercise of functions under the Scrap Metal Dealers Act 2013.

And that the Head of Street Scene be appointed as the person to whom oral representations are to be made under paragraph 7(8) of Schedule 1 to the Scrap Metal Dealers Act 2013.

### **Seafront Regeneration (Coastal Communities Fund): Procurement and Appointment of Contractors**

The Deputy Chief Executive submitted a report (copy circulated) to seek approval to procure and appoint contractors to deliver the second and third phases of the Coastal Communities funded infrastructure works at Seaburn.

(For copy report – see original minutes)

Councillor Speding reported that earlier this year works began on a comprehensive programme of infrastructure improvements to the seafront at Seaburn, as approved by Cabinet as part of the delivery of the Seaburn Masterplan. He explained that the first phase of works to Seaburn Promenade was nearing completion and had been well received.

Councillor Speding advised that consultation on the next phase had just been completed and initial design work to the third phase had commenced. He added that these next phases would be funded through the Council's successful bid for £2m to the Coastal communities Fund and an approved allocation of just over £1m from the council's capital programme.

Cabinet Members were advised that the phase 2 works would comprise Public Realm improvements, lighting and traffic management measures at Whitburn Road and the phase 3 works would comprise green infrastructure and flood mitigation improvements to the Cut Throat Dene area of Ocean Park.

Councillor Speding reported that the Coastal Communities funding had conditions attached requiring that money for all three phases of work must be spent within a 2 year timescale. He added that given the tight timescales associated with the Project and in order to ensure that the work remained on programme, the project team, with authorisation from the Deputy Chief Executive, in consultation with himself, commenced the procurement process for the Phase 2 of the project on 16 August 2013.

Cabinet Members were advised that the delivery of infrastructure works at Seaburn was key to the ongoing regeneration of Seaburn seafront to provide improved visitor infrastructure and facilitate the future comprehensive redevelopment of Ocean Park in line with the Seaburn Masterplan Supplementary Planning Document and Seafront Regeneration Strategy.

Consideration having been given to the report, it was:-

7. RESOLVED that:-

- (i) the urgent procurement process commenced by the Deputy Chief Executive on 16<sup>th</sup> August 2013 to procure a contractor to deliver the second phase of infrastructure works at Seaburn, as part of the ongoing Coastal Communities Project ("the Project") be approved;
- (ii) the Deputy Chief Executive, in consultation with the Cabinet Secretary, be authorised to take all necessary steps to appoint a contractor to deliver the second phase of the Project subject to the terms set out in this report; and

- (iii) the Deputy Chief Executive, in consultation with the Cabinet Secretary, be authorised to take all necessary steps to procure and appoint, a contractor to deliver the third phase of the Project in 2014, subject to the terms set out in this report.

Cllr Blackburn left the meeting during the consideration of the following item.

### **Proposed Capital Works at Easington Lane Primary School and Biddick Primary School to respond to demand for Primary School Places**

The Executive Director People Services submitted a report (copy circulated) to seek approval for capital development to create additional primary school places at Easington Lane Primary School and Biddick Primary School.

(For copy report – see original minutes).

Councillor Smith explained that one of her statutory responsibilities as Lead Member for Children's Services was a duty to ensure that there were sufficient school places to meet the needs of the city. She detailed that a variety of methods, including live birth rates, housing development information and GP registration, had been used by officers and as a result they had identified the Coalfields and Washington areas where more school places were needed.

Councillor Smith reported that in order to ensure that the Council could respond to increasing demand it was proposed to carry out capital works at Biddick and Easington Lane Primary Schools and the cost to carry out this work would be £450,000 and £600,000 respectively. She explained that the costs would be paid for by Department for Education Basic Need Funding and Section 106 Developers contributions.

Cabinet Members having been advised that all works were expected to be finished for the start of the new school year in September 2014, it was:-

8. RESOLVED that the capital developments at Easington Lane Primary School and Biddick Primary School be approved in order to ensure sufficiency of primary school places locally for September 2014

### **Youth Justice Plan 2013/14 to 2015/16**

The Executive Director People Services submitted a report (copy circulated) to provide information on the background, purpose and intentions of the Youth Justice Plan for 2013/14 to 2015/16 and to seek approval to refer it to Scrutiny Committee for comment.

(For copy report – see original minutes).



Councillor Smith highlighted that the Youth Justice Plan set out the strategic priorities for the Youth Offending Service in Sunderland, which overall was to prevent offending and re-offending by children and young people. She reported that the Service had identified a number of actions for Sunderland, which were set out within the report and the plan.

Councillor Smith advised that the Youth Offending Service continued to be an outstanding service and the actions and outcomes in this plan would allow them to continue their valued work. She invited Cabinet Members to make comments on the Plan before it was referred to the Scrutiny Committee for advice and consideration.

Councillor Kelly congratulated the Service for its first class work and hoped that it continued to deliver a first rate service.

Consideration having been given to the report, it was:-

9. RESOLVED that:-

- (i) following consultation with various partners, including the Youth Offending Service Board, the Children's Trust, the Safer Sunderland Partnership, managers and practitioners from the Youth Offending Service and officers from the Council's Strategy, Policy and Performance Management, the Youth Justice Plan 2013/14 to 2015/16 be noted and it be referred to Scrutiny Committee for advice and consideration prior to recommending it to Council for approval, and
- (ii) the Portfolio Holder for Children's Services and the Executive Director of People Services be authorised to accept any amendments to the plan being referred to Council for final approval.

### **The Green Digital Charter**

The Executive Director of Commercial and Corporate Services submitted a report (copy circulated) to advise of the relevance of the Green Digital Charter to the agreed priority outcomes for Sunderland, to request approval for the Council to become a signatory to the Green Digital Charter and for the Leader to sign the Charter on behalf of the Council.

(For copy report – see original minutes)

Councillor Speding reminded Cabinet Members that the Green Digital Charter was a EUROCITIES initiative was supported by the European Commission. He reported that the Charter demonstrated that European cities were well-placed to play a key role in finding new and creative solutions for dealing with climate change and it recognised that one of the areas of greatest potential for Carbon savings lay in the field of ICT, by working towards a greener digital world.

Councillor Speding reported that the Council had a long standing commitment to managing its carbon efficiency and recognising the importance of having a Climate Change Action Plan. He drew attention to when Cabinet approved the first Climate Change action plan for Sunderland in November 2008 and added that the signing of this Green Digital Charter was an opportunity for Sunderland to demonstrate further its commitment to managing Climate Change and to work in partnership with other cities on ICT energy efficiency.

Cabinet Members were then advised that the focus for the next generation of European programmes, covering 2014-2020, would include both ICT and low carbon economy as key thematic priorities. Councillor Speding reported that signing of the Charter would :-

- place Sunderland alongside 37 other European cities at the leading edge of ICT and low-carbon developments,
- provide an objective benchmark of the City's credentials in these fields,
- strengthen Sunderland's position when applying for future EU structural funds associated to Low Carbon initiatives and funds from other EU structural and transnational programmes, and
- provide quick access to expertise and knowledge of new funding programmes, as well as a ready-made network of contacts within like-minded cities.

Consideration having been given to the report, it was:-

10. RESOLVED that:-

- (i) the principles of the Green Digital Charter in respect of the city of Sunderland be endorsed, and
- (ii) approval be given to the Council becoming a signatory to the Green Digital Charter and authorise the Leader to sign the Charter on behalf of the Council.

### **Local Government (Access to Information) (Variation) Order 2006**

At the instance of the Chairman it was: -

11. RESOLVED that in accordance with the Local Government (Access to Information) (Variation) Order 2006 the public be excluded during consideration of the remaining business as it was considered to involve a likely disclosure of information relating to any individual, which is likely to reveal the identity of an individual, the financial or business affairs of any particular person (including the authority holding that information) or to consultations or negotiations in connection with labour relations matters arising between the Authority and employees of the Authority (Local Government Act 1972, Schedule 12A, Part I, Paragraphs 1, 2, 3 and 4). The public interest in maintaining this exemption outweighs the public interest in disclosing the information.

(Signed) H. TRUEMAN,  
Chairman.

**Note:-**

The above minutes comprise only those relating to items during which the meeting was open to the public.

Additional minutes in respect of other items are included in Part II.



## CABINET MEETING – 9 OCTOBER 2013

### EXECUTIVE SUMMARY SHEET PART 1

**Title of Report:**

FEED AND FOOD CONTROLS SERVICE PLAN 2013/14

**Author(s):**

Deputy Chief Executive

**Purpose of Report:**

To advise Cabinet of the Feed and Food Controls Service Plan of Public Protection and Regulatory Services for 2013/14

**Description of Decision:**

Cabinet is recommended to approve the Feed and Food Controls Service Plan for 2013/14.

**Is the decision consistent with the Budget/Policy Framework \*Yes/No**

**If not, Council approval is required to change the Budget/Policy Framework**

**Suggested reason(s) for Decision:**

The Food Standards Agency which monitors and audits the activities of local authorities in respect of feed and food law enforcement requires Feed and Food Controls Service Plans to be approved by authorities in a manner which ensures local transparency and accountability. The plan forms part of the Council's policy and budgetary framework as defined in the Constitution.

**Alternative options to be considered and recommended to be rejected:**

There are no practical alternative options as failure to produce a Feed and Food Controls Service Plan would conflict with the requirements of the Food Standards Agency.

**Impacts analysed;**

Equality ☒

Privacy ☐

Sustainability ☐

Crime and Disorder ☐

**Is this a "Key Decision" as defined in The Constitution?**

Yes

**Is it included in the 28 Day Notice of Decisions?**

Yes

Scrutiny Committee



## **CABINET**

### **FEED AND FOOD CONTROLS SERVICE PLAN 2013/14**

#### **REPORT OF THE DEPUTY CHIEF EXECUTIVE**

##### **1. Purpose of the Report**

- 1.1 The purpose of the report is to advise Cabinet of the Feed and Food Controls Service Plan to be used by the Public Protection and Regulatory Services section of the Street Scene service.

##### **2. Description of Decision**

- 2.1 Cabinet is recommended to approve the Feed and Food Controls Service Plan for 2013/14.

##### **3. Introduction/Background**

- 3.1 The Food Standards Agency (“the Agency”) is an independent government department responsible for food safety and hygiene across the United Kingdom. It works with businesses to help them produce safe food, and with local authorities to enforce food safety regulations.
- 3.2 The Agency pursues a programme of auditing local authorities with the aims of helping to protect public health by promoting effective local enforcement of animal feed and food law and maintaining and improving consumer confidence.
- 3.3 The Agency considers that service plans for feed and food controls are an important part of the process to ensure that national priorities and standards are addressed and delivered locally. Service plans are intended to help local authorities to follow the principles of good regulation and focus on key delivery issues and outcomes.
- 3.4 To assist in the service planning process the Agency has developed a Framework Agreement on Official Feed and Food Controls by Local Authorities in consultation with the Local Government Association. This document recommends a format for feed and food controls service plans and gives detailed guidance on the content of such plans.
- 3.5 The Council has followed this format in preparing the Feed and Food Controls Service Plan 2013/14 which is Appendix 1 to this report.

##### **4. Current Position**

- 4.1 The Feed and Food Controls Service Plan for 2013/14 has been developed by the Council in order to comply with the recommendations of the Food Standards Agency’s Framework Agreement. It would be necessary to produce this plan in the event of an audit by the Agency.

##### **5. Reason for Decision**

- 5.1 The reason for the decision is to facilitate the compliance of the Council with the

requirements of the Food Standards Agency.

## **6. Alternative Options**

- 6.1 The option of not producing a Feed and Food Controls Service Plan would place the Council at risk of receiving criticism in the event of an audit by the Food Standards Agency. It would also weaken the reputation of the Council and our ability to influence businesses with regard to matters of food safety. It has been discounted on these grounds.

## **7. Impact Analysis**

- 7.1 **Equalities** There are no equalities implications as a result of this decision. Equalities are embedded within the national framework with which the Feed and Food Controls Service Plan complies.

## **8. Glossary**

- 8.1 None.

## **9. List of Appendices**

- 9.1 Appendix 1 - Feed and Food Controls Service Plan of Public Protection and Regulatory Services for 2013/14

## **10. Background Papers**

- 10.1 Framework Agreement on Official Feed and Food Controls by Local Authorities



# APPENDIX 1

# FEED AND FOOD CONTROLS SERVICE PLAN 2013/14

## 1. Service Aims and Objectives

### 1.1 Aims and objectives

The aims of Public Protection and Regulatory Services (“the Service”) are to protect the health and wellbeing of all persons within the City in relation to food safety matters and, in relation to animal feed, to protect the health and welfare of livestock and prevent the outbreak of animal disease.

Our objectives are:

- To secure compliance with food safety law having regard to official codes of practice; particularly concerning the frequency of food safety interventions;
- To seek to secure the protection of consumers from the potential dangers of suspect or contaminated food; particularly those which may result in foodborne infections;
- To ensure so far as is reasonably practicable that food is fit for human consumption and free from extraneous matter;
- To increase the knowledge of food handlers, food managers and the general public about the principles and practice of food hygiene and food safety management;
- To increase the knowledge of food business operators of food safety management; thereby assisting the raising of standards and enabling improved food hygiene rating scores under the National Food Hygiene Rating Scheme;
- To assist in the control and prevention of the spread of foodborne diseases;
- To carry out food safety interventions (activities that are designed to monitor, support and increase food law compliance within a food establishment) in accordance with minimum frequencies and to standards determined by the Food Standards Agency (“the FSA”);
- To respond to and investigate Food Standards Agency ‘Food Alerts and Allergy Alerts for Action’ in accordance with published guidance where these impact upon food originating or traded within the City;
- To investigate all notified cases of foodborne disease and take effective action to control the spread of infection;
- To undertake the inspection of ships visiting the Port of Sunderland in accordance with current guidance;
- To carry out inspections at premises presenting the highest potential risk for contamination of the feed chain;
- To conduct on farm visits in order to examine primary production and animal feeding;

- To investigate complaints about feed and, where necessary, take samples;
- To give guidance to people supplying material into the feed chain and also to new livestock keepers.

## **1.2 Links to corporate objectives and plans**

The Sunderland City Council Corporate Plan sets out the vision for the Council and outlines the strategic direction of the Council over a 3 year period. The Corporate Plan can be found on the Council's website and highlights three strategic priorities:

**People** – raising aspirations, creating confidence and promoting opportunity.

**Place** – leading the investment in an attractive and inclusive city and its communities.

**Economy** – creating the conditions in which businesses can establish and thrive.

The People priority encompasses the protection and improvement of the health and wellbeing of the people of Sunderland. The delivery of the Feed and Food Controls Service Plan 2013/14 will contribute positively to the achievement of the People priority by ensuring the protection of public health through inspection and education activity and the improvement of wellbeing through initiatives to promote healthier eating.

The Place priority is addressed in that the livestock of our local farms will be protected from contaminants in their feed that could harm their health and welfare.

The Economy priority is addressed by enforcement action and advice given to businesses. Proportionate enforcement provides a fair and equitable trading environment in which businesses can develop and be protected from those who fail to comply with the law. Initiatives to develop best practice in small to medium enterprises will assist them in promoting their businesses.

## **2. Background**

### **2.1 Profile of the Local Authority**

Sunderland City Council serves an area of 137 square kilometres and has a population of around 281,000 people resident in some 121,000 households. The City principally comprises urban areas, the City Centre and Washington, as well as the former coalfields communities of Easington Lane, Hetton-le-Hole and Houghton-le-Spring. A small number of farms surround the urban population centres.

### **2.2 Organisational Structure**

The Council is composed of 75 councillors within 25 wards. Governance is through the Leader and Cabinet model with an annual budget expected to be in the region of £264.8 million for the financial year 2013/4.

The Council delivers services through the Office of the Chief Executive, the People Services Directorate and the Commercial and Corporate Services Directorate. This Feed and Food Controls Service Plan is delivered by staff from Public Protection and Regulatory Services within Street Scene, which is part of the Office of the Chief

Executive within the responsibility of the Deputy Chief Executive. The service operates within the remit of the City Services Portfolio and works closely with the Portfolio Holder.

The Head of Street Scene reports to the Deputy Chief Executive on a number of matters including feed and food control. Public Protection and Regulatory Services deliver the Environmental Health, Trading Standards and Licensing functions on behalf of the Council. These services are led by the Assistant Head of Street Scene (Public Protection and Regulatory Services) who has overall responsibility for delivery of the Feed and Food Controls Service Plan.

The Environmental Health Manager has specialist responsibility for food hygiene and standards matters and health promotion. The Principal Trading Standards Officer has specialist responsibility for feedingstuffs.

The Council uses the services of Public Health (England) Laboratories, a Public Analyst and an Agricultural Analyst as necessary. The Public Analyst and Agricultural Analyst appointed by the authority is Public Analyst Scientific Services Limited.

### **2.3 Scope of the Feed and Food Service**

The activities relating to feed and food in the City are undertaken by the Trading Standards and Environmental Health teams respectively.

The Environmental Health team undertake a programme of food hygiene and food standards interventions as well as responding to requests for service and infectious disease notifications. Sampling of foodstuffs, both microbiological and compositional, is also undertaken. The team has for many years enforced health and safety at work legislation in most food premises in line with recommendations in the Lord Young report: "Common Sense, Common Safety". However now, as a consequence of the Lofstedt Report, the team undertakes primarily hazard spotting during planned interventions. Serious contraventions may, however, result in a full inspection and enforcement action based on risk. Officers also respond to Port Health requests and food hygiene inspections are undertaken in connection with Ship Sanitation Certificates required under international health regulations.

The Environmental Health team provide Chartered Institute of Environmental Health (CIEH) Level 2 and Level 3 Food Safety in Catering training courses. Officers organise campaigns and develop award schemes in order to promote the public health agenda, including healthy eating, to local businesses. The Heart of Sunderland Award and the Healthy Home Award schemes are promoted and managed by the team, with inspections being undertaken at relevant premises. The Healthy Home Award, presented to the City's nursing and residential homes, supports the Council's People service's Care Quality Standards. Homes achieving the award achieve a higher grading.

The City has a small agricultural sector, principally arable with a few livestock holdings. The Trading Standards team carries out the enforcement of primary production and feedingstuffs legislation and provides advice to farmers and retailers.

### **2.4 Demands on the Feed and Food Service**

### 2.4.1 Food establishments profile

There are 2161 food premises currently operating in the City, including one registered primary producer.

Types of Food Premises in the City	No.	Food Hygiene High Risk (A)	Food Hygiene Medium Risk (B)	Food Hygiene Medium Risk (C)	Food Hygiene Medium Risk (D)	Food Hygiene Low Risk (E)	Not rated
Primary producers/ manufacturers/ processors	93	0	3	44	11	30	20
Packers/ importers/ exporters/ distributors etc.	38	1	2	5	6	24	0
Retailers	535	0	12	197	152	154	20
Restaurants/ other caterers	1462	1	150	825	190	215	81
Contact materials and articles	0	0	0	0	0	0	0
<b>Total food premises</b>	<b>2161</b>	<b>2</b>	<b>167</b>	<b>1071</b>	<b>359</b>	<b>423</b>	<b>121</b>
Outside the programme	18						

Most of Sunderland's food premises are classified in the restaurant/catering outlet group (1462) whilst there are 535 food retailers. These categories feature a large number of changes of food business operators. This creates additional demands for the Service in educating new operators.

The unrated premises are those which have recently opened or changed proprietor since the last inspection. These premises are, where notification takes place, visited initially and are assessed according to risk for further inspection and rating within 6 to 24 months in order for the Service to make an informed judgement of on-going standards.

The Stadium of Light can accommodate over 48,000 seated spectators, with significant catering provided from the outlets within the stadium. This summer, three major music events requiring the attention of Environmental Health Officers occurred at the stadium.

There are a significant number of outdoor events held regularly each year (e.g. the International Air Show) which are attended by up to 1.5 million visitors. Various

mobile caterers and food businesses from around the region visit the City to cater at the events.

Port health inspections which require inspections of food hygiene and standards on board vessels coming into the port are undertaken. The provision of fifteen Ship Sanitation Certificates was requested from the Service last year in addition to eight visits to take water samples being undertaken.

#### **2.4.2 Feed establishments profile**

There are currently 29 premises registered as Feed Business Operators.

<b>Types of Feed Premises</b>	<b>Number</b>
Arable farms	10
Livestock farms	9
Manufacturers and packers	1
Food businesses selling co-products/surplus food	6
Distributors / transporters	1
Stores	2
<b>Total</b>	<b>29</b>

The arable farms principally produce cereal for food production or for incorporation in animal feed. Inspections of these premises are on a low risk basis. Several of the farms are members of farm assurance schemes.

The livestock farmers generally grow arable crops for feeding to their own livestock along with silage. The use of supplementary feed is generally restricted to sheep and pigs. Visits to these premises are generally scheduled when the animals are housed and are undertaken in conjunction with animal health and welfare visits.

The single manufacturer and packer makes pet foods and has been assisted with advice on legal requirements. The premises may be visited for sampling purposes.

An increasing number of businesses are being found to send waste food into the feed chain. Following potential issues previously identified on inspection all premises registering to supply waste food into the feed chain will be inspected.

The registered transporter removes waste food from shops for use in the manufacture of feed.

Increased vigilance continues to be undertaken with regard to the inland enforcement of imported feed legislation in an effort to prevent the spread of disease in food animals.

#### **2.4.3 Service delivery points**

The officers who undertake feed and food controls work are based at Jack Crawford House, Sunderland. The Council's Customer Service Centre in Fawcett Street, Sunderland is open to the public in normal working hours throughout the week, 8.30am to 5.15pm (4.45pm Friday), although officers from the Environmental Health

team may be contacted by businesses directly. There is an evening and weekend service arrangement for contacting managers for out-of-hours emergencies. Visits are conducted at events and as necessary outside normal working hours.

The Council website [www.sunderland.gov.uk](http://www.sunderland.gov.uk) encourages the public to communicate with the Service by email and makes information constantly available. Letters from the Service to customers / companies encourage the use of email. Initial contact for services to the public is through the Council's Customer Services Network.

The Council displays current food hygiene ratings on the [www.sunderlandcitycouncil.com](http://www.sunderlandcitycouncil.com) website. This website may also be accessed from the [sunderland.gov.uk](http://www.sunderland.gov.uk) website (Food Hygiene). The Council also regularly updates data on the Food Standards Agency national scheme. Ratings can be found at <http://ratings.food.gov.uk>

The Food Hygiene Rating Scheme involves the publication of a food safety rating for catering premises in the City based on standards of structure and hygiene ratings and confidence in management scores assessed during programmed inspections. Following inspections, business owners are advised in writing that the information may be released on the website in the future and in response to third party requests as required by Freedom of Information legislation. Food business operators have the right to appeal against a rating which may result in a revisit for re-inspection after three months.

#### **2.4.4 External factors impacting on the Service**

The Freedom of Information Act 2000 impacts on the workload of the Service due to the administration of requests and time spent recovering the information. Press and other enquirers often request specific information with a view to making comparisons of businesses in various local authority areas. In the past year, the Service responded to eleven requests for information regarding food premises.

The Service's responsibilities under the Licensing Act 2003 also impact on workload. Officers consider applications for new and varied licences for food premises in pursuance of duties as responsible authorities.

There is a possibility that any large outbreak of food poisoning or illness, or a serious accident at food premises, would impact significantly on the routine activities of the Service.

There are no other likely major impacts upon the Service expected, e.g. significant food imports, seasonal variations or an increase in the number of food manufacturing businesses. However, where food alerts necessitate a significant response, this will impact upon the Service.

Food alerts are notified to local authorities by the Food Standards Agency. During 2012/13 the Service received 62 alerts of food problems occurring elsewhere in the country and twelve updates. Many of these alerts were product recalls where the response required from the Service was limited.

The Food Standards Agency also notifies local authorities of allergy alerts, e.g. instances of food labelling errors or contamination of specific ingredients. There

were 67 such alerts received in 2012/13. Whilst not critical to general public health, such incidents can have serious effects on persons who are allergic to specific ingredients.

Last year the Food Standards Agency was heavily involved in responding to incidents of meat products being contaminated with horse meat. The Service investigated all twelve relevant premises in the City in order to ensure that all reasonable steps were being adopted to ensure the traceability of raw products. It is expected that, in future, samples of meat will be required to ensure that correct descriptions are being used.

## **2.5 Regulation Policy**

Public Protection and Regulatory Services has a documented Enforcement Policy covering the Environmental Health, Trading Standards and Licensing functions of the Council. The Service works within the principles of the Regulators' Compliance Code.

## **3. Service Delivery**

### **3.1 Interventions at Food and Feedingstuffs establishments**

Food premises in the City have been found to demonstrate relatively static level of compliance over the last five years with between 83 and 85% of all premises achieving a three star rating or above. Within this figure there has been a year on year improvement in the numbers of premises achieving five stars thus demonstrating that the good premises are getting better

In April 2012 the Food Standards Agency reviewed their Food Law Code of Practice (England) and now local authorities are encouraged to spend more time at targeted businesses rather than spreading resources over the whole range of premises. So, in accordance with the reviewed guidance, the Service plans this year to place a greater emphasis on targeting lower-rated businesses. It is envisaged that those premises which are found to have poor structures or hygiene standards or where there is low confidence in management will be monitored in order to drive improvements.

To this end the Service will follow the FSA Food Hygiene and Food Standards Intervention Rating Schemes, as prescribed in the revised Food Law Code of Practice (England), in order to determine the frequency and type of intervention appropriate to the risk posed by the premises.

The Service will use the wide range of interventions described by the FSA guidance in order to monitor and increase business compliance in the most efficient and proportionate way.

Interventions are defined as activities that are designed to monitor, support and increase food law compliance within a food establishment and they include but are not restricted to the following "official controls":

- Inspections and audits (full/partial inspection and audits);
- Monitoring;



- Surveillance;
- Verification; and
- Sampling and analyses where examination is carried out by an Official Laboratory.

When undertaking official controls, officers will take account of any identified risks, the food business operator's past record and current knowledge, an examination of practices and procedures in place, a physical inspection of the premises, the reliability of an operator's own checks, and any information that may indicate non-compliance.

Other interventions that do not constitute official controls can be undertaken in some premises in addition to the official control or at an interval between official controls. These include:

- Education;
- Advice and coaching;
- Information and intelligence gathering; and
- Sampling where examination is not carried out by an Official Laboratory.

Premises will continue to be risk rated depending on the previous level of food safety and structural compliance together with confidence in management. Factors also taken into account are the types of food prepared and the type and number of consumers potentially at risk.

The minimum intervention frequencies for the different rating categories for premises subject to food hygiene and food standards interventions are shown below:

#### **FSA Food Hygiene Risk Category and Intervention Frequency**

<b>PREMISES RATING CATEGORY</b>	<b>MINIMUM INTERVENTION FREQUENCY</b>
<b>A</b>	At least every six months
<b>B</b>	At least every 12 months
<b>C</b>	At least every 18 months
<b>D</b>	At least every 24 months
<b>E</b>	A programme of alternative enforcement strategies or interventions every three years

Those food premises which fall into Category A are considered to be those with the highest risk, whether as a result of the nature of the main activities undertaken on the premises or because of the relatively poor operating conditions which have prevailed previously.

## **FSA Food Standards Risk Category and Intervention Frequency**

<b>PREMISES RATING CATEGORY</b>	<b>MINIMUM INTERVENTION FREQUENCY</b>
A	At least every 12 months
B	At least every 24 months
C	A programme of alternative enforcement strategies or interventions every five years

Where premises are rated for both food hygiene and food standards the food hygiene risk rating will take precedence with food standards being considered at the next appropriate intervention.

The predicted numbers of interventions are as follows:

- All Category A and B premises will receive an inspection (169 visits);
- All unrated premises (new businesses) will receive an inspection (110 visits);
- Category C premises which are not “Generally Satisfactory” and those which supply food to vulnerable groups such as the young or elderly will receive an inspection (107 visits);
- Category C premises which were previously found to be “Generally Satisfactory” will receive monitoring visits to determine whether standards have been maintained. Where this is not the case a full inspection will be carried out (611 visits); and
- Category D and E premises will be targeted by other enforcement measures as detailed in the revised FSA Code of Practice. This may include the sending of self assessment questionnaires with the results informing rating decisions (394 interventions).

The total estimated number of interventions is therefore 1391 in addition to those pertaining to any new businesses established within the year. Alternative strategies for lower risk premises will result in fewer such premises being visited than in previous years but, potentially, more visits being made to less well performing premises in order to promote and confirm improved standards.

In line with our commitment to carry out revisits to check on compliance, where necessary, it is estimated that the above-mentioned planned inspections will generate a further 350 revisits.

The Service aims generally to undertake the relevant intervention at the premises within one month of the due date for inspection; the only exceptions being those businesses that operate seasonally and those which may be subject to alternative enforcement strategies.

Secondary inspections (including revisits and requests for revisits by operators of food businesses) will be undertaken as necessary on a risk assessed basis in order to ensure that significant material defects are rectified. Those premises which are not broadly compliant will be visited with a view to enforcing compliance standards.

Individual businesses may be visited more frequently or the planned date for intervention may be brought forward if a problem is identified such as:

- A complaint about the food premises or notification of an issue received from another authority which requires further investigation;
- An unsatisfactory sampling result is received;
- The business is implicated in a food poisoning outbreak;
- There is a change in business operations resulting in a higher risk;
- A request for a re-rating revisit under the FSA Food Hygiene Rating Scheme is received; or
- A notification is received from the FSA regarding a food safety incident or food alert.

All requests for revisits by businesses wishing to amend their risk ratings as part of the National Food Hygiene Rating Scheme will be carried in accordance with FSA procedures. Whilst the published rating of the business may be changed as a result of this revisit, the Service will need to examine sufficient elements of the business and have sufficient evidence from this intervention if any change to the intervention frequency for the business is to be considered. Otherwise the business will retain its original risk rating score for frequency of intervention

The City, being principally urban in nature, has only a small number of feedingstuffs premises registered. None of the premises registered are considered to be high risk. The premises will be visited on a risk assessed basis. Last year there were twelve inspections and one revisit undertaken at feed establishments.

All businesses that register as food businesses will be subject to inspection. With the increase in co-products (i.e. products produced together with another product) entering the food chain a project will be undertaken to identify premises not currently registered that may be supplying products to be used in the manufacture of feed.

The Service has good working relations with neighbouring authorities and the Public Analyst should any specialised process be identified.

### **3.2 Feed and Food Complaints**

The Service is committed to responding to all complaints about feed or food. The extent of the investigation will depend on the merits of the complaint. This can range from re-assuring the complainant to a more formal process, including reference to home or originating authorities in accordance with the guidance and the relevant Code of Practice. Officers also liaise with any relevant primary authority in pursuance of the relevant scheme administered by the Better Regulation Delivery Office.

In 2012/13, 624 requests for service requiring a response from officers were made (this being a near 100% increase upon the previous year), including ten complaints

relating to food standards or labelling, and 104 requests relating to unfit or contaminated food.

Due to the relatively few number of feedingstuffs establishments, it is not anticipated that there will a significant number of complaints received by the Service. Any complaints will be investigated in line with Service procedures. The Service received no complaints last year which related to feedingstuffs. Pet foods are anticipated as being the most likely subject of complaints.

### **3.3 Home Authority Principle and Primary Authority Scheme**

The Service undertakes to comply with all the relevant legal requirements of the Primary Authority Scheme and liaises with other relevant local authorities within the context of the Home Authority Principle

### **3.4 Advice to Business**

The Service seeks to assist local businesses in order to encourage the success of our local economy. Last year 190 specific requests for advice were received by the Environmental Health team (an increase of over 100% compared to the previous year). Additionally, advice is given by officers informally at every visit to food premises, as appropriate.

The Service is committed to promoting the Food Standards Agency's project: "Safer Food, Better Business" which is intended to support food businesses in complying with the food safety management principles. There will continue to be great efforts to educate businesses in complying with their requirement to implement a suitable food safety management system, which some smaller food businesses seem to find difficult

In correspondence to food businesses, a standard invitation is given to them to seek advice from the Service.

Close links are maintained with many business organisations in the City and informal agreements reached to cooperate more fully with businesses through these contacts.

Feed businesses are provided with business advice on inspection and new livestock keepers are provided with guidance when registering their premises.

### **3.5 Feed and Food Sampling**

The Service is committed to sampling foods in order to determine compliance with compositional and bacteriological standards. Sampling of imported and locally produced foods is undertaken proactively and the Service participates in national and regional surveys arranged by the regional food authorities group and Public Health (England) Laboratory Service.

As a consequence of demand, i.e. complaints, food alerts, food poisoning outbreaks, etc., further samples will be taken. Last year 304 samples were taken.

An estimated 300 samples will be taken for bacteriological examination / compositional analysis in the year 2013/14, including 30 water samples. As a consequence of new legislation, private water supplies and distribution systems may require some sampling and work to identify such systems is on going. Some of the analysis costs for this work will be met by the FSA and operators.

The Health Protection Agency Laboratory transports samples from the region as necessary by courier to Leeds. The Service liaises with the management of the laboratory and neighbouring authorities in order to facilitate an effective and coordinated sampling programme with flexibility for local needs.

Participation with neighbouring authorities in sampling and other food related matters ensures that the Service works in a co-ordinated and compatible way.

Sampling of feed will take place where a complaint justifies a sample be taken, though there is no expectation of any complaints. Samples may be taken to assist in projects instituted by the Food Standards Agency or the North East Trading Standards Association or to maintain competence levels.

### **3.6 Control and Investigation of Outbreaks and Food Related Infectious Disease**

The Service has agreed with Public Health (England) a policy for considering the investigation of confirmed food poisoning cases. The unwell people involved in most cases, other than in the case of suspected viral infections or *Campylobacter* infection, are usually visited by officers in order to trace the source of the infection and prevent further spread. People involved in *Campylobacter* cases are contacted by letter.

The local Consultant for Communicable Disease Control, employed by Public Health (England), will provide the Service with advice regarding specific problems relating to infectious disease.

Advice on food poisoning is available on the Council's website.

The number of reported cases of food poisoning depends on persons suffering attending their doctor or hospital, where, if samples are taken, and found to be positive, the medical practitioner has a legal duty to inform the Council. The Service liaises closely with relevant laboratories and the Health Protection Agency in order to effectively investigate all positive cases.

The Service maintains close links with Public Health (England) in order to respond to incidents of ill health. Regular meetings to discuss various matters relating to food poisoning cases and sampling programmes take place. The Public Analyst and Health Protection Agency will be contacted in order to assist with expertise where any additional problems arise. Similar networks exist within the region, nationally and with the Chartered Institute of Environmental Health and the Food Hygiene Forum.

Relevant policies published by Public Health (England) include:

- Policy for the investigation and control of a *Cryptosporidiosis* outbreak in the community associated with mains water supply;

- An agreed approach to Campylobacter investigations in the North East;
- Standard Salmonella questionnaires;
- Standard Verocytotoxin-producing Escherichia coli (VTEC) questionnaire; and
- Standard NE HPT Cryptosporidium surveillance questionnaire.

### Statistics of cases notified over recent years

Year to 31 March	Campylobacter	Salmonella	Cryptosporidia	Food poisoning & suspected FP	Shigella	Esch. Coli	Other miscellaneous organisms	Totals
2009	306	58	26	24	5	2	2	423
2010	357	52	38	12	4	4	4	471
2011	440	28	27	11	3	2	0	511
2012	286	38	17	6	2	12	2	363
2013	329	40	48	19	2	3	3	444

Year to 31 March	April	May	June	July	August	September	October	November	December	January	February	March	Totals
2009	19	35	50	48	48	41	50	36	22	20	28	26	423
2010	28	38	66	44	40	56	56	41	24	21	24	33	471
2011	37	28	57	90	58	47	57	46	23	21	23	24	511
2012	26	43	30	39	47	32	33	27	24	24	26	12	363
2013	27	36	56	38	36	65	54	29	20	24	29	30	444

### 3.7 Feed/Food Safety Incidents

The Service is committed to responding appropriately to all Feed and Food Alerts issued by the Food Standards Agency in accordance with the relevant code of practice. The level of response is determined by the category of response required and the individual circumstances of the incident.

### 3.8 Liaison with other organisations

Both teams seek to cooperate in joint working with other local authorities in the North East. In relation to animal feed, information sharing and joint working is coordinated by the North East Trading Standards Association (NETSA) and via the Local Government Association Knowledge Hub. In respect of food matters, Environmental Health Officers liaise with colleagues via the North East Food Liaison Group and the North East sampling and Public Protection Groups.

Officers of the Service meet with our six neighbouring authorities, i.e. those in Tyne and Wear and Durham and Northumberland, in the North East Food Liaison Group. This group facilitates close cooperation between the representatives. Officers are

also involved with sampling sub-groups and South of Tyne meetings involving Public Health (England), Local Authorities and the Primary Care Trust. These meetings involve representatives from the relevant bacteriological laboratories and communicable disease specialists.

Officers liaise frequently with Council colleagues in connection with food matters, including catering and school meals, and with regard to building control and planning applications.

### **3.9 Feed and Food Safety and Standards promotional work**

Officers give advice and information in the course of inspections and other visits. The Environmental Health team also offer training for the CIEH Level 2 and 3 awards in Food Safety in Catering.

The Heart of Sunderland award replaced the Heartbeat award in 2012. The award recognises and rewards businesses that offer healthy food options, promotes healthy eating and makes it easier for customers to make an informed choice.

There are three award categories:

- Bronze - awarded to premises which make food healthier by reducing fat, salt and sugar content, but may have a limited menu;
- Silver - awarded to premises which are committed to improving the nutritional quality of the food and helping customers make informed choices; and
- Gold - awarded to premises which can demonstrate a healthy eating policy with nutritionally trained staff.

In addition, all award premises must demonstrate a hygiene rating of three or above and a no smoking policy must be in place with support given to staff wishing to quit.

A total of 136 premises achieved the award:

- 55 Gold;
- 73 Silver; and
- 8 Bronze.

The Healthy Home award scheme was first provided by the Service in 1997, and has developed and expanded. A total of thirty Healthy Home awards were presented in 2012/13.

Homes must have a food hygiene rating of three stars or above, have a balanced menu and have good documented health and safety procedures.

During 2012/13:

- Eighteen courses in Level 2 Food Safety in Catering were attended by 190 delegates; and
- Three courses in Level 3 Food Safety in Catering were attended by 21 candidates.

The very small number of feed establishments registered within the City does not make promotional work on any scale viable. Imparting information on the importance of feed control is restricted to business advice given on inspection.

Basic food hygiene information for consumers is available on the Council's website. Similarly, advice is also available on food poisoning organisms and what to do in the event of suspicion of illness caused by the consumption of contaminated food.

## **4. Resources**

### **4.1 Financial Allocation**

For 2013-14 the budget for food control is £365,612 of which £195,911 is delegated (i.e. controlled by the Service manager). The sampling budget is £7, 000.

Health promotion has a general budget of £70,691 (of which £28,426 is delegated) including anticipated income of £24,275; partly from food hygiene training

The feedingstuffs element of the Trading Standards budget relating to inspection, training and business advice is approximately £2,500, equating to approximately 111 officer hours per annum.

### **4.2 Staffing Allocation**

Environmental Health personnel specialising in food comprise:

- 1 Principal Environmental Health Officer / Team Leader ( 0.5 Full Time Equivalent (FTE))
- 3 Senior Environmental Health Officers (2.5 FTE)
- 1 Technical Officer (1 FTE – working towards Higher Certificate)
- 2 Senior Environmental Health Officers (Part time on food and working on acquiring advanced competency for complex processes) (1FTE)
- 1 Health Promotion Specialist Environmental Health Officer (Part time on food matters) (0.3 FTE)
- 1 Health Promotion Assistant (Part time on food matters) (0.5 FTE)

All food specialist Environmental Health Officers have over two years' experience in food matters and are fully competent in accordance with the Food Law Code of Practice.

Additionally, Environmental Health Officers working on other specialist areas of law will be building competencies in food safety in order to provide support and assist in periods of high demand.

**Total of Environmental Health Officers allocated to Food work: 4.3 FTE**  
**Total of other officers: 1.5 FTE**

Trading Standards personnel specialising in feed law comprise:

- 3 Trading Standards Officers (Part time on feed matters) (0.3 FTE)



### **4.3 Staff Development Plan**

Staff appraisals are undertaken regularly and the findings are included in staff development and training plans. A competency matrix has been developed in line with the requirements of the Food Law Code of Practice and training needs have been assessed. An action plan in order to ensure that personnel are fully competent commensurate with the activities assigned will be delivered during the current year. Individuals will receive specific training where appropriate and all food specialist Environmental Health Officers will complete the required ten hours of food specific Continuing Professional Development.

The Service cooperates regionally through the Food Liaison Group and with the Food Standards Agency in order to source low cost training.

Training days and training sessions on subjects are programmed as necessary.

Any inexperienced officers assigned to food work are supervised and receive training commensurate with the Code of Practice.

Officers enforcing feed work undertake training provided by the FSA and will utilise online training provided by the Trading Standards Institute.

## **5. Quality Assessment**

A documented internal monitoring procedure in accordance with Article 8 of Regulation (EC) No. 882/2004 (Official Feed and Food Controls), the Food Law Code of Practice and centrally issued guidance will be developed this year.

Monitored inspections will be recorded on a database during this year in addition to random file checks, case load meetings and specific premises interventions. Consistency checks will be adopted and a peer review training course will be undertaken.

Visits to feed establishments are recorded and feedback on the inspection provided to the business operator. Annual returns on activities are provided to the FSA.

## **6. Review**

### **6.1 Review against Service Plan**

The Service Plan is approved by Cabinet annually and a review against the plan is undertaken mid-year with consideration of achievements against targets. In the periods either side of the mid-year review, managers monitor progress with case loads and regular meetings

The Service achieved high rates of inspections of food premises in 2012/13 with 1348 different food premises being visited and 1373 inspections undertaken. A total of 1748 visits were made including inspections, revisits and sampling. Sixteen inspections were outstanding at the year end. These were completed early in April 2013.

## **6.2 Identification of any variance from the Service Plan**

Any variance from the Service Plan will be reported at the Service's senior management team meetings. Any proposed changes and redeployment of resources will be entered into the meeting minutes.

## **6.3 Areas of Improvement**

A review of the Environmental Health team with regard to the food safety function has been undertaken in order to address the requirements of the amended Food Law Code of Practice and an action plan has been developed in response.

A review of future interventions in light of the additional freedoms offered by the Food Law Code of Practice has been undertaken in order to ensure the resources of the Service are utilised in the most effective way.

## EQUALITY ANALYSIS

Please refer to Part 2 of the Equality Analysis Guidance

### **Name of Policy/Decision/Project/Activity:**

Feed and Food Controls Service Plan 2013/14

#### **Equality Analysis completed by:**

Name / Job Title  
Marion Dixon Environmental Health  
Manager  
Date: 16.08.13

#### **Responsible Officer:**

Name /Job Title:  
Tom Terrett Assistant Head of  
Street Scene (Public Protection  
and Regulatory Services)

Date: 16.08.13

**Is this a:** Policy ( ) Strategy (x) Function ( )  
Service ( ) Project ( ) Other ( )

**Is it:** New/Proposed ( x)  
Changing/Being Reviewed ( ) Other ( )

## 1. Purpose and Scope

### **Purpose**

In this section outline briefly what the policy, decision or activity is, what the intended outcomes/benefits (linked to the Corporate Outcomes Framework) are and over what period of time will the outcomes be achieved. Why does it need to be implemented or revised?

The Food Standards Agency requires local authorities to create, annually, a Feed and Food Controls Service Plan. The plan sets out the Council's strategy for monitoring feed and food standards throughout the City in 2013/14.

### **Scope**

In this section consider who or where is the target for the policy or activity, this could be specific groups of people or organisations, individual wards, neighbourhoods or communities or the entire city. Links to, and overlap with, wider, local, sub-regional, regional or national priorities or activities should also be considered.

The target beneficiaries of the plan are all of the residents and feed and food businesses of the City.

## Intelligence and Information

What sources of information have been used to inform this assessment/analysis? This should include but is not limited to consultations, resident/service user feedback and statistical data and intelligence.

The plan follows the format prescribed by the Food Standards Agency's Framework Agreement on Food and Food Controls by Local Authorities.

The plan uses data which collates the results of food and food work undertaken by the Council in 2012/13.

## 2. Analysis of Impact on People

This section offers an opportunity to assess the intended and potential impact of the policy, decision or activity on the people of Sunderland. This includes specific consideration of the impact on individuals, groups with protected characteristics and communities of interest within the city. Please briefly outline any positive, negative or neutral impacts on the specific groups below. In this assessment it is important to remember the Council is required to give due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	Access in the City to safe and fairly described food.	None	None.
Disability	Access in the City to safe and fairly described food.	None	None.
Gender/Sex	Access in the City to safe and fairly	None	None.

	described food.		
Marriage and Civil Partnership	Access in the City to safe and fairly described food.	None	None
Pregnancy and maternity	Access in the City to safe and fairly described food.	None	None.
Race/Ethnicity	Access in the City to safe and fairly described food.	None	None.
Religion/belief	Access in the City to safe and fairly described food.	None	None.
Sexual Orientation	Access in the City to safe and fairly described food.	None	None.
Trans-gender/gender identity	Access in the City to safe and fairly described food.	None	None.

#### **Other individuals or groups impacted on:**

The policy or action may also have an impact on other groups or individuals which are not covered by the statutory requirements. Please outline any additional individuals or groups which have not already been covered. This could include socio-economic groups, voluntary and community sector, carers or specific communities which face additional challenges (such as former coal mining areas or areas of high deprivation)

It is not anticipated that any specific groups or communities would be affected by this project other than the benefits they will receive as part of the general population.

#### **Gaps in intelligence and information:**

Having undertaken the analysis are there any areas of intelligence or information which need to be improved? Please outline and areas where the current information is not complete enough to take a decision. Addressing this gap should be covered in the action plan.

None.

**Policy/Decision/Project/Activity Title:**

Feed and Food Controls Service Plan 2013/14

**Responsible Officer:** Tom Terrett, Assistant Head of Street Scene  
(Public Protection and Regulatory Services)

### 3. Summary of Impacts and Response to Analysis

Please provide a summary of the overarching impacts that have been highlighted through the analysis process through the three questions below. It is important to recognise that individuals may belong to one or more of these characteristic groups and the combined impact could be greater than any single impact.

**Who will the policy/decision/project/activity impact on and who will benefit?**

The plan will directly impact upon feed and food suppliers in the City. All consumers and feed and food businesses in the City will benefit

**Who will not benefit and why not?**

It is not anticipated that any specific group would not benefit as a direct result of the plan

**Who should be expected to benefit and why don't they?**

No-one is expected to fail to benefit..

### 4. Response to Analysis, Action Plan and Monitoring,

In this section please outline what actions you propose to take to minimise the negative, and maximise the positive, impacts that have been identified through the analysis. By considering and implementing these actions the policy or action can be refined to make sure that the greatest benefits are achieved for the people of Sunderland. The performance monitoring process should also be set out to explain how ongoing progress is going to be followed to make sure that the aims are met.

From the analysis four broad approaches can be taken, (No major change, continue with the policy/action despite negative implications, adjust the policy/decision/action or stop the policy/action). Please indicate, using the list below, which is proposed.

No Major Change ( ☒ )

Continue Despite Negative Implications ( ☐ )

Adjust the Policy/Decision/Project/Activity ( ☐ )

Stop

( )

**Action Plan**

ACTION	WHO	WHEN	MONITORING ARRANGEMENTS





<b>CABINET MEETING 9 OCTOBER 2013</b>  <b>EXECUTIVE SUMMARY SHEET – PART I</b>	
<b>Title of Report:</b> Procurement of replacement grass cutting, horticultural and mechanical road sweeping equipment	
<b>Author(s):</b> Deputy Chief Executive	
<b>Purpose of Report:</b> To approve the procurement of up to 30 replacement grass cutting and horticultural machines and 2 mechanical road sweeping machines	
<b>Description of Decision:</b> Cabinet is recommended to approve the procurement of up to 30 grass cutting and horticultural machines and 2 mechanical road sweeping machines to replace those in use to maintain the efficiency and effectiveness of services as part of the planned equipment replacement programme. There is budgetary provision and no net increase in costs to the Council.	
<b>Is the decision consistent with the Budget/Policy Framework?</b> *Yes/No	
<b>If not, Council approval is required to change the Budget/Policy Framework</b>	
<b>Suggested reason(s) for Decision:</b> In accordance with the Constitution, Cabinet approval is required to the principle of letting a contract exceeding £250,000 in value.	
<b>Alternative options to be considered and recommended to be rejected:</b> To delay the replacement of this equipment would reduce operational efficiency and increase maintenance costs.	
<b>Impacts analysed;</b> Equality <input type="text" value="Y"/> Privacy <input type="text" value="N/A"/> Sustainability <input type="text" value="Y"/> Crime and Disorder <input type="text" value="N/A"/>	
<b>Is this a “Key Decision” as defined in the Constitution?</b> Yes  <b>Is it included in the 28 day Notice of Decisions?</b> Yes	<b>Scrutiny Committee</b>



**Report of the Deputy Chief Executive****PROCUREMENT OF REPLACEMENT GRASS CUTTING HORTICULTURAL AND MECHANICAL ROAD SWEEPING EQUIPMENT****1. PURPOSE OF THE REPORT**

- 1.1 To seek approval for the procurement of up to 30 replacement grass cutting and horticultural machines and 2 mechanical road sweeping machines.

**2. DESCRIPTION OF DECISION**

- 2.1 Cabinet is recommended to approve the procurement of up to 30 specialist grass cutting and horticultural machines and 2 mechanical road sweepers to replace similar equipment used by the Council as part of the planned replacement programme to ensure their operational effectiveness and efficiency.

**3. BACKGROUND**

- 3.1 The Streetscene Fleet and Transport Unit operates a planned replacement programme for specialist grass cutting and horticultural machines ensuring they are replaced on a 5 year cycle, as they become uneconomic to maintain and operate and pose risks in respect of front line service delivery and health and safety. Mechanical road sweeping machines, classed as Large Goods Vehicles (LGV's) are acquired, operated and replaced on a 7 year cycle due to their higher purchase cost. Currently the Council operates a fleet of four of these vehicles, two of which are used on front line operational duties which are all due for replacement.
- 3.2 Driven by the Fleet and Transport service review, the Fleet and Transport Unit evaluated the items of equipment on lease due for replacement in 2013 /14. The review has identified that up to 30 grass cutting and horticultural machines require replacing during 2013/ 2014.
- 3.3 The Council operates a system of routine and targeted road sweeping, attending road traffic accidents and servicing special events where required. The cost of maintenance and repair of the Council's current fleet of mechanical road sweeping machines is increasing and reliability decreasing, due to them reaching the end of their operational life. A review of operational needs has shown that the Council could reduce to two LGV mechanical road sweepers without reducing capability and capacity, through better serviceability and coordination with our fleet of smaller sized sweepers. It is proposed to replace the four old LGV mechanical road sweepers with two new LGV mechanical road sweepers. The £250K purchase cost will be offset by the reduced overall cost of maintenance and operation.

- 3.4 These proposals will not reduce the frequency or quality of the Council's existing grass cutting or road sweeping operations.
- 3.5 There are no direct employee implications resulting from this proposal.
- 3.6 An Open Tender process will be used and each type of equipment will be offered as a separate lot to ensure best value is achieved.
- 3.7 The method of financing the acquisition will be determined by the Executive Director of Commercial and Corporate upon receipt of tenders and may take the form of a Finance lease or loan to purchase.

#### **4. PROCEDURE**

- 4.1 Due to the diversity of the grass cutting and horticultural machinery, more than one supplier may be required to achieve value for money. It is recommended that each type of equipment is included as a 'lot' in the procurement process and that tenders are sought for one or a number of lots from potential contractors. The procurement of the new LGV mechanical road sweepers comprises a single lot through a separate tender.
- 4.2 The total value of the equipment is estimated at approximately £600K (£350K for grass cutting and horticultural machinery and £250K for the two mechanical sweepers) and is, therefore, subject to the procurement regulations and Official Journal of the European Union (OJEU) procedures.
- 4.3 The successful supplier (s) will provide the specialist grass cutting and horticultural equipment and mechanical road sweeping machinery in accordance with the Council's specification.
- 4.4 A schedule of submitted procurement costs along with a quality assessment of machine reliability and suitability will provide the basis on which the tender will be evaluated.

#### **5. REASON FOR DECISION**

- 5.1 In accordance with the Constitution, Cabinet approval is required to permit the letting a contract exceeding £250,000 in value.

#### **6 ALTERNATIVE OPTIONS**

- 6.1 To delay the replacement of the grass cutting and horticultural equipment and mechanical road sweeping machinery would result in reduced efficiency and increased maintenance costs due to its age. Furthermore to replace the equipment on a like for like basis will not achieve efficiencies required to meet targets in the Fleet and Transport service review.

## **7. Impact Analysis**

- 7(a) Equalities** - An Equalities Impact Needs Requirements Assessment (INRA) has been undertaken. This has shown that the proposal will not introduce any new equalities issues, as the service will operate in exactly the same way as currently provided.
- 7(b) Privacy Impact Assessment (PIA)** – The proposal will not introduce any new PIA issues

## **8. Other Relevant Considerations / Consultations**

- (a) Financial Implications / Sunderland Way of Working** – The Head of Financial Resources, on behalf of the Executive Director of Commercial and Corporate Services, has been consulted on this proposal and confirms that there is provision in the existing Fleet and Transport revenue budget.
- (b) Employee Implications** – The Director of Human Resources and Organisational Development has been consulted and has there are no direct Council employee implications.
- (c) Legal Implications** – The Head of Law and Governance has been consulted and confirms that legally compliant procedures are being pursued.
- (d) Health & Safety Considerations** – The tenders will be evaluated to ensure compliance with the health and safety obligations of the Council. The Director of Human Resources and Organisational Development has been consulted and has no objections.
- (e) Procurement** – The Procurement Team representing The Head of Corporate Procurement has provided advice and guidance on this proposal.

## **9. List of Appendices**

None

## **10. Background Papers**

Fleet and Transport Review working paper outlining the maintenance, operational cost and efficiencies of the proposal.

<http://www.sunderland.gov.uk/committees/cm5/Meetings/tabid/73/ctl/ViewMeetingPublic/mid/410/Meeting/8006/Committee/1636/Default.aspx>

These can be obtained by contacting Colin Curtis, Assistant Head of Streetscene, on (0191) 5614525 or email: [colin.curtis@sunderland.gov.uk](mailto:colin.curtis@sunderland.gov.uk)



## CABINET MEETING – 9 OCTOBER 2013

### EXECUTIVE SUMMARY SHEET – PART I

**Title of Report:**

Sunderland Business Improvement District (BID)

**Author(s):**

Deputy Chief Executive

**Purpose of Report:**

To update Cabinet on the Sunderland Business Improvement District (BID) and to seek agreement on a funding package to support the BID Company over its 5 year term.

**Description of Decision:**

Cabinet is requested to:

- (i) approve a grant of £30,000 to the new BID company to cover salary and operational costs pre April 2014 to be met from existing economic development budgets;
- (ii) approve grant funding of £50,000 per annum to the new BID company for the duration of its 5 year term subject to satisfactory performance and annual review to be met from existing and future economic development budgets; and
- (iii) authorise the Deputy Chief Executive in consultation with the Executive Director of Commercial and Corporate Services, and the Leader of the Council to conclude the operating agreement with the BID company.

**Is the decision consistent with the Budget/Policy Framework?** \*Yes

**If not, Council approval is required to change the Budget/Policy Framework**

**Suggested reason(s) for Decision:**

On Thursday 18<sup>th</sup> July 2013 Sunderland city centre businesses voted 'Yes' to establish a BID company for Sunderland. The 'Yes' vote is a great economic boost for the city centre and will generate at least £3.4 million private investment over the next five years.

The support which the council has provided to date has been important in raising the confidence of the private sector and it is considered vital that the council continue to encourage and support the efforts of the private sector to help create investment for the City.

**Alternative options to be considered and recommended to be rejected:**

The alternative option is not to provide the funding detailed above.

The consequences of not providing the funding would be detrimental to the next stage of the development of the BID, for example, key staff could not be recruited until April 2014 at the earliest. This would result in a delay in delivery of the business plan.

If the annual on going financial support was not provided by the council this would adversely affect the delivery of the 5 year business plan and could potentially damage relationships with the private sector.

**Impacts analysed;**

**Equality**

**Privacy**

**Sustainability**

**Crime and Disorder**

**Is this a “Key Decision” as defined in the Constitution?**

**Yes**

**Is it included in the 28 day Notice of Decisions?**

**Yes**

**Scrutiny Committee**



**SUNDERLAND BUSINESS IMPROVEMENT DISTRICT (BID)**

**Deputy Chief Executive**

**1.0 Purpose of Report**

- 1.1 To update Cabinet on the Sunderland Business Improvement District (BID) and to seek agreement on a funding package to support the BID company over its five year term.

**2.0 Description of Decision**

- 2.1 Cabinet is requested to:

- (i) approve a grant of £30,000 to the new BID company to cover salary and operational costs pre April 2014 to be met from existing economic development budgets;
- (ii) approve grant funding of £50,000 per annum to the new BID company for the 5 year duration of the term subject to satisfactory performance and annual review to be met from existing and future economic development budgets; and
- (iii) authorise the Deputy Chief Executive in consultation with the Executive Director of Commercial and Corporate Services, and the Leader of the Council to conclude the operating agreement with the BID company.

**3.0 Introduction / Background**

- 3.1 A Business Improvement District (BID) is a defined area within which businesses pay an additional tax or fee to fund improvements within the BID boundary.
- 3.2 Almost 200 BID proposals have been developed in towns and cities throughout the UK and on Thursday 18<sup>th</sup> July 2013 Sunderland city centre businesses voted 'Yes' to establish a BID company for Sunderland.
- 3.3 The 'Yes' vote is a great economic boost for the city centre and will generate £3.4million private investment over the next five years.
- 3.4 Businesses voted yes to pay an additional levy of 1.5% of the rateable value of their businesses premises. The levy will be collected by the city council and passed back to the BID company to address the priorities set out during the consultation phase and outlined in the BID business plan.
- 3.5 Over 62% of the votes cast were in favour of the BID, representing 67.5% of the total rateable value of all votes cast. The ballot saw a turnout of 38.1% of the 454 business eligible to vote (those with a rateable value of over £15,000).
- 3.6 The BID company will be run by the local business community and the extra investment will contribute to making the city centre a cleaner, brighter, safer place with more events, marketing and promotion and a more vibrant evening economy. The new BID company will be established for an initial 5 year period and will begin delivering the programme from April 2014.

#### **4.0 Sunderland Business Ltd**

- 4.1 The Sunderland BID proposal was initiated by Sunderland Business Group in August 2012. The council backed the project from the start and has worked in partnership with the private sector to ensure a successful outcome in a very short period of time.
- 4.2 Sunderland Business Group established the not-for-profit organisation Sunderland Business Ltd to drive the project forward and recruited Ashmore Consulting Ltd to develop the BID proposals working with all stakeholders.
- 4.3 In August the council provided grant support of £20,000 to Sunderland Business Ltd to continue to deliver the programme of work required to establish the BID company.
- 4.4 The work will include, the establishment of the BID steering board, recruitment of the CEO, legal set up of the BID company, development of the brand and establishment of the communications group, development of the 1<sup>st</sup> years detailed plan, ongoing business consultation, finance, management and project support.
- 4.5 Sunderland Business Ltd have engaged Ashmore Consulting Ltd to deliver this programme of work with support from the city council. The Business Investment Team is continuing to support the initiative and co-ordinate support from the city council.
- 4.6 The existing steering board which is chaired by the Centre Director of The Bridges Shopping Centre and includes the Chair of Sunderland City Centre Traders Association and the Director of Business Investment, will operate until December 2013.

#### **5.0 Sunderland Business Improvement District (BID) Company**

- 5.1 It is anticipated that from January 2014 the new BID Model / Company will be agreed and a CEO in place, with the rest of the BID Team coming on board shortly thereafter.
- 5.2 The BID Board will be recruited via an elected process and will be made up of representatives from city centre stakeholders covering all geographical areas and all business sectors. The City Council will hold 2 seats on a board of approximately 15.
- 5.3 The commencement date for 5 year term of the BID company is 1<sup>st</sup> April 2014 with an end date of 31<sup>st</sup> March 2019. A renewal ballot will be carried out in advance of the end date. Any additional ballots (which would include an alteration to the BID arrangements, changes to the BID area or alterations to the BID levy), would require full Cabinet approval.
- 5.4 The BID Company will formally launch and begin delivering activities on 1<sup>st</sup> April 2014.

#### **6.0 Funding**

- 6.1 An in principle funding package has been discussed with Sunderland Business Ltd and Cabinet is request to agree the package of support detailed below:
  - (i) Provide grant funding of £30,000 to the new BID company to cover salary and operational costs between 1<sup>st</sup> January 2014 and 31<sup>st</sup> March 2014. To be funded from the existing Business Investment Team budget 2013 / 2014; and

- (ii) Provide grant funding of £50,000 per annum to the new BID company for the duration of its 5 year term. The monies will be used to ensure all non levy paying small businesses are included in the activities and promotions of the BID company. The grant will be paid in quarterly instalments subject to satisfactory performance and reviewed on an annual basis.

## **7.0 Reasons for Decision**

- 7.1 On Thursday 18<sup>th</sup> July 2013 Sunderland city centre businesses voted 'Yes' to establish a BID company for Sunderland. The 'Yes' vote is a great economic boost for the city centre and will generate at least £3.4 million private investment over the next five years.
- 7.2 The support which the council has provided to date has been instrumental in raising the confidence of the private sector and it is considered vital that the council continue to encourage and support the efforts of the private sector to help create investment for the City.

## **8.0 Alternative Options**

- 8.2 The alternative option is not to provide the funding detailed above. The consequences of not providing the funding would be detrimental to the next stage of the development of the BID, for example, key staff could not be recruited until April 2014 at the earliest. This would result in a delay of delivery of the business plan.
- 8.3 If the annual on going financial support was not provided by the council this would adversely affect the delivery of the 5 year business plan and could potentially damage relationships with the private sector.

## **9.0 Impact Analysis**

### **Sustainability**

- 9.1 As the BID is primarily focused on enhancing the vitality and viability of Sunderland City Centre, it will contribute to the creation of a Prosperous City which is a strategic priority of the Sunderland Strategy.

### **Privacy**

- 9.2 There are no privacy implications.

### **Equalities**

- 9.3 An initial equalities Impact Assessment has been completed and consideration of the broad scope of the BID indicates that there is likely to be a neutral impact on individuals or communities of interest in the city centre.

## **Crime and Disorder**

- 9.4 Enhanced public protection and security measures will be introduced by the BID in partnership with the Police. The impacts of enhancing the safety of the city centre will be monitored and are expected to be positive.

## **10.0 Other Relevant Considerations / Consultations**

### **Financial Implications**

- 10.1 The Executive Director of Commercial and Corporate Services has been consulted on the project and his comments are reflected in this report.

### **Legal Implications**

- 10.2 The Executive Director of Commercial and Corporate Services has been consulted on the proposals. It is the legal responsibility of the Local Authority under the Business Improvement District Regulations (England) 2004 to administer, collect and enforce the BID levy. An operating agreement for the five year term of the BID company has been prepared by Law and Governance and will be executed once the BID company is set up. The purpose of the agreement is to:
- confirm the basis upon which the Council will be responsible for collecting the BID levy
  - set out the enforcement mechanisms available for collection of the BID levy
  - set out the procedures for accounting and transference of the BID levy
  - provide for the monitoring and review of the collection of the BID levy
- 10.3 These requirements are being co-ordinated by the Business Investment Team working with officers across Commercial and Corporate Services.

### **Human Resource Implications**

- 10.4 There are no human resource implications

### **Procurement and Risk Management Implications**

- 10.5 Procurement has been consulted on the project and there are no procurement implications

### **Area and Ward Implications**

- 10.6 A Business Improvement District for Sunderland City Centre would impact directly on 3 Wards, Hendon, Millfield and St Michaels but will deliver benefits across the whole of Sunderland.
- 10.7 East Area Place Board and Local Multi Agency Partnership for the East have been consulted on the project and all are very supportive.

## **11.0 List of Appendices**

None

## **12.0 Background Papers**

None

## CABINET MEETING – 9th October 2013

### EXECUTIVE SUMMARY SHEET – PART I

**Title of Report:**

Second Capital Review 2013/2014 (including Treasury Management)

**Author(s):**

Executive Director of Commercial and Corporate Services

**Purpose of Report:**

This report details:

- reprofiling of projects since the First Capital Review for 2013/2014 was approved in June 2013;
- the inclusion of additional schemes and revisions to costs and resourcing for 2013/2014 since the First Capital Review was reported;
- the progress in implementing the Treasury Management Strategy for 2013/2014.

**Description of Decision:**

In relation to the Capital Programme, Cabinet is asked to approve, and where necessary recommend to Council, the inclusion of additional schemes or variations to existing schemes for 2013/2014 detailed at Appendix A, as a variation to the Capital Programme, and

In relation to the Treasury Management Strategy and Prudential Indicators, Cabinet is asked to note the positive progress made in implementing the strategy for 2013/2014.

**Is the decision consistent with the Budget/Policy Framework?** Yes

**If not, Council approval is required to change the Budget/Policy Framework**

**Suggested reason(s) for Decision:**

To respond to proposed variations in expenditure and funding which have arisen since the First Capital Review 2013/2014 was approved to enable effective budgetary control to be exercised.

To note the progress in implementing the Treasury Management Strategy for 2013/2014, this is in line with the approved Treasury Management Policies.

**Alternative options to be considered and recommended to be rejected:**

No alternative options are proposed.

**Impacts analysed:**

Equality

☒

Privacy

☒

Sustainability

☒

Crime and Disorder

☒

<p><b>Is this a “Key Decision” as defined in the Constitution?</b></p> <p>Yes</p> <p><b>Is it included in the 28 Day Notice of Decisions?</b></p> <p>Yes</p>	<p><b>Scrutiny Committee</b></p>
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## **Cabinet – 9th October 2013**

### **Second Capital Review 2013/2014 (including Treasury Management)**

#### **Report of the Executive Director of Commercial and Corporate Services**

#### **1. Purpose of Report**

##### **1.1 This report details:**

- reprofiling of projects since the First Capital Review for 2013/2014 was approved in June 2013;
- the inclusion of additional schemes and revisions to costs and resourcing for 2013/2014 since the First Capital Review was reported;
- the progress in implementing the Treasury Management Strategy for 2013/2014.

#### **2. Description of Decision:**

##### **2.1 Cabinet is requested:**

In relation to the Capital Programme, Cabinet is asked to approve, and where necessary recommend to Council, the inclusion of additional schemes or variations to existing schemes for 2013/2014 detailed at Appendix A, as a variation to the Capital Programme, and

In relation to the Treasury Management Strategy and Prudential Indicators, Cabinet is asked to note the positive progress made in implementing the strategy for 2013/2014.

#### **3. Introduction**

The Capital Programme changes during the year as notifications of additional schemes and resourcing are received, and phasing of schemes is reviewed. Variations to anticipated expenditure and financing of the 2013/2014 capital programme that was reported to Cabinet on 19<sup>th</sup> June 2013 are shown in section 4 of this report.

##### **3.1 Performance in implementing the Treasury Management Strategy and adhering to the agreed Prudential Indicators is detailed in section 5 along with confirmation that the Council is operating within its agreed borrowing limits.**

#### **4. Second Capital Review 2013/2014**

##### **4.1 Further to recent reports to Cabinet, the report sets out details of the net decrease in the 2013/2014 Capital Programme of £12.494m to £79.665m. This can be analysed as follows:**

- Reprofiling expenditure of £7.332m between 2013/2014 and future years. The primary reasons for this reprofiling relate to external influences outside of the Council's control;
- Additional fully funded schemes and cost variations notified since the Capital Programme was last reported increasing the capital programme by £0.329m;
- Technical Adjustments of £5.491m.

Appendix A gives a summary of the changes to expenditure and resources for 2013/2014 with the principal variations set out below:

## **4.2 Reprofiting of Expenditure between 2013/2014 and future years**

Schemes where significant reprofiling of expenditure and resources are being proposed are set out below.

### **4.2.1 Leader**

#### **Investment Corridors**

The profile of works in respect of Investment Corridors has been revised to take into account the current works around St Marys Boulevard and Magistrates Square, and in order to avoid two contractors on site in the same area resulting in £0.517m being re-profiled into 2014/2015.

#### **City Deal**

Work is progressing in finalising the City Deal submission for Sunderland and South Tyneside. At this stage £0.326m is to be re-profiled into 2014/2015.

### **4.2.2 Cabinet Secretary**

#### **Seafront Strategy**

A later start than initially planned to works on Whitburn/Lowry Roads requires £1.460m to be re-profiled into 2014/2015. The scheme remains on schedule for completion by January 2015 as originally planned.

#### **Port Dock Gate Repairs**

The scope and time programme for the works is currently being revised to enable the works to be undertaken during a longer time frame which will result in better value for money being achieved from the works. As a consequence £0.513m has been re-profiled into 2014/2015.

#### **Roker Pier and Lighthouse**

The Specification for works to the pier deck and structural repairs to Roker Pier and Lighthouse have been reviewed in order to ensure only one contractor will be on site resulting in £0.473m being re-profiled into 2014/2015.

#### **Low Water Corrosion / Riverside Repairs**

To allow full analysis of the condition of marine structures, survey works in respect of Low Water Corrosion / Riverside Repairs are expected to be ongoing into next year, requiring £0.200m to be re-profiled into 2014/2015.

### **4.2.3 City Services**

#### **Central and Southern Routes**

The majority of the remaining land acquisitions for the Central and Southern Routes are not expected to complete until 2014/2015, as the timing is dependent upon discussions with landowners. Therefore £0.599m has been re-profiled into 2014/2015.



#### **4.2.4 Public Health, Wellness and Culture**

##### **World Heritage Site Public Realm**

Detailed design work continues for environmental improvements to the grounds of St Peter's church, including the interpretation of the monastic footprint. To inform the final designs an archaeological investigation needs to take place to ensure that the planned works are not detrimental to the archaeological remains around the church. As a result £1.218m is to be re-profiled into 2014/2015.

##### **Washington Leisure Centre**

Following the completion of the tender process the programme of works has been updated with £1.209m requiring re-profiling into 2014/2015. At this stage there is no impact on the completion date, with work envisaged to start on site early next year and be completed in spring/summer 2015.

#### **4.3 Additional Schemes and Cost Variations 2013/2014**

##### **4.3.1 Cabinet Secretary**

###### **Port Plant and Equipment**

To support the ongoing growth of the Port's business, £0.150m is to be invested to purchase a new heavy forklift truck and meet additional costs of the purchase of a Pilot Cutter. The cost is to be funded from the Port Reserve.

##### **4.3.2 Children's Services**

###### **Children's Services Initiatives**

The 2013/2014 programme includes for £0.700m for investment in a new independent living units (ILU's) and a new children's home. Following a review of the Looked After Placement Strategy and the age profile of looked after children, £0.500m has been re-profiled into future years.

##### **4.3.3 Public Health, Wellness and Culture**

###### **Hylton Castle Development**

Confirmation has been received of a successful bid for round one development grant from the Heritage Lottery Fund. This grant is provided as a contribution to the development of a project that will restore and transform Hylton Castle and Dene into an educational and cultural resource for the North East. The cost of the project development is £0.165m, with £0.115m met from the Heritage Lottery Fund and the balance provided for within Capital Contingencies.

**Community Priorities** In order to promote tourism in the area and thereby support the local economy, an investment of £0.224m is to be made to improve the illuminations at Roker and also provide for a new display and workshop area for 6 trams at the newly amalgamated NE Land Sea and Air Museum in Washington. This can be funded from slippage in the capital programme.

### **Football Investment Strategy**

Following a review of Grant approvals received from the Football Foundation and Sports England a review of the Football Investment Strategy has been undertaken resulting in a reduction to the programme of £0.215m

## **5. Review of the Prudential Indicators and Treasury Management Strategy for 2013/2014**

- 5.1 The Prudential Indicators for 2013/2014 were approved by the Council on the 6th March 2013 and are regularly reviewed to ensure that:
- the Council remains within its Authorised Limit for External Debt which is a regulatory requirement;
  - treasury management decisions are taken in accordance with the Treasury Management Code of Practice and the agreed Council Treasury Management Policy and Strategy for 2013/2014;
  - the capital expenditure control framework operated locally is consistent with, and supportive of, local strategic planning, local asset management planning, and proper option appraisal.
- 5.2 Internal monitoring procedures track performance daily against the various prudential indicators agreed by the Council. At this stage, the Council is operating within its Authorised Borrowing Limit, which is a statutory limit determined under Section 3 (1) of the Local Government Act 2003 and there are no areas for concern or any issues which require any review of the indicators as originally approved.

### **Borrowing Strategy for 2013/2014**

- 5.3 The Borrowing Strategy is based upon the Council's anticipated borrowing requirement and prospects for interest rates. During 2013/2014 to date there has been a sharp rise in UK gilt yields which has led to an increase in PWLB rates as investors have switched from bonds into equities, with share markets now standing at or near new highs. Potential upside risks for further increases remain e.g. if there are large financial improvements within the Eurozone or UK inflation was to be significantly higher than in the wider EU or the US.

However, bond yields remain extremely unpredictable and there are still exceptional levels of volatility which are highly correlated to the sovereign debt crisis and to political developments in the Eurozone and US. This uncertainty is expected to continue into the medium term.

No new borrowing has been undertaken in the current financial year. The Council's strategy for 2013/2014 is to continue to adopt a pragmatic and flexible approach and to respond to any changing circumstances to seek to secure benefit for the Council. Consideration will be given to various options, including utilising some investment balances to fund the Council's borrowing requirement, in 2013/2014 as appropriate.

### **Investment Strategy for 2013/2014**

- 5.4 The primary aim of the Investment Strategy is the security of Council funds, then having regard to liquidity i.e. the availability of cash to meet council liabilities, and finally to secure a reasonable rate of return on its investments.

- 5.5 As at 31st August 2013, the funds managed by the Council's Treasury Management team has achieved a rate of return on its investments of 1.01% compared with the benchmark rate (i.e. the 7 day rate) of 0.36%. Performance is therefore very positive and is significantly above the benchmark rate, whilst adhering to the prudent policy agreed by the Council.
- 5.6 The rate of return on investments however has fallen markedly in recent months as UK-based financial institutions access funding from alternative sources such as the Government's Funding for Lending Scheme to allow them to increase their capital/cash reserves in line with recent regulatory requirements. The result is that investment rates have reduced considerably since April 2013 and continue to follow a downward trend. Even special tranche investment rates (which offer better than market average returns) have reflected this downward trend. Forward guidance announced in the Quarterly Inflation report (August 2013) by the Bank of England also shows that they do not expect to increase the Bank Base Rate until late 2016 at the earliest. The implication from this is that returns on investments will be significantly lower than those achieved in recent years until interest rates begin to increase.
- 5.7 The regular updating of the Council's authorised Lending List is required to take into account financial institution mergers and changes in institutions' credit ratings. Members should also note that Deutsche Managed Sterling Fund has been added to the list of approved Money Market Funds that the Council can invest with. Deutsche Bank is one of the world's leading investment organisations and the Deutsche Managed Sterling Fund operated by Deutsche Asset Management (UK) Limited holds the highest available AAA credit rating. Its addition to the Approved Lending List reported to Audit and Governance Committee on 27th September 2013 which will increase the investment options, with highly rated counterparties, available to the Council.

The Council is following advice from its treasury adviser, Sector Treasury Services Ltd (name changed recently to Capita Asset Services – Treasury Solutions) that investments with non-part government owned institutions should be kept to shorter periods of a maximum of three months. The investment policy is regularly monitored and reviewed to ensure it has flexibility to take full advantage of any changes in market conditions to the benefit of the Council.

## **6. Reasons for Decision**

- 6.1 To respond to variations in proposed expenditure and income which have arisen since the 2013/2014 Capital Programme was approved to enable effective budgetary control to be exercised and to update Cabinet on the progress in implementing the Treasury Management Borrowing and Investment Strategy for 2013/2014.

## **7. Alternative Options**

- 7.1 No alternative options are proposed.

## **8. Impact Analysis**

Impact assessments will be undertaken by Directorates as each Project is developed.

**9. List of Appendices**

Appendix A - Other variations to the 2013/2014 capital programme to those previously reported.

**10. Background Papers**

Sunderland City Council Capital Programme 2012/13 to 2016/17  
Cabinet Reprt - First Capital Review 2013/2014

## Variations to the 2013/2014 Capital Programme to those previously reported

	£000	£000
<b>Reprofiling of Expenditure from 2013/2014 to future years since the First Review &amp; other reports to Cabinet in respect of Capital Projects</b>		
<b>Leader</b>		
Investment Corridors	(517)	
City Deal	(326)	(843)
<b>Cabinet Secretary</b>		
Seafront Strategy	(1,460)	
Port Dock Repairs	(513)	
Roker Pier and Lighthouse	(473)	
Low Water Corrosion / Riverside Repairs	(200)	(2,646)
<b>City Services</b>		
Central & Southern Routes		(599)
<b>Children's Services</b>		
Children's Services Initiatives		(500)
<b>Public Health, Wellness and Culture</b>		
World Heritage Site Public Realm	(1,218)	
Washington Leisure Centre	(1,209)	(2,427)
<b>Other Schemes Reprofiling</b>		(317)
<b>Additional Schemes - Fully Funded</b>		
<b>Public Health, Wellness and Culture</b>		
Hylton Castle Development	165	
Community Priorities	224	389
<b>Variation to Existing Schemes in the Capital Programme - Fully Funded</b>		
<b>Cabinet</b>		
Port Plant and Equipment – funded by reserves		150
<b>Public Health, Wellness and Culture</b>		
Football Investment Strategy		(215)
Other Fully Funded Variations		5
<b>Technical Adjustments</b>		
Highways Maintenance works funded by borrowing	600	
Property Planned Capital Maintenance works funded by borrowing	400	
Reablement Services - spend and funding transferred to Revenue	(629)	
Capital Contingency Schemes – reprofiling to 2014/2015 and transfer to/from Capital Programme schemes	(5,862)	(5,491)
<b>TOTAL VARIATIONS 2013/2014</b>		<b>(12,494)</b>



<b>CABINET MEETING – 9<sup>TH</sup> OCTOBER 2013</b>  <b>EXECUTIVE SUMMARY SHEET- PART I</b>	
<b>Title of Report:</b> Revenue Budget Second Review 2013/2014	
<b>Author(s):</b> Executive Director of Commercial and Corporate Services	
<b>Purpose of Report:</b> To report details of the outcome of the Revenue Budget Second Review for 2013/2014.	
<b>Description of Decision:</b> Cabinet is recommended to approve the contingency transfers proposed at Appendix A and budget transfers set out in the report.	
<b>Is the decision consistent with the Budget/Policy Framework?</b> Yes	
<b>If not, Council approval is required to change the Budget/Policy Framework</b>	
<b>Suggested reason(s) for Decision:</b> To respond to variations in expenditure and income which have arisen in 2013/2014 and enable effective budgetary control to be exercised.	
<b>Alternative options to be considered and recommended to be rejected:</b> No alternative options are proposed.	
<b>Impacts analysed:</b>  Equality <input type="text" value="N/A"/> Privacy <input type="text" value="N/A"/> Sustainability <input type="text" value="N/A"/> Crime and Disorder <input type="text" value="N/A"/>	
<b>Is this a “Key Decision” as defined in the Constitution?</b> Yes	<b>Scrutiny Committee</b>
<b>Is it included in the 28 Day Notice of Decisions?</b> Yes	





**Revenue Budget Second Review 2013/2014**

**Report of the Executive Director of Commercial and Corporate Services**

**1. Introduction**

This report advises Members of the overall Revenue position following the second review for 2013/2014 including proposed contingency transfers for the second quarter of 2013/2014.

**2. Description of Decision**

- 2.1. Cabinet is requested to approve contingency transfers proposed at Appendix A and budget transfers set out in the report

**3. Revenue Budget Monitoring 2013/2014**

**Overall Position**

- 3.1 In overall terms financial progress towards delivery of the 2013/2014 savings requirement is very positive although there continues to be challenges. Where issues have been identified mitigating actions have been put in place by Portfolio holders, which, coupled with corporate actions agreed in relation to workforce planning, will ensure that a positive outturn position will be achieved.

A full review has been undertaken and a summary of the position following the second review is set out in the report for each Portfolio, together with the contingency allocations proposed for the second quarter.

In addition savings on capital financing charges as a result of slippage on the capital programme and income from interest on investments are anticipated to result in planned savings of approximately £5.0m at year end. It is proposed that these amounts and any further underspendings arising from unspent contingencies at the end of 2013/2014 are earmarked to support the overall 2013/2014 position and transitional costs arising from the 2014/2015 budget setting process.

**3.2 Contingency Transfers**

Members will recall from previous reports that transfers from the contingency fund take place on a quarterly basis to reflect expenditure actually incurred in respect of approved provisions. Details of proposed contingency transfers for the second quarter amounting to £0.483m are set out at Appendix A.

### 3.3 Budget Transfers

Budget Transfers since the first review primarily relate to transfers between Directorates to reflect operational arrangements in accordance with Sunderland Way of Working principles and budget realignments relating to the realignment of services within the people, place and economy service areas.

### 3.4 Implementation of Savings Plans and Budget Pressures

3.4.1 The budget process for 2013/2014 took account of the requirement for reductions in expenditure of £37.0m. Progress in implementing the proposals is being rigorously monitored in conjunction with Portfolio holders. Monthly monitoring of the budget continues at an enhanced level to ensure the position is understood early and actions put in place to mitigate any impact.

3.4.2 Overall progress continues to be very positive however there are budget pressures also being experienced across a number of portfolios for which mitigating actions are being implemented. This reflects the increasingly greater challenges the council faces in implementing changes as we progress through the third year of the spending review period.

3.4.3 In relation to savings targets the following is noted in overall terms:

- £29.5m of the savings have been fully realised to date as originally intended.
- £2.4m of reductions are no longer to be achieved as originally intended. Of this, £1.2m of alternative savings actions have been identified which will deliver in year and on-going savings. A further £1.2m of alternative actions have also been identified which will meet the remaining savings requirement in year, with actions to address the on-going requirement being progressed.
- £5.1m of reductions are not yet scheduled for full implementation although good progress is being made with action plans developed, responsibilities assigned and timescales identified. At this stage therefore it is not anticipated this will impact on the overall financial position of the Council as the full year saving is still anticipated although it is imperative that these reductions are driven through to implementation in line with agreed timescales.

3.4.4 In addition to the above there are:

- on-going pressures from 2012/2013 totalling £3.1m in relation to Home Care and Community Support, and Culture, Sport and Leisure
- in-year service pressures totalling £1.0m which have mitigating actions identified to address the position in-year, with actions to address the on-going position being progressed.
- Although work is on-going to address these issues it is likely that corporate resource support will be required to balance the position in the current financial year.

- 3.4.5 Further details of issues are set out in the relevant sections below, which shows that work is being progressed in all areas. It is particularly noted that plans in relation to Adult Services pressures reported at the first review are now being finalised although there will be significant work to do to implement these plans to remove this budget overhang for the start of the 2014/15 financial year.

### **3.5 Portfolio Budget Monitoring 2013/2014**

The following issues are drawn to Members attention:

#### **3.5.1 Leader**

No issues to raise at this stage

#### **3.5.2 Deputy Leader**

No issues to raise at this stage

#### **3.5.3 Cabinet Secretary**

No issues to raise at this stage

#### **3.5.4 Children's Services**

- The Children's External Placement budget continues to be volatile due to the uncertainty regarding the level of placements in any given year. Current projections for 2013/2014 indicate a pressure of £1.3m due to the required level of placements. Reserves earmarked for this purpose as part of the 2012/2013 outturn are available to meet this shortfall in year.

The number of Looked after Children has increased to 473 as at 19<sup>th</sup> August; an increase of 36 from April 2013. Officers continue to review and refresh the Looked after Children Strategy but at this stage there is a potential on-going pressure of £0.5m that will impact into 2014/2015 which will need to be considered as part of MTFS planning

- The Children Looked after Strategy has a 2013/2014 savings target of £0.2m in respect of the development of an alternative specialised children's home to reduce the number of distant, very expensive placements. For 2013/2014 this saving has been achieved through alternative mitigating actions. A working group has been established to identify an on-going alternative.

#### **3.5.5 Health, Housing and Adult Services**

- Home and Community Support and reduction in residential care places – £3.9m (on-going pressure from 2012/2013 £2.9m plus 2013/2014 pressure £1.0m)

The Directorate have achieved one off alternative mitigating actions to meet £1.0m of this saving in year. Significant work has been progressed over the last few months within the Directorate and in conjunction with the Executive Director of Commercial and Corporate Services and action plans are in the process of being finalised. With robust project planning it is anticipated that the actions will fully provide for the on-going pressure and contribute to future years savings targets. However, whilst part year savings will be made there is likely to be an in year shortfall which will need to be met from transitional funding whilst the permanent solutions are being put in place.

### 3.5.6 Public Health, Wellness and Culture

- As reported at first review, there is an ongoing pressure from 2012/2013 in relation to the Sport and Leisure Review. The service achieved in year reductions of £0.9m for 2012/2013 through one off measures with the intention that alternative on-going actions be put in place for 2013/2014.

£0.2m of this saving is currently considered at risk for 2013/2014 and the review is currently identifying further alternative saving options to balance the in-year position in year.

### 3.5.7 City Services

- The trading position on Building Services is being closely monitored and, at this stage, the service is forecasting to make a shortfall against budget of £0.5m. This shortfall has primarily arisen following a further reduction in client budgets in 2013/2014, resulting in reduced income for Building Services.

Actions have been taken elsewhere within the directorate in order to mitigate the budget shortfall in-year. At the same time, the service is working to deliver on a number of service improvements with a view to addressing this position on an on-going basis.

### 3.5.8 Responsive Services and Customer Care

There are no issues to raise at this stage

## 3.6 Other Corporate Issues

### 3.6.1 Workforce Planning

- A significant element of the savings plans are dependent upon implementation of workforce planning arrangements in the process of being implemented. Significant progress has now been made and savings targets are on track for full delivery with savings in a full year. Transitional funding will be utilised to support any in year shortfall.
- As reported as part of the budget setting process, transitional costs will arise during 2013/2014 as the organisation implements the continued improvement

programmes. At this stage these costs total £2.8m and can be met from resources set aside to meet transitional costs as part of the previous years outturn.

### 3.6.2 Treasury Management

Savings in Debt charge and interest on investments of £5m is anticipated at this stage due to slippage in the Capital Programme and additional investment income. It is proposed that this amount and any underspendings arising from unspent contingencies at the end of 2013/2014 are earmarked to support the overall 2013/2014 position and transitional costs arising from the 2014/2015 budget setting process.

## 4. Reason for Decision

- 4.1 To respond to variations in expenditure and income which have arisen in 2013/2014 and enable effective budgetary control to be exercised.

## 5. Alternative Options

- 5.1 No alternative options are proposed.

## 6. Impact Analysis

- 6.1 Impact assessments of Directorate actions to ensure the achievement of savings targets and a balanced budget position will be undertaken within Directorates as each action is developed.

## 7. Other Relevant Considerations / Consultations

- 7.1 The report identifies a number of risks in relation to the delivery of budget savings and the need to address budget pressures. However, actions in place and the available transitional resources earmarked as part of previous years outturns are anticipated to be sufficient to mitigate the risks identified. Further confirmation of mitigating actions will be provided as part of the third review which will be reported to Members in due course.



**Cabinet Meeting – 9<sup>th</sup> October 2013**  
**Variations Necessitating Contingency Transfers 2013/2014**

	<b>Justification / Approval</b>	<b>2013/2014 £</b>
<b>Leader</b>		
Warm up North - Green Deal	General Provision	50,000
<b>Health Housing and Adult Services</b>		
Adult social care contract inflation	Specific Provision	695,000
<b>Public Health, Wellness and Culture</b>		
Summer Events	General Provision	250,000
Pay Award 2013/2014	Specific Provision	1,226,234
<b>Improvement Programme Efficiencies</b>		
Improvement Efficiencies		(1,500,000)
Flexible Working Efficiencies		(238,162)
<b>Total Contingency Adjustments</b>		<b>483,072</b>

Cabinet Meeting – 9<sup>th</sup> October 2013

## Revenue Budget Position After Second Review 2013/2014

	First Review 2013/2014	Budget Transfers	Transfers from Contingency fund	Second Review 2013/2014
	£'000	£'000	£'000	£'000
<b>Portfolio</b>				
Leader	7,665	930	(475)	8,120
Deputy Leader	4,370	(215)	(480)	3,675
Cabinet Secretary	7,823	198	(227)	7,794
Children's Services	64,961	17	154	65,132
Health, Housing and Adult Services	82,397	(10)	923	83,310
Public Health, Wellness and Culture	16,715	163	315	17,193
City Services	45,646	(157)	242	45,731
Responsive Services and Customer Care	3,864	(926)	31	2,969
<b>Portfolio Expenditure</b>	<b>233,441</b>	<b>0</b>	<b>483</b>	<b>233,924</b>
Contingencies	16,761	0	(483)	16,278
Technical Adjustments	(30,095)	0	0	(30,095)
Transfer to Reserves	6,097	0	0	6,097
Levies	17,820	0	0	17,820
Grants – Council Tax Freeze Grant, New Homes Bonus	(2,722)	0	0	(2,722)
Capital Financing Cost	26,066	0	0	26,066
<b>Total Expenditure</b>	<b>267,368</b>	<b>0</b>	<b>0</b>	<b>267,368</b>
Use of Balances	(2,572)	0	0	(2,572)
<b>Net Budget Requirement</b>	<b>264,796</b>	<b>0</b>	<b>0</b>	<b>264,796</b>



## CABINET MEETING – 9 October 2013

### EXECUTIVE SUMMARY SHEET- PART I

**Title of Report:**

Budget Planning Framework 2014/2015 and Medium Term Financial Strategy 2014/2015 – 2016/2017

**Author(s):**

Chief Executive and Executive Director of Commercial and Corporate Services

**Purpose of Report:**

This report identifies the key factors influencing the development of the Councils financial plans into the medium term and sets out the budget planning framework for the Council for 2014/2015. The report sets out the headlines and context for the Medium Term Financial Strategy 2014/2015 to 2016/2017 which will be formally considered in due course.

**Description of Decision:**

Cabinet is recommended:

- to agree the proposed Budget Planning Framework summarised at Section 10 of the report which will guide the preparation of the Revenue Budget for 2014/2015;
- to note that the full Medium Term Financial Strategy 2014/2015 to 2016/2017 will be presented to Cabinet in February

**Is the decision consistent with the Budget/Policy Framework?**

Yes

**If not, Council approval is required to change the Budget/Policy Framework**

**Suggested reason(s) for Decision:**

Adoption of the Budget Planning Framework forms an essential part of the process of the preparation and compilation of the Revenue Budget for 2014/2015.

**Alternative options to be considered and recommended to be rejected:**

There are no alternative options recommended.

**Impacts analysed:**

Equality ☒ Privacy ☒ Sustainability ☒ Crime and Disorder ☒

<p><b>Is this a “Key Decision” as defined in the Constitution?</b> No</p> <p><b>Is it included in the 28 Day Notice of Decisions?</b> No</p>	<p><b>Scrutiny Committee</b></p>
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**Cabinet 9<sup>th</sup> October 2013**

**Budget Planning Framework 2014/2015 and Medium Term Financial Strategy  
2014/2015 – 2016/2017**

**Report of the Chief Executive and Executive Director of Commercial and Corporate  
Services**

**1 Purpose of Report**

This report identifies the key factors influencing the development of the Councils financial plans into the medium term and sets out the Budget Planning Framework for the Council for 2014/2015. The report sets out the headlines and context for Medium Term Financial Strategy 2014/2015 to 2016/2017 which will be formally considered in due course.

**2 Description of Decision**

Cabinet is recommended:

- to agree the proposed Budget Planning Framework summarised at Section 10 of the report which will guide the preparation of the Revenue Budget for 2014/2015;
- to note that the full Medium Term Financial Strategy 2014/2015 to 2016/2017 will be presented to Cabinet in February

**3 National Economic Context**

**3.1 Impact of the Deficit Reduction Plan**

The Government is continuing with its deficit reduction plan and announced a further £10bn reduction to department budgets in the Spending Round 2013, in addition to a £1.5bn cut announced in the Budget 2013. The Government indicated this was as a result of lower growth and lower tax revenues than anticipated.

Recent data has provided encouraging signs for the economy with Bank of England growth forecasts increasing for 2013 (from 1.2% to 1.4%) and for 2014 (from 1.7% to 2.5%). However, there is unlikely to be any reversal to Government spending plans which now show a fall in real terms until 2017/2018 at the same rate as over the Spending Review 2010 period.

**3.2 Inflation**

The Consumer Price Index (CPI) has been above the Government's target level of 2% since December 2009 placing additional pressures on the Council's finances.

CPI inflation reduced from 2.9% in June to 2.8% in July and the Bank of England predict that inflation will continue to fall and that they will meet their 2% inflation target within two years.

### 3.3 Base Rate

The Bank Base Rate has remained at an all time low of 0.5% since March 2009. The Bank of England announced forward guidance on their future plans in their Quarterly Inflation report (August 2013), stating that any increase in the current Base Rate would only be considered once the jobless rate has fallen to 7% or below. They forecast that an increase is therefore unlikely before the end of December 2016. This policy will be reconsidered if Consumer Price Index (CPI) inflation is judged likely to be at or above 2.5% over an 18 month to two year horizon.

A number of forecasters think that increased growth and employment creation will lead to Base Rates increasing before December 2016. This position will continue to be monitored and reviewed and the impact taken into account in budget planning.

## 4 Government Funding - 2014/2015 and 2015/2016

- 4.1 In January 2013 the Government provided indicative settlement figures for 2014/2015 alongside the final funding settlement for 2013/2014. However in March 2013 the Government announced a further 1% cut in funding.
- 4.2 On June 26th 2013 the Government announced the outcome of its Spending Review 2013. This set out a 10% real terms cut in overall funding for local government from the DCLG for 2015/2016. The Government also stated that taking account of all sources of local government funding, the spending round set out an overall local government spending reduction of 2.3%
- 4.3 On the 25 July 2013 the Department for Communities and Local Government (DCLG) published three consultation papers:
  - Local Government Finance Settlement for 2014/2015 and 2015/2016 (response deadline 2nd October 2013);
  - New Homes Bonus (NHB) (response deadline 19<sup>th</sup> September 2013);
  - Use of capital receipts to fund transformation costs (response deadline 24<sup>th</sup> September 2013).
- 4.4 At the same time Government published exemplifications for each authority reflecting the financial impact of:
  - the extra 1% government cut in funding for 2014/2015 announced in their March 2013 budget;
  - additional proposed holdbacks in funding for 2014/2015 and
  - a £3.1bn cut in core funding in 2015/2016.
- 4.5 The implications nationally and locally are set out below. The Council's responses to the consultation documents, submitted in accordance with Government deadlines, are set out at Appendix 1, 2 and 3 for information.

## 4.6 National Position

4.6.1 The latest exemplifications present a £3.1 billion cut (13.1% cash cut and 15% real cut) in core funding in 2015/2016, compared to the £2.1 billion 10% real terms cut announced in the Spending Review. The difference of £1bn is due to holdback of funding by Government and a cut of £0.8m to fund initiatives and funding allocations proposed by Ministers.

4.6.2 The £1 billion of top slicing and holdbacks is to be allocated outside the main business rates retention system, so some authorities will benefit but not all. The £1billion additional cut comprises:

- £0.8 million top sliced by Government for grants and other allocations some of which involve extra costs to local authorities. Funding will not be available to all authorities.

	Amount £m	Note
Collaboration and Efficiency Fund	100	Announced in the Spending Review. Allocation will be to participating authorities on a basis to be determined
Fire transformation fund	30	Announced in the Spending Review. Allocation will be to fire authorities on a basis to be determined
Social care new burdens (Dilnot)	335	Announced in the Spending Review. Allocation to social care authorities. £50m of this is capital
Independent Living Fund	188	Transfer from DWP to fund the costs of closing down the Independent Living Fund
Other Allocations	147	Announced in the Spending Review. Troubled Families and other Local Government allocations to be determined
<b>Total</b>	<b>800</b>	

- Additional funding is also being withheld by Government for New Homes Bonus, Business Rates Retention Safety Net and to support capitalisation.

The amounts held back in 2014/2015 and 2015/2016 are set out below:

Holdbacks	2014/15 Original £m	2014/15 Revised £m	2015/16 £m
New Homes Bonus	800	800	1,100
Safety Net*	25	120	50
Capitalisation	100	50	0
<b>Totals</b>	<b>925</b>	<b>970</b>	<b>1,150</b>
<b>Changes</b>		<b>45</b>	<b>180</b>

\*The Safety Net is the funding that Government sets aside to fund payments to authorities whose local business rates income reduces by more than 7.5%.

4.6.3 Analysis of the cuts reveals that core funding in 2015/2016 will be cut by over £5.5billion nationally compared with 2013/2014 – a 21% cash cut and a real cut of 25%.

- 4.6.4 In addition to the above from 2015/2016, the Government announced that £400million of New Homes Bonus will be pooled into the Local Growth Fund and transferred to Local Enterprise Partnership areas. £400million equates to 35.09% of the National Audit Office's forecast total value of NHB Bonus for 2015/2016.

## **4.7 General Commentary on the Proposals**

### **1.1.**

- 4.7.1 The proposals within the consultation documents raise a number of concerns which are articulated in the responses:

- The cuts, as currently exemplified are not evenly distributed across local authorities. This is because the new Business Rates Retention system works in such a way that the grant cut is taken as a % cut from Revenue Support Grant. While there is some adhoc protection of a few specifically identified funding streams e.g. council tax freeze grant, this results in an increased level of cut (25%) for all other services within the general funding block which includes funding for Children's Social Care, Older Peoples Social care, Council Tax (Benefit) Support and Supporting People Grant. The outcome of this approach is that areas with higher needs, such as Sunderland, get a higher cut. Therefore key statutory services attract cuts in funding that are extremely difficult to achieve from those service areas.
- The top slice of existing funds to be redirected to fund new burdens e.g. Social Care (Dilnot) is inappropriate as the new burdens bring with them additional costs. Government should be providing genuine new funding to meet these costs.
- There are issues with the proposed holdbacks of funding:
  - It is understood that the increase in safety net holdbacks is due to concern from the government over the impact of successful business rates appeals for only a few authorities, using potentially over cautious estimates of business rate income.
  - The proposed increased holdback of New Homes Bonus funding of £210m in 2015/2016 only adds to the inherent unfairness and inequity of the NHB methodology which significantly disadvantages deprived areas such as Sunderland. The proposed NHB holdback for 2015/2016 of £1.350bn in total appears to have been set at an excessively high and overly cautious level when compared to the NAO estimated requirement of £1.140bn.
  - The Capitalisation holdback is unjustified as it is an approval to spread costs rather than additional funding.
  - The council cannot plan its budget based on a 'potential' redistribution of any holdback funds unutilised, as redistributions of the held back amounts usually occur after the budget has been officially set and council budgets and service cuts made.
- It is currently unclear how the proposed national top slice of £400m will be distributed to the LEP's therefore any funding allocated to the NELEP is not guaranteed to equate to the amounts forfeited by the councils within its area. Even if funding is proportionately redistributed to local LEP's there can be no guarantee that Sunderland will receive the equivalent benefit to the funds they

have forfeited. There is concern that LEP's with the strongest economies and biggest growth will receive a higher share of the Local Growth Fund.

- 4.7.2 While the Council's responses to the Consultation documents reflect the above concerns, the Council is also actively lobbying Government along with the LGA, SIGOMA and ANEC to ensure Government understands the local impact of their proposals.

#### **4.8 Impact on funding for Sunderland**

In overall terms the implications are that potential reductions between 2013/2014 and 2015/2016 could be in the region of £110m rather than £100m previously included in planning assumptions. Also the government have indicated similar levels of reduction may be in prospect to 2018 in order to meet their target to eliminate the structural deficit. The detail is set out below:

1.2.

1.3.

1.4.

##### **1.4.1. Settlement Funding Assessment**

- 1.4.2. Based on the Settlement Funding Assessment (SFA - includes Revenue Support Grant and Business Rates baseline funding) exemplification set out by DCLG as part of the consultation documents, Sunderland will be required to make £42m of reductions over the two years 2014/2015 (£18m) and 2015/2016 (£24m).

This is before taking into account significant unavoidable spending pressures which the Council must meet.

Over the two year period the reduction is significantly higher, (circa £7m), than was expected following the SR2013 Government announcement and which had been provided for within the MTFS.

##### **1.4.3. New Homes Bonus**

- Sunderland will continue to be disadvantaged by the inherent unfairness within the NHB methodology through its continued use. It has been estimated that the net loss to the council under the New Homes Bonus funding arrangements arrangement in 2013/2014 is £1.6m.

As the national grant top slice increases to £800m in 2014/2015 and to £1,100m in 2015/2016 the council's net loss of funding increases in proportion, resulting in an estimated loss to the council from the NHB funding mechanism of £2.9m in 2014/2015 and £4.1m in 2015/2016.

- The above position assumes the Council would receive back a proportionate share of any undistributed NHB top-slice equating to £1.1m in 2014/2015, increasing to £1.6m in 2015/2016. However there is considerable uncertainty as to how much of this top slice will be redistributed, and therefore how much the council can prudently take into account in its budget planning.

- If the transfer of New Homes Bonus to Local Growth Fund is agreed then the council is projected to lose approximately £1m of its New Homes Bonus grant award in 2015/2016.

#### 1.4.4. Revenue Spending Power

- As part of the indicative settlement figures for 2014/2015 provided by Government in January 2013, indicative grant funding levels were provided in respect on a number of other specific grants, which along with the SFA make up the Government's 'Revenue Spending Power' calculation e.g. NHS Funding to Support Social Care and Benefit Health.

While the Government have provided exemplification figures to show the financial impact in 2014/2015 on SFA of the additional cuts and holdbacks announced since January, they have not provided any further updates to other grants included within the Revenue Spending Power calculation. At this stage therefore it is assumed the levels of funding in respect of other grants within the Revenue Spending Power provided in the indicative settlement for 2014/2015 will be delivered.

- At the time of the Spending Review 2013 the Government stated that taking account of all sources of local government funding, the Spending Round set out an overall Local Government funding reduction of 2.3% for 2015/2016. At this stage Government have not provided any details of individual grant allocations for 2015/2016 which make up the Revenue Spending Power calculation, other than for RSG as set out at section 4.8.1. It is therefore not possible at this stage to identify how this significantly lower level of reduction is delivered.

There is the potential that the council will receive some allocation from the top-sliced funding streams referred to in paragraph 4.6.2; however at this stage it is not possible to quantify the potential amounts.

## 4.9 Other Funding Streams

### 1.5.

#### 1.5.1. Integrated Health and Social Care Pooled Budget

As part of the Spending Review the chancellor also announced a £3.8bn "pooled budget" to fund integrated health and social care in 2015/2016 to reduce hospital episodes for older and disabled people. £1.8bn is existing resources (for which the Council already receives allocation through RSG and the NHS Social Care grant). £2bn will be transferred from the NHS into the pooled budget. The Local Authority and the Clinical Commissioning Group (CCG) need to develop a 2 year plan for 2014/2015 and 2015/2016 which must be in place by March 2014 to show how the funding will be used across health and social care. Work is on-going to understand the detail and level of funding available to Sunderland and this will be included within the Budget Planning as details become clearer.

#### 1.5.2. Public Health Funding



Public Health Funding of £20.656m is to be received in 2013/2014, and the Indicative Settlement for 2014/2015 included for £21.234m to be received by the Council.

Consultation on the basis of a future funding formula undertaken in 2012 enabled indicative allocations to be calculated from proposed formula recommendations made by the Advisory Committee on Resource Allocation. The analysis indicates a potential substantial reduction in funding for Sunderland of £5.9m per annum if the formula was introduced. Sunderland have formally opposed the proposed funding allocation which is viewed as unfair and in particular does not take into account existing prioritised spend on Public Health within the city or reflect need appropriately.

Latest indications are that a new formula will not be introduced until after 2015/2016, therefore Budget Planning at this stage for 2014/2015 and 2015/2016 assumes funding will remain at the indicative level for 2014/2015.

#### 1.5.3. Schools Funding

New funding arrangements were introduced from April 2013 for all schools and academies. This is the first stage of introducing a national funding formula in the next spending review period. The Government through the new formula is seeking to develop a clear and transparent funding formula that supports the needs of pupils and enables Schools and Academies to be funded on a broadly comparable basis.

The Department for Education undertook a short review in February this year to understand to what extent changes were needed in 2014/2015 in order to move closer to a national funding formula. They also wanted to understand whether any unintended consequences had arisen as a result of the arrangements for 2013/2014.

#### 1.5.4. Education Services Grant (ESG)

The ESG is allocated on a simple per-pupil basis to local authorities and academies according to the number of pupils for whom they are responsible. The amount of funding to be received by the Council reduces with each school that transfers to an academy. Provision has been included within the Budget Planning Framework for the impact of academy transfers.

### 4.10 Other Issues which will impact on funding levels

#### 1.6.

It should also be noted that Government are currently undertaking a review of Adult Social Care Funding Formula which is planned will be implemented for 2015/2016. Exemplifications for 2015/2016 funding provided by Government do not yet reflect the potential impact of the outcome of the review.

## 5 Summary Outlook

- 5.1 At this stage, given the changes in the economic position and Government announcements regarding further funding reductions as part of the Spending Round, the outlook for local government funding continues to be bleak and subject to both unprecedented reductions and change up until 2017/2018 at least.
- 5.2 Final funding allocations will not be made available until the government releases its detailed information as part of the local government finance settlement for 2014/2015 in December, when it is hoped that indicative allocations will also be made available for 2015/2016 to help with longer term financial planning. At this stage however it is proposed to progress with planning based on the reductions in funding set out at is section 4.8.
- 5.3 There is no indication of funding allocations beyond 2015/2016, however at this stage it seems prudent to assume a similar level of reduction in SFA funding as is to be experienced for 2015/2016.

## **6 Local Income Position**

### **6.1 Council Tax - Rate Increases**

The Localism Act provides for the provision of referendums to veto excessive council tax increases. This effectively places a limit on council tax increases and if councils exceed the government limits then the public will be able to vote to agree or veto any considered 'excessive' increase.

As part of the Spending Review 2013 Government announced that a referendum will apply for proposed increases in Council Tax above 2%.

Government indicated as part of the Spending Review that Council Tax Freeze Grant would be made available for 2014/2015 and 2015/2016 at a rate of 1%. As the funding is not of a permanent nature any use of the grant to support on-going revenue expenditure will require alternative funding to be identified in the following years should the Council decide to access and accept the grant.

Consideration as to the affordability of this approach will be taken once firmer information on funding levels for 2014/2015 and 2015/2016 is available.

### **6.2 Council Tax and Business Rate - Growth in Base**

Under the Retained Business Rates funding arrangement for local Government implemented from April 2013, the Council retains locally 49% of increased income arising from growth in Local Business Rates base (equally it shares the risk of any under achievement of income targets).

Processes are in place to ensure that the position in relation to both Business Rates and Council Tax future growth in bases and levels of collection are understood.

The position will be kept under review and additional income reflected in the Budget Planning Framework as appropriate.

### 6.3 Reserves and Balances

The Local Government Finance Act 1992 requires local authorities to have regard to the level of reserves needed for meeting estimated future expenditure when calculating the budget requirement.

In accordance with the approach adopted to date all earmarked reserves will be revisited as part of the budget process to ensure they still accord with the Council's priorities and overall funding position.

## 7 Spending Pressures and Commitments

It is proposed to take into account the following spending commitments in the Budget Planning Framework for 2014/2015, noting that at this stage in a number of cases specific cost detail require finalisation and will be subject to review and refinement throughout the budget setting process:

### 7.1 Replacement of One-off Resources and Budget Pressures in 2014/2015

In meeting the funding gap for 2013/2014 the Council utilised £4.52m of one off resources. This therefore represents an on- going pressure into 2014/2015.

### 7.2 Pay and Pensions

#### 7.2.1 Pay

The Government has indicated a limit on public sector pay of a 1.0% pay increase. For planning purposes a prudent provision has been built into the MTFS from 2014/2015.

#### 7.2.2 Pensions

The Actuarial review of the Local Government Pension Scheme is currently underway, the results of which will impact from April 2014. The Government agreed to implement the recommendations from the Hutton Review and the cost implications of the new scheme will be reflected in the actuarial review. Indicative information will not be available until late 2013 although a spending pressure is anticipated.

At this stage some limited additional funding has been included for 2014/2015 however there is a risk that the impact could be significantly higher.

#### 7.2.3 National Insurance

The Pensions Bill, which is expected to receive Royal Assent in spring 2014, contains provisions to reform the state pension system, introducing a single tier pension as a result. As part of these reforms, the contracting out for occupational pension schemes from April 2016 will be abolished. For employers, the abolition of contracting out will result in an increased cost of 3.4% on national insurance contributions. The Bill provides no method to alleviate the additional financial burden, although the LGA are seeking to work with Government to resolve this impact. At this stage it is prudent to reflect the impact for 2016/2017 within the

medium term position.

#### 7.2.4 Workforce Transformation

Financial implications associated with workforce transformation will be kept under review and accommodated from transitional resources set aside for this purpose.

#### 7.3 Energy Prices

Energy and vehicle fuel prices continue to be particularly volatile. It is therefore proposed that prudent provision be included for continued annual increases in charges for gas, electricity and vehicle fuel for the medium term.

#### 7.4 Waste Disposal

The PFI contract with a consortium led by SITA for the Treatment and Disposal of Residual Municipal Waste is expected to commence early 2014 subject to satisfactory completion of the current commissioning period. The impact of volume and cost variations have been factored into the Medium term Financial Strategy.

#### 7.5 Adult Services Demand Issues

The increasing longevity of the national and specifically, the city's, population continues to place pressure on Adult Social Services budgets. In addition, client expectations and increasing demand to support clients with complex cases to enable clients to maintain independent living, is requiring reconfigured services and additional investment. The position will be kept under review and prudent provision included as appropriate.

#### 7.6 Children's Services Demand Pressures

There continues to be increasing demand pressures in relation to safeguarding and specifically external placements and prudent provision will be made as appropriate to the strategy.

#### 7.7 Economic Downturn

Whilst significant resources have already been earmarked to support service pressures and actions in response to the economic downturn as part of the previous years' budgets, given the continuing uncertainties, this will need to be kept under review and appropriate provision made throughout the budget process.

#### 7.8 Welfare Reform

The Council continues to make plans for the significant number of Welfare Reform changes. These include measures that seek to mitigate against the significant adverse impacts anticipated across the city and changes to internal administration and support arrangements. This will need to be kept under review and appropriate provision made throughout the budget process.

## 7.9 Capital Financing

Prudential borrowing has been provided for within the medium term financial position in relation to known investments over that period, together with a provision to provide future flexibility at this stage to enable strategic priorities of the Council to proceed, in the future.

## 8 Spending Priorities

### 8.1 Priorities from Consultation

8.1.1 The Budget Consultation for 2013/2014 was undertaken within the context of the need to significantly reduce spending for a third year in light of the Government funding reductions. The findings demonstrated general support amongst respondents for the direction of travel of services and for the councils overall approach to making savings.

8.1.2 The proposals for the 2014/2015 Budget Consultation process are set out elsewhere on today's Cabinet agenda. The approach adopted will continue to explore views of residents about the direction of travel for services in response to the changing financial landscape.

## 9 Summary Resource, Pressures and Commitments Position

9.1 The total reduction in resources and spending pressures represents the estimated gross funding gap. However at this stage there is significant uncertainty in relation to:

- The general economic climate and public sector finances (direct connectivity between the economy and public finances)
- Settlement confirmation for 2014/2015, probably not available until early December
- The level of government funding reductions in 2015/2016, how the Government will respond to the outcome of the current consultations, and how this level of funding could further be impacted upon by Government formula reviews (Adult social Care, Public Health)
- Significant other changes within the system (Welfare Reform, Schools etc.)

9.2 The level of funding reduction as currently presented represents a very significant challenge given the already compound impact of reductions since 2010. The prospect of significant reductions being required year on year continues over the medium term with further reduction in Council resources and capacity over the 2013-2017 period.

9.3 The table below summaries the best estimate of the resource and pressures position for the next two years taking account of the issues set out in paragraphs 4 to 8 above. Clearly this forecast is volatile due to the uncertainty surrounding the settlement and a number of other key financial issues.

<b>MTFS 2013/2014 to 2015/2016</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>Total</b>
March 2013 Assumptions	£37.0m	£35.5m	£25.3m	£97.8m
Updated October following SR13	£37.0m	£35.5m	£35.3m	£107.8
Additional Requirement since March 2013			£10.0m	£10.0m

- 9.4 As outlined the savings requirement for 2014/2015 and beyond remains uncertain. However high level estimated reductions over the next three years are set out below

<b>MTFS 2014/2015 to 2016/2017</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>Total</b>
Updated Three Year Planning	£35.5m	£35.3m	£40.0m	£110.8m

## **10 Budget Planning Framework**

### **10.1 Community Leadership Programme**

- 10.1.1 The Council has continued to develop its approach to meeting community needs by transforming services through some key programmes of work which will also support the delivery of the required financial savings over the medium term. The Council's Improvement Programme focuses on all services understanding and fulfilling their Community Leadership role which seeks to understand and meet a range of community needs through the following key elements:

- Demand Management - Developing the strategies and policies that enable the Council to manage demand and deliver services in a different and more agile way within communities;
- Development of an Intelligence Hub - with the aim of providing the Council with the information necessary to understand what it needs to do and ensure it is doing the right things to achieve the required outcomes;
- Cost of Supply and Customer Services Network (CSN) development - Increased focus on the CSN as the gateway and connector of demand and supply for services with the aim of targeting resources to areas of greatest need alongside continued delivery of efficiencies within Council services;
- Development of Alternative Service Delivery Models for services – continuing to look at the most effective and efficient models of provision for services over the short to medium term to ensure the residents of Sunderland are offered the best possible public services within the resources available;
- Strategic Services and Fixed Assets – further and continual review to meet the future needs of the Council and its communities and maximise use of Council assets.

- 10.1.2 Within that framework frontline services continue to be reshaped and refocused to:

- Ensure services are responsive to local needs;
- Protect core services particularly for those most vulnerable;
- Target resources rather than provide universal services.

### **10.2 Addressing the Savings Requirement**

It is proposed the budget planning framework as set out below is adopted:

- General Issues
  - Budget planning to be based on high level position outlined at paragraph 9 and updated in light of the Local Government Settlement in December;
  - Provision for spending commitments be included at this stage on the basis set out at section 7 and kept under review;
  - Spending priorities be considered in line with the finding of the budget consultation and emerging service improvement plans as set out in section 8;
  - Budgets be prepared on the basis that all spending pressures not specifically identified above as commitments be accommodated within Directorate cash limits;
  - All commitments against Delegated surpluses / reserves to be reviewed;
  - The position regarding Council Tax to be considered as part of the budget process
  - Commitments against general balances as set out in Appendix A be noted and updated throughout the budget process.

- Current Budget Savings Programme:

In accordance with the budget planning framework agreed for 2013/2014

- Original permanent planned savings for 2013/2014 will be achieved or an alternative must be delivered on an on-going basis in 2014/2015;
- Savings originally identified for 2014/2015 will be achieved. Alternative savings will need to be identified by Directorates where a proposal has become unviable;
- A programme of activity based around the Improvement Framework key principles as outlined at 10.1 be developed to address the gap;
- Continue to press forward with consideration of plans for new models of service delivery & improving services;
- Directorates be requested to bring forward additional savings plans to enable a programme of additional key service reviews to be proposed;
- Continued focus on Progressing Regeneration, Funding Leverage & Commercial Opportunities.

The framework will be robustly managed to ensure to ensure financial resilience is maintained

## **11 Reasons for Decision**

- 11.1 The Budget Planning Framework forms an essential part of the process of the preparation and compilation of the Revenue Budget for 2014/2015.

## **12 Alternative Options**

- 12.1 There are no alternative options recommended.

## **13 Impact Analysis**

- 13.1 Impact assessments of Directorate actions to ensure the achievement of savings targets and a balanced budget position will be undertaken within Directorates as each action is developed.



**Local Government Finance Settlement 2014-15 and 2015-16: Technical consultation**

**Response Consultation Questions**

**Question 1**

**Do you agree with the Government's proposal on how to implement the 1% reduction to the Local Government Expenditure Limit (LG DEL)?**

**NO**

- We do not agree to the way the reduction is proposed to be made, when the Council fundamentally disagrees with both the level of funding reductions being incurred and the manner in which they are being allocated across local government. Sunderland is more reliant on government funding and yet it has incurred a higher disproportionate cut to its funding since 2010/11 and this trend is set to continue with the current proposals for both 2014/15 and 2015/16. To put this into context the Council has had to significantly transform its services to achieve savings of £136m and the revised funding cuts for 2014/15 to 2015/16 will require an additional £42m of budget cuts / savings, these can not be achieved without impacting on front line services which the council has managed to avoid up until now.
- Other important funding which is less visible is being subjected to deeper cuts without an understanding from government of the impact of the cuts and their deliverability. The consultation paper focussed only on the additional cut to that was previously proposed for 2014/15 but has not been adequately considered or debated in detail. The outcome of the overall cut in funding for 2014/15 must be considered in a far more transparent way. This is particularly important as it appears that the 2014/15 proposals produce a very significant redistribution of funding, with much higher cuts falling on the most deprived councils in the country such as Sunderland.
- From the cuts administered to date it is clear that there are huge variations in the level of cuts faced across local government and there is also clear evidence that councils that face the largest percentage cuts are those with the highest needs (eg highest proportion of children in need, highest proportion of low income pensioners etc.) combined with the lowest levels of income. Some of the more affluent councils have incurred some of the lowest cuts in funding to date and the consultation does not address this clear bias and unfairness.
- It is disappointing therefore that there are no alternatives being put forward to the Government's one proposal being consulted upon which will, if not addressed, continue the current unfairness of how the cuts in funding are being allocated and the Council would request that the government reconsiders this position and introduces a further paper to show alternative approaches on how to implement the

1% reduction in 2014/15 and the planned further significant cuts to funding in 2015/16. The LGA for example had set up an additional questionnaire (council responses set out in this response) in relation to areas local government considered important in order to supplement the Government's consultation. There are alternatives that could be considered further such as applying grant cuts to deliver an average percentage cut in funding per dwelling or preferably a percentage cut per head of population. These are fairly simple and transparent ways to deliver the funding reductions required which the council considers would be much fairer.

- The additional reduction in funding for 2014/15 is not affordable for most deprived councils that are more reliant on government grant funding which are adversely being affected disproportionately from the funding reductions already being implemented for 2013/14 and in previous years. The scale of reductions in 2015/16 are significant and again analysis shows that the Metropolitan areas and those in the north east region are among those having to meet the biggest funding cuts and are significantly above the national average cuts exemplified.
- The council also has issues about the level of funds being held back particularly for both capitalisation and safety net funding in 2014/15 of £170m in total (a further increase of £45m) which benefits only a small minority of councils but which is in effect paid for by those that can least afford it by top slicing RSG and would request this hold back amount is withdrawn and included the resources made available to local government. If returned the Council would expect to see its resources increase by roughly £1.224m which would help its budget position in both 2014/15 and 2015/16.

## Question 2

**Do you agree with the proposal for reducing the funding available for capitalisation for 2014-15 by £50m and using this revenue to reduce the amount required to be held back from *Revenue Support Grant* to fund the safety net?**

### NO

- The Council does not agree with this proposal and reducing any amount held back by the government should be returned to local government as the Council fundamentally disagrees with safety net holdback, as it is considered unnecessary, and is based on estimates that may show that the hold back amount is in fact not needed or has been set far too high and is overly cautious and as mentioned above. Only a few councils benefit from the hold back amount (usually tariff authority's who are least reliant on government funding) – so for these reasons the Council does not support this action and would further question why all local authorities are being asked to pay via a reduction in national funding across the sector.
- We also do not consider it appropriate for there to be any reduction in funding for capitalisation directives in 2013/14 or for 2014/15 and future years. Alternative accounting solutions should be found that provide appropriate flexibility to spread

significant one off costs over more than one year, without the necessity of a cut in revenue grant. The current approach results in an unfair outcome as all councils' revenue grants are being cut, for the Secretary for State to give permission to a few individual councils to use their **own funds** to fund capitalised expenditure, while DCLG and Treasury appear to retain the cut in core funding. This anomaly within Central Government's accounting arrangement's needs addressing as a matter of urgency as this approach is resulting in real unnecessary cuts to core local government services.

### Question 3

**Do you agree with the way the Government proposes to hold back the funding that is necessary for New Homes Bonus and safety net support, and to return any surplus to authorities?**

**NO**

- In the light of the severe impact of the funding holdbacks for these items we do not consider that any holdbacks of funding can be justified. In terms of the Safety Net Holdback, research has revealed that the need for the holdback is not justified. The costs primarily relate to the backdating cost of potentially successful rating appeals. Over the last two years DCLG has collected in over £600million of additional rates, some of which will be the subject of these appeals. In any event, the estimated Business Rates income to be collected in 2013/14 is likely to be underestimated by councils and the levy and central share available to fund the safety net is likely to have been overstated. With doubt about any actual year end costs DCLG should not be imposing up front cuts on services and jobs given the impact that it will have for councils, their service users; their employees and on the economy as a whole.
- The Council does not support this proposal for this and several other reasons and would request that the government considers ending the New Homes Bonus Grant funding mechanism altogether or as a minimum the Council would urge the government to fully fund a significantly reduced level of New Homes Bonus grant scheme if it is to be retained so that the significant and unfair redistribution impact of this funding stream is neutralised. Sunderland is currently losing significant net grant funding because of the way this mechanism is funded and allocated. The council contributes more into the top slice and benefits less as it has limited ability to grow additional new homes compared to the stronger economies.
- The Council is of the view that the NHB is fundamentally unfair, and is significantly redistributing funds away from the most deprived areas of the country such as Sunderland towards the higher growth and usually more affluent parts of the country. This means that the funding mechanism is flawed and is in need of an urgent review.
- The National Audit Office has also recently reported that the NHB is not achieving its desired objectives and has had a significant redistribution of funding impact across the country to the detriment particularly of the more deprived councils who

are more reliant on government grant funding. They recommended that the government should review the New Homes Bonus Scheme to ensure the government understands the substantial financial risks to local authorities.

- Evidence provided by both ANEC and SIGOMA and which the LGA also recognises shows that this particular funding stream is one of the main causes of the disproportionate impact of government funding cuts to councils such as Sunderland and the detrimental impact it has and continues to have on the most deprived councils across the country but especially in the North East region. A rebalance of resources is urgently required in order to smooth out and make the funding cuts more equitable across the country, to this end a radical review of the New Homes Bonus Scheme is seen as essential by this council.
- Local government itself is also recognising the inherent unfairness caused by this funding mechanism and the question should be how can the Government make the funding cuts fairer and more appropriate to the level of need and demands for services which the NHB currently does not address.
- It is therefore very difficult for the council to agree with new homes bonus holdback when it fundamentally disagrees with methodology for reapportionment due to its inherent inequity.
- Also the government must recognise that returning surpluses withheld to authorities is of no benefit in budget planning or to the local council tax payer when setting a level of council tax after as we do not know how much we will get back until after the budget has been set, thus implementing cuts to services that were subsequently not required. The current process does not help with budget setting or aid service planning at a time when all available resources need to be taken into account in the year they relate.
- On the question itself all unutilised funding should be returned based on the SFA / SUFA.

#### **Question 4**

**Do you agree with the proposed methodology for calculating control totals for each of the elements within the *Settlement Funding Assessment*?**

**NO**

The protections given to some funding streams that are visible is arbitrary and has the effect of increasing the cut in the general revenue funding block for all other services from -21% in cash terms over the two year to -25% over the two years. There is not a sufficiently strong case for giving some items a cash protection, allowing an inflationary increase in transport funding for London (while there is a 25% cut for transport funding for other areas). There is more merit in providing protection for other areas of funding, which cannot be given protection because the funding has not been kept visible, such as –

1. Children's Social Care

2. Concessionary Travel
  3. Council Tax (Benefit) Support
  4. Council Tax Resource Equalisation Adjustment (including compensation for student council tax exemptions)
  5. Grants rolled in, including Supporting People Grant, Housing Strategy for Older People, HIV/AIDs and Preserved Rights
- The outcome is to increase the distribution of cuts towards areas that face the greatest pressure from deprivation (e.g. pressure on children's social care services); with higher proportion of pensioners (including frailer and poorer pensioners); with lower council tax bases; and with higher numbers of students.
  - The council would also seek clarity on the how the Council Tax Support Grant is being protected within the Settlement when it has been subsumed into the SFA / RSG mechanism. This would imply that to protect this element means a higher implied reduction for the remaining RSG general funding allocated. This leaves a difficult choice for councils especially those that receive the higher amounts for CTSG, which if they do not pass on the general funding reduction will have to find the additional savings from elsewhere within their budget. This impacts more in the deprived areas of the country where those on benefit are the highest. The council would request that the government fully funds this aspect of the settlement similarly to how they are protecting the Council Tax Freeze Grant so that there is transparency and it is clear that this is being protected within the funding system. Any funding implications arising from this should be borne fully by the government and not simply passed on in higher RSG cuts to funding.
  - It is also clear that Early Intervention Grant is being targeted with a further 8.5% reduction when most other specific grants rolled into the settlement are being 'protected'. The council would request the rationale behind this decision.

## **Question 5**

**Do you agree with the proposed methodology for transferring in the 2013-14 Council Tax Freeze Compensation?**

**NO**

- While the freeze grant should be included, it should not be given a cash protection at the expense of a higher cut allocated to other services, including Council Tax Resource Equalisation Adjustment. In 2013/14 the Government accepted that the Council Tax Resource Equalisation adjustment should be restored. The current approach would see it cut again by 25% over the next two years. It is essential that it continues to have cash protection. Only then could it be justified to give protection to the council tax freeze grant.
- In respect of the question, the Council as an authority which has frozen its council tax since 2010/11 would seek an assurance that the freeze grant is fully protected

within the new funding mechanism and it is also future proofed. This is considered very important so that this funding is transparent and is not eroded in future settlements to the disadvantage of those that took the difficult decisions to freeze council for its residents. We would prefer if this funding was kept as a separate grant outside of the SFA to ensure it can be tracked and protected.

#### **Question 6**

**Do you agree with the proposed methodology for adjusting the 2015-16 settlement to take account of the loss of tax revenue due to the Exchequer from the local authorities who are too small to participate in the Carbon Reduction Commitment Energy Efficiency Scheme?**

**NO**

The consultation paper proposes that the Exchequer should consider using the “New Burdens Principle” to take account of the lost tax revenue from the Local Authorities too small to participate in the Carbon Reduction Commitment Energy Efficiency Scheme.

The 2011 Guidance stipulates that ‘The new burdens doctrine only applies where central government requires or exhorts authorities to do something new or additional.’ However, this proposal does neither; it does not require authorities to do anything new or additional. If the government is to be consistent in its use of this principle it should reconsider its approach taken to the £800m designated as ‘New Burdens’ funding in the Spending Round announcement rather than cutting Core baseline funding as revealed in the settlement consultation. The Spending Round had given the impression that additional baseline funding would be available such as the £335m for social care new burdens associated with Dilnot reforms, rather than being part of it. New burdens funding is allocated to councils to meet new costs from the transfer of responsibilities or costs from central to local government. The £30m fire transformation fund and £100m collaboration and Efficiency Fund and the £188m costs associated with closing down the Independent Living Fund are further examples. Clearly these are instances that should have been dealt with under this doctrine and Core baseline funding should not have to be cut in this way.

In response to the question, any adjustment made to the 2015/2016 settlement must be targeted at those Authorities that have gained from dropping out of the CRCEE scheme and should not simply be another top slice to the system which is then funded by the majority of authorities. This is seen as another unnecessary cut to Sunderland’s funding which it can ill afford. The principle being more important than the level of funding involved.

## For Information - Sunderland's Response to the LGA Survey

### LGA Alternative Questionnaire

**Q1. In allocating the cuts for 14-15 and 15-16 the government has protected funding for some elements, including the council tax freeze and for the learning disability and health forum transfer. Do you think this is the right approach? (See Table 2 in the consultation paper)**

No

Comment

This results in an increased level of cut (25%) for all other services within the general funding block which includes funding for Children's Social Care, Older Peoples Social care, Concessionary Travel, Council Tax (Benefit) Support and Supporting People Grant. The perverse outcome of this approach is that areas with higher needs get a higher cash and higher percentage cut. It also means that some key statutory services attract cuts in funding that are extremely difficult to achieve.

**Q2. Some authorities have raised what they regard as a fairer way of allocating cuts. In allocating the cuts for 14-15 and 15-16 should the government take into account of the fact that some authorities are more dependent upon government grant than others?**

Yes

Comment

Resource equalisation has been further eroded in the new funding regime and a corrective adjustment is urgently required as the most deprived areas of the country are, as a result, bearing the deepest funding cuts.

**Q3. For those that answered 'Yes' to number 2 above would you prefer?**

A straight cut per dwelling split between tiers

Yes

A cut allocated on a simplified spending power basis - eg Settlement Funding Assessment (revenue support grant plus business rates local share) plus council tax income

Yes

Any other proposal – Yes - could base the cuts on a set % cut based on per head of population

Comment

All options are preferable compared to the existing methodology. No alternatives were, disappointingly, considered or provided within the consultation papers by the government – but options as set out above do exist and would help to: simplify and make the process more transparent and, would make the cuts in funding fairer across the country. These

alternatives should be considered and exemplified by the government and be further consulted upon.

**Q4. Is your authority likely to apply for capitalisation in 2013-14 or 2014-15**

No

Comment

**Q5. Do you agree that business rates appeal losses for 2012-13 and previous years should be set against the 'old' national NNDR pool?**

Yes

Comment

The government has benefitted from surpluses generated from the NNDR system in the past and it is therefore considered fair that they should fund any successful appeals that relate to this period (up to 31<sup>st</sup> March 2013).

**Q6. How is your authority dealing with estimated losses due to business rates appeals?**

All estimated losses set against 2013-14 business rates income	Yes
Spreading over 5 years	No
Any other method	No

Comment

But would need to reconsider in light of any 'major' successful appeals

**Q7. Do you agree that any amounts for the new burdens funding for social care should be genuine new money and not taken out of local government resources?**

Yes

Comment

All new burdens funding should be genuine new money form central government and not simply being funded from the significant top slice proposed from existing local government resources.

**Q8. Do you agree that in calculating the estimated New Homes Bonus for 2015-16 the government should use the NAO estimate of £1.140bn rather than the estimate in the consultation document of £1.350bn?**

Yes

Comment

Essentially the New Homes Bonus methodology should be fundamentally reviewed given its inherent unfairness in the way funding is top sliced and then redistributed with the reward linked to council tax bands. This inevitably disadvantages more deprived lower tax based areas such as Sunderland. However if government insist on continuing with this methodology, would prefer the government uses the NAO estimates available.



**Q9. In light of the grant reductions being consulted on, and the fact that Council Tax Support funding is no longer separately identified within the settlement, are you likely to reduce funding for your council tax support scheme in 2015-16?**

Not Known - this will need to be considered once all of the data is known for the year ahead.

Comment

This funding should be preferably separated from the SFA and protected so that it is clear and transparent what the government's intentions are for this element of funding. The fact it is lost within the RSG implies a cut to this funding or a deeper cut to other services if this is 'protected'.

**Q10. Do you think it is in line with the spirit of the business rates retention scheme for government to reduce RSG to take account of predicted RPI growth in the local share, as is proposed in the consultation document?**

No

Comment

All funding generated by local government should be retained within the sector and should not be simply deducted from central government funding.

## **New Homes Bonus and Local Growth Fund: Technical Consultation**

### **Response to the Consultation Questions**

Specific responses to the individual questions posed within the consultation are as follows with the overarching principle that the council believes that the current level of funding should remain fixed at (2013/14) current levels until a fundamental review is carried out of the scheme.

#### **Question 1:**

**We would welcome views on the underlying principles of pooling the New Homes Bonus in this way, with specific regard to ensuring that pooled funding remains in the Local Enterprise Area where it originates and that the method of calculating the Bonus remains unchanged?**

The Council has significant concerns about the way in which the New Homes Bonus mechanism works, and the size and scale of the distributional impact the scheme has both on cutting formula funding by applying a simple percentage reduction to fund the scheme, and then by allocating the reward linked to council tax bands which broadens the distributional impact by benefiting wealthier less deprived high tax base Councils over poorer more deprived low tax base Councils such as Sunderland. This is because Councils such as ours with high needs and low tax base and high levels of council tax benefit costs have a larger top slice from their revenue support grant used to fund the scheme. We also in common with more deprived areas receive less reward grant back from the scheme as this is based upon housing growth which is generally constrained by lower market demand and lower council tax values.

The scheme therefore does not reflect the very different housing market conditions that councils are facing. Factors such as Councils facing much more difficult housing market conditions due to external factors – such as the economic downturn – are losing out not because they are not striving to build houses but simply because of the prevalent market conditions.

The Council is a net loser from the scheme, which is the case for all North East authorities, as its top sliced contribution is not matched by the Reward grant it receives each year. The gap for 2013/14 is £1.5m which will increase to an estimated £2.8m in 2014/15 and to £4.1m in 2015/16. If the LEP transfer is implemented the gap will grow further in 2015/16 to approximately £5.1m.

The New Homes Bonus scheme is an unringfenced revenue grant payable to each council for a period of six years. Two of its main principles are that it is Predictable and Flexible:

- a) "Predictable - the scheme is intended to be a permanent feature of local government funding and will therefore continue beyond the six-year cycle. The design features have been kept simple and stable to ensure that expected rewards for growth are delivered.
- b) Flexible - local authorities will be able to decide how to spend the funding in line with local community wishes..... This may relate specifically to the new development or more widely to the local community. For example, they may wish

to offer council tax discounts to local residents, support frontline services like bin collections, or improve local facilities like playgrounds and parks.”

Taking the above into account and in response to the question, the proposals outlined give no recognition of the current level of reward and how that has already been committed in council budgets and forward planning under the principles of the current scheme. Reward grant, earmarked and anticipated based on current levels rolling forward by Councils to use as they see fit, should remain intact. The issue with the proposals is that Government intend to take funding included in council base budgets and transfer 35% of it to the LEPs without recognition of the existing use / proposals and the potential impact on council budgets and forward planning.

Therefore, current levels of reward grant should remain intact with only a proportion of the new reward grant allocated to LEP's from 2015/16 within that authority area but only if the Government decide to increase their funding for the New Homes Bonus scheme.

In conclusion the Council is therefore of the view that the New Homes Bonus Scheme is in need of reform as it currently redirects resources away from the most deprived areas of the country such as Sunderland to the more affluent areas of the country, and is in urgent need of review. This is a view shared by the independent National Audit Office.

The Council would recommend that the government considers freezing the New Homes Bonus Reward Grant and Top slice at its current 2013/14 levels and reduce or preferably remove altogether the proposed transfer of New Homes Bonus of £400m nationally to the LEP's until a full review of the New Homes Bonus is carried out.

#### **Question 2:**

**The first mechanism is that an equal percentage of all New Homes Bonus allocations will be pooled to the lead authority of their Local Enterprise Partnership, the precise percentage to be determined, but will be that necessary to make £400m nationally. Do respondents consider this to be an appropriate method?**

Yes, this would be our preferred mechanism

#### **Question 3:**

**The second mechanism would act as described above for all areas with a single tier of local government (unitary authorities, metropolitan boroughs, etc). Where areas have two tiers of local government (lower tier district councils and upper tier counties) the alternative distribution mechanism would operate whereby upper tier authorities would surrender all of their New Homes Bonus, with the balance coming from the lower tier. Do respondents consider this to be a preferable method of pooling for two tier areas?**

Not applicable.

#### **Question 4:**

**Do respondents consider that the content of the proposed condition placed on the section 31 grant will be sufficient to enforce the local pooling of the New Homes Bonus funds?**

Yes.

**Question 5:**

**The government considers that the existing accountability arrangements for Local Enterprise Partnership should apply to pooled funding as these are considered to provide sufficient safeguards for the protection of spending. Do recipients agree?**

Yes.

**Question 6:**

**Do recipients agree that locally pooled New Homes Bonus in London should pass to the Greater London Authority to be spent under existing arrangements?**

Not Applicable but would suggest that this should be determined by London Councils.

**Question 7:**

**Do you agree that where an authority is a member of more than one Local Enterprise Partnership, then the proportion to be pooled should be divided equally amongst the Local Enterprise Partnerships?**

This seems a sensible view unless it would make sense to split proportionately according to the size of the LEPs.

**Question 8a:**

**The Government proposes that where local authorities can demonstrate that they have committed contractually to use future bonus allocations on local growth priorities, Local Enterprise Partnerships should take this into account when determining their local growth plan and their priorities for using pooled funding. Do respondents agree with this proposal?**

As highlighted in Question 1 the New Homes Bonus final scheme design payment is an unringfenced revenue grant payable to each council for a period of six years with one of the key principles of the scheme being it's flexibility for local authorities to be able to decide how to spend the grant within their local communities and the predictability that the funding is a permanent feature of local government funding captured for six years for each years reward.

Under the principles of the final scheme design we believe that Council's should not have to be required to demonstrate that they have committed contractually to use future bonus allocations. It should be sufficient that it has been budgeted for and used under the flexibility principle of the scheme in line with Council priorities.

**Question 8b:**

**If respondents disagree with question 8a are there alternative approaches for dealing with such commitments?**

Please refer to comments in 8a.

**Question 8c:**

**Are there other circumstances in which a spending commitment should be taken into account by the Local Enterprise Partnership?**

Yes, where New Homes Bonus has been incorporated into base budgets whether that is for growth priorities or in line with local community priorities as highlighted under the flexibility principle.

## **Proposals For The Use Of Capital Receipts From Asset Sales To Invest In Reforming Services**

### **Response to the Consultation Questions**

#### **Question 1:**

**Do you consider that the proposal to allow some flexibility for use of capital receipts from new asset sales will provide you with a useful additional flexibility for one-off revenue costs associated with restructuring and reforming local services to deliver long term savings?**

**Yes** - the ability to use capital receipts could provide additional flexibility in reforming services to deliver long term savings. The process however needs to be simple, timely and practical in its application.

#### **Question 2:**

**To evidence base the response to Question 1, we would welcome (in no more than 400 words) your initial ideas for change(s) that you consider would benefit from the flexible use of capital receipts policy?**

**Information could include the level of funding required, type of asset(s) to be disposed, details of the service transformation and savings that could be achieved and future use of the asset(s).**

The Council is looking into bids to use the flexibility provided to develop reform of IT processes, for initial consultancy work design to facilitate long term savings and to use as funding to facilitate the reduction of staffing numbers necessary within the Council as it transforms services. Assets proposed to be sold will generally be those assets that are no longer required by the Council following initial restructuring of services and a property rationalisation programme that the council has undertaken. At this stage we are unable to quantify the savings that could be achieved or the future use of the asset(s). The requirements from government in this area however should allow a high degree of local flexibility and not be unnecessarily prescriptive.

#### **Question 3:**

**Do you agree that these criteria should be used, or would you suggest alternative or additional measurements to decide a bid based approach and ensure a fair distribution for the proposed flexibility?**

**No** - We do not think that the forward use of an asset should be part of the criteria on which bids are assessed. Assets should be sold with the purpose of achieving the highest value receipt possible which may not be received if conditions must be attached to sales i.e. developers must build social housing.

#### **Question 4:**

**Do you agree that a direction letter mechanism would be the best method of delivering the aims of the policy proposal?**

**Yes** - Under a bid based system the direction letter mechanism is the best method of delivering the aims of the policy proposal. An alternative would be to allow a general use of capital receipts to be spent on revenue items where an authority can prove that this is for one off spending that can deliver savings over, say, at least a 5 year period.

**Question 5:**

**Is the proposed timetable realistic to allow for the practical implementation of the flexible use of capital receipts proposal?**

**No** - the proposed timetable is inflexible and should allow for expenditure over more than one financial year. In particular there should be further flexibility especially where councils are collaborating with other organisations.

**Question 6:**

**If you felt the timetable was not realistic, what changes would you make to the proposed implementation of the policy to allow for the practical delivery of the flexible use of capital receipts?**

It should allow for revenue expenditure to take place over the period October 2014 to March 2017 and disposal of assets to take place over the period August 2013 to March 2017. Depending on the size and / or complexity of the scheme it may not be possible to contain spend within one financial year. There is often a time delay in placing assets for sale and receiving a capital receipt. Unless asset management plans are sufficiently developed then it is also not certain that disposal will take place before March 2016. Both of these limitations could be exacerbated where a council is working in collaboration with other organisations to achieve efficiencies.

## Statement of General Balances

	£m
<b>Balances as at 31<sup>st</sup> March 2012</b>	<b>7.570</b>
<b>Use of Balances 2012/2013</b>	
- Transfer to Strategic Investment Reserve	<b>(6.031)</b>
<b>Additions to Balances 2012/2013</b>	
- Ring Fenced Salaries, Unutilised Contingency and non-delegated budget savings	6.031
<b>Balances 31<sup>st</sup> March 2013</b>	<b>7.570</b>
<b>Use of Balances 2013/2014</b>	
- Contribution to Revenue Budget	<b>(2.572)</b>
<b>Additions to Balances 2013/2014</b>	
- Transfer from Strategic Investment Reserve to support transitional costs	2.572
<b>Estimated Balances 31<sup>st</sup> March 2014</b>	<b>7.570</b>



<p align="center"><b>CABINET MEETING – 9th October 2013</b></p> <p align="center"><b>EXECUTIVE SUMMARY SHEET- PART I</b></p>	
<p><b>Title of Report:</b></p> <p>Proposals for Budget Consultation 2014/2015</p>	
<p><b>Author(s):</b></p> <p>Chief Executive and Executive Director of Commercial and Corporate Services</p>	
<p><b>Purpose of Report:</b></p> <p>To propose the budget consultation strategy and framework to inform the preparation of the Budget for 2014/2015.</p>	
<p><b>Description of Decision:</b></p> <p>Cabinet is recommended to approve the budget consultation strategy and framework as set out in this report and refer it to the Scrutiny Committee for consideration.</p>	
<p><b>Is the decision consistent with the Budget/Policy Framework?</b> *Yes</p>	
<p><b>If not, Council approval is required to change the Budget/Policy Framework</b></p>	
<p><b>Suggested reason(s) for Decision:</b></p> <p>To comply with the constitutional requirements taking account of central government guidance.</p>	
<p><b>Alternative options to be considered and recommended to be rejected:</b></p> <p>There are no alternative options recommended.</p>	
<p><b>Impacts analysed:</b></p>	
<p><b>Equality</b> <input type="text" value="Y"/></p>	<p><b>Privacy</b> <input type="text" value="N/A"/> <b>Sustainability</b> <input type="text" value="N/A"/> <b>Crime and Disorder</b> <input type="text" value="N/A"/></p>

<p><b>Is this a “Key Decision” as defined in the Constitution?</b> No</p> <p><b>Is it included in the 28 Day Notice of Decisions?</b> No</p>	<p><b>Scrutiny Committee</b></p>
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**Cabinet - 9<sup>th</sup> October 2013**

**Proposals for Budget Consultation 2014/2015**

**Report of the Chief Executive and Executive Director Commercial and Corporate Services**

**1. Purpose of Report**

- 1.1 To propose the budget consultation strategy and framework to inform the preparation of the Budget for 2014/2015.

**2. Description of Decision**

- 2.1 To approve the budget consultation strategy and framework as set out in this report and refer it to Scrutiny Committee for consideration.

**3. Introduction and Background**

- 3.1 The Budget and Policy Framework procedure rules contained within the Constitution of the Council requires consultation on budget proposals to take place. This report sets out proposals for budget consultation as part of the 2014/2015 budget process.

- 3.2 For a number of years the Council has recognised consultation as an important part of planning and delivering services that meet peoples' needs. Consultation by the City Council is already very wide-ranging and intensive. Examples range from:

- consultation in relation to major strategies such as recent consultations on the Carers Strategy;
- satisfaction surveys such as the Residents Survey;
- project specific consultation.

**Community Empowerment**

- 3.3 The Government published Best Value Statutory guidance in September 2011. The guidance states that authorities have a duty to consult representatives of council tax payers, those who use or are likely to use services provided by the authority, and those appearing to the authority to have an interest in any area within which the authority carries out functions. Authorities should include local voluntary and community organisations and small businesses in such consultation. This should

apply at all stages of the commissioning cycle, including when considering the decommissioning of services.

- 3.4 This demonstrates the need for involvement of local residents and voluntary and community sector and other partners in the budget setting process to shape what is best for Sunderland. This is increasingly important as support from government into the City reduces and there is greater need to fulfil the Council's Community Leadership role.

### **Budget and Council Tax Consultation**

- 3.5 Central Government highlighted the need for Local Authorities to establish the views of local taxpayers before they take budget decisions with the publication of guidance in 2002 on conducting budget and council tax consultation.
- 3.6 The 'Council Tax Consultation: Guidelines for Local Authorities' sets out the issues that local authorities should consider when designing their own individual approach to council tax consultation and identifies different methodologies and approaches which might be taken. The following suggested approach draws on this guidance as well as the strong track record and experience of the Council in this context and changing environment.
- 3.7 It should be noted that the Council remains the ultimate decision making body regardless of the valuable consultation undertaken in relation to budget setting. The process of consultation is about providing Members with more information in order to help them to come to an informed judgement when making budget decisions.

## **4. Government Guidance on Council Tax Consultation**

- 4.1 There are numerous options set out in the Government guidance for developing a dialogue with the public and stakeholders on budget matters. This is simply a menu of methodologies available. The approaches set out are:
- Surveys of citizens panel members e.g. in Sunderland, Community Spirit;
  - Community workshops;
  - Quantitative surveys;
  - Budget conferences / public meetings;
  - Interactive websites;
  - Focus groups / forums;
  - Referenda.

- 4.2 The guidance recommends against relying solely on a single methodology to ensure that a full range of public opinion can be tested and suggests adopting a staged approach to consultation:

- Initial stage – this should be early in the budget setting process and involve discussions about priorities for different services;
- Later stage – this should take place later in the budget setting process once a firmer picture of the financial position is known. This will consider in more detail specific issues, spending priorities and impact on Council Tax levels.

## **5. Proposed Arrangements**

- 5.1 The proposed arrangements have been refreshed to build on the successful arrangements of previous years which are already extensive and involve:

### **Consultation – Non Budget Specific**

- 5.2 Whilst not budget specific, there are numerous other wide ranging consultations that take place which help to inform the priorities included in the budget consultation process. The Corporate Consultation Strategy seeks to streamline and make maximum use of consultation undertaken including the Resident's Survey, service review specific consultation, and scheme level specific consultation. These are all taken into account and used intelligently to help inform the resource allocation process.

### **Trades Unions and Chamber of Commerce**

- 5.3 A briefing will be provided in November on the emerging budget resource position, the spending pressures faced by the Council, and the provisional priorities together with an indication of the impact on services and on council tax.
- 5.4 A further consultation is undertaken on the provisional budget proposals during January/February where the priorities, impact on services, and indicative council tax position are shared. Traditionally, if a formal response is to be received to the consultation it is made at this point, prior to the final consideration of the budget by Cabinet and Council.

### **Schools Forum, Governors and Head Teachers**

- 5.5 Following a similar approach to that adopted for the Trades Unions and the Chamber of Commerce, the Schools Forum, Governors Association and Head Teachers are consulted at meetings held in November and again in January. Issues covered at these meetings include the overall

budget position, but also the Children's Services specific issues including Dedicated Schools Grant implications, other specific grants, and spending pressures.

### **Youth Parliament**

- 5.6 Following a similar approach to that adopted for the 2013/2014 budget it is proposed to provide a briefing to the Youth parliament on the emerging budget position and discuss issues and priorities for young people which will be taken into account as part of the consultation process.

### **Community Engagement**

- 5.7 The Annual State of the City debate will be a key community engagement event to set the scene about the overall financial position facing the city and plans being taken with communities to tackle it. It is also proposed that attendees would complete a short survey to test agreement with the council's approach and feedback about priorities. The survey will be made available on line and marketed to maximise participation.
- 5.8 Building on previous arrangements for budget consultation it is proposed that enhanced engagement with communities is undertaken through the use of Area Frameworks. A budget consultation event will be held at the Civic Centre with representation drawn from each area of the city to enable the overall financial position to be communicated together with opportunity to debate plans to address it through workshops for each area. This will be supplemented by further community engagement events in each of the in each of the five areas of the city.

The aim is to enable a more in depth analysis of local residents' views to be ascertained.

- 5.9 Summary feedback from the events informs the budget decision making process.

### **Elected Members**

- 5.10 As ward councillors elected members gather the views of local people and are able to feed these views into the budget process as appropriate.

### **Timetable**

- 5.11 A timetable for the proposed consultation is set out at Appendix A.

### **Budget Consultation 2015/2016 and Beyond**

- 5.12 The Council has developed its budget consultation approach over a number of years. Following this years' consultation exercise it is intended to gather feedback on the effectiveness of both the survey and community engagement events and use this to inform the budget consultation process for 2015/2016.

## **6. Involvement of Scrutiny Committee**

In relation to the consideration of the budget, the constitution places a responsibility on the Cabinet to 'canvas the views of local stakeholders as appropriate'. Scrutiny Committee is then required to consider the process proposed and undertaken and ensure its adequacy. It is therefore proposed to refer this consultation strategy and framework to the Scrutiny Committee for consideration.

## **7. Reasons for Decision**

To comply with the constitutional requirements taking account of central government guidance.

## **8. Alternative Options**

There are no alternative options recommended.

## **9. Impact Analysis**

The proposed approach to budget consultation seeks to capture the views and feedback from a wide spectrum of stakeholders including marginalised and vulnerable groups.

Impact assessments of specific budget proposals will be undertaken by Directorate as proposals are developed.

**Budget Consultation – Proposed Timetable**

The timetable below is proposed:

**November 2013**

- A survey is to be made available for all residents to complete on-line through the Council's e-consultation solution and State of the City Debate. This will explore support residents to the Councils overall approach to meeting the budget challenge and providing services in a different way.
- Commence consultation with Trade Unions, representatives of Business Rate Payers, the Schools Forum, Head Teachers, Governors, and the Sunderland Youth Parliament. Consultation covers the anticipated budget constraints and spending priorities identified in the Medium Term Financial Strategy following adoption of the budget planning framework by Cabinet.
- In late November it is proposed to hold Community Engagement events in the city.

**January 2014**

- Feedback from the consultation exercises in October / November will be reported to Cabinet and Scrutiny Committee to inform the budget decision-making process at that time.

**Late January early February 2014**

- Final consultations take place with Trades Unions, Chamber of Commerce, the Schools Forum, Headteachers, Governors, and the Youth Parliament regarding the budget.

**March 2014**

- Feedback to the public generally through appropriate methods including the Council Tax Leaflet and Cabinet reports:
  - the outcomes of the budget setting process;
  - how the decision-making process was informed by the consultation.



<b>CABINET MEETING – 9 OCTOBER 2013</b>  <b>EXECUTIVE SUMMARY SHEET – PART I</b>									
<b>Title of Report:</b> Contract Provision for Welfare Rights Advice									
<b>Author(s):</b> Executive Director People Services									
<b>Purpose of Report:</b> The purpose of this report is to seek agreement to commence the procurement of the Welfare Rights Advice Service, and to seek approval to award the contract(s) to the successful independent sector providers.									
<b>Description of Decision:</b> Cabinet is recommended to agree to commence the procurement process and award contracts to provide welfare rights advice/information for the period 1 April 2014 – 2017 on the basis that the value of these contracts will be over £75,000 in total. The budget for the contracts is £1,060,000 over a period of 4 years									
<b>Is the decision consistent with the Budget/Policy Framework?</b> Yes									
<b>If not, Council approval is required to change the Budget/Policy Framework</b>									
<b>Suggested reason(s) for Decision:</b> The Cabinet's decision will ensure that Sunderland residents continue to access support with their benefits, debt and budgeting skills issues, as part of the Council's advice delivery model and welfare reform response.									
<b>Alternative options to be considered and recommended to be rejected:</b>  <div style="margin-left: 40px;">             1. To discontinue this provision entirely              2. To deliver the service in house           </div> These alternative options are not recommended for reasons set out at paragraph 6									
<b>Impacts analysed:</b>  <table style="width: 100%; border: none;"> <tr> <td style="border: none;"><b>Equality</b></td> <td style="border: 1px solid black; padding: 2px 10px;">Yes</td> <td style="border: none;"><b>Privacy</b></td> <td style="border: 1px solid black; padding: 2px 10px;">N/A</td> <td style="border: none;"><b>Sustainability</b></td> <td style="border: 1px solid black; padding: 2px 10px;">N/A</td> <td style="border: none;"><b>Crime and Disorder</b></td> <td style="border: 1px solid black; padding: 2px 10px;">N/A</td> </tr> </table>		<b>Equality</b>	Yes	<b>Privacy</b>	N/A	<b>Sustainability</b>	N/A	<b>Crime and Disorder</b>	N/A
<b>Equality</b>	Yes	<b>Privacy</b>	N/A	<b>Sustainability</b>	N/A	<b>Crime and Disorder</b>	N/A		
<b>Is this a “Key Decision” as defined in the Constitution?</b> <div style="text-align: right;">Yes</div>	<b>Scrutiny Committee:</b>								
<b>Is it included in the 28 Day Notice of Decisions?</b> <div style="text-align: right;">Yes</div>									



**REPORT OF EXECUTIVE DIRECTOR OF PEOPLE'S SERVICES**

**CONTRACT PROVISION FOR WELFARE RIGHTS ADVICE**

**1. Purpose of the Report**

- 1.1 The purpose of this report is to seek agreement to commence the procurement of a commissioned Welfare Rights Advice Service, and to seek approval to award the contract(s) to the successful providers.

**2. Description of the Decision**

- 2.1 To seek approval from Cabinet to commence the procurement process and award contracts to provide welfare rights advice/information for the period April 2014-2017 on the basis that the values of the contract(s) will be worth over £75,000 in total.

**3. Introduction/Background**

- 3.1 Welfare rights advice provision covers the provision of information, guidance, advice and specialist advice across a spectrum of social welfare categories – welfare benefits, debt, employment and housing.
- 3.2 The provision of welfare rights advice is delivered through an agreed delivery model across 4 support levels (self-serve, mediated access first tier provision and specialist services), which is consistent with the Customer Access Strategy.
- 3.3 The model is supported by the delivery of community 'in reach' activity to promote access to self serve and mediated access as a way of managing demand on council operated and/or contracted services; whilst effectively meeting the needs of a growing number of people. This work primarily focuses on engaging with customers either directly or via agencies working with specific target groups, to enable them to self serve on a range of issues and access the correct level of support for those circumstances when self serve is not possible.
- 3.4 Development plans include the growth of more/different self-serve tools to cover wider financial inclusion support and budgeting skills as it is acknowledged that a welfare rights response alone is not sufficient.
- 3.5 By working with partners to provide services in this way the Council is using the model as a key tool to respond to the demand for welfare rights services as well as promoting customer confidence and independence.
- 3.6 Work also continues to develop and make best use of our own and partner specialist services which seek to meet the complex needs that cannot be met elsewhere in the model.

- 3.7 This report and contract however relates to First Tier Provision only.

#### **4 Current Position**

- 4.1 The demand for welfare rights advice is continuing to rise due to the unprecedented changes to welfare reform, including the introduction of Universal Credit, under the Coalition Government's welfare reform programme. These changes to the social security system are already impacting upon local communities. Levels of personal debt are rising and the people in the city are becoming poorer and are now having to look for alternative sources of support.
- 4.2 The current contract is focused on casework and providers have developed more responsive local services, making advice available from outreach locations, reducing waiting times and signposting to the Council's website pages.
- 4.3 The providers are extremely busy dealing with over 18,000 telephone calls and offering 3,216 casework appointments in the last 10 months. 57% of these customers are from the most deprived Super Output Areas.
- 4.4 The current contract comes to an end on the 31 March 2014 and it has been acknowledged that demand will increase further.

#### **5 Reasons for the Decision**

- 5.1 For this next round and given the current financial situation, a budget of £1,060,000 over a period of 4 years (2+1+1) is proposed, so as to minimise any potential risk to the Council.
- 5.2 In addition a contract will be created to
- Take account of the next phase in the development of the advice model which has an even greater emphasis on demand management
  - Remove all work that can be done elsewhere in the model
  - Fund first tier triage specifically to prevent casework time being used for this function
  - Acknowledge the changing needs of customers as a result of the impact of welfare reform, and that customers need more than a welfare rights solution ( financial capability/budgeting skills support)
  - Acknowledge the unprecedented increase in demand
  - Support the cultural change required for customers to take more responsibility

## **6 Alternative Options**

- 6.1 Do not procure the service at all and discontinue. This would mean that the citizens of the city are denied assistance that has been recognised as playing a vital role in helping to reduce poverty, inequality, and deprivation levels. Such support can also help people into and to retain employment, and improve their health and wellbeing, especially mental health.
- 6.2 Deliver the service in-house. This does not follow the agreed operating model for advice, information and guidance. In addition the provision required is non-specialist and needs to be locally delivered

## **7.0 Impact Analysis**

### **7.1 Equalities**

Following Cabinet approval an Equality Assessment Matrix will be completed and an impact equality assessment is currently being drawn up and will be completed prior to the tender being advertised.

### **7.2 Privacy Impact Assessment (PIA)**

A privacy impact assessment is not required for this intention to procure. This exercise does not change the collection of information for casework or the governance around storing this information securely.

### **7.3 Sustainability**

A Sustainability Matrix will be completed to identify any issues

## **8.0 Other Relevant Considerations / Consultations**

### **8.1 Financial Implications / Sunderland Way of Working**

The creation of the Procurement Principles was done in line with the Sunderland Way of Working – these are used for every Procurement exercise now carried out

### **8.2 Policy Implications – Impact of Welfare Reforms**

Comparisons between the Benefit Service caseload and Mosaic has shown that there may be 20,000 households likely to be at risk of severe indebtedness, supporting previous research on the high prevalence of financial exclusion within the city. The provision of this service will in part help to mitigate the impact

### **8.3 The Public**

Following approval, there will be a series of consultation events with prospective bidders.

- 8.4 There have been various consultation exercises with the public around the advice model and what first tier providers deliver
- 8.5 Feedback and updates have been taken to Area Boards, and there are planned visits to return to the Boards before any local contract is awarded

## **9.0 List of Appendices**

- 9.1 No appendices included.

## **10 Background Papers**

- 10.1 Hitting the Poorest Places Hardest – Research carried out by Sheffield Hallam University
- 10.2 Full dataset, by benefit, for Sunderland Local Authority

**CABINET MEETING – 17 JULY 2013**  
**EXECUTIVE SUMMARY SHEET – PART I**

<b>Title of Report:</b> Sunderland Agreed Syllabus for Religious Education									
<b>Author(s):</b> Executive Director People Services									
<b>Purpose of Report:</b> To seek Cabinet approval for the revised Sunderland Agreed Syllabus for Religious Education.									
<b>Description of Decision:</b> Cabinet are asked to agree the revised Sunderland Agreed Syllabus for Religious Education which has been recommended by the Agreed Syllabus Conference for adoption by Sunderland schools, with effect from 1 November 2013 for a period of five years.									
<b>Is the decision consistent with the Budget/Policy Framework?</b> <b>Yes</b>									
<b>If not, Council approval is required to change the Budget/Policy Framework</b>									
<b>Suggested reason(s) for Decision:</b> In order to comply with the Education Act 1988, the Education Act of 1996 and the Schools Standards and Framework Act 1988, Local Authorities are required to set up a Standing Advisory Council on Religious Education (SACRE) to develop an Agreed Syllabus for Religious Education.									
<b>Alternative options to be considered and recommended to be rejected:</b> Failure to have/adopt an Agreed Syllabus would lead to a breach of the Local Authority's statutory duties in relation to religious education in schools.									
<b>Impacts analysed:</b> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">Equality</td> <td style="border: 1px solid black; text-align: center; width: 40px;">✓</td> <td style="border: none;">Privacy</td> <td style="border: 1px solid black; text-align: center; width: 40px;">N/A</td> <td style="border: none;">Sustainability</td> <td style="border: 1px solid black; text-align: center; width: 40px;">N/A</td> <td style="border: none;">Crime and Disorder</td> <td style="border: 1px solid black; text-align: center; width: 40px;">N/A</td> </tr> </table>		Equality	✓	Privacy	N/A	Sustainability	N/A	Crime and Disorder	N/A
Equality	✓	Privacy	N/A	Sustainability	N/A	Crime and Disorder	N/A		
<b>Is this a “Key Decision” as defined in the Constitution?</b> <b>Yes</b>  <b>Is it included in the 28 day Notice of Decisions?</b> <b>Yes</b>	<b>Scrutiny Committee</b>								





**REPORT OF THE EXECUTIVE DIRECTOR PEOPLE SERVICES**

**SUNDERLAND AGREED SYLLABUS FOR RELIGIOUS EDUCATION**

**1. Purpose of the report**

- 1.1 This report seeks Cabinet approval for the revised Sunderland Agreed Syllabus for Religious Education.

**2. Description of Decision**

- 2.1 Cabinet are asked to agree the revised Sunderland Agreed Syllabus for Religious Education which was been recommended by the Agreed Syllabus Conference for adoption by Sunderland schools, with effect from 1 November 2013 for a period of five years.

**3. Background**

- 3.1 Local authorities have a statutory duty to set up and maintain a 'Standing Advisory Council for Religious Education' (SACRE) whose duties include the provision and monitoring of a Religious Education Agreed Syllabus and collective worship in the Local Authority's Community Schools. Sunderland has a SACRE which meets once per term.
- 3.2 The local agreed syllabus is a statutory syllabus for RE, prepared under schedule 31 to the Education Act 1996 and adopted by the local Authority under that schedule. The Agreed Syllabus will be for all maintained schools or in accordance with the school's designated denomination or trust deeds. Religious Education is still statutory on the curriculum although Academies, Free schools and Voluntary aided schools with a religious character can choose to follow another agreed syllabus or adopt their own.
- 3.3 The legal requirements for teaching religious education are set out in the Education Act 1988 and confirmed by the Education Acts 1996 and Schools Standards and Framework Act 1998. Parents have the right to withdraw their children from all or part of religious education lessons.
- 3.4 The revised syllabus has taken into account the Equality Act 2010, the new Ofsted framework, and current curriculum changes outlined by the DfE.
- 3.5 As part of SACRE's responsibilities, it must establish a locally agreed syllabus for Religious Education which is reviewed every 5 years. It must be educationally sound and meet legal requirements.

#### **4. Current Position**

- 4.1 The new syllabus is a revision of the Sunderland Agreed Syllabus for Education produced in 2008. It takes into account of local and regional resources for RE and make up of local religious communities. In line with national guidance, the Agreed Syllabus for Sunderland has been reviewed and re-written. An Agreed Syllabus Conference has taken place, organised by SACRE. The draft syllabus (attached) is the result of this process.
- 4.2 The final draft of the new syllabus was submitted to the Agreed Syllabus Conference on 15 July 2013 when it was unanimously agreed to recommend the Syllabus to the Cabinet for formal adoption. Subject to the decision of this meeting, the new syllabus will be formally launched at a training day with RE staff in Sunderland.

#### **5. Financial and Value for Money Implications**

- 5.1 The Local Authority has a duty to set up and maintain SACRE. The local Authority provides a place for SACRE to meet, and clerking/support services to SACRE meetings. A budget of £10 000 for revision of the Agreed Syllabus (every 5 / 6 years) and a budget to cover the costs of printing, publishing and circulating the revised Syllabus will be met from the existing budget. In addition there will be costs in respect of launching the new Syllabus into schools. These costs will also be met through existing budgets.

#### **6. Reasons for the Decision**

- 6.1 In order to comply with the Education Act 1988, the Education Act of 1996 and the Schools Standards and Framework Act 1988, Local Authorities are required to set up a Standing Advisory Council on Religious Education (SACRE) to develop an Agreed Syllabus for Religious Education.
- 6.2 The locally agreed Syllabus for Sunderland will have the copyright for schools in Sunderland only.

#### **7. Alternative Options**

- 7.1 Failure to have/adopt and Agreed Syllabus would lead to a breach of the Local Authority's statutory duties in relation to religious education in schools.

#### **8. Impact Analysis**

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

## **9. Environment and Sustainability Implications**

- 9.1 All Sunderland Schools will receive a paper based copy of the syllabus and an electronic version for future use.

## **10. Recommendations**

- 10.1 Cabinet are recommended to agree the Agreed Syllabus for Religious Education in Sunderland 2013

## **11. Background Papers**

- [The Schools Standards and Framework Act 1998](#)
- [The Education Act 1996](#)
- [The Education Act 1988](#)



**AGREED SYLLABUS  
for  
RELIGIOUS EDUCATION  
in  
SUNDERLAND**

**September 2012**

## COPYRIGHT

### **Will be added to by Sunderland ASC (ASC to discuss)**

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## FOREWORD

**Will be added to by Sunderland ASC  
(ASC to discuss)**

Corporate Director of Children and Young People's Services

**INTRODUCTION FROM CHAIR OF AGREED SYLLABUS  
CONFERENCE**

**Will be added to by Sunderland ASC  
(ASC to discuss)**

Chair, Agreed Syllabus Conference



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# **Section 1**

## **What is RE?**

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## SECTION 1

### What is RE?

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## **THE LEGAL REQUIREMENTS FOR RELIGIOUS EDUCATION**

Religious Education must be provided for all registered pupils in maintained schools, including those in Reception classes and the sixth form. (*See footnote 1*)

Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. In all maintained schools, other than voluntary aided schools with a religious character, it must be taught according to a locally Agreed Syllabus, (*see footnote 2*) which is the statutory order.

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

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

The Agreed Syllabus sets out what pupils should be taught. The key focus and learning outcomes for each key stage, along with the RE levels, set out the expected standards of pupils' performance at different ages.

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

### **Footnotes**

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

## THE IMPORTANCE OF RELIGIOUS EDUCATION

RE provokes **challenging questions** about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human.

RE develops pupils' **knowledge and understanding** of Christianity, of other principal religions, other religious traditions and world views that offer answers to the questions above. RE offers pupils the opportunity to examine the significance of religion in relation to themselves and others, as they consider how religion and beliefs have an impact on individuals and groups in local, national and global contexts.

RE offers opportunities for **personal reflection and spiritual development**. It encourages pupils to explore their own beliefs (whether they are religious or not) in the light of what they learn, examine issues of religious beliefs and faith, and consider their own responses to questions raised. RE encourages empathy and enables pupils to develop their own sense of identity and belonging.

RE encourages **respect for all**, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism.

RE is an academically rigorous subject providing the opportunity to attain external accreditation, including GCSE full course and A Level Religious Studies.

### RE and the Whole School Curriculum

RE contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.

RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life<sup>1</sup>. Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning. RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

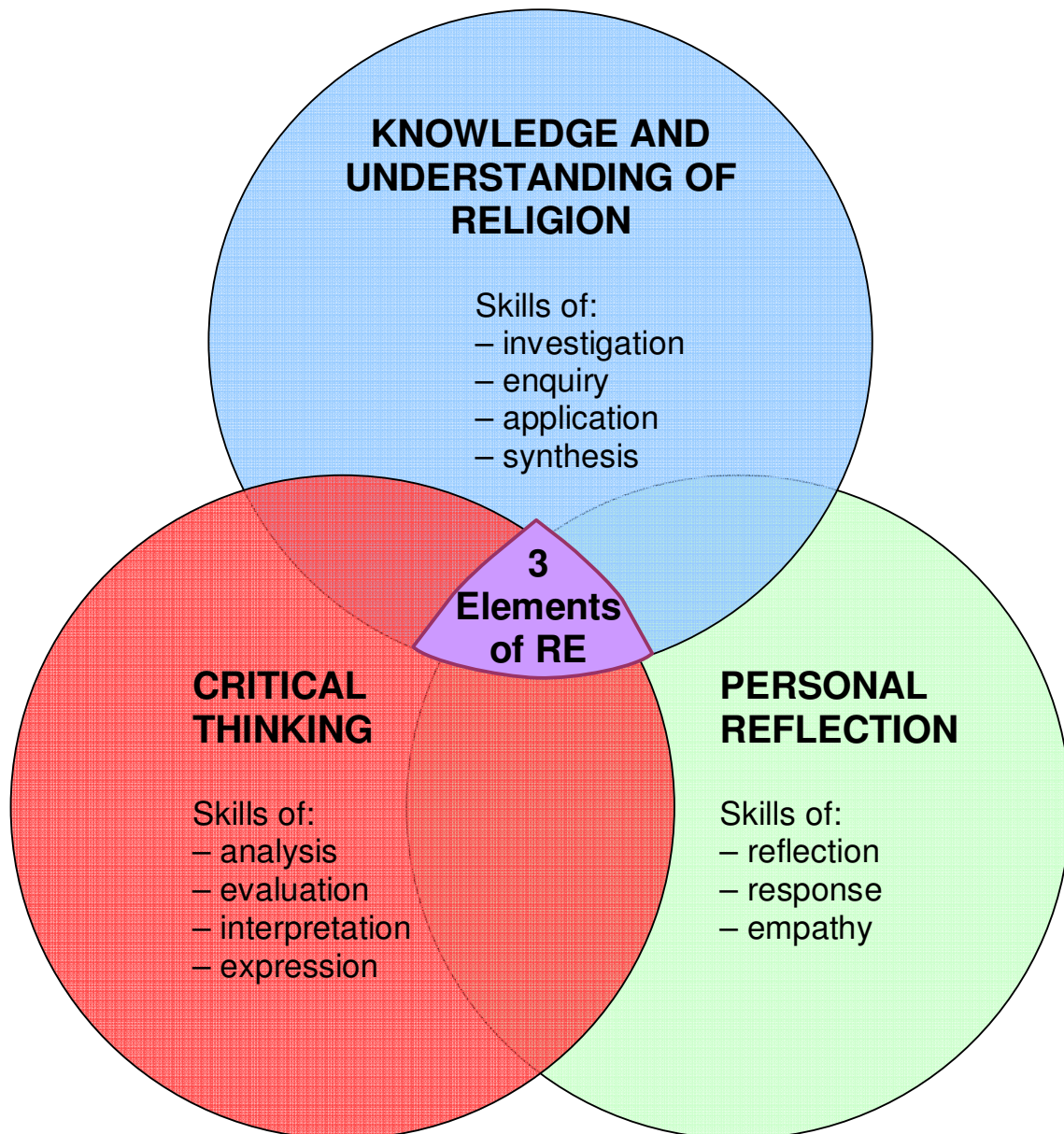
RE, therefore, contributes to the development of the following:

Economic	as pupils develop skills in RE for adult life, employment and lifelong learning
Cultural	as pupils develop understanding of how religious traditions contribute to the cultural heritage in all its diversity
Social	as pupils develop understanding of how religious identity and belonging are expressed, and consider their own participation in groups and communities
Personal	as pupils reflect on their own spiritual and moral ideas and those of others.

---

<sup>1</sup> Section 78, Education Act 2002





N.B. These three elements incorporate what has previously been known as Attainment Target 1 and Attainment Target 2.

## THE THREE ELEMENTS OF RELIGIOUS EDUCATION

RE is based on:

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

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

### Knowledge and Understanding of Religion

This is about what religion is and the impact it has for individuals and communities. It involves investigation of and enquiry into the nature of religion and beliefs through the four RE concepts:

- Belief
- Authority
- Expressions of Belief
- Impact of Belief

Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other. Older students will be able to connect significant features of religion together in a coherent pattern. All pupils will enquire into ultimate questions and ethical issues through their study of religious traditions.

### Critical Thinking

Critical thinking requires pupils to use reason to analyse and evaluate the claims that religions make. Through learning in this way pupils have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.

Critical thinking requires pupils to be open minded and to value different types of reasoning including intuition e.g. the many differing reasons why people might hold onto a religious faith.

#### **Critical thinking in RE is accessible to pupils of all ages and can be formally assessed.**

Pupils can demonstrate progress through the quality of their ability to analyse various viewpoints, explain or justify their opinion and evaluate the opinions of others. It is not the opinion itself which is assessable (e.g. some pupils may state opinions which affirm or deny religious faith; both are acceptable in the RE classroom) but the process of developing and justifying opinions. This is at the heart of Philosophy for Children.

### Personal Reflection

This develops pupils' ability to reflect on religion in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions.

Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others but **this should not be assessed**.

#### *Example 1*

Pupils learn about the story of Rama and Sita and how this tells Hindus that good triumphs over evil. Pupils are asked to think about other stories that illustrate this theme and events and experiences in their own lives when good triumphs over bad.

#### *Example 2*

Pupils are asked to think about times they may have acted to help others in the same way as in the story of The Good Samaritan.

### **To Note**

- Knowledge and Understanding of Religion and Critical Thinking are assessable for all pupils (see The Key Focus of Learning on pages 28-29 which should be used in planning and assessment at each key stage).
- Personal reflection should not be assessed.

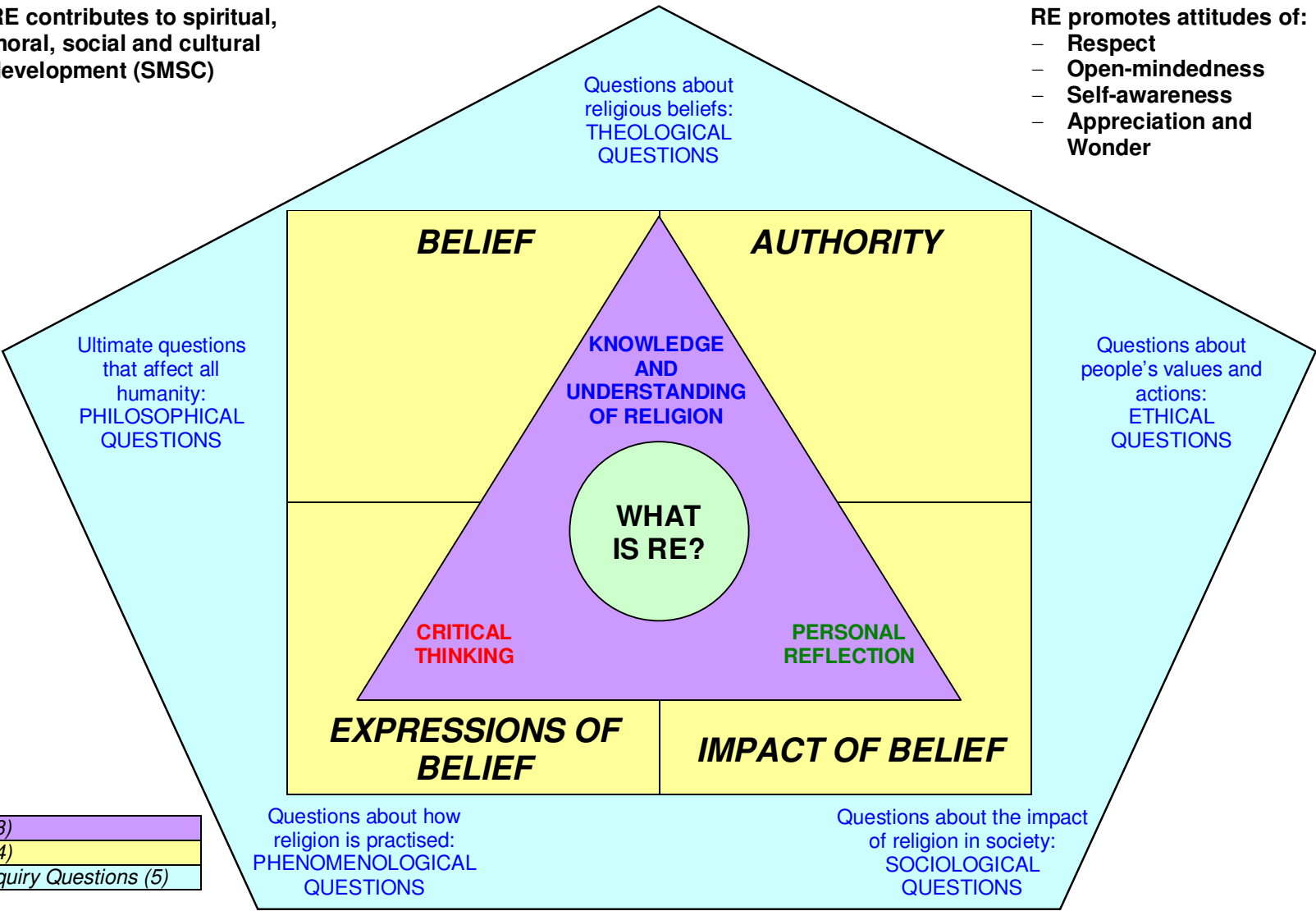
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THE FUNDAMENTALS OF RELIGIOUS EDUCATION

RE contributes to spiritual, moral, social and cultural development (SMSC)

RE promotes attitudes of:

- Respect
- Open-mindedness
- Self-awareness
- Appreciation and Wonder



## CONCEPTS IN RELIGIOUS EDUCATION

**Each concept:**

- conveys a fundamental idea for understanding how religion works
- as well as being distinctive, also relates to other concepts
- is capable of exploration at different levels and depths

### BELIEF

- What do people believe?
- Questions of meaning, purpose and truth e.g. God, human life, the natural world, life after death.
- Key beliefs of individuals and religious communities e.g. love, forgiveness, equality.

Students have the opportunity to:

- explore the beliefs of religious traditions and secular world views
- develop critical thinking e.g. are the beliefs true? Why are beliefs important?
- reflect on own ideas and beliefs.

### AUTHORITY

- How do people know what to believe and how to act?
- Questions about the importance of holy books, founders, leaders, teachings, tradition, spiritual encounters as sources of authority.
- How sources of authority may be understood differently by groups within a religion?

Students have the opportunity to:

- explore differing sources of authority within and across religions
- explore some religious teachings and stories
- develop critical thinking e.g. are the stories true? Why is there disagreement about where authority lies? Why are holy books interpreted differently?
- reflect on who/what inspires and influences them?

*Knowledge and Understanding of Religion   Critical Thinking   Personal Reflection*

## CONCEPTS IN RELIGIOUS EDUCATION

### EXPRESSIONS OF BELIEF

- How do people express beliefs, feelings and commitment through worship?
- What beliefs do they express e.g. love, devotion, awe, gratitude?
- Differing forms of expression e.g. creeds, prayer, ritual, ceremony, use of music, objects, art, drama, story, poetry.
- How identity, belonging and commitment are expressed through ceremonies, rituals and symbols.

Students have the opportunity to:

- describe and show understanding of differing forms of worship and make links to the beliefs and feelings behind them
- explain the way forms of expression can make a difference to the feelings and ideas of individuals and groups of people
- develop critical thinking e.g. does prayer matter? Do rituals have a role in 21<sup>st</sup> century multi-religious/secular Britain? Do you have to be religious to be spiritual?
- reflect on own expressions of beliefs, values and commitments.

### IMPACT OF BELIEF

- How does belief and worship affect what people feel and think and how they act and behave?
- Identity, belonging, commitment expressed e.g. through religious dress, ceremonies, work in religious and local communities.
- Values, attitudes and actions affected by beliefs e.g. how Sikh belief in equality and service may affect attitudes to ethical issues surrounding poverty, justice, war, relationships etc.
- Differing views on the impact of faith e.g. Orthodox/Reform Judaism, varying groups within Islam.
- Controversial issues affecting individuals, local and global communities e.g. diversity, living together, media portrayal, extremism, religious dress, prejudice.

Students have the opportunity to:

- show understanding of the link between beliefs and actions in religious traditions
- explain how the impact of religious beliefs can vary for individuals and differing religious communities
- develop critical thinking e.g. ask questions about identity, belonging and commitment to religious communities, ask questions about the link between religious beliefs and teaching and values and actions
- reflect on own concept of identity, belonging, commitment and response to ethical issues and dilemmas.

*Knowledge and Understanding of Religion*   *Critical Thinking*   *Personal Reflection*

## ENQUIRY QUESTIONS

The following enquiry questions cover the main dimensions in the study of religion that are appropriate for school age pupils. Each type of enquiry question is distinctive but relates to the other enquiry questions.

### Theological Questions

These are questions about the particular beliefs of faith traditions (and secular world views) e.g.

- What do Christians believe about God?
- Why is Jesus special to Christians?
- What do religions believe about life after death?

### Phenomenological Questions

These are questions that focus on how the beliefs of a religion are expressed in practice and ways in which the beliefs make a difference to the lives of individuals and communities e.g.

- How do Buddhists express their beliefs?
- How do Christians celebrate Easter?
- How and why do people use ritual in their lives?
- How are the arts used to express spirituality and belief?

### Philosophical Questions

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

- Why do people suffer?
- Is death the end?
- Do miracles happen?
- What is the meaning of life?

### Ethical Questions

These are questions about people's values and actions and how much moral decisions are made as a result of religious beliefs. Ethical questions may focus on particular moral issues and the religious and non-religious responses to these e.g.

- How and why do religious people care for others?
- Why should people with a religious faith care for the environment?
- How do people make moral decisions?
- Should religious people take part in wars?

### Sociological Questions

These are questions about the impact of religion on society and the role of religion in communities, both locally and globally. These could include questions about how religions and beliefs affect people's sense of identity and belonging, questions about diversity of beliefs, interfaith harmony and conflict, and the role of religion in politics e.g.

- What does it mean to live in a religiously diverse country?
- How can religious beliefs affect identity? What issues does this raise?
- Do religions bring conflict or harmony?
- To what extent is the portrayal of religions in the media accurate?



## How Schools Should Use Enquiry Questions

Enquiry questions should be used to help produce a balanced Scheme of Work that enables pupils to develop an understanding of the differing dimensions in the study of religion.

At Key Stage 1 and Lower Key Stage 2 units will focus on theological and phenomenological questions (see exemplar plans on pages 104, 113) e.g.

*What does it mean to belong to Christianity? (KS1) What do Christians believe about Jesus? (KS2)*

Some unit questions ask both theological and phenomenological questions e.g. *What do Muslims believe and how do they show this in their lives?* The teacher should develop enquiry questions within this unit of work to ensure both types of curriculum questions are addressed.

At Upper Key Stage 2 units will mainly focus on theological and phenomenological questions. Ethical questions can also be introduced (e.g. How and why do religious people care for others? Why should people with a religious faith care for others?). Philosophical questions may be raised within some units of work e.g. questions about miracles, existence of God, life after death are raised within units on Christianity.

At Key Stage 3 a Scheme of Work should be planned to ensure **all** enquiry questions are developed. Each type of enquiry question should be the focus of at least one unit of work. Some units will explore some or all of the enquiry questions.

At Key Stage 4 all types of enquiry questions are addressed through examination specifications. Some enquiry questions (e.g. ethical, philosophical questions) will be given greater emphasis depending on the specification chosen.

## **ENQUIRY BASED LEARNING**

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

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

### **Cycle of Enquiry**

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

#### **ENGAGE**

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

#### **EXPLORE**

Pupils:

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

#### **ENQUIRE/INVESTIGATE**

Pupils:

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

**EVALUATE**

Pupils:

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

**PRESENT**

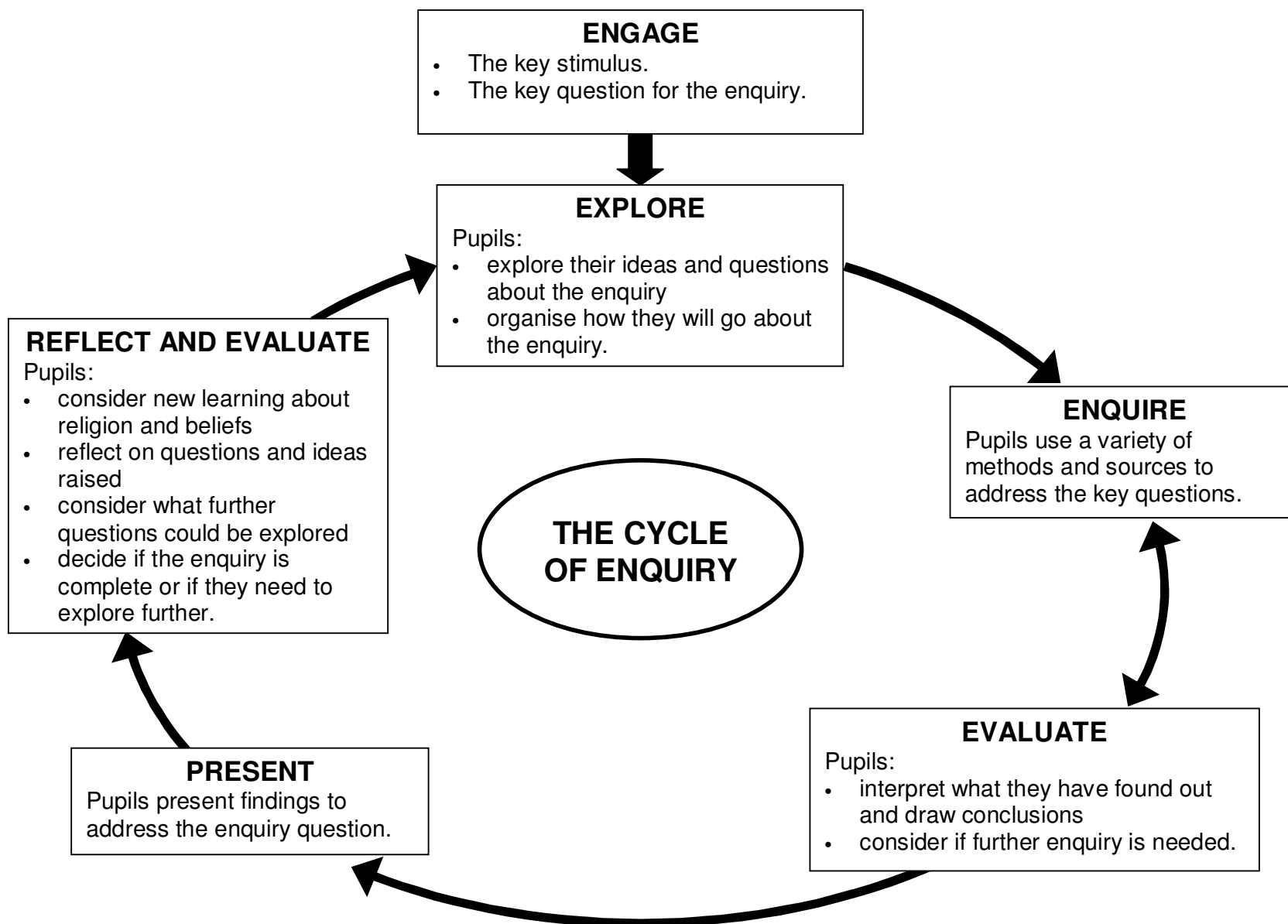
- Pupils present findings to address the enquiry question.

**REFLECT and EVALUATE**

Pupils consider the following questions:

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

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## SKILLS IN RELIGIOUS EDUCATION

Throughout the key stages the pupils should increasingly have opportunities to develop a range of skills. Skills that are essential for pupils to learn and make progress in Religious Education can be developed through the three elements of RE in this syllabus:

**Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection.**

These skills are outlined below and in the overview pages for each key stage. The skills should be considered at the start of Medium Term Planning.

### Knowledge and Understanding of Religion

#### **Investigation and Enquiry e.g.**

- asking relevant questions
- knowing how to use different types of sources as a way of gathering information
- knowing what may constitute evidence for understanding religion(s)
- ascertaining facts

#### **Application e.g.**

- making the association between religions and individual, community, national and international life
- identifying key religious values and their interplay with secular ones

#### **Synthesis**

(how things relate to each other) **e.g.**

- linking significant features of religion together in a coherent pattern

### Critical Thinking

#### **Analysis e.g.**

- exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith
- distinguishing between the features of different religions

#### **Evaluation e.g.**

- debating issues of religious significance, with reference to evidence, factual information and argument
- weighing the respective claims of self interest, consideration for others, religious teaching and individual conscience

#### **Interpretation e.g.**

- drawing meaning from artefacts, art, poetry and symbolism
- interpreting religious language
- suggesting meanings of religious texts
- explaining why people belong to faith communities

#### **Expression** (learning to communicate) **e.g.**

- pursuing a line of enquiry or argument
- identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media
- giving an informed opinion and expressing a personal viewpoint

## Personal Reflection

### **Reflection and Response e.g.**

- thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
- developing a personal interest and curiosity in puzzling, searching and challenging questions

### **Empathy e.g.**

- considering the thoughts, feelings, experiences, beliefs, attitudes and values of others
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- seeing the world through the eyes of others and issues arising from their point of view

## **ATTITUDES IN RELIGIOUS EDUCATION**

RE encourages pupils to develop positive attitudes to their own and others' beliefs and values, in a classroom climate that recognises and respects difference.

The following attitudes can be developed and should be planned for in units of work at every key stage.

### **Self-awareness**

RE can give the opportunity for pupils to:

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

### **Respect**

RE can give the opportunity for pupils to:

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

### **Open-mindedness**

RE can give pupils the opportunity to:

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

### **Appreciation and Wonder**

RE can give the opportunity for pupils to:

- appreciate the wonder of the world in which we live – its beauty, order, shape, pattern, mystery
- value insight, imagination, curiosity and intuition as ways of perceiving reality
- recognise that knowledge is bounded by mystery
- develop their capacity to respond to questions of meaning and purpose
- develop their imagination and curiosity.



## **THE CONTRIBUTION RE MAKES TO PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

All schools are required to promote pupils' spiritual, moral, social and cultural (SMSC) development and prepare pupils for adult life. Religious Education has a vital role to play in providing opportunities for SMSC development.

### **Spiritual Development**

RE contributes to pupils' spiritual development as it enables pupils to learn about and reflect on beliefs, religious or otherwise, which inform people's perspective on life. RE gives pupils the opportunity to consider what is meant by the intangible and to recognise and appreciate that there is more to life than the routine and everyday. RE asks ultimate questions and considers issues of truth and meaning.

RE provides opportunities for pupils' spiritual development through:

- developing knowledge and understanding of what 'spiritual' means in the religions studied
- discussing, evaluating and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God
- discussing and evaluating the importance of values such as justice, honesty and truth in developing the spiritual life
- considering how religions and other world views perceive the nature of the soul, the value of human beings, and their relationships with one another, with the natural world, and with God
- appreciating the beauty/order of the natural and human-made world
- developing their own views and ideas on religious and spiritual issues and evaluating the ideas and beliefs of others
- learning about and reflecting on important concepts, rituals, experiences and beliefs at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences
- expressing their thoughts and ideas creatively e.g. through art, music, creative writing.

### **Moral Development**

RE contributes to pupils' moral development as it provides opportunities for investigating and discussing how people make moral decisions and what people mean by the terms right and wrong. Pupils are given the opportunity to learn about how religious and non-religious beliefs can affect the values and actions of people and how these can differ. They are given the opportunity to critically evaluate people's values and actions and reflect on their own views about a range of moral and ethical issues.

RE provides opportunities for pupils' moral development through:

- learning to value diversity and engage in issues concerning truth, justice and trust
- exploring how the behaviour of individuals and society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- investigating key themes in religious stories e.g. good and evil
- considering what is of ultimate value to believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues and moral dilemmas within and across religions
- considering the importance of rights and responsibilities and developing a sense of conscience

### **Moral Development (*cont*)**

- learning how to make reasoned and informed judgements on moral issues
- evaluating religious stances on moral issues in relation to their own values and attitudes
- reflecting on their own attitudes, values and actions.

### **Social Development**

RE contributes to pupils' social development as it enables pupils to use a range of social skills whilst visiting places of worship and meeting people from differing religious and non-religious backgrounds. RE gives pupils the opportunity to develop interest in, and understanding of the role religion plays in the way communities and societies function.

RE provides opportunities for pupils' social development through:

- meeting people with differing religious beliefs
- learning about different religious communities and how they work together
- exploring what binds religious communities together e.g. moral codes, ceremonies and festivals
- considering how religious and other beliefs lead to particular actions and concerns
- valuing how British society is enriched by a variety of religions and cultures
- investigating social and environmental issues from religious perspectives, recognising the diversity of viewpoints both within and between religion, and where there is common ground
- articulating own and others' ideas on a range of contemporary issues
- valuing relationships and developing a sense of belonging.

### **Cultural Development**

RE contributes to pupils' cultural development as it enables pupils to explore, understand and develop respect for religious and cultural diversity in the local, national and global context. Pupils have the opportunity to develop understanding about the role and influence of religion on shaping their own heritage and evaluate the issues surrounding interfaith dialogue and harmony. RE provides opportunity to explore and reflect on how literature and the arts are used to express beliefs and spirituality, locally, nationally and globally.

RE provides opportunities for pupils' cultural development through:

- developing understanding of the cultural contexts in which they live
- exploring Britain as a multi-faith and multicultural society
- evaluating how British culture has been shaped by Christianity
- encountering people, literature, the arts and resources from differing cultures
- exploring how religion is expressed in a variety of artistic media
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- encouraging racial and interfaith harmony, respect for all and community cohesion
- promoting awareness of the value of interfaith co-operation.

# **Section 2**

## **Continuity and Progression**

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## SECTION 2

### Continuity and Progression

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## **OVERVIEW**

This syllabus provides for a developmental approach to RE. Continuity and progression is achieved by building on the knowledge, understanding and skills that pupils gain across and between key stages.

Pupils make progress in RE through:

- developing knowledge and understanding of the beliefs and practices within religion
- developing skills e.g. of critical thinking, evaluation, analysis, reflection in relation to the religious material they learn about.

This syllabus enables teachers to plan for continuity and progression in RE through:

### **The RE Concepts – Belief, Authority, Expressions of Belief, Impact of Belief**

These underpin the Programmes of Study KS1–3. Throughout the key stages pupils have the opportunity to deepen their understanding of these concepts and make increasingly complex studies of religion. Please see pages 10-11.

### **The Programmes of Study**

These indicate appropriate learning about each religion across the key stages. This enables teachers to refer to other key stages to ensure they plan for progression in learning. Please see pages 36-72.

### **Key Focus of Learning**

The key focus for each key stage helps teachers to plan work that is appropriate for the age and ability of their pupils.

The key focus for learning at each key stage is indicated through the three elements:

- Knowledge and Understanding of Religion
- Critical Thinking
- Personal Reflection

Each element builds on knowledge and skills from the previous key stage. For example, the table below shows the key words of progression across the key stages for Knowledge and Understanding of Religion:

Key focus of learning for Knowledge and Understanding of Religion	KS1	Lower KS2	Upper KS2	KS3	KS4
	identify	describe	understand	connect	coherent

Teachers can use the key focus to build on previous knowledge and skills developed through the three elements, so enabling pupils to make progress. Please see pages 28-29.

### Learning Outcomes

These indicate what the majority of pupils should be able to do by the end of each key stage. They are based on the key focus of learning and the RE levels and build on previous knowledge, understanding and development of skills. They can be used in planning and assessment activities.

Please see pages 98-99 (KS1); 106-107 (Lower KS2); 117 (Upper KS2); 131-132 (KS3).

### RE Levels

The levels have been revised to reflect the three elements that comprise RE in this syllabus. The levels for RE consist of seven level descriptors of increasing difficulty. Each describes the types and range of performance that pupils working at that level should characteristically demonstrate, for the three elements in this syllabus.

These levels should be used to pitch work for these elements.

The levels for Knowledge and Understanding of Religion and Critical Thinking can be used for assessment. Personal Reflection cannot be assessed but pupils can make progress in this element.

Please see pages 30-33.

### Unit Questions

The exemplar plans for Key Stages 1–3 use questions as the focus for units of work. These are designed to enable pupils to develop and extend their learning about religious beliefs and practices across the key stages e.g.

*Why is Jesus special to Christians? (Key Stage 1)*

*What do Christians believe about Jesus? (Lower Key Stage 2)*

*So what do we now know about Christianity? (Upper Key Stage 2)*

*What does it mean to live as a Christian today? (Key Stage 3 to include the impact of belief in Jesus)*

Please see pages 102-103 (KS1); 110-112 (Lower KS2); 120-122 (Upper KS2); 136-137 (KS3).

### Skills

These are common to all key stages but can be developed with and across key stages. RE skills are identified in the RE levels (see pages 30-33). The development of these skills is indicated on the introductory pages for each key stage.

Please see pages 101 (KS1); 109 (Lower KS2); 119 (Upper KS2); 134 (KS3).

### Attitudes

These are developed across all key stages. Please see page 20.

## THE KEY FOCUS OF LEARNING

The following shows the key focus of learning for the majority of pupils across each key stage.

Each is indicated through:

- Knowledge and Understanding of Religion
- Critical Thinking
- Personal Reflection.

	Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
<b>Key Stage 1</b>	Children are able to <b>identify</b> some beliefs and features of religion.	In response to the religious material they learn about, children are able to express their views and give <b>simple reasons</b> to support these.	In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.
<b>Lower Key Stage 2</b>	Pupils can <b>describe</b> some of the beliefs and features of religion.	In response to the religious material they learn about, pupils are able to express their views and support them using a <b>plausible reason or reasons</b> . They show some awareness of other people's views.	In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.
<b>Upper Key Stage 2</b>	Pupils will demonstrate <b>understanding</b> of some of the beliefs and features of religion through the RE concepts.	In response to the religious material they learn about, pupils can express their own views using <b>sound reasons</b> . Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.
<b>Key Stage 3</b>	Students will demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) <b>connect</b> in order to show understanding of what religion is.	In response to the religious material they learn about, students can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience, and recognising bias. They can give <b>cogent reasons</b> for a range of views using evidence, factual information and persuasive argument (i.e. this is about quality of evidence and reasoning).	In relation to religious material studied, students are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact for others.



## Sunderland Agreed Syllabus 2012

	Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
Key Stage 4	Students will demonstrate <b>coherent understanding</b> of what religion and belief is.	In response to the religious material they learn about, students recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to <b>make a persuasive case, using coherent arguments</b> to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.	In relation to religious material studied, students will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.

### DEFINITIONS

**Reason:** the power of the mind to think, understand and form judgements logically

**Plausible:** reasonable or probable without necessarily being so, persuasive

**Sound:** reliable, competent, unbroken

**Cogent:** clear, logical, convincing

**Coherent:** consistent, connected, making sense

## LEVELS IN RELIGIOUS EDUCATION

These levels have been revised to reflect the three elements that comprise RE in this syllabus.

They consist of seven level descriptors of increasing difficulty. Each describes the types and range of performance that pupils working at that level should characteristically demonstrate.

To ensure continuity and progression for all pupils, these levels should be used in conjunction with the pages on Key Focus and Learning Outcomes for each key stage [pages 98-99 (KS1); 106-107 (Lower KS2); 116-117 (Upper KS2); 131-132 (KS3)].

### Pitch and Key Focus

The levels should be used to pitch work appropriately for both Knowledge and Understanding of Religion and Critical Thinking, which **can be assessed** and reported on.

They also show provision for progress in Personal Reflection but this **cannot be assessed** or reported on.

Pitch and Key Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3	Key Stage 4
<b>Pitch</b> of work for most pupils at <b>levels:</b>	1 – 3	2 – 4	3 – 5	3 – 6	5–7
Expected <b>key focus</b> for most pupils by the end of the key stage is <b>shown in level:</b>	2	3	4	5 / 6	7

## Sunderland Agreed Syllabus 2012

The coloured type shows the key focus for the three elements: **Knowledge and Understanding of Religion**, **Critical Thinking** and **Personal Reflection** in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2

Level	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
1	Pupils can <b>recognise</b> and <b>name</b> features of religious life and practice. They can <b>recall</b> religious stories, and <b>recognise</b> symbols, and other verbal and visual forms of religious expression.	Pupils <b>talk about</b> , what they find interesting or puzzling and what is of value and concern to themselves and to others.	Pupils reflect on their own feelings, ideas and values.
2	Pupils <b>identify</b> some beliefs and features of religion and their importance for some people. They begin to <b>show awareness</b> of similarities in religions. Pupils <b>retell</b> religious stories and <b>suggest meanings</b> for religious actions and symbols. They <b>identify</b> how religion is expressed in different ways.	In response to the religious material they learn about, children are able to express their views and give <b>simple reasons</b> to support these. Pupils <b>recognise</b> that some questions cause people to wonder and are difficult to answer.	In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.
3	Pupils <b>describe</b> some of the beliefs and features of religion, <b>recognising similarities and differences</b> . They <b>make links</b> between beliefs and sources, including religious stories and sacred texts. They begin to <b>identify the impact</b> religion has on believers' lives. They <b>describe</b> some forms of religious expression.	In response to the religious material they learn about, pupils are able to express their views and support them using a <b>plausible reason or reasons</b> . They show some awareness of other people's views. Pupils <b>ask important questions</b> about religion and beliefs.	In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They <b>reflect on</b> what influences them, <b>making links</b> between aspects of their own and others' experiences.
4	Pupils can demonstrate <b>understanding</b> of some of the beliefs and features of religion through the <b>RE concepts</b> and <b>make some links</b> between them. They can <b>describe some similarities and differences</b> both within and between religions. They <b>describe the impact</b> of religions on people's lives. They <b>suggest meanings</b> for range of forms of religious expression.	In response to the religious material they learn about, pupils can express their own views using <b>sound reasons</b> . They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.

## Sunderland Agreed Syllabus 2012

The coloured type shows the key focus for the three elements: **Knowledge and Understanding of Religion**, **Critical Thinking** and **Personal Reflection** in Key Stage 3 (Year 8 – Level 5; Year 9 – Level 6)

Level	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
5	<p>Pupils demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) <b>connect</b> in order to show understanding of what religion is.</p> <p>Pupils <b>explain</b> the impact of beliefs on individuals and communities. They <b>show understanding of</b> why people belong to religions. They <b>understand</b> that similarities and differences illustrate distinctive beliefs within and between religions and <b>suggest possible reasons</b> for this. They <b>explain</b> how religious sources are used to provide answers to ultimate questions and ethical issues, <b>recognising diversity</b> in forms of religious, spiritual and moral expression, within and between religions.</p>	<p>In response to questions of identity, belonging, meaning, purpose, truth, values and commitments, pupils show understanding of differing views and can give sound reasons to support a range of opposing views (i.e. they recognise that there are often several sides to an argument).</p>	<p>In relation to religious material studied pupils <b>can reflect on</b> what inspires and influences them and develop an understanding of where their ideas come from. They have the opportunity to develop open-mindedness when hearing the views, thoughts, ideas and feelings of others.</p>
6	<p>Pupils demonstrate how the RE concepts <b>connect</b> in order to show understanding of what religion is.</p> <p><b>They can explain</b> the reasons for diversity within and between religions. They <b>explain</b> why the impact of religions and beliefs on individuals, communities and societies varies. They <b>interpret</b> sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They <b>interpret</b> the significance of different forms of religious, spiritual and moral expression.</p>	<p>In response to the religious material they learn about, pupils can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience, and they can recognise bias. They can give <b>cogent reasons</b> for a range of views using evidence, factual information and persuasive argument. (i.e. this is about quality of evidence and reasoning)</p>	<p>In relation to religious material studied pupils are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact on others.</p>

## Sunderland Agreed Syllabus 2012

The coloured type shows the key focus for the three elements: **Knowledge and Understanding of Religion**, **Critical Thinking** and **Personal Reflection** in Key Stage 4

Level	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
7	<p>Pupils demonstrate <b>coherent understanding</b> of what religion and belief is.</p> <p>They <b>account for</b> the influence of history and culture on aspects of religious life and practice. They <b>explain why</b> the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They <b>use some of the principal methods</b> by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.</p>	<p>In response to the religious material they learn about pupils recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to <b>make a persuasive case, using coherent arguments</b> to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.</p>	<p>In relation to religious material studied pupils will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.</p>

## PLANNING, ASSESSING AND REPORTING

This syllabus enables teachers to plan for continuity and progression in RE through:

- **Key Focus of Learning** indicated through the three elements: **Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection**. See pages 28-29 and the introductory pages for Key Stages 1 – 4
- **Learning Outcomes** indicating what the majority of pupils should be able to do by the end of each key stage. See introductory pages for Key Stages 1–3
- **RE Levels** which consist of seven level descriptors in increasing difficulty. See pages 30-33.

At **Key Stages 1–3** these should be used for planning work to match the differing abilities of pupils, setting targets, assessing and reporting on pupil progress in RE.

Please note: the levels for **Knowledge and Understanding of Religion** and **Critical Thinking** can be used for assessment. **Personal Reflection** cannot be assessed although pupils can make progress in this element.

**Please note:** In the **Foundation Stage**, work should be planned and children's progress and attainment assessed and reported on, in relation to the Early Learning Goals.

At **Key Stage 4**, national qualifications are the main means of target setting, reviewing progress and assessing achievement and attainment in Religious Education. The key focus for Key Stage 4 and the RE levels may also be used to plan for and assess progress.

At **sixth form** teachers should ensure that planning enables students to make progress from Key Stage 4 and further develop skills and attitudes.

### Reporting

Schools should use the appropriate forms of assessment indicated above to:

- report to parents on pupils' progress in Religious Education
- pass on information about pupil achievement and attainment to partner schools (i.e. junior and secondary schools) in order to aid progression.

## BREADTH OF STUDY

This syllabus is designed to ensure that pupils develop knowledge and understanding of the principal religions in Great Britain (Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism) in at least one key stage during their school life. Christianity is taught as a core religion at all key stages. In addition schools are encouraged to study any other religious communities with a significant local presence.

Key Stage	Core religion to be studied	Supplementary religions which can be studied as selected by school
<b>1</b>	Christianity Buddhism	One religion at discretion of school: – Hinduism – Islam – Judaism – Sikhism
<b>Lower 2</b>	Christianity Islam or Sikhism	One religion at discretion of schools: – Buddhism – Hinduism – Judaism
<b>Upper 2</b>	Christianity Islam or Sikhism (whichever religion was not core in Lower KS2)	Aspects of the following religions at the discretion of the school: – Buddhism – Hinduism – Judaism
<b>3</b>	Christianity Hinduism Judaism	At least one religion and/or aspects from the following religions at the discretion of the school: – Buddhism – Islam – Sikhism
<b>4</b>	Christianity	At least one from: – Buddhism – Hinduism – Islam – Judaism – Sikhism

RE should also include:

- study of a religious community with significant local presence, where appropriate (for example the Bahá'í Faith)
- consideration of a secular world view where appropriate (for example Humanism).

## **INTRODUCTION TO THE PROGRAMMES OF STUDY**

The following pages contain an outline of appropriate content to be taught at Key Stages 1–3 for the six principal religions taught in this syllabus: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism.

They contain key content in relation to the four RE concepts which underpin this syllabus:

**Belief**

**Authority**

**Expressions of Belief**

**Impact of Belief**

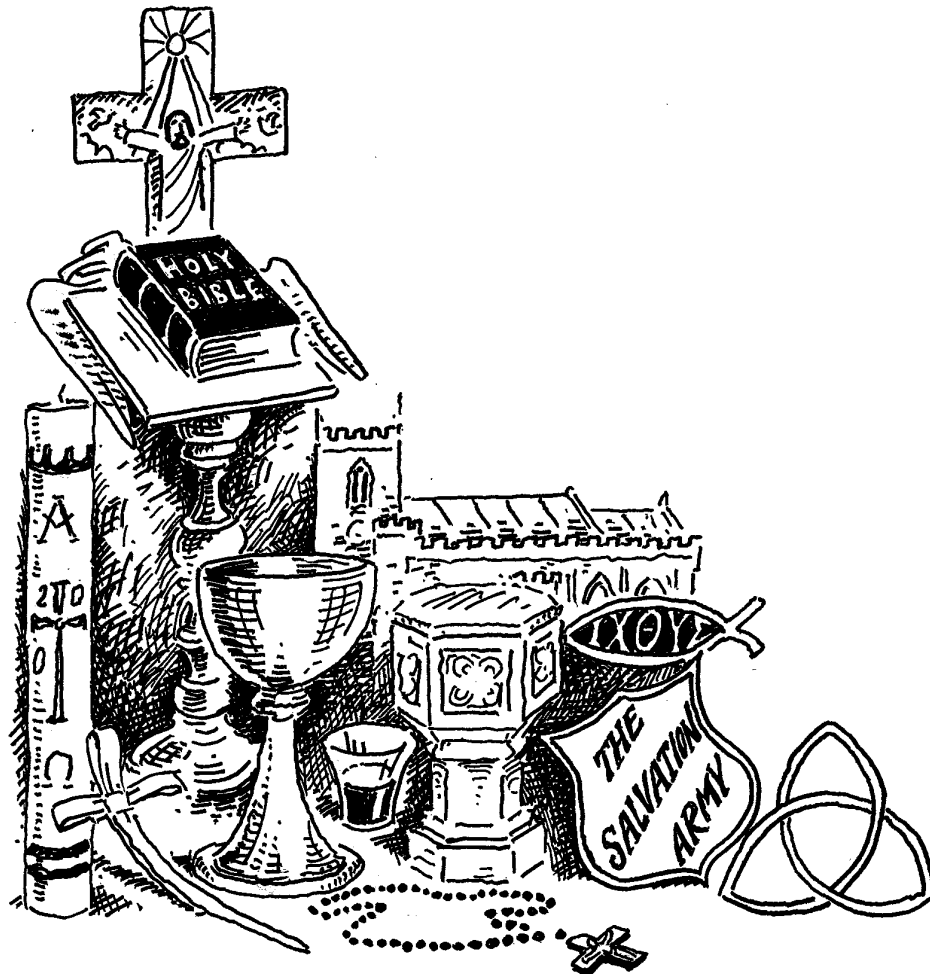
For further information on these RE concepts please see pages 10-11.

Content is outlined for each concept across Key Stages 1–3. This enables teachers to see how pupils' learning can progress as they develop deeper knowledge and understanding of the religious traditions and the RE concepts.

Teachers should use the relevant programme of study when developing a Scheme of Work.



# Concepts in Christianity



## CONCEPTS IN CHRISTIANITY

### BELIEF



#### Key Stage 1

- Belief in God as shown in the Bible: God as One, creator, loving, caring, having authority; God as Father, loving parent. The natural world as God's creation; human responsibility to care for the world.
- Belief in Jesus as special to God; introduction to Jesus as Son of God through special birth. Death and resurrection of Jesus as important to Christians.



#### Key Stage 2

- The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield.
- The otherness of God (transcendent) who inspires awe, wonder, devotion.
- Introduction to Trinity (Father, Son, Holy Spirit); creator God, loving God, powerful God.
- Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians.
- Life after death.



#### Key Stage 3

- Belief in God as omnipotent, omniscient, omnipresent, transcendent, immanent, immortal, trinity.
- Evidence for existence (non-existence) of God; theism, atheism, agnosticism.
- Questions that belief in God raises e.g. existence of evil and suffering, religion and science, meaning of life, life after death, truth claims.
- Significance of belief in Jesus as Son of God, Messiah, Saviour (from sin, death, evil).
- Key Christian beliefs – forgiveness, love and compassion, salvation, reconciliation, good and evil, justice, life after death (differing views about physical/spiritual resurrection, purgatory).

## CONCEPTS IN CHRISTIANITY

### AUTHORITY



#### Key Stage 1

- Bible as the holy book for Christians, treated with respect e.g. read from in Church worship, lectern, special Bibles.
- Some stories from the Bible (Genesis 1 and 2: Creation).
- Jesus as important shown through Christmas, Easter stories; stories showing Jesus as healer, miracle worker, one who helped and cared for others, Jesus as teacher (introduction to parables), special teaching of Jesus – love God, love your neighbour (link to Belief concept).
- Leaders – introduction to local church leader e.g. vicar/priest/minister.



#### Key Stage 2

- Bible as the sacred book; its importance and impact for Christians today.
- Different types of writing – Old and New Testament.
- How the Bible is used in private and communal worship and everyday living.
- Introduction to literal and non-literal interpretations of the Bible.
- Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection).
- Jesus as teacher – teachings of Jesus including selected parables.
- The power of Jesus to change lives.
- Leaders – how clergy support and influence Church and local community.



#### Key Stage 3

- Differing sources of authority e.g. Bible, Jesus, Holy Spirit, Church leaders, Pope, priesthood, reason, tradition and their influence of differing traditions and practices.
- The Bible as a source of authority for beliefs, practices, actions, behaviour.
- Differing ways of interpreting the Bible (literal and non-literal): diversity across and within Christian traditions.
- Impact of differing views within Christian traditions about authority e.g. women priests, creationism, teaching on relationships, marriage, divorce.

## CONCEPTS IN CHRISTIANITY

### EXPRESSIONS OF BELIEF



#### Key Stage 1

- How Christians celebrate Christmas, Easter, Harvest.
- The Church building as a place of worship and belonging – introduction to some features of churches e.g. cross, lectern, pulpit, altar.
- Sunday worship in church e.g. vicar, reading Bible, singing, prayers, sermon, Eucharist, words and actions.
- How religious identity and belonging are expressed through baptism, services of dedication (symbols, actions, words, promises).

*It is anticipated that pupils will visit their local church (any denomination). Opportunities can be given to visit other church buildings e.g. Sunderland Minster, St Peter's Church in Sunderland, Durham Cathedral. Pupils could also be given the opportunity to visit Bede's World in Jarrow.*



#### Key Stage 2

- Understanding of significance of rituals/symbols associated with Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Harvest, Pentecost.
- How buildings, symbolic objects and actions are used to express beliefs and feelings e.g. praying hands, kneeling, raising hands, liturgical colours, special clothes, cross, candle, rosary, windows, banners, statues.
- Introduction to Eucharist – ritual and meaning.
- Prayer and its importance for Christians, including Lord's Prayer and individual prayer, aids to prayer.
- Introduction to diversity of practice in Sunday worship in local area.
- How commitment, belonging and religious identity are expressed through ceremonies e.g. first communion, adult baptism, confirmation, membership.
- How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.

*It is anticipated that pupils will visit at least 2 local churches in order to compare features and aspects of worship in different denominations, and Durham Cathedral (for work on northern saints). Pupils could also visit Sunderland Minster.*



#### Key Stage 3

- How differences in denominational worship express differing beliefs.
- The impact of worship (communal, private, formal, informal) on individuals and communities.
- How worship varies in differing countries and cultures.
- How the arts are used to express spirituality.
- The role of the Church in local and national expressions of emotion, spirituality and beliefs (e.g. at Cenotaph, times of national mourning) including the significance of national Christian buildings in 21<sup>st</sup> century Britain e.g. Durham Cathedral, Westminster Abbey.
- How beliefs in life after death are expressed in funerals.
- Durham Cathedral and Sunderland Minster could be visited to focus on how the arts are used to express beliefs and spirituality; how these places of worship are used as places of local and national significance.

## CONCEPTS IN CHRISTIANITY

### IMPACT OF BELIEF



#### Key Stage 1

(Links should be made to Belief concept)

- Christian values: individual love, care, forgiveness, helping others, following example of Jesus. Some examples of how Christians would show these values e.g. the work of local vicar/priest in helping others in church and local community; attitude and work of individual Christians in the community.
- How Christians care for God's creation (link to Worship concept – Harvest).
- Stories about Venerable Bede – how his Christian faith affected his life; and how his life had an impact then and now.



#### Key Stage 2

- How belief in God will affect Christians e.g. prayer to God, belief in life after death, meaning of life.
- How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians.
- How Christians show commitment and belonging to faith community e.g. regular church worship, voluntary work within the church (e.g. Sunday School, music group, church magazine), giving money.
- Commitment shown through life in a religious order/monastic community.
- Introduction of how Christian values will affect views on moral issues – environment.
- Stories about the northern saints e.g. Cuthbert, Aidan, Bede, Hild – how their faith affected their lives and their significance then and now.



#### Key Stage 3

- How beliefs affect a person's feelings and understanding of their life e.g. how belief in life after death affects attitudes to their life, how religious beliefs and values influence personal political standpoints.
- The relationship between religious groups, local concerns and political movements.
- The impact of local religious communities on the lives of people in the past and today.
- How ethical and moral choice, behaviour, attitudes and action of Christians are based on key Christian beliefs and sources of authority (Belief, Authority concepts).
- Varied Christian responses to moral issues e.g. war, social justice, equality, relationships, wealth and poverty, peace, environment, animal rights.
- Questions connected with religious identity, belonging and commitment and how this varies within Christianity.
- Issues affecting Christian groups and individuals e.g. portrayal of Christian faith in media and society, Great Britain as multi-religious/secular and the role of Christianity within that, diversity within Christianity (and its impact on lives of individuals and communities), interfaith dialogue (could include Jerusalem) and disagreement, religious identity.

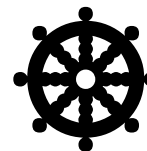
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# Concepts in Buddhism



## CONCEPTS IN BUDDHISM

### BELIEF



#### Key Stage 1

- Belief in Buddha as an enlightened teacher (not a God).
- Importance of the natural world.
- Values of compassion, respect for all living things.



#### Key Stage 2

- Characteristics of a Buddha: wisdom, courage, compassion.
- Dharma, or Law of Life, as a law of cause and effect: karma (kamma).
- Buddhists are people who 'take refuge' in three treasures (or jewels): Buddha, Dharma (or Law of Life), Sangha (Buddhist community); symbol of the three jewels.
- Purpose of Buddhist practice is to be free from suffering and experience happiness.



#### Key Stage 3

- Two major branches of Buddhist belief and practice: Theravada (School of the Elders) and Mahayana (The Great Vehicle). Within these branches many different Buddhist schools, which vary in belief and practice.
- Theravadan emphasis on practice to attain liberation (nirvana or nibbana).
- Mahayana emphasis on practice to enable others as well as self to be free from suffering and experience happiness.
- Range of beliefs from belief in Buddha as unique awakened one to the belief that the state of Buddhahood is eternally inherent in all life.

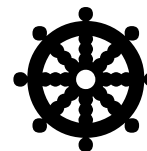
#### Key concepts:

- Karma (kamma) – cause and effect. Causes are actions (thought, speech, deeds) all of which result in effect.
- Wheel of life.
- Three marks of existence: impermanence (anicca), suffering (dukkha or dunkha); not-self (anatta or anatman).
- Dependent origination – no beings or phenomena exist on their own; they exist or occur because of their relationship with other beings or phenomena.
- Questions that beliefs raise, e.g. religion and science, meaning of life, life after death, nature of faith without belief in God.

**NB** Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.



## CONCEPTS IN BUDDHISM



### AUTHORITY

#### Key Stage 1

- Example of Buddha's life – his birth, growing up as prince Siddharta, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree.
- Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies.
- Buddhist stories illustrating these values, e.g. Siddharta and the Swan, The Monkey King.



#### Key Stage 2

- Background – Buddha's life: the four signs and the renunciation, years in the forest, enlightenment and teaching of the middle way, his death.
- Buddha as one who is looked to as an example.
- Buddha's first teachings: Four Noble Truths, Eightfold Path and Five Moral Precepts.



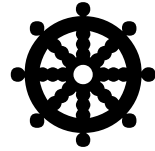
#### Key Stage 3

- Concept of reliance on the Dharma (or Law of Life), i.e. on the teachings, not on the person.
- No single central text that is referred to by all Buddhist traditions: predominant Theravadan texts are Pali Tipitaka; Mahayana sutras written later, such as the Lotus Sutra.
- How differing sources of authority/tradition/interpretation have influenced different traditions today.
- Key Buddhist leaders today, their influence and teaching.
- Key teaching in Buddhism e.g. Four Noble Truths, Eightfold Path, Five Moral Precepts.

**NB** Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.

## CONCEPTS IN BUDDHISM

### EXPRESSIONS OF BELIEF



#### Key Stage 1

- Worship in the home: Buddhist home shrine – statue of Buddha (rupa), mandala, incense, candles, water, food, bell – engaging all the senses.
- Introduction to meditation as a form of Buddhist worship.
- Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower.



#### Key Stage 2

- Meditation as worship, and different types of meditation (including chanting).
- Importance of Buddhist study – reading and reciting the sutras.
- Engaging with the Buddhist community: monks and laity.
- In some Buddhist communities, particularly Theravadan, there is a celebration called Wesak – Buddha's birth, enlightenment and death.
- Ceremonies connected with becoming a monk or a nun.



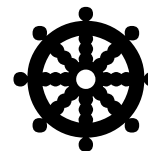
#### Key Stage 3

- Daily ritual of meditation in worship, how meditation can change lives. Different types of meditation.
- Differences in practices between different Buddhist schools – extent of involvement of lay community.
- How beliefs in the cycle of life and death are expressed in funerals.
- Impact of culture on development of Buddhist practice as Buddhism spread around the world.
- How the arts are used to express spirituality in Buddhism.

**NB** Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.

## CONCEPTS IN BUDDHISM

### IMPACT OF BELIEF



#### Key Stage 1

- How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty, patience, care for all living things.
- Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl.
- The importance of the Buddhist community – lay people, monks, nuns, priests. How mutual support and responsibility is shown.



#### Key Stage 2

- In some communities, observing strict rules of behaviour (precepts), such as being vegetarian.
- In some communities, people may choose to become ordained as monks or nuns
- Introduction to how Buddhist values will affect views on moral issues e.g. environment.
- How Buddhists follow and live by Buddhist moral codes (e.g. Eightfold Path, Five Moral Precepts) and how these are shown by individuals and the community.
- Symbol of the Wheel (see symbol above).



#### Key Stage 3

- How Buddhist beliefs affect a person's feelings and understanding of their life, e.g. how belief in rebirth affects attitudes towards this life, how belief in karma (kamma) affects behaviour.
- Different Buddhist responses to moral issues such as social justice, equality (including the role of women), relationships, wealth and poverty, war and peace, environment, animal rights.
- In some communities, people change their names to indicate their belonging.
- Examples of Buddhist movements and institutions and their activities in the world today.
- The impact of living in Great Britain as a Buddhist in a non-Buddhist country e.g. portrayal of Buddhism in the media, interfaith dialogue, employment issues, community cohesion.
- Questions connected with religious identity, belonging and commitment and how this varies in Buddhism.

**NB** Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.

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# Concepts in Hinduism



## CONCEPTS IN HINDUISM

### BELIEF



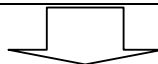
#### Key Stage 1

- Belief in one God represented in many forms and images e.g. Ganesh as God of wisdom and remover of obstacles.
- How God is depicted through murtis.



#### Key Stage 2

- Belief in one God (Brahman) worshipped in many forms:
  - Trimurti (Brahma, Vishnu, Shiva)
  - Concept of avatars e.g. Rama, Krishna
  - Nature of God as expressed in murtis (images), pictures, symbols, Aum
  - Male, female and animal representations of God.
- Introduction to belief in atman (individual soul), karma.
- Belief in ahimsa: respect for forms of life.
- Belief in reincarnation.



#### Key Stage 3

- Overview of key beliefs in Hinduism:
  - Brahman as ultimate reality, atman, karma, samsara, moksha, seva, dharma, three gunas.
  - Beliefs about the universe.
  - Life after death, reincarnation.
  - Beliefs about 4 ashramas and 4 varnas
- Questions that Hindu beliefs raise e.g. about meaning of life, life after death, truth, the created world, nature of reality.

## CONCEPTS IN HINDUISM

### AUTHORITY



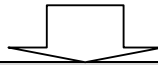
#### Key Stage 1

- Stories from Hindu scriptures associated with Diwali, Raksha Bandhan.



#### Key Stage 2

- Introduction to sacred scriptures and how they are used by adherents.
- Stories from Hindu scriptures with a moral e.g. Rama and Sita (good wins over evil, loyalty, sacrifice, love).



#### Key Stage 3

- Names and nature of sacred texts and importance in Hindu life e.g. The Vedas, The Puranas, Bhagavad Gita.
- The role of Hindu scriptures in promoting and sustaining Hinduism e.g. in dance, drama, festivals, private worship.
- Key figures/leaders and their influence on Hindus today e.g. Mahatama Gandhi.
- How differences in beliefs and practices amongst different Hindu traditions are based on differing sources of authority e.g. leaders, tradition.

## CONCEPTS IN HINDUISM

### EXPRESSIONS OF BELIEF



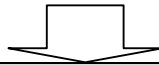
#### Key Stage 1

- Worship in the home (private and family devotion).
- How Hindus celebrate Divali at home, Raksha Bandhan.
- How religious identities and belonging are expressed through baby naming ceremony.



#### Key Stage 2

- Worship in the mandir: puja, arti, the role of murtis, imagery and symbolism in the mandir, importance of community worship.
- How beliefs and feelings are expressed through communal celebration of Divali, Holi.
- How beliefs are expressed through visits to sacred sites.
- How commitment, belonging, religious identity are expressed through sacred thread initiation ceremony.



#### Key Stage 3

- The purpose and importance of daily meditation/devotion for individuals.
- How the arts are used to express spirituality in Hinduism.
- How beliefs in life after death are expressed in funerals.
- How expressions of beliefs may differ amongst differing Hindu traditions.



## CONCEPTS IN HINDUISM

### IMPACT OF BELIEF



#### Key Stage 1

- The importance of the home and family in developing Hindu beliefs and values e.g. care for all living things; honesty; truthfulness; love, loyalty and respect within the extended family.



#### Key Stage 2

- How belief and respect for all living things (ahimsa) has impact on behaviour and actions e.g. vegetarianism/food laws, non-violence.
- How belief in karma has impact on behaviour and actions e.g. seva (service for others).
- Introduction to how Hindu values will affect views on moral issues – the environment.

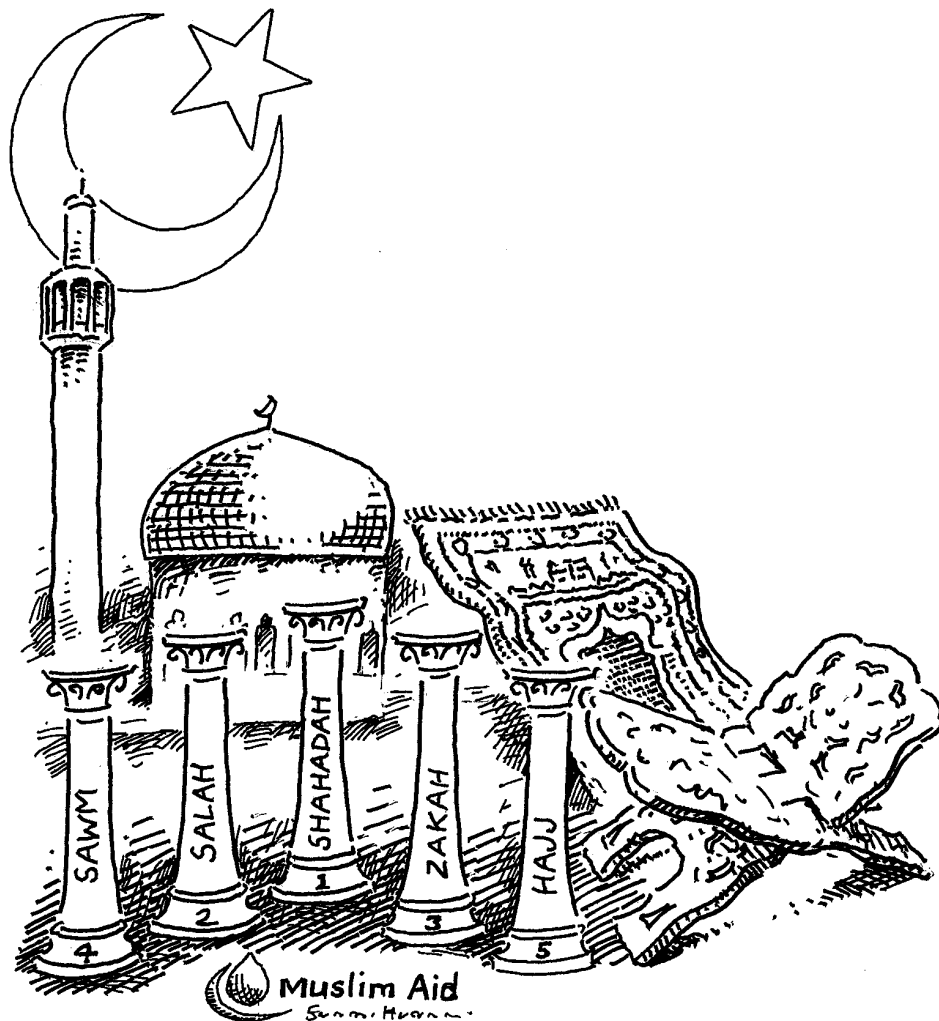


#### Key Stage 3

- How Hindu beliefs affect a person's feelings and understanding of life e.g. belief in varnas, karma, moksha, atman.
- The impact of living in Great Britain as a Hindu in a non-Hindu country and how this differs for individuals and differing Hindu communities e.g. dress, food laws, employment issues, role of women, prejudice and discrimination, role of media, religious freedom, interfaith dialogue, community cohesion.
- How links to India have an impact on individuals and communities and how this differs for individuals and different Hindu traditions.
- How ethical and moral choices, behaviour, attitudes and actions for Hindus are based on Hindu beliefs, authority and community influence. Varied responses to moral issues e.g. war, social justice, equality (including role of women), relationships, wealth and poverty, peace, environment, animal rights.

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# Concepts in Islam



## CONCEPTS IN ISLAM

### BELIEF



#### Key Stage 1

- The nature of Allah: One God, no partners, Creator who provides all things.



#### Key Stage 2

- The nature of Allah revealed in Qur'an: oneness of God, 99 names of God, gives guidance through messengers and books.
- Concept of shirk (not associating anything or anyone with God).
- Beliefs expressed in Shahadah (One God, Muhammad as prophet of God). God as key Muslim belief.
- Islam means submission; central belief.



#### Key Stage 3

- Overview of 6 beliefs in Islam:
  - Tawhid: oneness of God, nature of Allah, as shown in 99 names, Surah 1, Surah 112, Surah 59: 22-24 of Qur'an.
  - Risalah: belief in how God communicates with humans through prophets (Muhammad as final prophet), angels, holy books (Qur'an as final and complete revelation).
  - Akirah: judgement day and life after death.
- Other key beliefs: ummah (worldwide community of Islam), submission to God, obedience, jihad (personal struggle in the way of Allah to achieve self-improvement, campaign for truth, defence of faith).
- Questions that Muslim beliefs raise e.g. about meaning of life, truth, life after death, role of humanity.

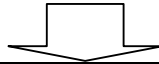
## CONCEPTS IN ISLAM

### AUTHORITY



#### Key Stage 1

- The Qur'an as a sacred book, how it is treated with respect.
- Introduction to Muhammad as the prophet of God; some stories from his life.



#### Key Stage 2

- Beliefs about the Qur'an as the final revelation of God, how it was revealed to Muhammad, passages from the Qur'an, its use by Muslims today.
- Muhammad as the final prophet, use of pbuh (peace be upon him), stories about Muhammad.
- The role of the imam as leader/teacher.



#### Key Stage 3

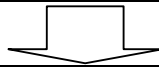
- Qur'an as the final revelation, unchanging, its significance for Muslims today.
- The role and significance for Muhammad as final prophet.
- Other sources of authority e.g. hadith (sayings of the prophet), sunnah (actions of the prophet), shariah law, imams.
- Differing views of authority amongst Sunni and Shi'ite Muslims.

**CONCEPTS IN ISLAM**  
**EXPRESSIONS OF BELIEF**



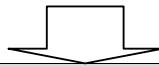
**Key Stage 1**

- Introduction to Id-ul-Fitr, how this is celebrated in the home.
- Introduction to Salah in the home.
- How religious identity and belonging are expressed through welcoming babies – whisper adhan in baby's ear, honey on lips, aqiqah (cutting baby's hair, naming).



**Key Stage 2**

- Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jumu'ah).
- How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan).
- Introduction to 5 pillars as expression of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).
- How beliefs are expressed through Hajj.



**Key Stage 3**

- How the 5 pillars express key beliefs in Islam (including 6 beliefs; jihad, ummah, submission, obedience to will of God).
- How the arts are used to express spirituality in different groups within Islam (including Sufism).
- How beliefs in life after death are expressed in funerals.

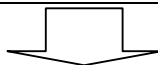
**CONCEPTS IN ISLAM**

**IMPACT OF BELIEF**



**Key Stage 1**

- The importance of the home and family in bringing children up in the faith; developing Muslim values and showing commitment to Muslim way of life: e.g. respect for parents, elders, guests; honesty and good manners; obedience; watching parents perform ritual prayer (Salah), fasting (Sawm).



**Key Stage 2**

- How Muslim children show commitment to Islam through mosque school (learning Qur'an).
- How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).
- Introduction to how Muslim values will affect views on moral issues – the environment.
- How Muslims show care for others e.g. through Muslim Aid.



**Key Stage 3**

- How Muslim beliefs and values affect a person's feelings, understanding of life and behaviour and how this may differ between individuals and differing communities.
- Some of the issues which are affecting the British and worldwide community of Islam currently – Islamophobia as a result of terrorism e.g. September 11th 2001/July 7th 2005.
- The impact of living in Great Britain as a Muslim in a non-Muslim country e.g. religious dress (including hijab/burkha), keeping 5 pillars, shariah law, food laws, religious freedom, employment laws (including time off for Salah, festivals, prayer rooms in schools and public buildings), Islamophobia, portrayal of Muslims in the media, prejudice and discrimination, interfaith dialogue, community cohesion.
- How ethical and moral choices, behaviour, attitudes and actions for Muslims are based on Muslim beliefs and teachings. Varied responses to moral issues e.g. war, social justice, equality (including role of women), relationships, wealth and poverty, peace, environment, animal rights.

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# Concepts in Judaism



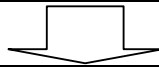
## CONCEPTS IN JUDAISM



### BELIEF

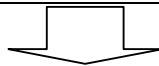
#### Key Stage 1

- Belief in God as One, Creator.
- Introduction to Shema prayer as expressing key beliefs for Judaism.
- Beliefs about creation and natural world; responsibility to be thankful for and care for the created world (e.g. children's tree planting ceremony – Tu B'Shevat).



#### Key Stage 2

- God as One, Creator.
- God as provider in life; after life.
- Beliefs expressed through Shema, first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah.



#### Key Stage 3

- Overview of key beliefs in Judaism:
  - God as Creator, law-giver, judge, redeemer. The justice and mercy of God.
  - God who judges and forgives (link to Rosh Hashanah and Yom Kippur).
  - Belief in covenant and concept of 'chosen people'.
  - The importance of Israel and Jerusalem in Jewish history and faith, differing beliefs (religious and political) about Israel today e.g. Zionism.
- Questions that beliefs raise e.g. existence of evil and suffering, existence of God, religion and science, meaning of life, life after death, truth claims, relationships with other faiths and beliefs.

## CONCEPTS IN JUDAISM

### AUTHORITY



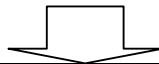
#### Key Stage 1

- Torah: introduction to sacred scrolls, what they are and how they are read from and treated with respect (their place in the synagogue).
- Some stories from the Torah e.g. story of creation.



#### Key Stage 2

- The importance of the Torah; its place, use and significance in the synagogue and importance for Jews today.
- Sefer Torah and work of the scribe.
- The giving of the Torah to Moses on Mount Sinai.
- Ten Commandments and 613 commandments.
- Significance of Moses in Judaism; called by God (Burning Bush), leading Israelites out of slavery, receiving Ten Commandments, beginnings of Judaism, importance for Jews today.
- Role of the Rabbi as teacher.



#### Key Stage 3

- The importance of the Torah in worship, celebration and study.
- How the Torah is interpreted differently; Orthodox and Progressive traditions.
- Tenakh (Torah, Nevi'im, Ketuvim) and Talmud: their importance and authority today; ongoing interpretation and application to changing situations.
- Differing role of the Rabbi today within different traditions.

**CONCEPTS IN JUDAISM**  
**EXPRESSIONS OF BELIEF**



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**Key Stage 1**

- Shabbat – how Shabbat is celebrated in the home, symbolic objects of Shabbat.
- Other Jewish symbols as expressions of belief, e.g. mezuzah, menorah, kippah, tallit.
- How Jews celebrate Hanukkah.



**Key Stage 2**

- The synagogue as a place of worship, education, community. The main features of the synagogue and their significance.
- Understanding of beliefs and practice associated with daily prayer including significance of kippah, tallit.
- Rituals associated with Shabbat.
- How beliefs and feelings are expressed through practices of Pesach, Sukkot.
- How commitment, belonging, religious identity are expressed through ceremonies e.g. Brit Milah (circumcision), girls' naming, Bar/Bat Mitzvah.



**Key Stage 3**

- Similarities and differences across Orthodox and Progressive traditions in worship e.g. synagogue worship, Shabbat practices, prayer, food laws.
- How key beliefs are expressed through Rosh Hashanah, Yom Kippur.
- Importance of Jerusalem today as centre for worship and expressions of belief.
- How the arts are used to express spirituality within Judaism.
- How beliefs in life after death are expressed in funerals.

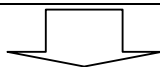
## CONCEPTS IN JUDAISM

### IMPACT OF BELIEF



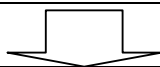
#### Key Stage 1

- The importance of the home in developing beliefs and values and demonstrating commitment to Jewish way of life e.g. Friday Shabbat meal as a family, the role of the mother in educating children.
- How Jews show responsibility to God's creation e.g. Tu B'Shevat (tree planting).



#### Key Stage 2

- How Jews today follow scripture, Jewish laws including the Ten Commandments; the impact on an individual and community life.
- How Jews show commitment, belonging to faith community and care for others e.g. tzedaka (charity), contribution to work of synagogue and helping others e.g. Jewish charities, caring for those in the community, Mitzvah Day.
- Introduction to how Jewish values will affect views on moral issues – environment.



#### Key Stage 3

- How beliefs about covenant, 'chosen people', Israel, Jewish history (including persecution/ diaspora) have an influence on feelings and practices within Judaism and how those differ amongst individuals and groups.
- Responses to anti-semitism in history e.g. the Shoah (Holocaust).
- The impact of living as a Jew in Great Britain today; opportunities and tensions through living as a Jew in a non-Jewish society and how this differs for individuals and differing Jewish communities e.g. Shabbat practices, food, laws, employment issues, community cohesion, dress, role of women, commitment to Jewish community, prejudice and discrimination, religious freedom, portrayal of Judaism in the media, interfaith dialogue.
- How ethical and moral choices, behaviour, attitudes and actions of Jews are based on key Jewish beliefs and sources of authority. Varied responses to moral issues e.g. war, social justice, equality (including role of women), relationships, wealth and poverty, peace, environment, animal rights.

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# Concepts in Sikhism



## CONCEPTS IN SIKHISM



### BELIEF

#### Key Stage 1

- Belief in One God: Creator of all things, the Supreme Truth.
- Represented in Ik Onkar.



#### Key Stage 2

- One God: Creator, Sustainer, Truth, without image, without fear, timeless.
- Description of God in Mool Mantar, symbolised in Ik Onkar.
- Belief in equality: all human beings equal in the sight of God.
- Sikh beliefs expressed in the Khanda.
- Belief in life after death.



#### Key Stage 3

- Overview of key beliefs in Sikhism:
  - understanding of the nature of God as described in Mool Mantar (gender free language) – One, Truth, Creator, not incarnated, self-existent, without enmity, without fear, beyond time
  - attributes of God: transcendence, imminence, grace, benevolence
  - purpose of human life (hukam – to do God's will)
  - importance of Sikh values – earning one's living by honest means, service to others, equality of gender, race, creed, the oneness of humanity, respect the oneness of the human race, justice and tolerance, peace, force as a last resort, defend righteous and protect the oppressed, no alcohol, tobacco.
  - Questions that beliefs raise e.g. meaning of life, truth, the afterlife.



## CONCEPTS IN SIKHISM

### AUTHORITY



#### Key Stage 1

- Stories about Guru Nanak – the first of the 10 human Gurus.
- Guru Granth Sahib: sacred book and living guru, how it is treated with respect.



#### Key Stage 2

- Introduction to the 10 human Gurus with special reference to Guru Nanak, Guru Har Gobind, Guru Gobind Singh (formation of khalsa).
- Guru Granth Sahib: how the importance of the holy book as a living guru is shown through the way it is treated (through ritual, ceremony, artefacts); some teachings from the Guru Granth Sahib.



#### Key Stage 3

- Concept of Gurbani (divine word revealed by the Gurus) in Guru Granth Sahib, some of the key teachings in Guru Granth Sahib, its significant for Sikhs today.
- Key teaching of the Gurus in the Guru Granth Sahib: equality, religious tolerance, service to the sick, human rights.

**CONCEPTS IN SIKHISM**

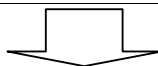


**EXPRESSIONS OF BELIEF**

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**Key Stage 1**

- How the birthday of Guru Nanak is celebrated.
- How religious identity and belonging are expressed through the baby naming ceremony.



**Key Stage 2**

- Worship in the Gurdwara: removing shoes, covering head, singing, listening to hymns, prayers, role of Granthi, congregation/community (sangat).
- How beliefs of equality and service are expressed through the shared meal (langar).
- How beliefs and feelings are expressed through the celebration of Baisakhi, Divali.
- How beliefs are expressed through symbols e.g. the Khanda, 5 Ks, Sikh names (Kaur, Singh).
- How commitment, belonging and religious identity are expressed through the amrit (initiation) ceremony.
- How beliefs are expressed through pilgrimage to The Golden Temple, Amritsar.



**Key Stage 3**

- The importance of the Gurdwara for the Sikh community and how key values of the community are expressed here.
- The importance of prayer, meditation, daily routine and self-discipline in individual worship.
- How beliefs in life after death are expressed in funerals.
- How the arts are used to express spirituality in Sikhism.

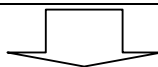
## CONCEPTS IN SIKHISM



### IMPACT OF BELIEF

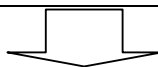
#### Key Stage 1

- The importance of home and family in bringing up children in faith, developing Sikh beliefs and values and showing commitment to Sikh way of life.
- Introduction to how belief has an impact on values and behaviour e.g. equality (eating together in Gurdwara), vegetarianism, uncut hair.



#### Key Stage 2

- How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community e.g. langar meal, kirat karna (earning a living by one's own honest efforts), vand chhakna (sharing), sewa (selfless service), nam simran (thinking about God based on scriptures).
- Introduction to how Sikh values will affect views on moral issues – the environment.



#### Key Stage 3

- How key Sikh beliefs and values affect a person's feelings, understanding of life and behaviour and how this may differ between individuals and differing communities.
- The impact of living in Great Britain as a Sikh in a non-Sikh country e.g. religious dress, religious freedom, portrayal of Sikhs in the media, interfaith dialogue, community cohesion, employment issues, prejudice and discrimination.
- How ethical and moral choices, behaviour, attitudes and actions of Sikhs are based on Sikh beliefs and teachings. Varied responses to moral issues e.g. war, social justice, equality (including role of women), relationships, wealth and poverty, peace, environment, animal rights.

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# **Section 3**

## **Key Stages**

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## SECTION 3

### Key Stages

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## **INTRODUCTION TO KEY STAGE SECTIONS**

The following sections outline the requirements for RE from Early Years Foundation Stage to sixth form provision. Along with the Programme of Study they will assist schools in devising an appropriate Scheme of Work that will meet statutory requirements and enable all their pupils to make progress.

### **Early Years and Foundation Stage**

This section contains an overview outlining the legal requirements and key learning in RE at this stage, a Programme of Study which teachers can select from, an exemplar plan and some examples of appropriate topics in RE with teaching activities and links to early learning goals.

### **Key Stages 1–3**

There are four sections here to include Lower and Upper Key Stage 2.

Each section provides the following:

- Overview pages with key learning, time allocation, which religions are to be taught, key focus, learning outcomes, skills and attitudes to be developed. Reference is made to the appropriate RE levels, Programmes of Study and planning.
- Appropriate unit questions which can be used in devising a Scheme of Work and planning enquiry based learning.
- An exemplar plan for the year groups in the key stage.

### **Bridging Unit**

This section contains information about the statutory bridging unit for Year 6/Year 7 students as they move from primary to secondary school.

### **Key Stage 4**

This section contains an overview of legal and syllabus requirements, key learning and key focus, religions to be taught, time allocation and reference to RE levels and external assessment.

### **Sixth Form**

This section contains legal requirements for community schools with a sixth form, and planning for RE in the sixth form. Examples of the type of units which can be explored with students at this age are included.

### **Teaching and Learning**

The following page gives some examples of appropriate teaching and learning activities in RE.

### **Planning**

When devising a Scheme of Work teachers should use the relevant key stage sections in this syllabus, the key focus, RE levels and the appropriate Programmes of Study. The section on enquiry based learning (pages 14-17) should be used along with the enquiry questions (pages 12-13).

## Teaching and Learning Activities

The following offers a range of activities which can be used to develop good learning in RE. It is recommended that pupils are given the opportunity to visit at least one place of worship in every key stage and meet faith members through visits to school or use of technology (e.g. Skype, e-mail).

### Artefacts from Faith Communities:

Pupils touch, explore, research artefacts linked to particular religions e.g. how objects are used in Christian worship and how they express beliefs, symbolism in Hindu murtis, significance of Seder plate for Jews.

### Interfaith Conference:

Inviting members from faith communities to talk to pupils on a particular question e.g. life after death, what it means to belong. Invite members to take part in 'question time' panel. Can include representatives from secular traditions.

### Visitors:

Members of faith communities to talk about their faith, answer questions. Could be linked to a particular unit e.g. celebrating Diwali, importance of 5 pillars, attitudes to environment, life after death. Faith members can be invited to school or could talk to pupils through Skype.

### Enquiry Based Learning:

Pupils are given opportunities to develop questions, undertake research, present and evaluate findings. Please see pages 14-17 for further guidance.

### Community of Enquiry:

Using an appropriate stimulus e.g., picture, story, film, quotation, to enable pupils to ask questions and discuss issues related to the particular unit of work e.g. life after death, moral dilemmas.

### ICT:

Using a variety of ICT to: communicate with members of faith communities, explore places of worship, explore photographs and other visual images, recall, annotate, produce graphics, present work.

### Visits:

Places of worship  
Places of religious interest (e.g. Bede's World)  
Art galleries and museums

### Auditory:

Listening to religious music e.g. Shabbat songs, Jewish cantor music, hymns, Gregorian chants; listening to religious sounds e.g. puja ceremony, Muslim call to prayer; exploring evocative and thought provoking music.

### Intrapersonal:

Periods of stillness and reflection; thinking about their own experiences and feelings; responding to music, pictures, experiences, artefacts, nature and the environment; developing own ideas and beliefs about a range of issues; asking questions.

### Events:

Media coverage of religious events showing local, national, global impact of religion, charitable organisations, national days with links to RE e.g. Remembrance Day, Holocaust Memorial Day, events in schools which link to RE e.g. India Week.

### Kinaesthetic:

Touching, exploring, sorting artefacts and pictures; making artefacts, foods, cards, models, displays; exhibitions, producing symbols, badges.

### Interpersonal:

Working in groups e.g. to produce work, make presentations, categorise information, ask questions, respond to stories. Taking part in discussion and debates by talking about questions of meaning.

### Drama, Role Play, Dance:

Using imagination to respond to stories and beliefs e.g. hot seating, group and class plays, symbolising ideas, beliefs and feelings of significant religious events and stories through movement, exploring symbolic gestures in ritual and worship.

### Writing:

Extended and creative writing including poetry, reports, information booklets, ICT presentations, posters, instructions, journals, newspaper articles, diary extracts, instructions.

### Visual:

Exploring beliefs, ideas, feelings and emotions in posters, photographs, religious art, colours, DVD extracts, artefacts e.g. church interior, forms of worship, symbolism in paintings.

### Literature:

Exploring language, meaning symbolism and power of variety of religious and non-religious literature for individuals and faith communities; story (religious and non-religious) parables, myths, novels, legends, sagas, psalms, prayers, hymns, proverbs and sayings, liturgy, creeds, vows, technical terms and religious vocabulary.

### Thinking Skills:

Using a variety of strategies to engage in exploration and reflection e.g. odd one out (through pictures, music, artefacts), map from memory.

### Using the Senses:

Visual  
Auditory  
Smell – e.g. incense, candles, Shabbat spice box  
Touch – artefacts  
Taste – food with religious significance e.g. kara prashad, charoset, festival foods.  
Using senses in visiting a place of worship.

## EARLY YEARS FOUNDATION STAGE

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• Infant Baptism	
• Harvest	
• Special Places	
• Raksha Bandhan	

## OVERVIEW OF RE IN THE EARLY YEARS FOUNDATION STAGE

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

The statutory requirement for RE does not extend to the nursery. RE may, however, form a valuable part of the educational experience of children throughout the key stage and does make a significant contribution towards meeting the requirements of the Early Learning Goals. This Agreed Syllabus, therefore, **highly recommends the inclusion of RE at nursery.**

During the Early Years Foundation Stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and concepts and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. Topics such as Special Times, Special Objects, Special People, Special Books, Belonging, The Natural World, New Life, New Places, Story, provide excellent opportunities for foundation work in nursery and Reception and can be successfully built on at Key Stage 1.

### The Contribution of RE to the Early Learning Goals

Apart from the worthwhile nature of RE itself, the subject can and does make a significant contribution to the Early Learning Goals, in particular:

- **Personal, social and emotional development** – children develop a positive sense of themselves and others to form positive relationships and develop respect for others. They learn how to manage their feelings and understand appropriate behaviour in groups
- **Communication and language** – children have opportunities to speak and listen in a range of situations and develop their confidence and skills in expressing themselves
- **Literacy** – children have access to a wide range of reading materials – books, poems and other written materials to ignite their interest
- **Understanding the World** – children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive arts and design** – children explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### Some Points to Note

- Planning in RE at the Foundation Stage should take account of the elements of RE (see pages 5-7). Children should be introduced to some practices and beliefs within religion (Knowledge and Understanding of Religion) and be given opportunities to reflect on their own experiences and feelings (Personal Reflection).
- Whilst there are clearly strong links between RE and personal, social and emotional development, it must be noted that RE **must contain appropriate and explicit references to religions** through the study of religious beliefs and practice i.e. Personal Reflection in RE must be linked to Knowledge and Understanding of Religion.

- A wide range of experiences and learning activities can be offered e.g. using pictures, objects, film, stories and poems, circle time, role play, dance, music, art, craft, ICT. Schools should ensure that children have the opportunity to engage with faith communities e.g. through handling artefacts that belong within the faith traditions, watching DVDs of real children celebrating in different faiths, visiting local places of worship and meeting members from faith communities. In this way children have the opportunity to glimpse the religious world without being nurtured into a faith.
- All children should be included in RE, whether they belong to a faith community or not. Care should be taken in the use of language, activities and materials to ensure that all children can be included and any stereotyping is challenged (e.g. avoid saying, 'We all believe ....').
- Whilst children may take part in role play and re-enactments in RE lessons and can learn about religious practices in an interactive way, teachers should be clear that they are not asking children to 'celebrate' a religious practice or take part in worship within RE. Role play and developing empathy are not the same as worship within a religious community and RE in community schools is not about nurturing children into a faith (see legal requirements on page 3).
- Pages 86-95 give some examples of a focus for RE in Nursery and Reception, with suggestions for appropriate activities and links to Early Learning Goals.
- The new Early Years Foundation Stage will be implemented in September 2012. Children are expected to achieve the Early Learning Goals by the end of the Reception year. Practitioners should use the 'Development Matters' column in the 'Practice Guidance for the Early Years Foundation Stage' document to pitch each activity at an appropriate level.

## **PROGRAMME OF STUDY**

### **Early Years Foundation Stage**

Teachers can select material from the following sections. It is not expected that all aspects of the Programme of Study will be covered.

#### **Special Times**

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

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

Please note: Christmas and Easter in RE may be part of a wider topic on these festivals. The focus in RE should be on how Christians celebrate these festivals in the church.

#### **Special Objects, Special Music**

Children are introduced to the idea of sacred music and artefacts within a faith community.

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

#### **Special Books**

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

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

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

### Special People

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

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

### Belonging

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

- Christianity – infant baptism, weddings
- Hinduism – Raksha Bandhan, weddings
- Islam – ceremonies connected with welcoming and naming a baby.
- Sikhism – baby naming ceremony.
- Judaism – weddings.

### Special Places

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

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

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

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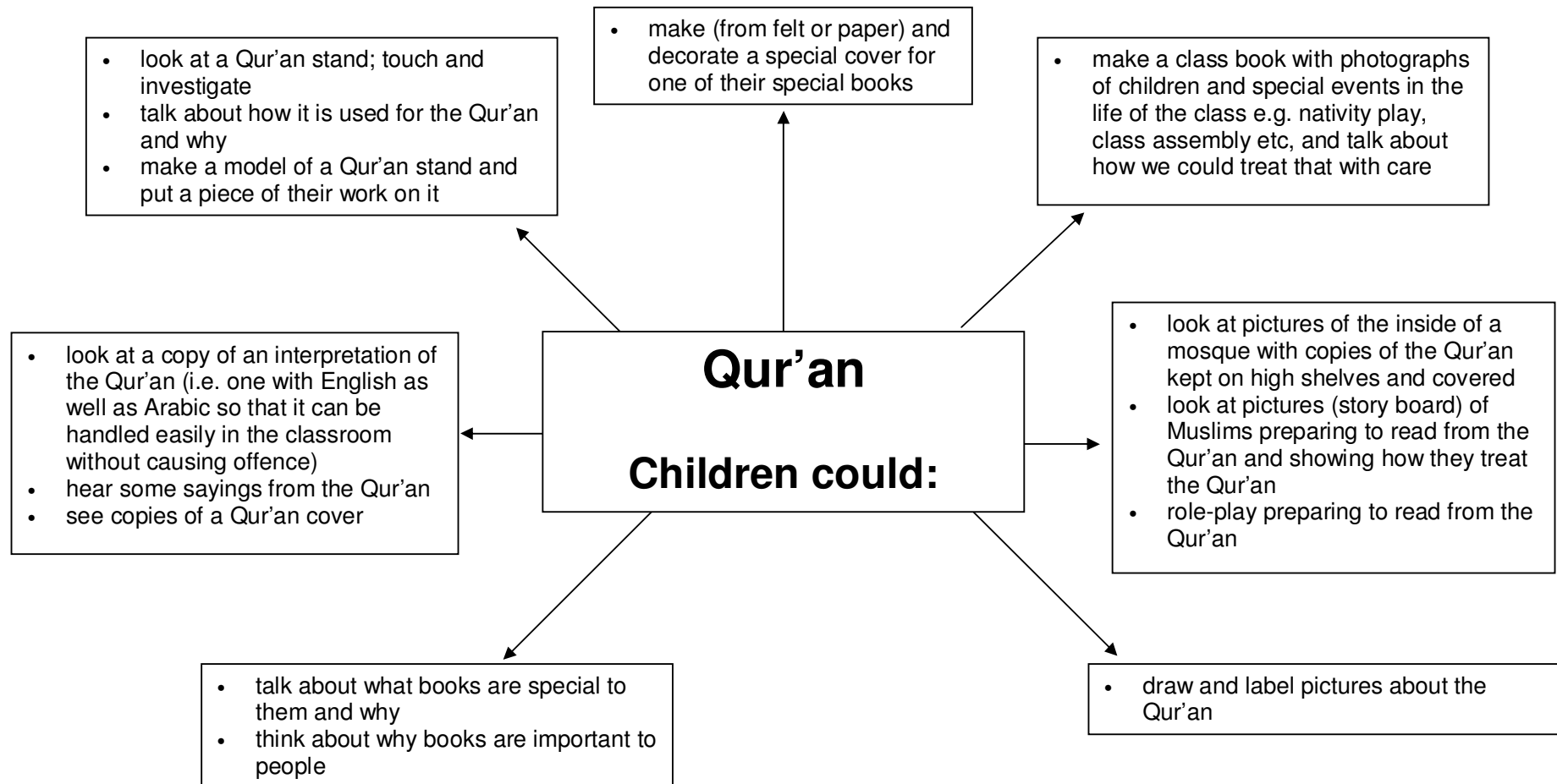
### EXEMPLAR PLAN – Early Years Foundation Stage

	Autumn	Spring	Summer
<b>Nursery</b>	<p><b>Harvest</b> as a special time</p> <ul style="list-style-type: none"> <li>– The creation story</li> <li>– Christian Harvest</li> </ul> <p><b>Divali</b> as a special time for Hindus</p> <p><b>Christmas</b> as a special time</p> <ul style="list-style-type: none"> <li>– The Christmas story</li> <li>– Ways Christians celebrate e.g. singing carols</li> </ul>	<p><b>Special Books</b></p> <ul style="list-style-type: none"> <li>– The Bible as a special book for Christians</li> </ul> <p><b>Special People</b></p> <ul style="list-style-type: none"> <li>– Jesus as special to Christians; stories about Jesus e.g. calming the storm, walking on water</li> </ul> <p><b>Special Times</b></p> <ul style="list-style-type: none"> <li>– Easter story</li> <li>– How Christians celebrate in church e.g. Easter Garden</li> </ul>	<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>– Christian baptism</li> <li>– Raksha Bandhan</li> <li>– Christian wedding</li> <li>– Jewish wedding</li> </ul>
<b>Reception</b>	<p><b>Harvest</b> as a special time</p> <ul style="list-style-type: none"> <li>– Christian Harvest</li> <li>– Jewish Sukkot</li> </ul> <p><b>Shabbat</b> as a special time for Jewish people</p> <p><b>Christmas</b> as a special time</p> <ul style="list-style-type: none"> <li>– The special baby Jesus</li> <li>– Ways Christians celebrate e.g. colours in the church, Advent Ring</li> </ul>	<p><b>Special Books</b></p> <ul style="list-style-type: none"> <li>– How holy books are treated e.g. Qur'an, Torah, Guru Granth Sahib</li> </ul> <p><b>Special People</b></p> <ul style="list-style-type: none"> <li>– Jesus as special to Christians, stories Jesus told (e.g. Lost Coin, Lost Sheep)</li> </ul> <p><b>Special Times</b></p> <ul style="list-style-type: none"> <li>– Easter story</li> <li>– How Christians celebrate in church e.g. singing, hymns, prayers</li> </ul>	<p><b>Special places, special objects, special music, special people – to select e.g.</b></p> <ul style="list-style-type: none"> <li>– Church – explore Christian artefacts, music, meeting special people (e.g. vicar)</li> <li>– Mandir – Hindu murtis and artefacts, Hindu music</li> <li>– Buddhists artefacts e.g. rupa/statue of Buddha, prayer flags</li> <li>– Jewish artefacts e.g. menorah, mezuzah</li> </ul>

## Early Years Foundation Stage – Religious Education (Special Books – QUR’AN)

<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and the lives of family members</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials e.g. look at a Qur’an stand</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Select and use technology for a range of purposes</li> </ul>	<p style="text-align: center;"><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Talk about how they and others show feelings, and know that not all behaviours are acceptable</li> <li>• Work as part of a group or class and understand and follow rules</li> <li>• Adjust their behaviour to different situations</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to the needs and feelings of others</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories</li> </ul> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Use and explore a variety of materials, experimenting with colour design, texture, shape and form e.g. make a special cover for one of their special books</li> </ul>	<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Give their attention to what is being said to them and respond appropriately, while remaining involved in an activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Develop own narratives and explanations by connecting ideas or events e.g. using new words such as mosque, Islam, holy</li> </ul> <p style="text-align: center;"><b>LITERACY</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding when talking with others about what they have read, or what has been read to them</li> </ul>

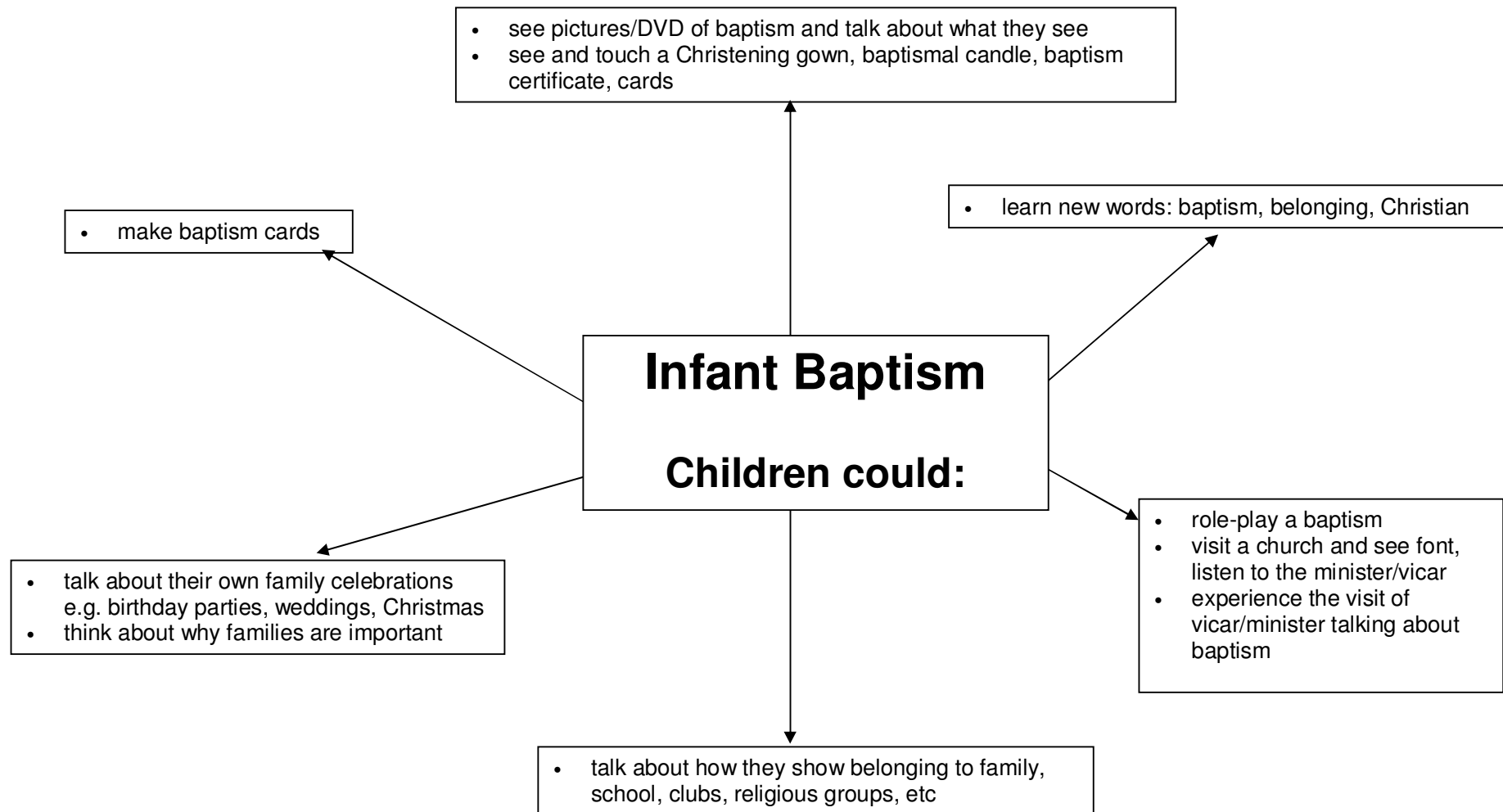
### Special Books – QUR'AN *(an example from Islam)*



## Early Years Foundation Stage – Religious Education (Belonging – INFANT BAPTISM)

<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and the lives of family members</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things e.g. through a visit to a church</li> <li>• Talk about the features of their own immediate environment and how environments might be different from one another</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Recognise that a range of technology is used in place such as homes and schools e.g. watch DVD clip of a baptism</li> </ul>	<p style="text-align: center;"><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to speak in a familiar group e.g. talk about their own baptism, naming day, family celebrations</li> </ul> <p><b>Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Adjust their behaviour to different situations e.g. knowing how to behave respectfully during visit to local church</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to the needs and feelings of others</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings through art and design, music, dance role play and stories</li> </ul> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Use and explore a variety of materials, experimenting with colour design, texture, shape and form e.g. to make a baptismal card</li> </ul>	<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Develop own narratives and explanations by connecting ideas or events</li> </ul> <p style="text-align: center;"><b>LITERACY</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding when talking with others about what they have read, or what has been read to them e.g. retelling narrative about baptism of a baby</li> </ul>

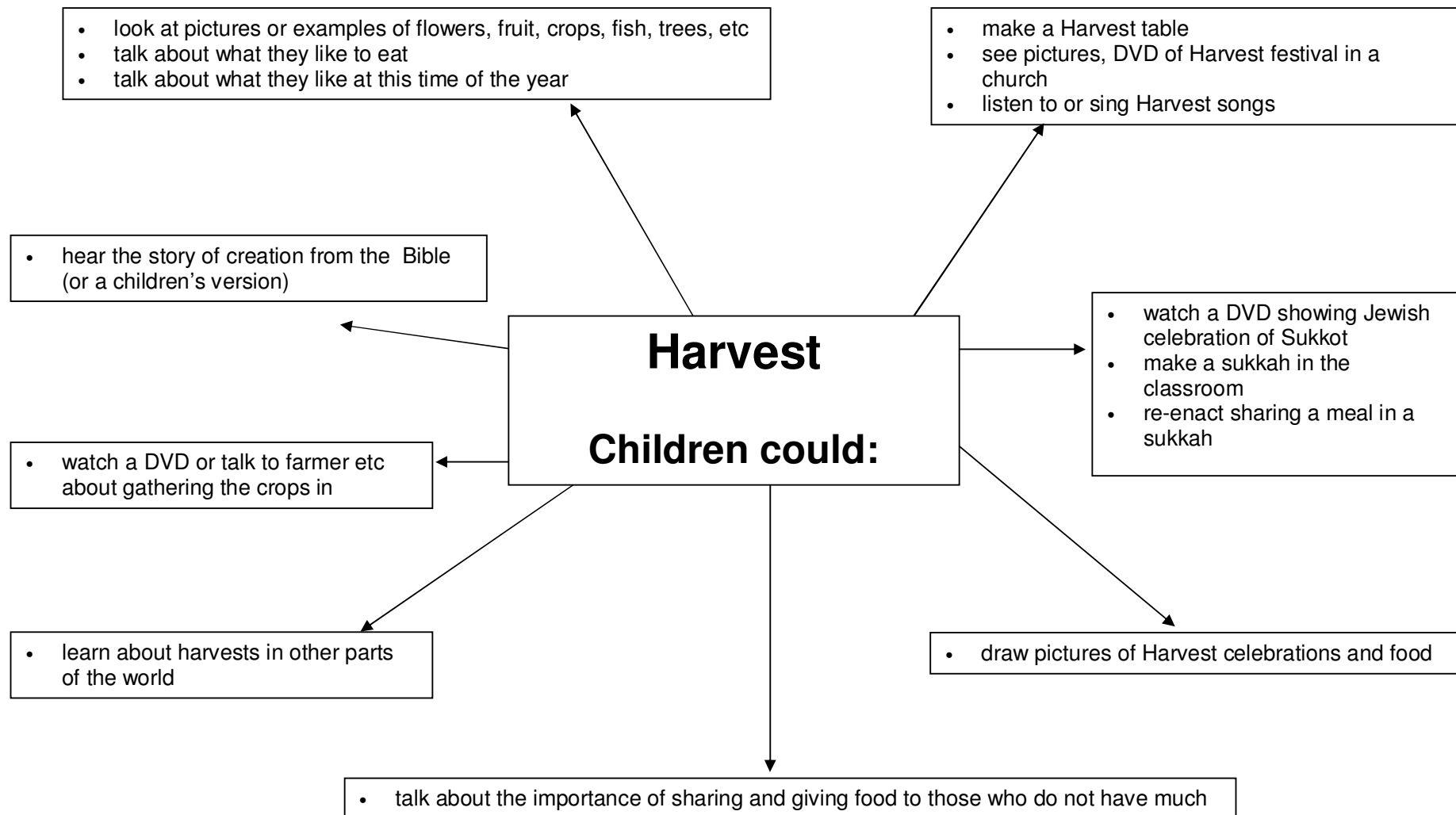
**Belonging – INFANT BAPTISM** *(an example from Christianity)*



## Early Years Foundation Stage – Religious Education (Special Times – HARVEST)

<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and the lives of family members</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things e.g. Harvest food, Sukkot</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another e.g. learning about harvest time</li> <li>• Make observations of animals and plants and explain why some things occur and talk about changes</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Recognise that a range of technology is used in places such as home and schools. Watch a DVD showing Jewish celebration of Sukkot</li> </ul>	<p style="text-align: center;"><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to try out new activities and say why they like some more than others e.g. talk about what they like to eat</li> <li>• Confident to speak in a familiar group and talk about their ideas</li> </ul> <p><b>Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Talk about how they and others show feelings and know that not all behaviours are acceptable</li> <li>• Talk about their own and others' behaviour and its consequences e.g. in sharing or not sharing</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to the needs and feelings of others</li> <li>• Work as part of a group or class e.g. making a sukkah in the outdoor area</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings through art and design, music, dance role play and stories</li> </ul> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Sing songs, make music and dance and experiment with ways of changing them e.g. listening to Sukkot songs, singing a Harvest song</li> <li>• Use and explore a variety of materials, experimenting with colour design, texture, shape and form</li> </ul>	<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Give their attention to what is being said to them and respond appropriately, while remaining involved in an activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Develop own narratives and explanations by connecting ideas or events</li> </ul> <p style="text-align: center;"><b>LITERACY</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding when talking with others about what they have read, or what has been read to them e.g. by placing pictures of the creation in the correct sequence</li> </ul>

**Special Times – HARVEST** *(an example from Christianity and Judaism)*



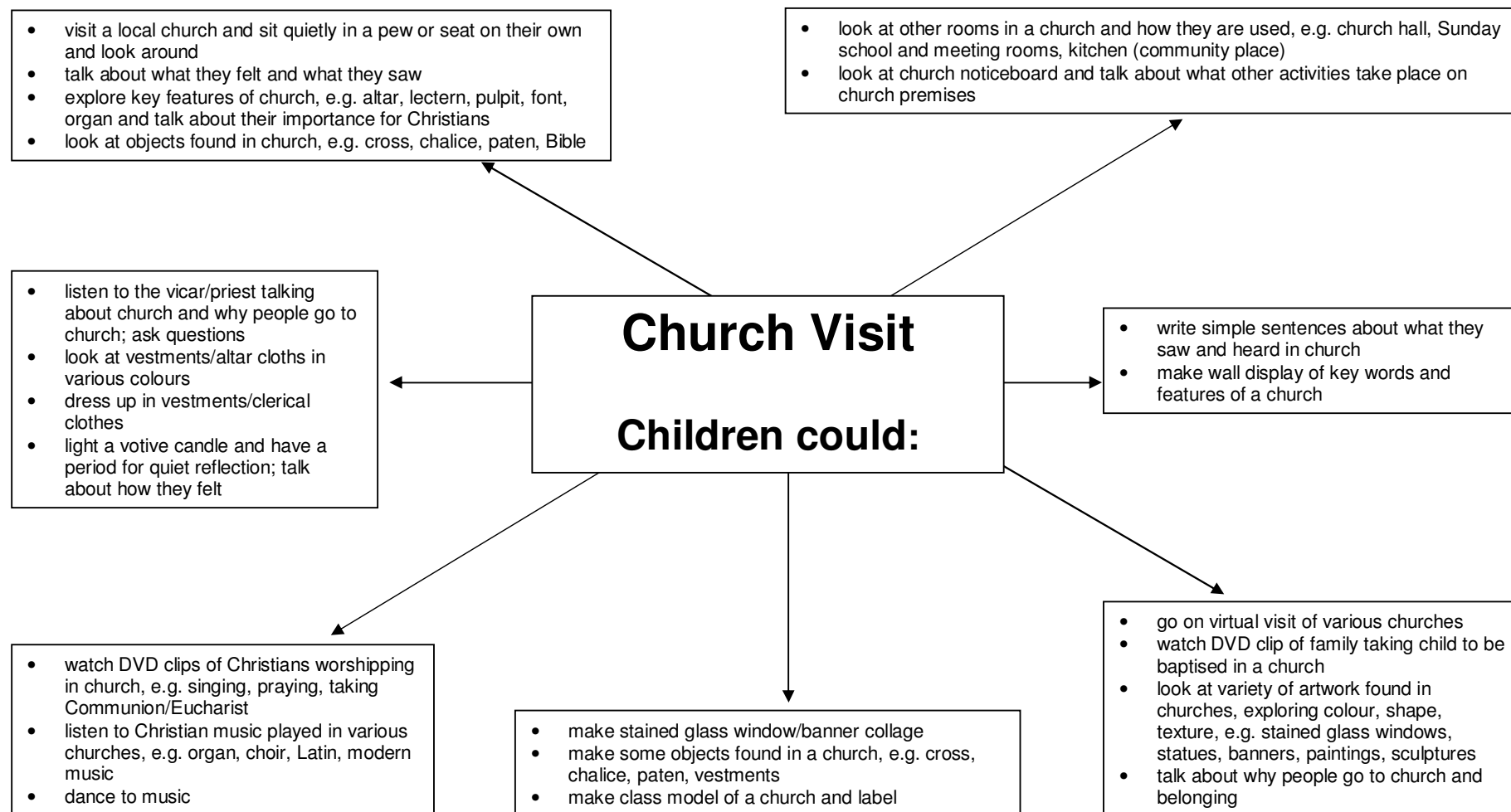
## Early Years Foundation Stage – Religious Education (Special Places – CHURCH VISIT)

<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and the lives of family members</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things e.g. observing the interior and exterior of the church</li> <li>• Talk about the features of a church in their own immediate environment</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Select and use technology for a range of purposes e.g. use a digital camera to record objects/features of special interest in the church (with permission)</li> </ul>	<p style="text-align: center;"><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to try out new activities and can say what they like about the visit</li> </ul> <p><b>Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Talk about how they and others show feelings and know that not all behaviours are acceptable</li> <li>• Adjust their behaviour to different situations e.g. knowing how to behave respectfully in church</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to the needs and feelings of others</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings about the visit through art and design, music, dance role play and stories</li> </ul> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Sing Christian songs and dance to Christian music which is joyful and lively or reflective</li> <li>• Use and explore a variety of materials, experimenting with colour design, texture, shape and form e.g. designing and making stained glass windows</li> </ul>	<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to the Vicar or Minister</li> <li>• Give their attention to what is being said to them and respond appropriately</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to the visit</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Develop own narratives and explanations by connecting ideas or events in relation to the church visit</li> </ul>

Exploration of a religion through a visit to a place of worship can promote development in several of the Early Learning Goals but particularly can provide opportunities for **Understanding the World**.



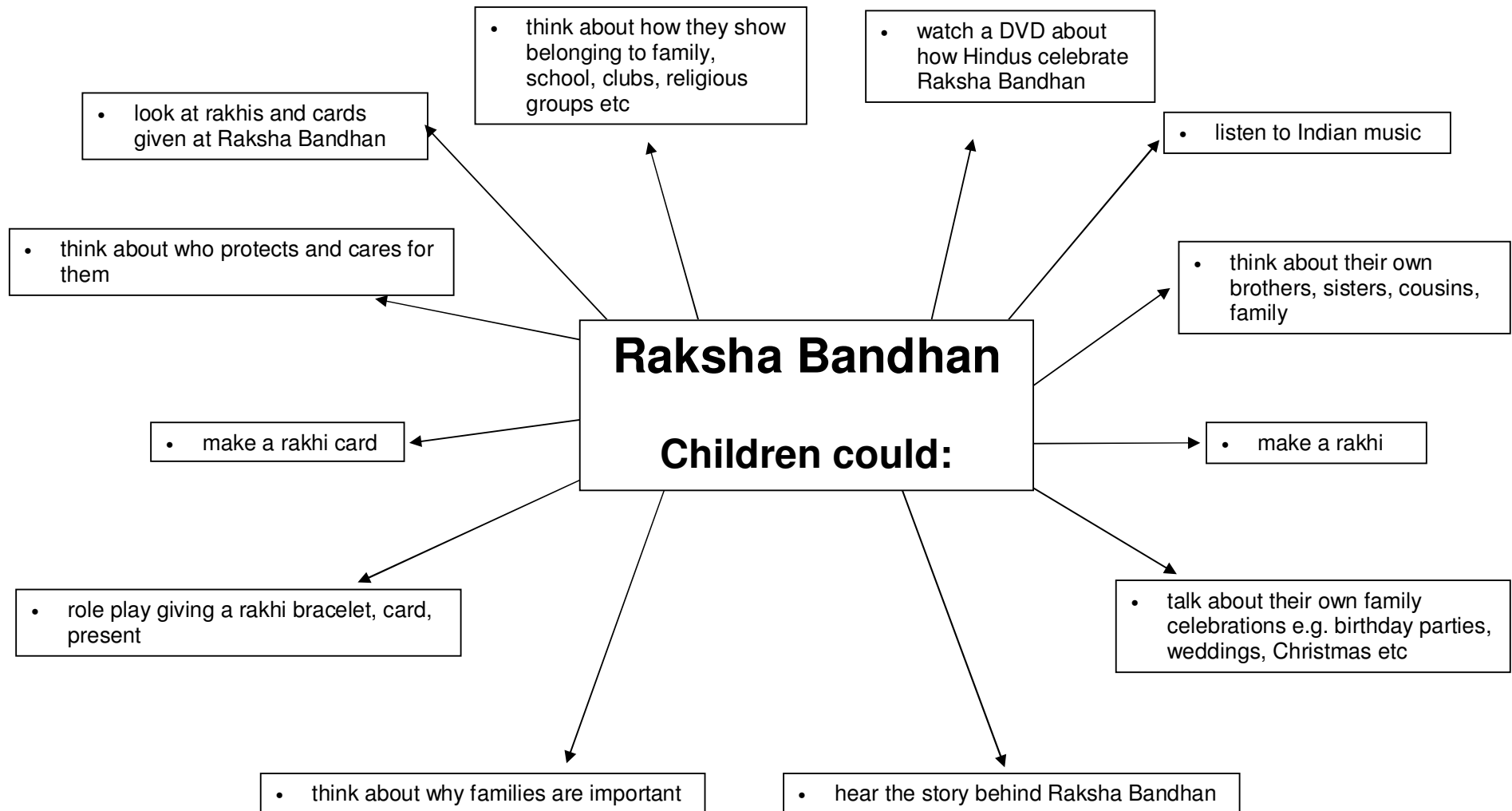
### Special Places – CHURCH VISIT *(an example from Christianity)*



## Early Years Foundation Stage – Religious Education (Belonging – RAKSHA BANDHAN)

<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and the lives of family members</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Select and use technology for a range of purposes</li> </ul>	<p style="text-align: center;"><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to try out new activities and talk about their own celebrations</li> </ul> <p><b>Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Talk about how they and others show feelings and know that not all behaviours are acceptable</li> <li>• Adjust their behaviour to different situations</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to the needs and feelings of others</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings through art and design, music, dance role play and stories</li> </ul> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Use and explore a variety of materials, experimenting with colour design, texture, shape and form</li> </ul>	<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Give their attention to what is being said to them and respond appropriately, while remaining involved in an activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Develop own narratives and explanations by connecting ideas or events</li> </ul> <p style="text-align: center;"><b>LITERACY</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding when talking with others about what they have read, or what has been read to them</li> </ul>

**Belonging – RAKSHA BANDHAN** *(an example from Hinduism)*



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## KEY STAGE 1

1. Overview of RE at Key Stage 1 ..... 98-99
2. Planning ..... 100-101
3. Key Stage 1 Questions ..... 102-103
4. Exemplar Plan ..... 104

## OVERVIEW OF RE AT KEY STAGE 1

At Key Stage 1 children are introduced to some of the beliefs and features of a religion. In relation to their learning about these religious beliefs and practices, children are given the opportunity to express their views and reflect on their own ideas and feelings.

In Sunderland schools, children will be introduced to the beliefs and features of:

- **Christianity** (core religion)
- **Buddhism** (core religion).

Children will learn about these religions separately.

They may also be introduced to:

- one other religion (if appropriate)
- aspects of secular world views, if appropriate.

Most children at Key Stage 1 have a natural curiosity. They ask questions and wonder about life; they show a willingness to use their imagination and they have an intuitive sense of mystery in the world around them. Some children will have direct experience of religion from home; many will have none at all. It is important that teachers take into account the children's varied background and experiences when devising a Scheme of Work.

The elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Key Stage 1

The following indicate the key focus of learning for the majority of children at Key Stage 1.

Children in Key Stage 1 are able to **identify** some beliefs and features of religion.

In response to the religious material they learn about, children are able to express their views and **give simple reasons** to support these.

In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.

### Learning Outcomes at Key Stage 1

By the end of Key Stage 1 children will be able to:

- identify some of the beliefs of Christianity and Buddhism
- retell some stories within Christianity and Buddhism
- identify some ways in which Christians and Buddhists worship and celebrate special events
- use some religious words
- show some awareness of how some aspects are the same in both Christianity and Buddhism e.g. both have a special founder, stories, ways of worship
- express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism
- reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism

- show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt about Christianity and Buddhism.

### Levels for RE

The learning outcomes above are based on the revised levels for RE on pages 30-33.

Most children at Key Stage 1 will be working at levels 1 – 2. Teachers should ensure they use the key focus, outcomes and RE levels to pitch work appropriately.

Learning outcomes and RE levels should be used for assessment and reporting.

NB: **Knowledge and Understanding of Religion** and **Critical Thinking** can be assessed.

Progress can be made for **Personal Reflection** but this cannot be assessed.

## **PLANNING**

### **Time Allocation**

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Key Stage 1 is approximately 36 hours per year.

### **Ways of Delivery**

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day for RE (allowing for enquiry based research, a visit to a place of worship, a visitor to school). It is recommended that the short units on Christmas and Easter (approximately four hours) are delivered across one day or two afternoons.

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Key Stage 1. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 1 for Christianity and Buddhism (core religions). Teachers may also use the Programmes of Study at Key Stage 1 for supplementary religions. So that they are aware how pupils will build on Key Stage 1 learning, teachers should refer to the other key stages in the Programmes of Study.

### **Long Term Plan**

The exemplar Long Term Plan on page 104 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

### **Teaching and Learning Activities**

A range of activities should be developed to ensure good learning in RE. Please see page 78 for some examples.



### **Skills**

Children develop skills through the three elements of RE:

### **Knowledge and Understanding of Religion**

#### **Investigation and Enquiry**

- asking relevant questions
- beginning to use different sources to gather information

### **Critical Thinking**

#### **Interpretation**

- posing interesting or puzzling questions
- expressing their views and giving simple reasons in support

### **Personal Reflection**

#### **Empathy**

- developing the power of imagination to identify feelings such as love, wonder, sorrow, forgiveness
- considering the thoughts, feelings, beliefs and experiences of others

#### **Reflection and Response**

- reflecting on their own feelings and experiences

### **Attitudes**

Attitudes (see page 20) can be developed and should be planned for throughout Key Stage 1 e.g.

#### **Self-awareness**

- a sense of self-worth and value
- a sense of belonging

#### **Respect**

- sensitivity to the beliefs and feelings of others

#### **Appreciation and Wonder**

- a sense of wonder about the world

## **KEY STAGE 1 QUESTIONS**

### **Christianity**

These questions can be used for an extended unit of work e.g. what can we learn from visiting a church? Some questions could be explored within units as supplementary questions e.g.

How and why do Christians celebrate Harvest? (could be asked within the unit on a church visit).

What can we learn about Christianity from visiting a church?

What do Christians believe about God?

Why is the Bible special to Christians?

Why is Jesus special to Christians?

What is the meaning of Christmas?

- Why are gifts given at Christmas?
- How and why is light important at Christmas?

What can we learn from the story of Venerable Bede?

What does it mean to belong in Christianity?

What is the meaning of Easter?

- What is the Easter story?
- How do Christians celebrate Easter?

How and why do Christians celebrate Harvest?

### **Buddhism**

What can we find out about Buddha?

- How is Buddha special to Buddhists?
- Why did Buddha leave home?

How do Buddhists express their beliefs?

- How do Buddhists show their beliefs in practice?
- How do Buddhists worship at home?

### **Hinduism**

How do Hindus worship at home and in the mandir?

How is Divali a festival of light?

What does it mean to belong to Hinduism?

**Islam**

What does it mean to belong to Islam?

How is Qur'an treated as sacred?

How do Muslims worship at home and at the mosque?

**Judaism**

How do Jews celebrate Shabbat?

What do the Jewish symbols mean?

How is Hanukkah a festival of light?

**Sikhism**

How do Sikhs treat the Guru Granth Sahib as sacred?

How do Sikhs show belonging?

## EXEMPLAR PLAN KEY STAGE 1

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 1	<p>What can we learn about Christianity from visiting a church?</p> <p><i>Introducing features of a church, worship (including Harvest), leaders:</i> <b>Expressions of Belief, Authority</b></p>	<p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p> <p><i>Introducing Jesus, beliefs and stories about Jesus:</i> <b>Belief, Authority.</b></p>	<p>What is the Easter story?</p>	<p>What can we find out about Buddha?</p> <p><i>Introducing beliefs and stories about Buddha:</i> <b>Belief, Authority.</b></p>
Year 2	<p>What can we learn from the story of Venerable Bede?</p> <p><i>Introducing stories about Bede and his influence:</i> <b>Impact of Belief, Expressions of Belief</b></p> <p>Why is the Bible special to Christians?</p> <p><i>Introducing the Bible, how it is treated, beliefs about God shown in the Bible:</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>How and why is light important at Christmas?</p>	<p>What does it mean to belong in Christianity?</p> <p><i>Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals:</i> <b>Expressions of Belief, Impact of Belief</b></p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p> <p><i>Introducing worship, ceremonies and how commitment and belonging is shown:</i> <b>Expressions of Belief, Impact of Belief</b></p>

## LOWER KEY STAGE 2

1. Overview of RE at Lower Key Stage 2 .....	106-107
2. Planning .....	108-109
3. Key Stage 2 Questions .....	110-112
4. Exemplar Plan .....	113

## OVERVIEW OF RE AT LOWER KEY STAGE 2

At Lower Key Stage 2 pupils can build on their learning at Key Stage 1 as they develop a capacity to deepen their factual knowledge of religious beliefs and practices. They become more aware of themselves as individuals and begin to ask questions about human experiences, beliefs and ideas. In relation to the religious material studied, pupils develop the capacity to form their own reasoned opinions and reflect on their own feelings and ideas.

In Sunderland schools pupils will build on previous learning from Key Stage 1 and develop knowledge of the beliefs and features of:

- Christianity (core religion)
- **either** Islam **or** Sikhism (core religions). They will learn about these religions separately.

Pupils may also be introduced to:

- one other religion, if appropriate
- aspects of secular world views, if appropriate.

The elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Lower Key Stage 2

Pupils in Lower Key Stage 2 can **describe** some of the beliefs and features of religion.

In response to the religious material they learn about, pupils are able to express their views and support them using a **plausible reason or reasons**. They show some awareness of other people's views.

In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.

### Learning Outcomes at Lower Key Stage 2

By the end of Year 4 pupils:

- will be able to **describe** beliefs and practices within Christianity and Islam or Sikhism e.g. describe ways in which Sikhs worship, describe some Christians beliefs about God, describe how and why Advent is important to Christians
- will link religious stories and teaching to the beliefs that underlie them e.g. belief in equality and commitment shown in story of Khalsa, belief in Jesus as Son of God shown through miracle stories
- will know some similarities and differences between Christianity and Islam or Christianity and Sikhism (e.g. similarity - belief in one God in Christianity, Islam and Sikhism; difference - differing ways in which the Bible and Guru Granth Sahib are handled)

- in response to the religious material:
  - give a view and support with a plausible reason
  - show awareness that some people have a different view
- in relation to the religious material:
  - reflect on their own beliefs, feelings, values, attitudes and experiences
  - show understanding that not all people respond to ideas and experiences in the same way
  - listen to others who have different views, beliefs, practices from their own.

### Levels for RE

The learning outcomes above are based on the revised levels for RE on pages 30-33. Most pupils at Lower Key Stage 2 will be working at level 3. Teachers should ensure they use the key focus, outcomes and RE levels to pitch work appropriately.

Learning outcomes and RE levels should be used for assessment and reporting.

NB: **Knowledge and Understanding of Religion** and **Critical Thinking** can be assessed.

Progress can be made for **Personal Reflection** but this cannot be assessed.

## **PLANNING**

### **Time Allocation**

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Lower Key Stage 2 is approximately 45 hours per year.

### **Ways of Delivery**

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day for RE (allowing for enquiry based research, a visit to a place of worship, a visitor to school). It is recommended that the short units on Christmas and Easter (approximately four hours) are delivered across one day or two afternoons.

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Lower Key Stage 2. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 2 for Christianity and Islam **or** Sikhism (core religions). Lower Key Stage 2 teachers should liaise with Upper Key Stage 2 teachers to ensure the core religions and relevant Programmes of Study are covered (i.e. if Sikhism is studied in Lower Key Stage 2, Islam should be studied in Upper Key Stage 2 and vice versa). Teachers may also use the Programmes of Study at Key Stage 2 for supplementary religions.

Teachers should look at the Key Stage 1 sections of the Programmes of Study (in particular for Christianity) and build on previous learning. In the case of Junior schools there should be liaison with the contributory Infant school to address continuity and progression appropriately.

### **Long Term Plan**

The exemplar Long Term Plan on page 113 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

### **Teaching and Learning Activities**

A range of activities should be developed to ensure good learning in RE. Please see page 78 for some examples.



**Skills** – pupils develop skills through the three elements of RE:

### Knowledge and Understanding of Religion

#### Investigation and Enquiry

- asking relevant questions
- beginning to use different sources to gather information
- the ability to ascertain facts

#### Application

- making links between religions and individual and community life

### Critical Thinking

#### Expression (learning to communicate)

- giving an informed opinion and personal viewpoint
- ask important questions about religion and beliefs

#### Interpretation

- drawing meaning from stories, artefacts, symbols, rituals etc.
- suggesting meanings of religious texts

### Personal Reflection

#### Empathy

- seeing the world through the eyes of others and seeing issues from their point of view
- developing the power of imagination to identify feelings such as love, wonder, sorrow, forgiveness
- considering the thoughts, feelings, beliefs and experiences of others

#### Reflection and Response

- reflecting on their own feelings and experiences
- developing a personal interest and curiosity in puzzling, searching and challenging questions

**Attitudes** – (see page 20) can be developed and should be planned for throughout Key Stage 2 e.g.

#### Self-awareness

- a sense of self-worth and value
- a sense of belonging
- developing the capacity to consider one's own beliefs, values and attitudes

#### Respect

- sensitivity to the beliefs and feelings of others
- willingness to listen and learn from others who may have beliefs and customs different from one's own

#### Appreciation and Wonder

- a sense of wonder about the world

#### Open-mindedness

- readiness to look beyond surface impressions
- willingness to learn and gain new understanding

## **KEY STAGE 2 UNIT QUESTIONS**

The following questions can be used as the basis for an extended enquiry (unit of work).

**They appear in both sections (Lower and Upper Key Stage 2) of this Agreed Syllabus.**

Please refer to the Exemplar Plan on page 113.

### **Christianity – Core Religion**

What can we learn about Christian symbols and beliefs by visiting churches?

What do Christians believe about Jesus?

What do Christians believe about God?

What do we know about the Bible and why is it important to Christians?

How does the teaching and example of Jesus influence the way that Christians live their lives?

What can we learn about Christian faith through studying the lives of northern saints?

So, what do we now know about Christianity? (Year 6 bridging unit)

What is the meaning of Christmas?

- How and why is Advent important to Christians?
- Why do Christians call Jesus the light of the world?
- What are the themes of Christmas?
- What do the gospels tell us about the birth of Jesus?

What is the meaning of Easter?

- What do Christians remember on Palm Sunday?
- Why is Lent such an important period for Christians?
- Why is the Last Supper so important to Christians?
- Why are Good Friday and Easter Day the most important days for Christians?

### **Further questions based on the general enquiry questions**

What can we find out about a local Christian community?

How and why do Christians show care for others?

What does Christianity teach about the environment? How does this affect what Christians do?

Why do Christians travel to sacred places?

How do Christians use ceremonies and ritual to worship and express belonging?

## **Islam – Core Religion**

What do Muslims believe and how are these beliefs expressed?

This question can be explored through the following supplementary questions:

- What do Muslims believe about God?
- Why is Muhammad important to Muslims?
- Why is the mosque important to Muslims?
- How do Muslims show their faith through actions?
- What can we find out about a local Muslim community?

### **Further questions based on the general enquiry questions**

How and why do Muslims show care for others?

What does Islam teach about the environment? How does this affect what Muslims do?

Why do Muslims travel to sacred places?

How do Muslims use ceremonies and ritual to worship and express belonging?

## **Sikhism – Core Religion**

What do Sikhs believe?

This question can be explored through the following supplementary questions:

- What do Sikhs believe about God?
- Why are the Gurus inspirational for Sikhs?

How do Sikhs express their beliefs?

This question can be explored through the following supplementary questions:

- How do Sikhs worship in the Gurdwara?
- How do Sikhs show commitment and belonging to faith?
- What difference do Sikh beliefs make?
- What can we find out about a local Sikh community?

### **Further questions based on the general enquiry questions**

How and why do Sikhs show care for others?

What does Sikhism teach about the environment? How does this affect what Sikhs do?

Why do Sikhs travel to sacred places?

## **General Enquiry Questions**

These questions are suitable for end of Lower Key Stage 2 and Upper Key Stage 2.

They should be answered by reference to more than one religion.

This can include:

- one or more of KS2 core religions: Christianity, Islam, Sikhism.
- one or more KS2 supplementary religions: Buddhism, Hinduism, Judaism
- another religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

What can we find out about religious communities in our local area?

How do religious people show care for others?

What do religions say about the environment?

Why do people travel to sacred places?

How and why do people use ceremonies and ritual in their lives?

**Buddhism – based on the general enquiry questions**

What can we find out about a local Buddhist community?

How and why do Buddhists show care for others?

What does Buddhism teach about the environment? How does this affect what Buddhists do?

Why do some Buddhists travel to sacred places?

How do Buddhists use ceremonies and ritual to worship and express belonging?

**Hinduism – based on the general enquiry questions**

How and why do Hindus show care for others?

What does Hinduism teach about the environment? How does this affect what Hindus do?

Why do Hindus travel to sacred places?

How do Hindus use ceremonies and ritual to worship and express belonging?

**Judaism – based on the general enquiry questions**

What can we find out about a local Jewish community?

How and why do Jews show care for others?

What does Judaism teach about the environment? How does this affect what Jews do?

Why do Jews travel to sacred places?

How do Jews use ceremonies and ritual to worship and express belonging?

## EXEMPLAR PLAN LOWER KEY STAGE 2

	Autumn Term	Christmas Unit What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 3	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p><i>Developing knowledge of Christian worship, differing practices, symbols:</i> <b>Expressions of Belief</b></p>	<p>How and why is Advent important to Christians?</p> <p><i>Developing knowledge of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do Christians believe about Jesus?</p> <p><i>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:</i> <b>Belief, Authority, Impact of Belief</b></p>	<p>What do Christians remember on Palm Sunday?</p> <p><i>Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do Sikhs believe?</p> <p><i>Developing knowledge about Sikh beliefs about God and the Gurus.</i> <b>Belief, Authority</b></p>
Year 4	<p>How and why do religious people show care for others?</p> <p><i>Developing knowledge about practices within religious traditions and their links to beliefs and sources. Developing knowledge of similarities between at least 2 religions:</i> <b>Belief, Authority, Impact of Belief</b></p>	<p>Why do Christians call Jesus the light of the world?</p> <p><i>Developing knowledge of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do Christians believe about God?</p> <p><i>Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act:</i> <b>Belief, Expressions of Belief, Impact of Belief</b></p>	<p>Why is Lent such an important period for Christians?</p> <p><i>Developing knowledge of Lent period, connections to Easter story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>How do Sikhs express their beliefs?</p> <p><i>Developing knowledge about how Sikh beliefs are expressed through worship at the Gurdwara, festivals, symbols used and through actions.</i> <b>Belief, Expressions of Belief, Impact of Belief</b></p>

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## UPPER KEY STAGE 2

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4. Exemplar Plan .....	123

## OVERVIEW OF RE AT UPPER KEY STAGE 2

At Upper Key Stage 2 pupils increase knowledge and develop understanding of the beliefs and features of religion. They develop an ability to investigate and enquire independently. They become more aware of the wider world in which they live and the impact of religion on individuals and communities. In relation to the religious material studied, pupils continue to develop their capacity to form their own reasoned opinions and reflect on their own feelings and ideas. They develop the capacity to listen to differing points of view and see the world through the eyes of others.

In Sunderland schools pupils will build on previous learning from Lower Key Stage 2 and develop understanding of the beliefs and features of:

- Christianity (core religion)
- **either** Islam **or** Sikhism (core religions), whichever of these 2 core religions was not taught at Lower Key Stage 2.
- one other supplementary religion (Buddhism, Islam, Judaism) or aspects from these religions.

If appropriate, pupils may:

- study another religious community, with a significant local presence
- be introduced to aspects of secular world views.

The core religions will generally need to be taught separately to continue to develop the pupils' understanding of the distinctive features of each religion. Where appropriate, however, content can be drawn from more than one religion to illustrate common concepts and themes e.g. How do religious people show care for others? How and why do people use ritual in their lives?

The three elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Upper Key Stage 2

Pupils in Upper Key Stage 2 will demonstrate **understanding** of some of the beliefs and features of religion through the RE concepts.

In response to the religious material they learn about, pupils can express their own views using **sound reasons**. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).

In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.



## Learning Outcomes at Upper Key Stage 2

By the end of Year 6 pupils can:

- **show understanding** of the beliefs and practices within Christianity and **describe** some ways in which these make a difference to people's lives
- **show understanding** of the beliefs and practices within Islam/Sikhism and **describe** some ways in which these make a difference to people's lives
- **describe** some similarities and differences within Christianity and between religions
- **show understanding** of the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief)
- in response to the religious material will:
  - express their views and support with sound reasons
  - outline an opposing view and give at least one sound reason to support this
- in relation to the religious material:
  - reflect on and consider their own beliefs, feelings, values, attitudes and experiences
  - listen to and learn from others about their beliefs, feelings, values, attitudes and experiences
- see the world through the eyes of others and see issues from their point of view

## Levels for RE

The learning outcomes above are based on the revised levels for RE on pages 30-33. Most pupils at Upper Key Stage 2 will be working at levels 3 – 5. Teachers should ensure they use the key focus, outcomes and RE levels to pitch work appropriately.

Learning outcomes and RE levels should be used for assessment and reporting.

NB: **Knowledge and Understanding of Religion** and **Critical Thinking** can be assessed.

Progress can be made for **Personal Reflection** but this cannot be assessed.

## **PLANNING**

### **Time Allocation**

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Upper Key Stage 2 is approximately 45 hours per year.

### **Ways of Delivery**

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day for RE (allowing for enquiry based research, a visit to a place of worship, a visitor to school). It is recommended that the short units on Christmas and Easter (approximately four hours) are delivered across one day or two afternoons.

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Upper Key Stage 2. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 2 for Christianity and Islam **or** Sikhism (core religions). Upper Key Stage 2 teachers should liaise with Lower Key Stage 2 teachers to ensure the core religions and relevant Programmes of Study are covered. Teachers may also use the Programmes of Study at Key Stage 2 for supplementary religions.

Teachers should look at the Key Stage 1 sections of the Programmes of Study (in particular for Christianity) and build on previous learning.

Teachers should also refer to Key Stage 3 sections of the Programmes of Study (in particular for Christianity) to ensure continuity and progression for pupils. Please see section on RE bridging unit on pages 125-127.

### **Long Term Plan**

The exemplar Long Term Plan on page 123 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

### **Teaching and Learning Activities**

Please see page 78 for some examples.

**Skills** - pupils develop skills through the three elements of RE.

### Knowledge and Understanding of Religion

#### Investigation and Enquiry

- asking relevant questions
- beginning to use different sources to gather information
- the ability to ascertain facts

#### Application

- making links between religions and individual and community life

### Critical Thinking

#### Expression (learning to communicate)

- ask important questions about religion and beliefs
- giving an informed opinion and personal viewpoint

#### Interpretation

- drawing meaning from stories, artefacts, symbols, rituals etc.
- suggesting meanings of religious texts

### Personal Reflection

#### Empathy

- seeing the world through the eyes of others and seeing issues from their point of view
- developing the power of imagination to identify feelings such as love, wonder, sorrow, forgiveness
- considering the thoughts, feelings, beliefs and experiences of others

#### Reflection and Response

- reflecting on their own feelings and experiences
- developing a personal interest and curiosity in puzzling, searching and challenging questions

**Attitudes** – (see page 20) can be developed and should be planned for throughout Key Stage 2 e.g.

#### Self-awareness

- a sense of self-worth and value
- a sense of belonging
- developing the capacity to consider one's own beliefs, values and attitudes

#### Respect

- sensitivity to the beliefs and feelings of others
- willingness to listen and learn from others who may have beliefs and customs different from one's own

#### Appreciation and Wonder

- a sense of wonder about the world

#### Open-mindedness

- readiness to look beyond surface impressions
- willingness to learn and gain new understanding

## **KEY STAGE 2 UNIT QUESTIONS**

The following questions can be used as the basis for an extended enquiry (unit of work).  
**They appear in both sections (Lower and Upper Key Stage 2) of this Agreed Syllabus.**  
Please refer to the Exemplar Plan on page 113.

### **Christianity – Core Religion**

What can we learn about Christian symbols and beliefs by visiting churches?

What do Christians believe about Jesus?

What do Christians believe about God?

What do we know about the Bible and why is it important to Christians?

How does the teaching and example of Jesus influence the way that Christians live their lives?

What can we learn about Christian faith through studying the lives of northern saints?

So, what do we now know about Christianity? (Year 6 bridging unit)

What is the meaning of Christmas?

- How and why is Advent important to Christians?
- Why do Christians call Jesus the light of the world?
- What are the themes of Christmas?
- What do the gospels tell us about the birth of Jesus?

What is the meaning of Easter?

- What do Christians remember on Palm Sunday?
- Why is Lent such an important period for Christians?
- Why is the Last Supper so important to Christians?
- Why are Good Friday and Easter Day the most important days for Christians?

### **Further questions based on the general enquiry questions**

What can we find out about a local Christian community?

How and why do Christians show care for others?

What does Christianity teach about the environment? How does this affect what Christians do?

Why do Christians travel to sacred places?

How do Christians use ceremonies and ritual to worship and express belonging?

## **Islam – Core Religion**

What do Muslims believe and how are these beliefs expressed?

This question can be explored through the following supplementary questions:

- What do Muslims believe about God?
- Why is Muhammad important to Muslims?
- Why is the mosque important to Muslims?
- How do Muslims show their faith through actions?
- What can we find out about a local Muslim community?

### **Further questions based on the general enquiry questions**

How and why do Muslims show care for others?

What does Islam teach about the environment? How does this affect what Muslims do?

Why do Muslims travel to sacred places?

How do Muslims use ceremonies and ritual to worship and express belonging?

## **Sikhism – Core Religion**

What do Sikhs believe?

This question can be explored through the following supplementary questions:

- What do Sikhs believe about God?
- Why are the Gurus inspirational for Sikhs?

How do Sikhs express their beliefs?

This question can be explored through the following supplementary questions:

- How do Sikhs worship in the Gurdwara?
- How do Sikhs show commitment and belonging to faith?
- What difference do Sikh beliefs make?
- What can we find out about a local Sikh community?

### **Further questions based on the general enquiry questions**

How and why do Sikhs show care for others?

What does Sikhism teach about the environment? How does this affect what Sikhs do?

Why do Sikhs travel to sacred places?

## **General Enquiry Questions**

These questions are suitable for end of Lower Key Stage 2 and Upper Key Stage 2.

They should be answered by reference to more than one religion.

This can include:

- one or more of KS2 core religions: Christianity, Islam, Sikhism.
- one or more KS2 supplementary religions: Buddhism, Hinduism, Judaism
- another religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

What can we find out about religious communities in our local area?

How do religious people show care for others?

What do religions say about the environment?

Why do people travel to sacred places?

How and why do people use ceremonies and ritual in their lives?

**Buddhism – based on the general enquiry questions**

What can we find out about a local Buddhist community?

How and why do Buddhists show care for others?

What does Buddhism teach about the environment? How does this affect what Buddhists do?

Why do some Buddhists travel to sacred places?

How do Buddhists use ceremonies and ritual to worship and express belonging?

**Hinduism – based on the general enquiry questions**

How and why do Hindus show care for others?

What does Hinduism teach about the environment? How does this affect what Hindus do?

Why do Hindus travel to sacred places?

How do Hindus use ceremonies and ritual to worship and express belonging?

**Judaism – based on the general enquiry questions**

What can we find out about a local Jewish community?

How and why do Jews show care for others?

What does Judaism teach about the environment? How does this affect what Jews do?

Why do Jews travel to sacred places?

How do Jews use ceremonies and ritual to worship and express belonging?

## EXEMPLAR PLAN UPPER KEY STAGE 2

	Autumn Term	Christmas Unit What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 5	<p>What can we learn about Christian faith through studying the lives of northern saints?</p> <p><i>Demonstrating understanding of the significance of northern saints, then and now:</i> <b>Impact of Belief</b></p>	<p>What are the themes of Christmas?</p> <p><i>Demonstrating understanding of significance of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p><i>Demonstrating understanding of the importance of the Bible, its impact on worship, values and daily living:</i> <b>Authority, Impact of Belief</b></p>	<p>Why is the Last Supper so important to Christians?</p> <p><i>Demonstrating understanding of Last Supper, its significance at the time of Jesus and today, Impact of Belief</i> <b>Belief, Authority, Expressions of Belief, Impact of Belief</b></p>	<p>What do Muslims believe and how are these beliefs expressed?</p> <p><i>Demonstrating understanding of beliefs and practices within Islam and how these beliefs make a difference to individual and communal life.</i> <b>Belief, Authority, Expressions of Belief, Impact of Belief</b></p>
Year 6	<p>Why do people have ceremonies and use ritual in their lives?</p> <p><i>Demonstrating understanding of meaning and importance of rituals in more than one religion, comparing similarities and differences in religious beliefs and expression:</i> <b>Belief, Expressions of Belief:</b></p> <p><b>Core and supplementary religions can be used e.g. Judaism</b></p>	<p>What do the gospels tell us about the birth of Jesus?</p> <p><i>Demonstrating understanding of significance of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>Why should people with a religious faith care about the environment?</p> <p><i>Demonstrating understanding of the impact of religious faiths on actions:</i> <b>Impact of Belief</b></p>	<p>Why are Good Friday and Easter Day the most important days for Christians?</p> <p><i>Demonstrating understanding of crucifixion and resurrection as basis of Christianity and significance for Christians today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>So, what do we now know about Christianity? (exploration through the concepts)</p> <p><i>Demonstrating understanding of what they have learnt about Christianity through the 4 concepts:</i> <b>Belief, Authority, Expressions of Belief, Impact of Belief</b></p> <p><b>Statutory Bridging Unit</b></p>

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## **BRIDGING UNIT**

### **Key Stage 2/Key Stage 3**

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## BRIDGING UNIT KEY STAGE 2/KEY STAGE 3

### Overview

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

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

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

### The bridging unit aims to:

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

### Requirements

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

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

Year 7 Unit Question: How do the RE concepts help us understand religion?

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

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

### Breadth of Study

#### Year 6

Content should be drawn from the Christianity Programme of Study for Key Stage 2 (all concepts).

#### Year 7

Content should be drawn from the Programme of Study for Christianity and at least one core religion at Key Stage 3. The Key Stage 3 Programme of Study for supplementary religions may also be used.

### Planning and Implementation

It is anticipated that teachers in both phases will work in partnership to design and adapt units on the two key questions. Whilst it is appreciated that this cannot always take place through meetings, contact could be made through e-mail, letters or by telephone.

Because it is the secondary school that holds partner primary schools in common, the secondary Head of Department should generally organise liaison. Primary RE co-ordinators should ensure that partner secondary schools receive the Long Term Plan for RE from the primary school and information about pupil attainment and achievement in RE.

### What do we now know about Christianity? (*Year 6 Unit Question*)

#### Subsidiary Questions and Key Content

- What do Christians believe about:
  - God?
  - Jesus?
  - The Easter Story? (**Belief**)
- What do Christians believe about the Bible and why is this important? (**Authority**)
- How do Christians express their beliefs through:
  - worship in church (including at Christmas and Easter)?
  - ritual and symbols?
  - journeys to sacred places? (**Expressions of Belief**)
- What difference does being a Christian make to people's lives through e.g.:
  - caring for others?
  - caring for the environment? (**Impact of Belief**)
- What do we know about Christianity in our local area?

#### Learning Outcomes for the Year 6 Unit

Through this unit pupils will be able to:

- describe and show understanding of main Christian beliefs about the nature of God (Belief).
- describe and show understanding of Christian beliefs about Jesus through the key events in the life of Jesus, some of his teachings and actions; the significance of his life, death and resurrection for Christians (Belief, Authority).
- describe and show understanding of the importance of the Bible for Christians and the difference it makes to their lives (Authority).
- describe and show understanding of the different ways in which Christians express beliefs e.g. through worship, rituals, symbols, Christian practices connected with Christmas and Easter, ceremonies of initiation into the church, pilgrimage (Expressions of Belief).
- describe the impact that Christian beliefs and practices can have for people e.g. care for others, care for the environment (Impact of Belief).
- describe and show understanding of Christianity in the local area e.g. through local church communities, the Cathedral, northern saints.
- describe some similarities and differences within Christianity (based on the above).

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### KEY STAGE 3

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5. Exemplar Plan – 3 years .....	139

## **OVERVIEW OF RE AT KEY STAGE 3**

Many students at this stage begin to question the relevance of religion and become more critical. This provides teachers with the basis to build on knowledge, understanding and experiences gained in the primary years, and to introduce a more complex study of religion. The application of higher order skills becomes more and more important if pupils are to make progress in relation to the three elements of RE: Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection.

At Key Stage 3 students develop an increasingly sophisticated knowledge and depth of understanding of religion and beliefs. They have the capacity to connect the differing aspects of religion and RE concepts and explain the impact that religion and belief can have for individuals and local, national and global communities. They can suggest lines of enquiry and undertake independent investigations into a range of enquiry questions, including theological, philosophical, sociological and ethical questions connected with religion and beliefs. They can critically evaluate their own and others' views about a range of issues and distinguish between different types of evidence. They can use their growing self-awareness positively to think about and refine their own ideas, beliefs, values and attitudes.

In Sunderland schools, students will build on previous learning from Key Stage 2 and develop sophisticated knowledge and understanding of the beliefs and features of:

- Christianity (core religion)
- Hinduism (core religion)
- Judaism (core religion)
- aspects of Buddhism, Islam, Sikhism (supplementary religions)
- a religious community with a significant local presence, where appropriate e.g. Bahá'í, Islam
- secular world views, where appropriate.

Content may be drawn from more than one religion to explore key issues and themes. Core religions should also be taught separately to ensure students understand what is distinctive about each religion and can develop understanding of how the RE concepts connect within a religious tradition.

The three elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Key Stage 3

Students in Key Stage 3 can demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) **connect** in order to show understanding of what religion is.

In response to the religious material they learn about, students can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience, and recognising bias. They can give **cogent reasons** for a range of views using evidence, factual information and persuasive argument (i.e. this is about quality of evidence and reasoning).

In relation to religious material studied, students are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact for others.

### Levels for RE

The key focus above shows the general pitch of work for students throughout Key Stage 3. They are based on the revised levels for RE on pages 30-33 as are the learning outcomes below.

Teachers will plan work at Key Stage 3 using levels 3 – 7.

If the Key Stage 3 curriculum is two years (Years 7 and 8) the expected level for the majority of students at the end of the key stage will be level 5.

If the Key Stage 3 curriculum is three years (Years 7 to 9) the expected level for the majority of students at the end of the key stage will be level 6.

Learning outcomes and RE levels should be used for assessment and reporting.

NB: **Knowledge and Understanding of Religion** and **Critical Thinking** can be assessed.

Progress can be made for **Personal Reflection** but this cannot be assessed.

### Learning Outcomes at Key Stage 3

By the end of Year 8 students can:

- demonstrate how the RE concepts connect, with particular reference to core religions
- show understanding of what religion is
- show understanding of the impact of religious and non-religious beliefs on individuals and communities, with particular reference to Christian, Hindu and Jewish beliefs
- show understanding of why people belong to religions
- show how similarities and differences between religions and within a religious tradition are linked to distinctive beliefs
- show how sources of authority within a religion are used to provide answers to philosophical and ethical questions
- show how religious, spiritual and moral expression may vary within and between religions
- **show several sides to an argument and give sound reasons to justify some views**
- **reflect on and consider their own beliefs, feelings, values, attitudes and experiences**
- **understand where their ideas and beliefs come from**

By the end of Year 9 students can:

- demonstrate how the RE concepts connect, with particular reference to core religions
- explain why there is diversity between religions
- explain why there is diversity within particular religious traditions e.g. Christianity, Hinduism, Judaism
- give reasons why the impact of religious and non-religious beliefs on individuals, communities and societies can vary
- show understanding of how and why sources of authority may be used differently within a religion to provide answers to philosophical and ethical questions
- interpret the significance of varied forms of religious, spiritual and moral expression within and between religions
- evaluate a range of differing views and give cogent reasons for these differing viewpoints
- evaluate their own views and give cogent reasons for their views
- distinguish between different types of evidence used in forming opinions and giving reasons
- reflect on and consider their own beliefs, feelings, values, attitudes and experiences
- recognise and acknowledge their own bias in beliefs, values and attitudes
- appreciate how their beliefs and values may have an impact on others



## **PLANNING**

### **Time Allocation**

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Key Stage 3 is approximately 45 hours per year.

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Key Stage 3. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 3 for Christianity, Hinduism and Judaism (core religions) and the supplementary religions, as appropriate.

Teachers should refer to the Key Stage 2 sections of the Programmes of Study (in particular for Christianity) and build on previous learning.

Heads of RE should liaise with primary partners in order to ensure there is continuity and progression in RE learning for students. In particular they should:

- liaise with primary partners over the statutory bridging units: What do we now know about Christianity? (Year 6) and How do the RE concepts help us understand religion? (Year 7)
- ask primary partners for their RE Long Term Plan and information on pupil attainment and achievement in RE.

Please see section on RE bridging unit on pages 125-127.

### **Long Term Plan**

The exemplar Long Term Plans on pages 138-139 show how the content in the Programmes of Study can be organised into units, each with a key question.

The plan on page 138 is appropriate if Key Stage 3 is two years. The plan on page 139 is appropriate if Key Stage 3 is three years.

Schools can use the exemplar plans or devise their own Long Term Plans based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

### **Teaching and Learning Activities**

A range of activities should be developed to ensure good learning in RE. Please see page 78 for some examples.

### Skills

These skills can be developed further throughout Key Stage 3, building on development in Key Stage 1 and 2.

### Knowledge and Understanding of Religion

#### Investigation and Enquiry

- knowing what may constitute evidence for understanding religions
- suggesting lines of enquiry
- knowing how to use different types of sources as a way of gathering information
- knowing what may constitute evidence for understanding religion(s)
- ascertaining facts

#### Application

- making the association between religions and individual, community, national and international life
- identifying key religious values and their interplay with secular ones

#### Synthesis

- linking significant features of religion together in a coherent pattern

### Critical Thinking

#### Analysis

- exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith
- distinguishing between the features of different religions

#### Evaluation

- debating issues of religious significance, with reference to evidence, factual information and argument
- weighing the respective claims of self interest, consideration for others, religious teaching and individual conscience

#### Interpretation

- drawing meaning from artefacts, art, poetry and symbolism
- interpreting religious language
- suggesting meanings of religious texts
- explaining why people belong to faith communities

### Personal Reflection

#### Reflection and Response

- thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
- developing a personal interest and curiosity in puzzling, searching and challenging questions

#### Empathy

- considering the thoughts, feelings, experiences, beliefs, attitudes and values of others
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- seeing the world through the eyes of others and issues arising from their point of view

### **Attitudes**

These attitudes can be developed further throughout Key Stage 3.

#### **Self-awareness**

- develop personal, intellectual and moral integrity as they consider their own religious, moral and spiritual ideas
- acknowledge bias and prejudice in themselves
- become increasingly sensitive to the impact of their ideas, attitudes and behaviour on others

#### **Respect**

- value difference and diversity
- discern what is worthy of respect and what is not
- appreciate that some beliefs are not inclusive and consider the issues that this raises for individuals and society

#### **Open-mindedness**

- recognise that people hold a wide range of opinions
- listen to the views of others without prejudging their response
- consider evidence and argument, disagreeing reasonably and respectfully, about religious, moral and spiritual questions
- develop the ability to live with uncertainty and ambiguity

#### **Appreciation and Wonder**

- value insight, imagination, curiosity and intuition as ways of perceiving reality
- recognise that knowledge is bounded by mystery
- develop their capacity to respond to questions of meaning and purpose

## **KEY STAGE 3 QUESTIONS**

The following are examples of the types of questions which can be used for units of work.

How do the RE concepts help us understand religion? (statutory bridging unit)

What are the beliefs of Christians and what impact might these have on individuals and communities today? (core religion)

What does it mean to live as a Hindu in Britain today? (core religion)

What does it mean to be Jewish? (core religion)

What can we find out about a local Muslim community? (supplementary religion)

### **Key Questions which draw on more than one religion**

Why do some people believe in God?

What do religions say about good, evil and suffering?

Is death the end? How do religions reflect beliefs about life after death?

Can religion and science mix?

Can miracles happen?

What does it mean to be human?

How and why are the arts used to express religious belief and spirituality?

What are the various reasons why people might belong to a religion?

Where does authority lie in religions? Comparison in at least two religions.

Why is Israel significant for religious believers today?

How might people of faith make moral decisions?

What does justice mean to people with a religious faith today?

Should religious people get involved in wars?

What do religions say about wealth and poverty in our world today?

What does it mean to live in a religiously diverse country?

Is religion relevant in our world today?

How can religious beliefs affect identity and what issues does this raise?

Do religions bring conflict or harmony?

How and why do some people with a religious faith get involved with politics?

How does the media portray religion?

What questions does religion raise? (series of questions specific to religions)

**Note:**

Some of these questions could be used as supplementary questions within a unit of work e.g.

<i>Unit Question:</i>	Why do some people believe in God?
<i>Supplementary question:</i>	What do some religions say about good, evil and suffering?
<i>Unit Question:</i>	What does it mean to live in a religiously diverse country?
<i>Supplementary question:</i>	Is religion relevant in our world today?

### KEY STAGE 3 EXEMPLAR PLAN – 2 YEARS

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<p>How do the RE concepts help us understand religion? (<b>statutory bridging unit</b>)</p> <p>How and why are the arts used to express religious belief and spirituality?</p>	<p>What does it mean to live as a Jew in the North East today?</p>	<p>Why do some people believe in God?</p>
<b>Year 8</b>	<p>What does it mean to live in a religiously diverse country?</p> <p>What can we find out about a local faith community? (e.g. Muslim)</p>	<p>What are the various reasons why people might belong to a religion?</p> <p>What does it mean to live as a Hindu in Britain today?</p>	<p>What are the beliefs of Christians and what impact might these have on individuals and communities today?</p> <p>Is death the end? How do religions reflect beliefs about life after death?</p>

### KEY STAGE 3 EXEMPLAR PLAN – 3 YEARS

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<p>How do the RE concepts help us understand religion? (<b>statutory bridging unit</b>)</p> <p>How and why are the arts used to express religious belief and spirituality?</p>	<p>What does it mean to live as a Jew in the North East today?</p>	<p>Why do some people believe in God?</p>
<b>Year 8</b>	<p>What does it mean to live in a religiously diverse country?</p> <p>What can we find out about a local faith community? (e.g. Islam)</p>	<p>Is death the end? How do religions reflect beliefs about life after death?</p> <p>What does it mean to be human?</p>	<p>What are the various reasons why people might belong to a religion?</p> <p>What does it mean to live as a Hindu in Britain today?</p>
<b>Year 9</b>	<p>What are the beliefs of Christians and what impact might these have on individuals and communities today?</p>	<p>How might people of faith make moral decisions?</p>	<p>Can religion and science mix?</p> <p>How does the media portray religion?</p>

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## KEY STAGE 4

Overview of RE at Key Stage 4 ..... 142-143

- Introduction
- Requirements
- Time Allocation
- Planning for Progression
- Key Focus of Learning at Key Stage 4

## OVERVIEW OF RE AT KEY STAGE 4

### Introduction

At this key stage many students are inclined to be sceptical but retain their enthusiasm to consider questions of meaning at a deeper and more personal level. This provides teachers with a basis to build on the foundation of knowledge and understanding of religion gained at preceding stages. Students will continue to develop capacity for critical thinking as they evaluate religious material, using the skills of interpretation and expression to analyse their own and other people's views and reasons. They will widen their ability to develop personal insight, reflecting on both their own beliefs, ideas, feelings and values, and those of others, whilst developing the ability to live with uncertainty and ambiguity.

### Requirements

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

Schools should plan for continuity of provision of Religious Education from Key Stage 3 for all students. Teachers should ensure that RE at Key Stage 4 builds on previous learning and enables students to make progress that is appropriate for their age and ability.

This syllabus **requires** that all students aged 14–16, should be taught through a course in Religious Education or Religious Studies leading to an accredited qualification approved under Section 96\*.

While there is no legal requirement that students must sit public examinations, students deserve the opportunity to have their learning in the statutory curriculum subject of Religious Education accredited.

At Key Stage 4 the pupils must study at least **two** religions, one of which must be **Christianity**.

Less emphasis should be placed at this stage on the outward elements of religion in favour of addressing what can be learned from religion. Increasingly, the pupils should be encouraged to consider non-religious views of the world.

\*Section 96 of the Learning and Skills Act 2000. This requires maintained schools to provide only qualifications approved by the Secretary of State.

### Time Allocation

Religious Education should be taught **in each year group throughout the Key Stage (including Year 11)** and with **sufficient curriculum time** allocated to cover the examination specification and enable all students to make progress in line with their age and ability. The school should ensure that the recommended curriculum time for externally accredited courses is allocated.

### Planning for Progression

The key focus below shows the general pitch of work for students throughout Key Stage 4. It is based on the revised levels for RE on pages 30-33. Teachers should use levels 5 – 7 and the assessment objectives and grade descriptions in the chosen examination specifications, to pitch and assess student work.

If Key Stage 3 is two years (Years 7 and 8), the expected level for the majority of students beginning the Key Stage 4 curriculum in Year 9 will be level 5.

If Key Stage 3 is three years (Years 7 to 9), the expected level for the majority of students beginning the Key Stage 4 curriculum in Year 10 will be level 6.

The three elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Key Stage 4

Students will demonstrate **coherent understanding** of what religion and belief is.

In response to the religious material they learn about, students recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to **make a persuasive case, using coherent arguments** to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.

In relation to religious material studied, students will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.

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## **SIXTH FORM**

1. Overview of RE in the Sixth Form ..... 146-147
2. Post 16 General RE Units ..... 148-158

## **OVERVIEW OF RE IN THE SIXTH FORM**

RE is a statutory subject for all registered students, including students in a school sixth form, except those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).

RE for sixth form students should reflect their increasing maturity and should enable them to broaden and deepen their knowledge and understanding of religion and beliefs today.

Students should be provided with learning experiences and opportunities which will allow them to develop their own thinking on religious, philosophical, social and moral issues, drawing on distinctive features of Christianity, other principal world religions and secular viewpoints. Teachers should present materials in such a way that students have the opportunity to deepen their insight into their own beliefs, values and attitudes (Personal Reflection). Students should also be given opportunities to critically evaluate religious and non-religious truths, ideas and values on life, purpose and meaning (Critical Thinking).

Teachers should build on knowledge, skills and understanding gained in previous key stages and give opportunity for further development of skills and attitudes.

### **External Accreditation**

It is recommended that schools provide opportunities for students to choose Religious Studies as an externally accredited course (AS / A2 Religious Studies) if they wish to.

### **Planning for RE in Sixth Form**

Schools can decide the best way to deliver statutory RE. The following are some ways RE could be delivered to all students:

- Regular timetabled RE lessons for all students – this could be based on a school designed Scheme of Work or could follow an externally accredited course (e.g. full course Religious Studies GCSE, AS and A2 Religious Studies).
- RE lessons within a General Studies programme.
- RE sessions as part of a rolling tutorial/enrichment programme.
- Suspended timetable opportunities (e.g. full or half day) with focus on a particular RE theme or a cross curricular theme. A conference could be held with a variety of workshops and visiting speakers from local faith communities.
- Part of sixth form enrichment week.

In order that all students receive their entitlement to RE, schools should ensure that RE takes place within the school day and is made accessible to all students.

## **The Scheme of Work for General RE**

The following pages contain some units which can be used to develop a school based Scheme of Work for general RE at sixth form.

When planning a Scheme of Work, schools should ensure that students have the opportunity to explore all the forms of enquiry questions outlined in this syllabus (see page 12): philosophical questions, sociological questions, phenomenological questions, theological questions, ethical questions. The following units focus predominantly on the enquiry questions indicated:

- Is Britain religiously diverse? (Sociological Question)
- Ultimate questions e.g. Does God exist? (Philosophical Question)
- Should we care about the environment? (Ethical Question)
- What is the value of human life? (Theological Question, Philosophical Question)

## POST 16 GENERAL RE UNITS

### Is Britain religiously diverse?

#### Overview

An investigation into people's religious associations in Britain as identified through the census. Consideration of the diversity of religious beliefs (including non-religious beliefs) and the consequences of this for policy planning and cohesive communities. Enquiry into what it means to live in Britain as part of a minority faith.

#### Key Questions

- What can we learn about religiously diverse Britain through a study of census material?
- What impact could this have for policy planning?
- What does this mean for regional and national understanding of religion's role in contemporary society?
- What are the issues for minority faith communities living in the North East?
- Should people have to declare their religious identity on the census form?

#### Suggested Approaches

- Use of census material to analyse religious identification across the North East and Britain. How this has changed from e.g. 50 years ago.
- Research into national and local government policy regarding facilities, issues of equality for faith communities and secular organisations.
- Case study of faith communities in the North East e.g. Jewish, Bahá'í, Buddhist, Muslim communities; challenges and opportunities living as minority faith group.
- The significance and changing role of religion in personal, regional and national identity.



## POST 16 GENERAL RE UNITS

### New Religious Movements

#### Overview

An enquiry into some modern religious movements and the reasons why people join them. Evaluation of the perception and impact of religious movements today.

#### Key Questions

- What do we mean by new religious movements, cults and sects? What is the difference between them?
- What can we find out about a particular religious movement (e.g. Mormonism, Jehovah's Witness, New Age)?
- What is the perception of religious movements and is this fair?
- Are all cults dangerous?
- Why do people feel threatened by religious minorities?
- How should we treat people we disagree with?

#### Suggested Approach

- Students to investigate beliefs and practices of minority religious groups (e.g. Mormonism, Jehovah's Witness, Scientology, New Age, paganism) and present to rest of group. Discussion of above questions.

## POST 16 GENERAL RE UNITS

### Does care for the environment really matter?

#### Overview

An investigation into religious and non-religious beliefs about the environment and the role of humans in using the world's resources and caring for the environment. Evaluation of own views and opinions.

#### Key Questions

- What do religions teach about nature, creation and the role of humans in caring for the environment?
- How do beliefs and teachings differ amongst religions?
- How do religions express these beliefs in practice and has this changed?
- Have religions led or followed the movement to care for the environment?
- Does extinction of a species matter?
- Who comes first: humans or other creatures?
- Should everyone refrain from harming or killing living things?
- Why should we care if we are not going to feel the effects?
- Does change depend on individuals or governments?
- How far should people be prepared to go to defend the environment?

#### Suggested Approaches

- Investigate teachings and practices from a variety of religious and non-religious belief systems e.g. through interviewing faith members. Analyse findings, compare responses and develop further questions.
- Interview members of Green Party, animal rights groups, scientists.

## POST 16 GENERAL RE UNITS

### Does spirituality matter?

#### Overview

To consider definitions of spirituality and evaluate the importance of spiritual expression for individuals and communities today.

#### Key Questions

- What is meant by spirituality?
- How do people express spirituality today in both religious and non-religious traditions?
- Why do people leave flowers at shrines and keep silences for the dead?
- Is it important for people to express these feelings and beliefs?
- Why do people follow religious practice, e.g. Christian practices connected with Christmas, but claim not to believe?
- Has spirituality become less important in modern society?

#### Suggested Approaches

- Consideration of ways in which people express spiritual ideas and feelings e.g. roadside shrines, Remembrance Day silence.
- Interview a variety of believers from religious and non-religious traditions (e.g. Humanism) and ask students to analyse and respond.

## POST 16 GENERAL RE UNITS

### Ultimate Questions

#### Overview

To identify and consider some philosophical questions that affect all of humanity. Respond to and evaluate responses to these questions from religious and secular traditions. Evaluation of own views and opinions.

#### Key Questions

- What do we mean by ultimate questions?
- How can we find out the differing responses to one or all of these questions?
- How valid are the differing responses?
- What is our response to and opinion of these questions?

#### Suggested Approaches

- Enquiry-based research or Sixth Form Conference on one or more philosophical question e.g.:
  - Does God exist?
  - Why is there suffering in the world?
  - What happens when we die?
  - Are religions and science incompatible?
  - Can miracles happen?
  - Does life have meaning?
  - What does it mean to be human?
- Students could present their findings and analyse the varying responses to the ultimate questions.
- Members from faith and non-religious communities could be invited to give short presentations and answer questions raised by the students.

## POST 16 GENERAL RE UNITS

### Do religion and politics mix?

#### Overview

To consider and evaluate the relationship between religion and politics.

#### Key Questions

- Why and how might someone's religious beliefs affect their political views?
- What did Archbishop Tutu mean when he said, "When people say the Bible and politics don't mix, I am puzzled as to what Bible they are reading"?
- Can religion change politics and politics change religion?
- Should faith communities make political demands about social issues?
- Which comes first: religious law or national law?
- When might some religious teaching clash with new political laws?
- Should Church of England leaders be able to vote in the House of Lords?

#### Suggested Approaches

- Case studies of religious believers who have become involved in political campaigns (current and historical).
- Enquiry into role of political and religious movements in the North East.
- How there may be conflict between religious teaching and current political law, for example, equality laws and some religious teaching e.g. religious adoption agencies who want to ban same sex couples from adopting; ban on religious dress in public.
- Enquiry into influence of Christian belief and teaching on current legal systems and laws.

## POST 16 GENERAL RE UNITS

### Controversial issues surrounding religion today

#### Overview

A study and evaluation of some of the controversial issues surrounding religion today e.g. religious extremism, conflict between differing religious groups, terrorism connected with religion, religious persecution, religion in the media, freedom of religious expression, interfaith dialogue and community cohesion.

#### Key Questions

- What do we mean by religious extremism?
- Is religion the cause or consequence of conflict?
- What impact has 9/11 had for Islam?
- What has been the impact of Islamophobia in the country and across the world?
- Why do we have a national Holocaust Memorial Day?
- Why are some people prepared to die for their beliefs?
- Should people have the right to express their faith as they wish?
- How does the media portray religion?
- Do religious communities work together?
- Is there any value in Interfaith Week? Is interfaith and community harmony wishful thinking?

#### Suggested Approaches

- Study of issues surrounding Islam today including Islamophobia, religious extremism, freedom to wear religious dress, Islam in the media, how Muslim communities are trying to work for harmony.  
*Note:* 'Show Racism the Red Card' has produced a DVD on Islamophobia.
- Study of issues surrounding sectarian conflict between Protestantism and Roman Catholicism (Northern Ireland).
- Study of interfaith work in local, national and global context e.g. through Interfaith Week. (An Interfaith Conference could be held on this within the sixth form or across several schools.)

## POST 16 GENERAL RE UNITS

### What is the value of human life?

#### Overview

To consider and evaluate differing responses to questions about the nature of humanity and the human condition. To evaluate what religions teach about the value of human life and equality of humans and the extent to which this is realised today.

#### Key Questions

- What does it mean to be human?
- What is the meaning of life?
- What do differing religions believe about the nature and purpose of humanity?
- Can humans influence their own life? (free will and predestination)
- Are the lives of all humans equally valuable?
- Are the lives of all humans equal?
- Are humans unique?

#### Suggested Approaches

- Religious and non-religious teaching about humanity, purpose and value of human life, equality (race, age, gender, disability).
- A sixth form RE Conference could be held: What does it mean to be human? A variety of members from religious and non-religious communities (e.g. Humanism) could be invited to make short presentation addressing this question. Students could be given the opportunity to respond to these presentations and ask further questions.

## POST 16 GENERAL RE UNITS

### Death: the final frontier?

#### Overview

To explore different religious beliefs about death and the afterlife.

#### Key Questions

- What do differing beliefs systems say about life after death?
- Is death the last big adventure?
- Is life after death plausible?
- Does death give life meaning?
- Can we look forward to death?
- Is death our last taboo?
- What is meant by heaven and hell?
- Are funerals and memorial rituals meaningless?

#### Suggested Approaches

- Religious and non-religious teachings about life after death, the significance of funeral and memorial rituals.
- Arguments for and against belief in life after death.
- Use of quotes from faith traditions and general literature e.g. "To die will be an awfully big adventure": J.M. Barrie, 'Peter Pan'.
- Analysis of literature and its role in helping people come to terms with death and bereavement.

A sixth form RE Conference could be held: 'Death: the final frontier?' or 'Is death the final adventure?' A variety of members from religious and non-religious (e.g. Humanism) communities could be invited to make a short presentation addressing this question. Students could be given the opportunity to respond to these presentations and ask further questions. Workshops could be held to discuss and evaluate particular issues within this topic e.g. the portrayal of death in media and within literature. This conference could be held as part of a wider PSHE programme.



## POST 16 GENERAL RE UNITS

### Is religion a laughing matter?

**Overview**

To explore and evaluate how religion is used in comedy, literature and the media industry. To consider the impact this may have on perceptions of religious belief, commitment and practice.

**Key Questions**

- Is religion a legitimate subject for humour?
- Has comedy, literature and the media industry had a negative or positive impact on the perception of religion?
- Does humour have a positive contribution to make to religion?
- Does popular TV trivialise religion?

**Suggested Approaches**

- Excerpts from variety of film and TV programmes showing varied perceptions of religions and beliefs. Evaluation of these portrayals (e.g. positive, negative, realistic) and the impact they may have.
- Research into how comedy (including the material of stand up comedians) is used to represent or challenge religious beliefs.

## POST 16 GENERAL RE UNITS

### What makes us happy?

#### Overview

To explore and evaluate what religious and non-religious belief systems say about happiness, meaning of life, hedonism, egoism, fame, success, wealth. To evaluate own beliefs and opinions and compare with others.

#### Key Questions

- Is love all we need?
- Is there such a thing as true happiness?
- What does it mean to be successful?
- Can life be perfect?
- What makes you happy?
- How does the media influence people's perceptions of happiness?
- Is God the answer or an excuse?
- Is happiness the same as enlightenment?
- What is the meaning of your life?
- Do you have to have a religious belief to be truly happy?
- What drives you?
- Why do some people reject wealth and status?
- What do religions say about true happiness?

#### Suggested Approaches

- Analysis of what is fundamental to human happiness (possibly through use of questionnaires).
- Analysis of media attitudes to success, happiness, wealth, fame etc (e.g. through TV, magazines).
- Religious (and non-religious) beliefs on meaning of life, happiness, success, wealth, fame e.g.:
  - Buddhist beliefs: Four Noble Truths, The Eight Fold Path and the Six Perfections
  - Christian beliefs about love, sin, forgiveness
  - Muslim belief in submission and obedience to God
  - Humanist view of this life.

# **Section 4**

## **Special Schools**

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## SECTION 4

### Special Schools

1. Overview of RE in Special Schools ..... 163
2. Examples of Planning: ..... 164-165
  - Divali
  - Christian worship

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## OVERVIEW OF RE IN SPECIAL SCHOOLS

Community and foundation special schools must follow the legal requirement to provide RE for every pupil, 'so far as practicable'. (\*)

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

Teachers should aim to develop knowledge and understanding of Christianity, and **select as appropriate** from the range of other religious traditions outlined in this syllabus.

Content can be drawn from **any of the Programmes of Study**, regardless of the key stage.

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day (allowing for a visit, visitor and/or a full day for RE).

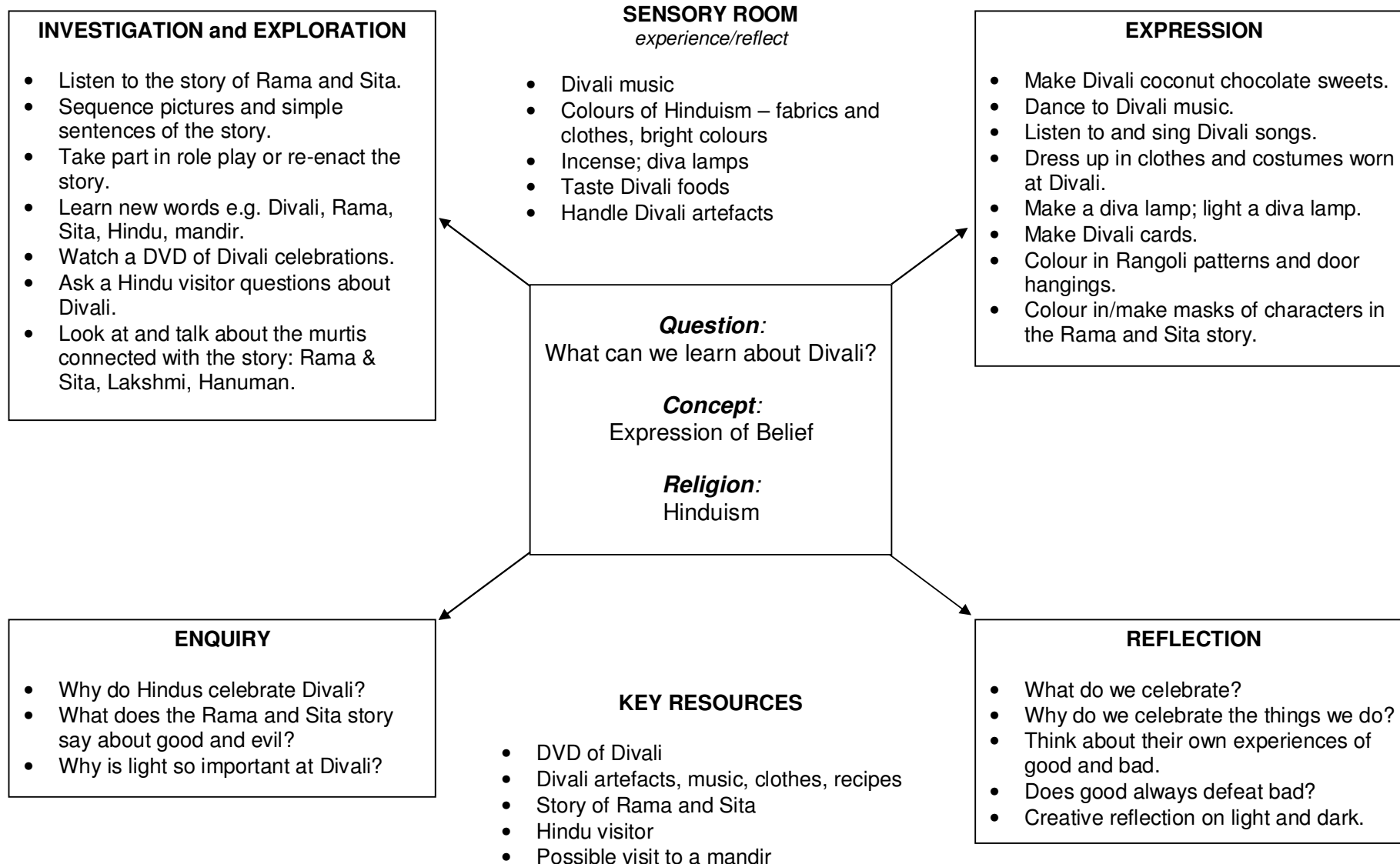
### Planning Guidance for Special Schools

- The school can select which religions pupils will learn in each phase. The school may wish to organise planning so that all pupils are learning about the same religion at the same time. Christianity should appear in every phase.
- Any of the Programmes of Study from across the key stages can be used to meet the range of needs of pupils.
- Special schools **need not** follow the exemplar Long Term Plans for main stream schools. However, the format might help schools to devise their own Long Term Plan (i.e. a series of unit questions for each class).
- Unit questions should be designed which show what pupils will learn. Schools may wish to make use of examples of unit questions which appear in this Agreed Syllabus.
- Units of work may appear more than once in a Long Term Plan to allow for progression.
- Each unit of work should comprise a series of lessons which show how the unit will be achieved. Each lesson should have a key question. Content can be drawn from any of the Programmes of Study.
- Plans should provide learning opportunities for developing knowledge and understanding of religion, personal reflection and where, appropriate, critical thinking. Opportunities should be planned for the development of skills and attitudes.

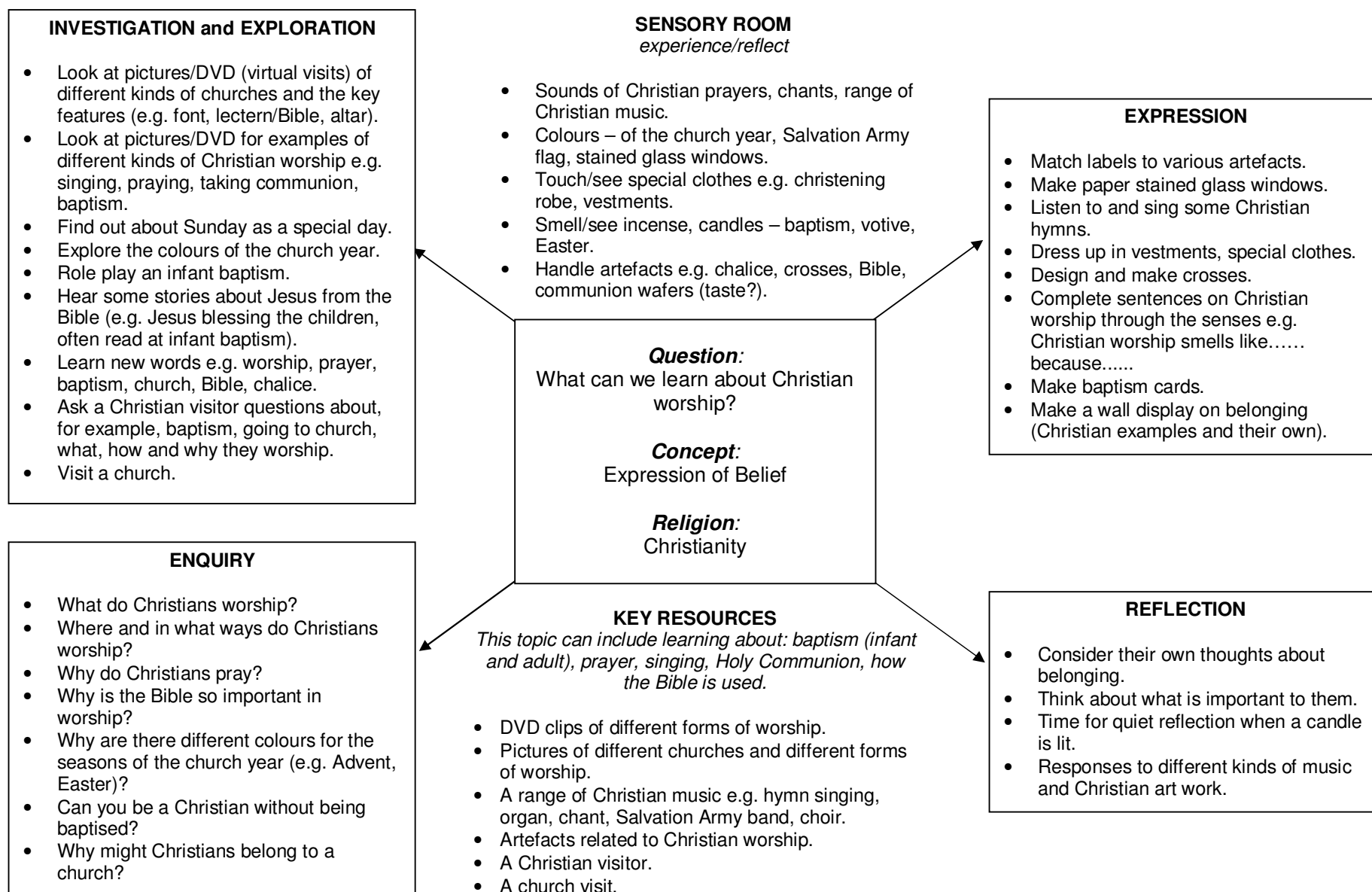
**NB** Schools can use their own assessment methods in relation to RE. P levels for RE are not a requirement but may help in pitching work appropriately.

**The following pages are two examples of a focus for RE which could be used in special schools.**

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







**NB:** This topic can be revisited with a particular focus (e.g. Churches, Baptism, forms of worship, Bible)

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# Appendices

- i) Membership of the Agreed Syllabus Standing Conference
- ii) Acknowledgements
- iii) Copyright

**MEMBERSHIP OF THE AGREED SYLLABUS STANDING  
CONFERENCE**

**CHAIR: Teresa Laybourne**

**TO UPDATE**

<b>Church of England</b>	<b><i>Teachers Associations</i></b>
<b><i>Other Religious Denominations and Faiths</i></b>	<b>NUT</b>
<b>Roman Catholic</b>	<b>NAS / UWT</b>
<b>Methodist Church</b>	<b>ATL</b>
<b>United Reformed Church</b>	<b>SHA</b>
<b>Baptist Church</b>	<b>NAHT</b>
<b>Assemblies of God</b>	<b><i>County Council Representatives</i></b>
<b>Sikhism</b>	<b><i>Officer Representatives:</i></b>
<b>Judaism</b>	
<b>Islam</b>	
<b>Hinduism</b>	
<b>Buddhism</b>	
<b>Bahá'í Faith</b>	
<b>Salvation Army</b>	
<b>Society of Friends</b>	

## ACKNOWLEDGEMENTS

### TO CHANGE

Sunderland Local Authority is grateful to Durham Local Authority for permission to purchase, adopt and adapt Durham's Agreed Syllabus for Religious Education.

Sunderland Local Authority is grateful to the Agreed Syllabus Conference for carrying out the review process of this syllabus.

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- Isobel Short for writing the Agreed Syllabus 2012 and advising the Agreed Syllabus Conference
- John Longstaff (Cluff) for the excellent illustrations throughout the document
- Design and Print Services for design of front cover and printing the document.

With thanks also to the teachers and leaders in schools who replied to the consultation questionnaire and attended consultation meetings.

Clerk?  
Proof readers?  
Printing?

## **COPYRIGHT**

### **TO ADD**

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## **Consett Academy**

**27 March 2012**

Isobel Short, Inspector for Religious Education, visited your academy on 27 March 2012 in order to carry out an audit of teaching and learning, leadership and management in Religious Education (RE). The following is the summary of the observations and judgements as well as any action agreed with the academy as recorded in the Extended Management System database.

Isobel observed 3 part lessons and discussed several issues with the leaders of RE.

Below are the strengths identified and some points to consider.

### **TEACHING AND LEARNING**

#### **Strengths identified in some or all lessons**

- Lessons are well ordered and organised. There are good relationships between teachers and students. This is leading to good student behaviour.
- Students are provided with an overview sheet for each unit with key objectives, targets and vocabulary. These enable students to develop a 'big picture' and make sense of their learning.
- Some resources used are well prepared and lead to student engagement and challenge.
- There is a clear focus on improvement and progress, especially through use of peer assessment and constructive comments to improve the quality of student work.
- Some lessons incorporate development of wider skills, including working as a team, independent learning and self-management.
- There is good use of a variety of activities e.g. use of music, effective questioning. Some lessons seen focus clearly on developing skills for success in exams.

#### **Points to consider**

- Ensure all teachers have high expectations for all students and enable students to work at an appropriate level. (There is evidence of low level challenge and lack of differentiation).
- Ensure students clearly understand the purpose of learning and how particular pieces of work fit into the 'bigger picture of learning' (this is more than knowing learning objectives but is understanding the relevance of learning and how work builds on previous learning for the development of greater knowledge and understanding).
- Ensure all activities are engaging in order to motivate and challenge students.
- Ensure lesson learning objectives are appropriate and match unit objectives.
- Ensure lessons are planned to develop and connect learning so that each activity consolidates or builds on previous learning.

## LEADERSHIP AND MANAGEMENT

### Strengths

- There is a shared understanding across the Directorate about the key focus and purpose of RE as an academic, inclusive subject. Opportunities to develop enrichment are being explored. There is a good understanding of the distinctiveness of subjects within the Directorate but also how appropriate work can be planned across these curriculum areas. Policies are being developed within the Directorate.
- The RE leader demonstrates clarity about her current vision for RE in the school:
  - to raise the profile of RE as an engaging and relevant subject amongst students, staff, parents
  - to raise achievement of all students.
- The leader is taking responsibility for the direction of the subject and making some sound decisions e.g. choice of Key Stage 4 course, core religions at Key Stage 4, strategies for marking.
- The leaders in RE jointly monitored lessons for this audit. They accurately evaluated the strengths and weaknesses seen, especially in relation to the pitch of work and subject knowledge.

### Points to consider

- Develop new schemes of work in line with the newly revised Agreed Syllabus to take account of:
  - core religions and appropriate key focus for Key Stage 3
  - developing an appropriate programme in Year 9 for the introduction of Full Course GCSE.
- Develop the 'big picture' of learning for each unit further by outlining an appropriate overview for learning. Teachers should refer to this in each lesson so that students can see how new learning 'fits in' to this picture.
- Produce a policy/publicity leaflet for school leaders, students, parents to address:
  - What is RE and why is it important?
  - What is covered in RE in the academy?
  - What is teaching and learning like in RE?
  - What expectations are there on students?
  - What enrichment opportunities are there in RE?This could be developed across the Directorate.
- Consider a range of specific strategies for raising the profile of the subject in the academy e.g. Inter-Faith Day, visits to places of worship.
- Develop monitoring within department (as well as across the school and Directorate) with clear subject focus eg work scrutiny:
  - Senior Leadership Team: formative marking for improvement
  - Directorate: how activities and learning objectives build up a picture of learning
  - RE Leader: How good is subject knowledge?; Are learning objectives appropriate?; Do activities develop good RE?; Are levels being used accurately?
- Develop formal opportunities for training in the implementation of Agreed Syllabus across department.



## EQUALITY ANALYSIS

Please refer to Part 2 of the Equality Analysis Guidance

### **Name of Policy/Decision/Project/Activity:**

### **Agreed Syllabus for RE**

#### **Equality Analysis completed by:**

Name Annette Parr  
Job Title: Lead Support &  
Intervention officer

Date: 23.09.2013

#### **Responsible Officer:**

Name /Job Title: Annette Parr –  
Lead Support and Intervention  
Officer

Date: 23.09.2013

**Is this a:** Policy ( ☒ ) Strategy ( ) Function ( )  
Service ( ) Project ( ) Other ( )

**Is it:** New/Proposed ( )  
Changing/Being Reviewed ( ☒ ) Other ( )

## 1. Purpose and Scope

### **Purpose**

In this section outline briefly what the policy, decision or activity is, what the intended outcomes/benefits (linked to the Corporate Outcomes Framework) are and over what period of time will the outcomes be achieved. Why does it need to be implemented or revised?

Local authorities have a statutory duty to set up and maintain a Standing Advisory Council for Religious Education as set out under Section 31 of the Education Act 1996. The Agreed Syllabus is for all maintained schools or in accordance with the school's designated denomination or trust deeds. The Agreed Syllabus must be reviewed every 5 years.

The new syllabus is a revision of the Sunderland Agreed Syllabus for Education produced in 2008. It takes into account local and regional resources for RE and make up of local religious communities. In line with national guidance, the Agreed Syllabus for Sunderland has been reviewed and re-written. An Agreed Syllabus Conference has taken place, organised by

SACRE (standing advisory committee for Religious education) on 15<sup>th</sup> July 2013.

SACRE comprises:

Group A – Christian Denominations (other than C of E) and other religions which reflect the principal religions in the area

Group B – Church of England

Group C – Teacher representatives (from a range of teacher associations)

Group D – Local Authority (LA councillors)

The new arrangements will be in place from 1 November 2013.

### Scope

In this section consider who or where is the target for the policy or activity, this could be specific groups of people or organisations, individual wards, neighbourhoods or communities or the entire city. Links to, and overlap with, wider, local, sub-regional, regional or national priorities or activities should also be considered.

The local agreed syllabus for RE, has been prepared under Schedule 31 to the Education Act 1996 and adopted by the Local Authority under that schedule. The Agreed Syllabus will be for all maintained schools or in accordance with the school's designated denomination or trust deeds. Religious Education is still statutory on the curriculum although Academies, Free schools and Voluntary aided schools with a religious character can choose to follow another agreed syllabus or adopt their own.

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

### Intelligence and Information

What sources of information have been used to inform this assessment/analysis? This should include but is not limited to consultations, resident/service user feedback and statistical data and intelligence.

An Agreed Syllabus Conference was convened on 15<sup>th</sup> July 2013 with representatives made up from four groups:

Group A – Christian Denominations (other than C of E) and other religions which reflect the principal religions in the area

Group B – Church of England

Group C – Teacher representatives (from a range of teacher associations)

Group D – Local Authority (LA councillors)

The final draft of the new syllabus was submitted to the Agreed Syllabus Conference on 15 July 2013 when it was unanimously agreed to recommend

the Syllabus to the Cabinet for formal adoption. Subject to the agreement of Cabinet, the new syllabus will be formally launched at a training day with all RE staff in Sunderland.

The report is due to go to cabinet on 9<sup>th</sup> October 2013 .

## 2. Analysis of Impact on People

This section offers an opportunity to assess the intended and potential impact of the policy, decision or activity on the people of Sunderland. This includes specific consideration of the impact on individuals, groups with protected characteristics and communities of interest within the city. Please briefly outline any positive, negative or neutral impacts on the specific groups below. In this assessment it is important to remember the Council is required to give due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	n/a	The key focus and learning outcomes for each key stage, along with the RE levels, sets out the expected standards of pupils' performance at different ages.	n/a
Disability	n/a	The policy is inclusive of all children and young people	n/a
Gender/Sex	n/a	The syllabus not discriminatory in terms of gender	n/a
Marriage and Civil Partnership	n/a	n/a	n/a
Pregnancy and maternity	n/a	n/a	n/a
Race/Ethnicity	The syllabus will support students to have a better understanding of multiple faiths and		Some parents may argue that they do not want their child to access elements of the proposed

	belief systems		syllabus
Religion/belief	The syllabus will support students to have a better understanding of multiple faiths and belief systems	n/a	Some parents may argue that they do not want their child to access elements of the proposed
Sexual Orientation	n/a	n/a	n/a
Trans-gender/gender identity	n/a	n/a	n/a

**Other individuals or groups impacted on:**

The policy or action may also have an impact on other groups or individuals which are not covered by the statutory requirements. Please outline any additional individuals or groups which have not already been covered. This could include socio-economic groups, voluntary and community sector, carers or specific communities which face additional challenges (such as former coal mining areas or areas of high deprivation)

Teaching staff will need relevant professional development opportunities to be familiar and confident in the delivery of the Agreed Syllabus. Thought should be given to how schools are supported in dealing with any objections that might arise from parents.

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

**Gaps in intelligence and information:**

Having undertaken the analysis are there any areas of intelligence or information which need to be improved? Please outline and areas where the current information is not complete enough to take a decision. Addressing this gap should be covered in the action plan.

The Standing Advisory Council for Religious Education (SACRE) will be required to monitor and evaluate the implementation and outcomes related to the Agreed syllabus. Any omissions will be identified and used by the group to inform future decision making processes.

**Policy/Decision/Project/Activity Title:**

**Agreed Syllabus for RE**

**Responsible Officer: Annette Parr**

**3. Summary of Impacts and Response to Analysis**

Please provide a summary of the overarching impacts that have been highlighted through the analysis process through the three questions below. It is important to recognise that individuals may belong to one or more of these characteristic groups and the combined impact could be greater than any single impact.

**Who will the policy/decision/project/activity impact on and who will benefit?**

All pupils and students in all maintained schools or in accordance with the school's designated denomination or trust deeds.

**Who will not benefit and why not?**

Schools who have control over their own syllabus i.e. Academies, Free schools and Voluntary aided schools, will not necessarily benefit as they can choose to follow another agreed syllabus or adopt their own

**Who should be expected to benefit and why don't they?**

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

**4. Response to Analysis, Action Plan and Monitoring,**

In this section please outline what actions you propose to take to minimise the negative, and maximise the positive, impacts that have been identified through the analysis. By considering and implementing these actions the policy or action can be refined to make sure that the greatest benefits are achieved for the people of Sunderland. The performance monitoring process should also be set out to explain how ongoing progress is going to be followed to make sure that the aims are met.

From the analysis four broad approaches can be taken, (No major change, continue with the policy/action despite negative implications, adjust the policy/decision/action or stop the policy/action). Please indicate, using the list below, which is proposed.

- No Major Change ( ☒ )
- Continue Despite Negative Implications ( ☐ )
- Adjust the Policy/Decision/Project/Activity ( ☐ )
- Stop ( ☐ )

**Action Plan**

ACTION	WHO	WHEN	MONITORING ARRANGEMENTS
To monitor and devalue the impact of the Syllabus on pupil outcomes	SACRE	Termly	Formal SACRE meeting
Provision of relevant professional development opportunities to teaching staff so that they are familiar and confident in the delivery of the Agreed Syllabus.	SACRE	Termly	Formal SACRE meeting
Development of support for schools to help deal with any objections that might arise from parents.	SACRE	Termly	Formal SACRE meeting

**Comment [s1]:**  
 upil outcomes have not been previously mentioned in this Equality Analysis. Please describe what these are in section 1 which asks what the benefits/outcomes are of the Agreed Syllabus.

<b>CABINET MEETING – 9 OCTOBER 2013</b>  <b>EXECUTIVE SUMMARY SHEET – PART I</b>	
<b>Title of Report:</b> Allowances for Caring for Children	
<b>Author(s):</b> Joint Report of the Executive Director of Commercial and Corporate Services and Executive Director of People Services	
<b>Purpose of Report:</b> The purpose of the report is to propose a scheme for payment of allowances for caring for children under special guardianship, residence order and adoption arrangements.	
<b>Description of Decision:</b> Cabinet is recommended to approve the proposal to align special guardianship and residence order allowances, and future adoption allowances to the age related core fostering allowance.	
<b>Is the decision consistent with the Budget/Policy Framework?</b> <b>Yes</b>	
<b>If not, Council approval is required to change the Budget/Policy Framework</b>	
<b>Suggested reason(s) for Decision:</b> To align special guardianship and residence order allowances and future adoption allowances with the Council's arrangements for allowances for foster care.	
<b>Alternative options to be considered and recommended to be rejected:</b> To leave allowance rates unaltered.	
<b>Impacts considered and documented:</b> Equality <input type="checkbox"/> Y    Privacy <input type="checkbox"/> Y    Sustainability <input type="checkbox"/> Y    Crime and Disorder <input type="checkbox"/> Y	
<b>Is this a “Key Decision” as defined in the Constitution?</b> <b>Yes</b>  <b>Is it included in the 28 Day Notice of Decisions?</b> <b>Yes</b>	<b>Scrutiny Committee</b>





**JOINT REPORT OF THE EXECUTIVE DIRECTOR OF COMMERCIAL AND CORPORATE SERVICES AND EXECUTIVE DIRECTOR OF CHILDRENS SERVICES**

**Allowances for caring for children**

**1.0 Purpose of the Report**

- 1.1 The purpose of the report is to propose arrangements for payment of allowances for caring for children under adoption, special guardianship and residence order arrangements.

**2.0 Description of the Decision (Recommendations)**

- 2.1 Cabinet is recommended to approve the proposal to align special guardianship and residence order allowances and future adoption allowances to the age related core fostering allowance.

**3.0 Introduction/Background**

- 3.1 When a child enters local authority care, the council has a duty to work towards a permanence plan for the child. For most children this will mean a plan to enable them to leave care and live in a secure and stable family until they grow up. If children can't live with their birth parents, other options will be considered. These may include placing them with relatives or other carers the child already knows. In other cases adoption outside the family will be the best outcome for the child.
- 3.2 Special Guardianship allowances are paid (after a financial assessment) to those who have been granted a special guardianship order for the child or children they are caring for. While not equivalent to adoption, this order gives a sense of permanence to a child who can't live with their parents, as the special guardian receives a stronger form of parental responsibility that enables them to make day to day decisions about the child without asking the parents' agreement. Children may also be placed with friends or family carers under a residence order for which allowances may also be payable. These orders also enable children to leave the care system.

- 3.3 Adoption allowances are paid on the basis established in regulations, which provides a framework for the council to provide additional support for the placement of older children, sibling groups and children with extra needs. This means that adoption can be achieved for children who would otherwise grow up in care. Allowances may also support foster carers adopting where a bond has grown up between the child and the carers. Adoption allowances are means tested.
- 3.4 Sunderland City Council has had particular success in placing older children for adoption and enabling children to grow up in families rather than in care. The proposals put forward in this report will promote and build on this good practice.

#### **4.0 Current position**

- 4.1 In Sunderland, historically, adoption allowance and residence order allowances have been based on a rate that is lower than fostering allowances and special guardianship allowance has been paid at the same rate as residence order allowance. This report recommends changes to the rate at which these allowances are paid, to align these three allowances to the full age related core fostering allowance.
- 4.2 The core fostering allowance represents the cost of maintaining the child, without remunerating the foster carer.

#### **5.0 Proposal**

- 5.1 It is proposed that the Council should base residence order and special guardianship allowances and future adoption allowances on the age related fostering allowance rate, with continuing provision for re-assessment of existing allowances on the basis of need, so as to achieve the most equitable overall outcome.
- 5.2 If this approach to allowances is taken, each assessment (reviewed annually) would be based on 100% core fostering allowance, and assessed against the carer's financial resources (i.e. means-tested).

#### **6.0 Financial implications**

- 6.1 The total estimated additional cost for the current financial year of paying the three allowances at the proposed revised rate with effect from 1 November 2013 is £414,074. The total estimated additional full year cost is £1,076,594.

#### **7.0 Legal implications**

- 7.1 The legal position is set out in a report to Cabinet in Part II of the agenda.

## **8.0 Alternative Options**

- 8.1 To leave allowance rates unaltered. This would maintain arrangements whereby allowances for the arrangements remained unaligned to the allowances for foster care, and would not achieve the optimal equitable approach to supporting the cost of caring for children under alternative care arrangements.

## **8.0 Impact Analysis**

**Equalities** – An equality impact assessment has been completed. The equality assessment showed that there would not be any adverse consequences for any protected groups.

**Privacy** – no new impacts have been identified

## **9.0 Reasons for Decision**

- 9.1 The proposal aligns residence order and special guardianship order allowances and future adoption allowances with the Council's arrangements for allowances for foster care.

## **10.0 Recommendations**

- 10.1 Cabinet is recommended to;

1. Approve the proposal to align residence order and special guardianship allowances and future adoption allowances to the age related core fostering allowance with effect from 1 November 2013.

## **11.0 Relevant Consultations**

- 11.1 A working group of officers within the former Children's Services Directorate met to consider these proposals which were presented to senior management groups within Children's Services. The proposals were also considered by Law and Governance and Finance and Accountancy services.

## **12.0 Background Papers**

Special Guardianship Guidance link

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/236264/special\\_guardianship\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/236264/special_guardianship_guidance.pdf)

