

**Priority 1 Syllabus review.**

	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When?
1.	Syllabus review meetings	a) Alongside SACRE meetings b) Second council for the review c) Communication with other SACREs	Agreed syllabus council  Anne Andrews Vicki Gibson Clare Hawkins Tracey Bradshaw  Hub	Provides range of views on syllabus Draws on different expertise Allows for a thorough examination of the syllabus Ensures the syllabus is fit for purpose in every aspect (faith and academic)	Ongoing
2.	Develop content for the syllabus	a. Religious content is suitable  b. teachers are comfortable with the content	Faith members Teacher members  RE network	Ensures the syllabus is fit for purpose in every aspect (faith and academic) Schools need a syllabus which is rigorous and allows for a high level of religious literacy Permits broadening of CW and RE teaching.	Spring and Summer term 2024
3.	Writing up the formal syllabus	a)Support LA with the writing  b) utilising local support	LA Schools Dept  Ask Faith Leaders	Pulls all the work together A working document for school's to use. Ensuring this is done to a high standard	Summer and Winter terms 2024
4.	Work with other SACREs to ensure consistency and high standards	a) Using the HUB to work with other SACREs	RE Adviser and LA Officer Hubs Vicki Gibson Clare Hawkins	Promotes visibility of SACRE Encourages working with the other local SACREs Avoids repetition and simple errors	ongoing

**Priority 2: Develop use of the artefacts across the borough**

	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When?
1.	Sort through the artefacts	a)Faith reps coming together b)go through the artefacts that we have	Faith reps Anne Andrews Vicki Gibson Tracey Bradshaw	To work out if they are all fit for purpose Determining the best use for the artefacts	March 2024
2.	Deliver the artefacts to Bracknell library	a)Hiring a removal team to move the artefacts b)Organise disposal of unwanted artefacts c) decide which will be handled, or displayed	Vicki Gibson Tracey Bradshaw  External company	Move to a more visible place  Help pupils to appreciate diversity	Summer 2024
3.	Create activities around the artefacts	Using the remaining artefacts to create an engaging activity to make the most of the artefacts	Clare Hawkins Faith reps Teacher reps RE Network	Ensure the artefacts get used To create purposeful, thought-provoking activities to make the most of these artefacts	Summer 2024
4.	Advertise the activities.	Use network meetings  Use schools visits	RE network SACRE members  Clare Hawkins	To make sure the activities and artefacts will actually get used	Summer 2024

**Priority 3: Promote the development of good religious education across the local authority area**

	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When?
1.	Enhance the role of network meetings  Adviser + LA	a) Enhance SACRE newsletter to include progress on the Action Plan b) Arrange Webinars	LA SACRE Officers & Members RE Adviser  RE Adviser, RE Leads & LA Admin	To raise awareness and share information  To encourage support amongst practitioners	Ongoing  Ongoing
2.	Share best practice SACRE members Adviser Faith Groups Schools	a) Collect examples for Newsletters b) Use network meetings for sharing	Input from Faith Groups and SACRE members + teachers Schools including RE Leads	To provide exemplars and materials To offer mutual support and help.	Ongoing
3.	Enable faith speakers to share their perspective Adviser Faith Leaders Community Leaders	a) advertise through school visits b) use of networks	Faith practitioners and Youth Workers	To expand pupils horizons to appreciate different cultures and ways of expressing what people believe and think.	Ongoing
4.	Create understanding between faiths Schools Faith & Community Leaders	Enable digital sharing at collective worship	School Facilitators and Governors Local Faith & Community leaders	To work towards a strong sense of community cohesion and interaction with tolerance.	Ongoing