



People and Health Overview Committee

Date: Tuesday, 29 October 2024
Time: 2.00 pm
Venue: Council Chamber, County Hall, Dorchester, DT1 1XJ

Members (Quorum: 3)

Beryl Ezzard (Chair), Will Chakawhata (Vice-Chair), Jindy Atwal, Louise Bown, Carole Jones, Stella Jones, Cathy Lugg, Steve Murcer, Jon Orrell and Andy Todd

Chief Executive: Matt Prosser, County Hall, Dorchester, Dorset DT1 1XJ

For more information about this agenda please contact Democratic Services Meeting Contact 01305 224185 - george.dare@dorsetcouncil.gov.uk

Members of the public are welcome to attend this meeting, apart from any items listed in the exempt part of this agenda.

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Agenda

Item		Pages
1.	APOLOGIES	
	To receive any apologies for absence.	
2.	DECLARATIONS OF INTEREST	
	To disclose any pecuniary, other registrable or non-registrable interest as set out in the adopted Code of Conduct. In making their disclosure councillors are asked to state the agenda item, the nature of the interest and any action they propose to take as part of their declaration.	
	If required, further advice should be sought from the Monitoring Officer in advance of the meeting.	
3.	MINUTES	5 - 10
	To confirm and sign the minutes of the meeting held on 23 July 2024.	

4. PUBLIC PARTICIPATION

Representatives of town or parish councils and members of the public who live, work, or represent an organisation within the Dorset Council area are welcome to submit either 1 question or 1 statement for each meeting. You are welcome to attend the meeting in person or via Microsoft Teams to read out your question and to receive the response. If you submit a statement for the committee this will be circulated to all members of the committee in advance of the meeting as a supplement to the agenda and appended to the minutes for the formal record but will not be read out at the meeting. **The first 8 questions and the first 8 statements received from members of the public or organisations for each meeting will be accepted on a first come first served basis in accordance with the deadline set out below.** For further information read [Public Participation - Dorset Council](#)

All submissions must be emailed in full to george.dare@dorsetcouncil.gov.uk by 8.30am on Thursday, 24 October 2024.

When submitting your question or statement please note that:

- You can submit 1 question or 1 statement.
- a question may include a short pre-amble to set the context.
- It must be a single question and any sub-divided questions will not be permitted.
- Each question will consist of no more than 450 words, and you will be given up to 3 minutes to present your question.
- when submitting a question please indicate who the question is for (e.g., the name of the committee or Portfolio Holder)
- Include your name, address, and contact details. Only your name will be published but we may need your other details to contact you about your question or statement in advance of the meeting.
- questions and statements received in line with the council's rules for public participation will be published as a supplement to the agenda.
- all questions, statements and responses will be published in full within the minutes of the meeting.

5. COUNCILLOR QUESTIONS

To receive questions submitted by councillors.

Councillors can submit up to two valid questions at each meeting and sub divided questions count towards this total. Questions and statements received will be published as a supplement to the agenda and all questions, statements and responses will be published in full

within the minutes of the meeting.

The submissions must be emailed in full to george.dare@dorsetcouncil.gov.uk by 8.30am on Thursday, 24 October 2024.

[Dorset Council Constitution](#) – Procedure Rule 13

6. URGENT ITEMS

To consider any items of business which the Chairman has had prior notification and considers to be urgent pursuant to section 100B (4)b) of the Local Government Act 1972. The reason for the urgency shall be recorded in the minutes.

7. PRIVATE SECTOR HOUSING ASSISTANCE POLICY 11 - 46

To consider the report by the Service Manager for Housing Standards.

8. FAMILIES FIRST FOR CHILDREN PATHFINDER PROGRESS UPDATE 47 - 76

To consider the report by the Executive Director People – Children.

9. DORSET SACRE COMMON AGREED SYLLABUS 77 - 180

To consider the report by the Education Challenge Lead.

10. COMMITTEE'S WORK PROGRAMME AND CABINET'S FORWARD PLAN 181 - 208

To consider the Committee's Work Programme and the Cabinet Forward Plan.

11. EXEMPT BUSINESS

To move the exclusion of the press and the public for the following item in view of the likely disclosure of exempt information within the meaning of paragraph x of schedule 12 A to the Local Government Act 1972 (as amended). The public and the press will be asked to leave the meeting whilst the item of business is considered.

There are no exempt items scheduled for this meeting.

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PEOPLE AND HEALTH OVERVIEW COMMITTEE

MINUTES OF MEETING HELD ON TUESDAY 23 JULY 2024

Present: Cllrs Beryl Ezzard (Chair), Will Chakawhata (Vice-Chair), Jindy Atwal, Louise Bown, Carole Jones, Stella Jones, Cathy Lugg, Steve Murcer and Andy Todd

Apologies: Cllrs Jon Orrell

Also present: Cllr Ryan Holloway, Cllr Jane Somper and Cllr Gill Taylor

Also present remotely: Cllr Clare Sutton

Officers present (for all or part of the meeting):

Andrew Billany (Corporate Director for Housing), George Dare (Senior Democratic Services Officer), Amanda Davis (Corporate Director for Education and Learning), Paul Dempsey (Corporate Director - Care & Protection), Julia Ingram (Corporate Director for Adult Social Care Operations), Laura Cornette (Business Partner - Communities and Partnerships), Andy Frost (Service Manager for Community Safety), Jennifer Lewis (Head of Strategic Communications and Engagement), Chris Matthews (Head of Human Resources), John Miles (Democratic Services Officer), James Palfreman-Kay (Equality, Diversity & Inclusion Officer) and Sarah Perrett (Commissioning Manager - Micro Provider & Voluntary Sector Development)

Officers present remotely (for all or part of the meeting):

Mark Tyson (Corporate Director for Adult Commissioning & Improvement) and Karen Stephens (Interim Head of Service - Market Relationships, Major Contracts, and Over 65's)

11. **Apologies**

An apology for absence was received from Cllr Jon Orrell.

12. **Declarations of Interest**

There were no declarations of interest.

13. **Minutes**

The minutes of the meeting held on 13 June 2024 were confirmed and signed.

14. **Public Participation**

There was no public participation.

15. **Councillor Questions**

There were no questions from councillors.

16. **Urgent Items**

There were no urgent items.

17. **Committee's Work Programme and Executive Forward Plans**

The Committee noted its work programme and the executive forward plans.

There were no items scheduled for the meeting on 24 September, so this meeting would be cancelled if no items were identified for the meeting.

Members suggested that Cabinet Members were contacted to ensure that the committee had involvement in any developing policy. They also suggested that there were opportunities to learn more about the Dorset Centre of Excellence.

18. **Equality, Diversity and Inclusion Strategy and Action Plan**

The Cabinet Member for Corporate Development and Transformation introduced the report. He stated that the council had statutory duties for Equality, Diversity, and Inclusion (EDI). Uses for the strategy and action plan included making services accessible for all and celebrating the diversity of Dorset. The Equality, Diversity, and Inclusion Officer explained the content of the strategy and that progress would be monitored by the EDI Strategic Board.

Members discussed the report, and the following points were raised:

- There were 134 tasks in the action plan. Some of the main tasks may get lost in the volume of work so there was a need to focus on the tasks which would have the most impact.
- Some of the tasks were requirements in the Local Government Association framework.
- There could be SMART targets for the 9 top level priorities.
- It was important that people are aware of unconscious bias.
- Local protected characteristics could be recognised, however the impact of this needed to be seen. An example was defining rural isolation as a local protected characteristic. Officers stated that impacts were included in Equalities Impact Assessments and defining the local protected characteristics would enable more informed decisions to be made.
- The Dorset Council transgender inclusion policy would be informed by best practice which was shared with employees for feedback. It would be reviewed by the EDI Strategic Board and trade unions, ahead of the Senior Leadership Team.

- There were 18 outstanding actions in the previous action plan, these would be included as actions in the new action plan.
- There were red, amber, and green (RAG) ratings in the action plan, these should be changed to metrics which would enable the monitoring of progress.
- In relation to comments about an action on staff experience and South-West Inclusion Strategy, these would be looked at for the Cabinet report.

In relation to the council's employee wellbeing support, the head of Human Resources confirmed that there would be a review of the wellbeing support to ensure there was good value for money and impact from the support. There was potential for procurement of an employee assistance programme that makes access to these services easier for employees.

Officers confirmed that suggestions from the committee for the strategy and action plan would be taken into account before Cabinet.

Proposed by Cllr S Jones, seconded by Cllr J Atwal.

Decision

That it be recommended to Cabinet that it:

1. Supports the adoption and supporting definitions for the 7 local protected characteristics.
2. Approves the EDI Strategy and Action Plan 2024-2027
3. Approves the supporting detailed EDI Action Plan which covers the period 2024-2027.

19. Towards a New Model for Day Opportunities in Dorset

The Corporate Director for Adult Commissioning and Improvement introduced the report and gave a presentation to the committee. The presentation set out the set out the background and purpose of the project, consultation activity that was undertaken, an explanation of the proposed hub and spoke model, and the principles that would guide development of the project.

Members discussed the report and asked questions of the officers. The following points were raised during the discussion:

- In response a question on the cost of buildings, officers stated the contract with CareDorset was approximately £5 million. There would not be a saving from the work or a loss of buildings, however there would be better value for money from buildings.
- A member felt that there could be savings from buildings where some buildings could be sold or repurposed due to a very low number of people using the day centre.
- When the future model was agreed, there would be a review of the properties. This had been done at a high-level by the Day Opportunities Task and Finish Group

- The hub and spoke model would encourage natural connectivity between people taking part in day opportunities, and it could encourage others to take part who currently do not use day opportunities.
- CareDorset spend approximately £2.5 million on buying from the private sector so people using Care Dorset had access to opportunities being run by the private sector.
- Transport to day centres from rural areas was an issue, and transport was often underutilised. The current transport model was not viable for the future, however there would always be need for some kind of transport. The council only provided transport support for Care Dorset attendance.

Proposed by Cllr S Jones, seconded by Cllr W Chakawhata.

Decision

That the adoption of the model and the approach to its implementation be recommended to Cabinet.

ADJOURNMENT

The committee adjourned for a comfort break at 11.38am and reconvened at 11.55am.

20. Community Safety Plan 2023-26 (2024-25 refresh), Pan-Dorset Reducing Reoffending Strategy 2024-27, and Serious Violence Strategy 2024-25

The Cabinet Member for Health and Housing introduced the report and outlined the development of the plans and strategies through the Dorset Community Safety Partnership. The Service Manager for Community Safety explained the statutory duties around the Community Safety Plan, Reducing Reoffending Strategy, the Serious Violence Strategy and explained that Dorset had strong partnership arrangements in place for community safety.

Committee members reviewed the report and asked questions of the officers. The following points were raised:

- There was a link with the prison service for reducing reoffending through the Dorset Criminal Justice Board.
- There was a correlation between not being in education and young people offending, in particular when they have communication and language needs.
- The Government had announced a curriculum review and most people in the sector would like to see more vocational subjects and a focus on skills for life and a broader range of subject options, enabling more young people to succeed.
- There was a commitment to early intervention for young people at risk of entering the youth justice system, including intervening earlier, at the point of repeat suspensions from education.
- A member sought to extend Operation Encompass to early years settings and asked for further commitment to this to help tackle domestic abuse. This was a police initiative so the police would need to take this forward.

The Cabinet Member for Children’s Services, Education, and Skills undertook to follow up this matter further.

Proposed by Cllr A Todd, seconded by Cllr C Jones.

Decision

That the Community Safety Plan 2023-26 (2024-25 refresh), Pan-Dorset Reducing Reoffending Strategy 2024-27, and Serious Violence Strategy 2024-25 be recommended to Cabinet and Full Council for adoption.

21. **Exempt Business**

There was no exempt business.

Duration of meeting: 10.00 am - 12.22 pm

Chairman

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People and Health Overview Committee

29 October 2024

Private Sector Housing Assistance Policy

For Recommendation to Cabinet

Cabinet Member and Portfolio:

Cllr G Taylor, Health and Housing

Local Councillor(s):

All

Executive Director:

J Price, Executive Director of People - Adults

Report Author: Richard Conway

Job Title: Service Manager Housing Standards

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Report Status: Public (the exemption paragraph is N/A)

Brief Summary:

The Regulatory Reform (Housing Assistance) (England and Wales) Order 2002 requires Councils to publish a policy if it wishes to provide assistance in a range of areas related to private sector housing. The attached policy sets out the discretionary and mandatory financial assistance Dorset Council wishes to offer including conditions and eligibility criteria for residents living in Dorset.

Recommendation:

That the People and Health Overview Committee recommend to Cabinet:

1. That they adopt the Dorset Council Private Sector Housing Assistance Policy attached as **Appendix 1** to this report.
2. that authority be delegated to the Corporate Director Housing and Community Safety in consultation with the Portfolio Holder Health and Housing to:

- (a) Make minor amendments to the policy to comply with legislation and guidance.
- (b) Suspend the approval of any discretionary housing assistance offered in this policy.
- (c) Introduce new assistance to help private residential property should funding become available.

Reason for Recommendation:

The Council is required by law to adopt and publish a policy detailing any assistance it wishes to offer to improve private residential property.

Financial assistance has several aims. It is targeted to:

- Improve the quality of the housing stock in Dorset
- Improve the ability of disabled people to access their property
- Reduce carbon emissions
- Improve people's health.
- Allow the Council to take advantage of and facilitate the uptake of external funding.

Council last approved this policy in November 2020, **Appendix 2** sets out the significant changes in this policy. Once approved the new policy replaces the existing policy.

1. Financial Implications

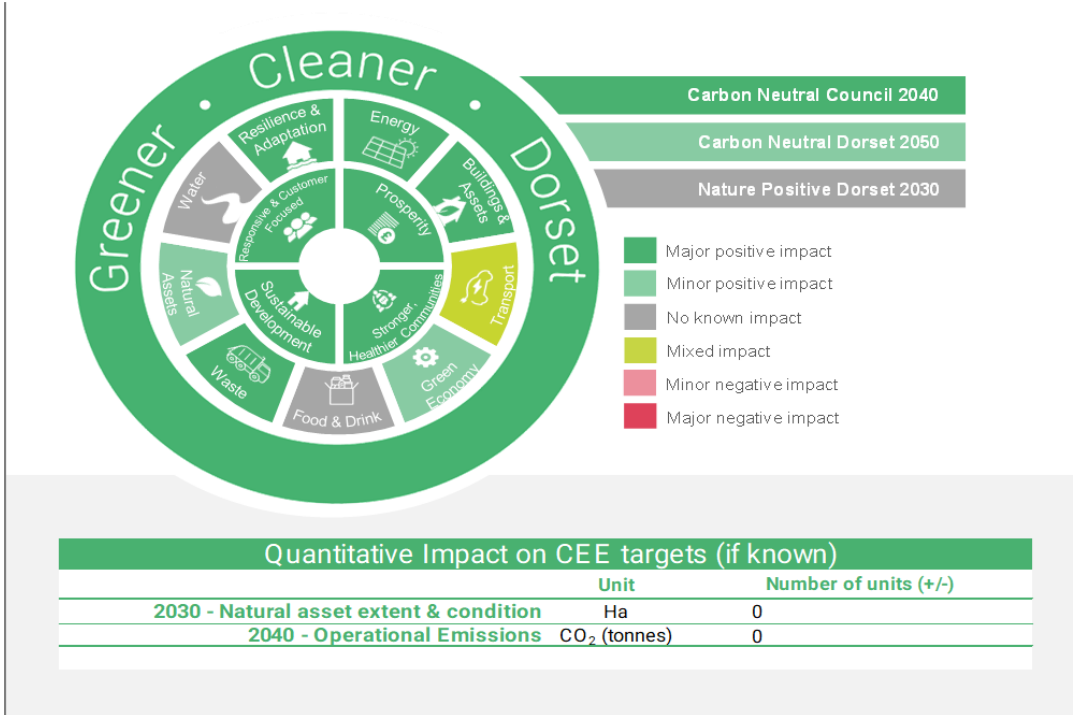
1.1 The policy operates within existing budgets, approving it will place no new demands on Council budgets.

1.2 Elements of the policy are funded in the following way:

- The funding for disabled adaptations, (including the discretionary "top up") is received annually in the form of a government grant. The disabled facilities capital grant determination 2023-24 was £4,152,150.
- Loans are funded from capital held by the Councils partner; Lendology Community Interest Company (Lendology CIC). This capital came from historical Private Sector Housing Improvement Grant allocated from central government. Lendology CIC work with several councils in the south west and is a 'not for profit' community investment company. This means that loans can be provided to Dorset residents for a range of works set out in the policy to improve private sector housing.
- The Healthy Homes Dorset Service is jointly funded by BCP and Dorset Council. This service facilitates people to take up nationally available grants to improve insulation, upgrade and repair heating systems for people with identified health issues. It also administers the Home Upgrade Grant (HUG2) in Dorset and will coordinate the roll out of the recently announced, Warm Homes: Local Grant.

2. Natural Environment, Climate & Ecology Implications

The assistance in this policy has a positive impact on the environment, climate and ecology.



ACCESSIBLE TABLE SHOWING IMPACTS

Natural Environment, Climate & Ecology Strategy Commitments	Impact
Energy	major positive impact
Buildings & Assets	major positive impact
Transport	mixed impact
Green Economy	minor positive impact
Food & Drink	No known impact
Waste	major positive impact
Natural Assets & Ecology	minor positive impact
Water	No known impact
Resilience and Adaptation	major positive impact

Corporate Plan Aims	Impact
Prosperity	strongly supports it
Stronger healthier communities	strongly supports it

Sustainable Development & Housing	strongly supports it
Responsive & Customer Focused	strongly supports it

3. **Well-being and Health Implications**

This policy has impacts for a range of people, including those with protected characteristic. Assisting people with disabilities to live independently in their own homes leads to positive outcomes for wellbeing and health including for the carers and people in their direct support network.

Many homes in the UK are not of a high standard and it is estimated that 14% of all households live in a home that fails the Decent Homes Standard, furthermore 4% suffer from serious damp and mould. (English House Condition Survey 2021/22)

The assistance linked to maintaining homes and improving health outcomes within this policy is aimed at improving housing standards and increasing the number of homes meeting the Decent Homes Standard thereby improving well-being and health of the occupants.

4. **Other Implications**

Some financial assistance in this policy is means tested, for example disabled facilities grants, while other assistance helps people with pre-existing health conditions or who are on low-income and cannot access commercially available finance.

Loans offer a sustainable way of improving housing conditions for the Council by recycling the available capital. Loans are not intended to be offered in competition to high street lenders, but target those who find it difficult to access finance. This might be, for example, where the level of risk might be too high for commercial lenders. These applicants are often vulnerable, on low income but may own their own home.

5. **Risk Assessment**

5.1 Having considered the risks associated with this decision; the level of risk has been identified as:

Current Risk: Low
Residual Risk: Low

6. **Equalities Impact Assessment**

This policy has positive impacts to several of the protected characteristics groups, there are no negative impacts to any groups, see **Appendix 3**

7. **Appendices**

Appendix 1 Private Sector Housing Assistance Policy

Appendix 2 Key changes to the current policy

Appendix 3 Equality Impact Assessment

8. **Background Papers**

[The Regulatory Reform \(Housing Assistance\) \(England and Wales\) Order 2002](#)

[Housing Grants, Construction and Regeneration Act 1996](#)

Lendology CIC: Partners <https://www.lendology.org.uk/about/partners/>

Healthy Homes Dorset: <https://www.healthyhomesdorset.org.uk/>

9. **Report Sign Off**

This report has been through the internal report clearance process and has been signed off by the Director for Legal and Democratic (Monitoring Officer), the Executive Director for Corporate Development (Section 151 Officer) and the appropriate Portfolio Holder(s)

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Private Sector Housing Assistance Policy



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1.0 Private Sector Housing Assistance Policy

Introduction

The Regulatory Reform (Housing Assistance) (England and Wales) Order 2002 enables Councils to provide a range of housing assistance. This policy sets out the discretionary and mandatory financial assistance Dorset Council offers to eligible residents to improve or adapt their property in the Dorset Council area.

2.0 Amendments and Suspension to the Policy

Cabinet agreed on (*awaiting cabinet approval*), that authority is delegated to the Corporate Director Housing and Community Safety in consultation with the Portfolio Holder for Public Health, Environmental Health, Housing, Community Safety and Regulatory Service to:

- a. Make minor amendments to the policy to comply with any amendments to relevant legislation and guidance.
- b. Suspend the approval of any discretionary housing assistance offered in this policy.
- c. Introduce new assistance to this policy related to private residential property should funding become available.

Remaining independent in your home

3.0 Disabled Facilities Grant (DFG) and discretionary DFG Top up Grant.

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Disabled Facilities Grant	✓	✓	✓	✓ ¹	£30,000	Yes	Dorset Accessible Homes Service
DFG Top-up Grant	✓	✓	✓	✓ ¹	£15,000	No	Dorset Accessible Homes Service

¹ Eligibility criteria apply.

3.1 Disabled Facilities Grant is a mandatory form of assistance for works and adaptations to homes to improve access and allow disabled people to remain independent in their own home. All DFGs are delivered through the Dorset Accessible Homes Service. It is recognised that in some cases the maximum statutory grant of £30,000 is insufficient to meet the assessed need and an additional £15,000 DFG Top up Grant is offered (subject to funds being available). The discretionary top up may be withdrawn with immediate effect and the ability to

withdraw this discretionary assistance applies to any DFG top up that is not yet formally approved.

3.2 DFG Grant Conditions

This is a summary of the legislation relating to the conditions that apply to DFGs under the [Housing Grants, Construction and Regeneration Act 1996](#). For more detailed information refer to the Act and to any relevant regulations made under the Act. All works must be assessed as 'necessary and appropriate' and 'reasonable and practical'. In arriving at a decision as to whether the adaptations are 'necessary and appropriate', there is a requirement to consult with Occupational Therapy Teams based in Adult and Children's Services.

3.3 Carrying out and Completion of works

- 3.3.1 The Council require as a condition of the grant that the eligible works are carried out in accordance with the specification that accompanied the Disabled Facilities Grant Approval.
- 3.3.2 It is a condition of the grant that the grant eligible works are carried out within twelve months from the date of approval of the application. This period may, however, be extended if the Council considers it reasonable to do so. fit,
- 3.3.3 The payment of a grant, or part of a grant is conditional on the eligible works being carried out to the satisfaction of the Council and/or the Dorset Accessible Homes Service and upon being provided with an acceptable invoice, demand or receipt for the repayment for the works and any preliminary or ancillary services or charges. An invoice, demand or receipt will not be acceptable if it is given by the applicant or a member of the applicant's family.
- 3.3.4 Unless the Council direct otherwise the eligible works must be carried out by a contractor whose estimate accompanied the application or through one quotation if the works are carried out under the Dorset Accessible Homes Service approved schedule of rates.
- 3.3.5 In addition to eligible works, as part of a disabled facilities grant, the following may also be considered as eligible works (up to a value of £10,000 of the total mandatory DFG grant).
- Loft and cavity wall insulation.
 - Solid wall insulation
 - Boiler replacement or repair.
 - Night storage heater replacement or upgrade to more efficient model.
 - First time gas central heating installation,
 - The provision of a sustainable form of heating such as air or ground source heating or similar
 - Any improvement or ancillary works associated with the installation of the above works.
- 3.3.6 The following conditions apply to works detailed in section 3.3.5
- The maximum total DFG (including all eligible works for an adaptation, those listed above and including any fees) shall not exceed the maximum permitted DFG.

- Works are not eligible under this clause unless they are made as part of an application, duly made, for a disabled facilities grant.
- The Council may withdraw the additional eligibility criteria immediately and at any time, prior to the formal approval of a disabled facilities grant.
- The type of installation provided must be suitable for the disabled persons disability and where necessary or appropriate to do so, an occupational therapist may be consulted.

3.3.7 In circumstances where the grant applicant has a qualifying owner's interest in the premises on which the relevant works are to be carried out, the grant is for a sum exceeding £5,000 and the grant recipient disposes (whether by sale, assignment, transfer or otherwise) of the premises in respect of which the grant was given within 10 years of the certified date, the authority may recover the value of the grant aided works that exceed £5,000, but will not demand an amount in excess of £10,000.

3.3.8 In determining whether it is reasonable in all circumstances to require repayment the authority shall consider:

- The extent to which the recipient of the grant would suffer financial hardship were he or she be required to repay any of the grant,
- Whether the disposal of the premises is to enable the recipient of the grant to take up employment, or to change his or her employment,
- Whether the disposal is made for reasons connected with the physical or mental health or well-being of the recipient of the grant or the disabled occupant of the premises, and.
- Whether the disposal is made to enable the recipient of the grant to live with, or near, any person who is disabled or infirm and in need of care, which the recipient of the grant is intending to provide, or who is intending to provide care of which the recipient of the grant is in need by reason of disability or infirmity.

3.4 Repayment of grant

In the event of a breach of any of the conditions, the authority may demand repayment from the applicant of a sum equal to the amount of the grant paid or, as the case may be, any instalments of grant paid and the same shall become repayable to the authority in accordance with section 52 of the Housing Grants, Construction and Regeneration Act 1996

3.5 Repayment in cases of other compensation

Where the authority has approved an application for grant assistance and where the applicant receives payment on an insurance or damages claim in respect of the grant aided works, then they should repay to the authority the grant, so far as is appropriate out of the proceeds of any claim. The authority therefore requires that the applicant shall take reasonable steps to pursue any relevant claim to which this section applies, to notify the Council of that fact, and to repay the grant, so far as appropriate, out of the proceeds of such a claim.

The claims to which this applies are:

- a) An insurance claim, or a legal claim against another person, in respect of damage to the premises to which the grant relates, or.
- b) A legal claim for damages in which the cost of the works to premises to which the grant relates is part of the claim.
- c) And a claim is a relevant claim to the extent that works to make good the damage mentioned in paragraph (a), or the cost of which is claimed as mentioned in paragraph (b), Are works to which the grant relates.

3.5.1 In the event of a breach of this condition, the applicant shall on demand pay to the local housing authority the amount of the grant so far as relating to any such works, together with compound interest as from such date as may be prescribed by or determined in accordance with the regulations, calculated at such reasonable rate as the authority may determine and with yearly rests.

3.5.2 The authority may determine not to make such a demand or to demand a lesser amount.

Note:

Grant applications related to movable structures used as accommodation such as caravans or boats will be considered eligible on a case-by-case basis.

4.0 Disabled Facilities Loan

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Disabled Facilities Loan	✓	x	✓	x	£25,000	✓ ¹	Lendology

¹ Subject to affordability check

4.1 To help applicants where the DFG does not meet the cost of the assessed works and no other form of public help is available. This loan is available up to £25,000, and is administered by Lendology CIC, conditions apply see Section 14

4.2 Eligible works include those assessed as 'necessary and appropriate' and 'reasonable and practical'. In arriving at a decision as to whether the adaptations are 'necessary and appropriate', there is a requirement to consult with Occupational Therapy Teams based in Adult and Children's Services.

4.3 Notwithstanding condition 6.1 all works must also be deemed "reasonable and practical" by Dorset Council.

4.4 Fostering: Applications will be considered where works are to facilitate the fostering of a disabled child or children and could include works to improve or expand kitchen or bathroom facilities or provide additional sleeping accommodation.

5.0 Moving on Grant

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Moving on Grant¹	✓	✓	✓	x	£15,000	x	Dorset Accessible Homes Service

¹ Applicant must be eligible for a DFG.

5.1 About the grant

The Moving on Grant provides financial assistance, up to £15,000, to help disabled people move to a more appropriate home.

5.2 Conditions

5.2.1 An applicant may apply for this assistance to move to a more appropriate home in Dorset (or anywhere else) if they are eligible for a Disabled Facilities Grant at their existing home.

5.2.2 In determining eligibility to this grant, the Dorset Accessible Homes Service on behalf of Dorset Council shall determine an applicant's eligibility having regard to the following criteria:

- The cost of the eligible works under DFG at the applicants existing property are not deemed reasonable, or.
- The eligible works at the applicants existing home are not technically feasible, or.
- The adaptation of the applicant's existing property does not provide a sustainable, long-term solution for their housing needs, and.
- The "new" property shall in the opinion of the Dorset Accessible Homes Service provide a long term, sustainable home for the person for whose benefit the works are required and be able to be adapted at reasonable expense.

5.2.3 In making decisions regarding eligibility criteria above, the Dorset Accessible Homes Service shall give regard to the views of the Occupational Therapist and applicant (and their representatives).

5.2.4 Eligibility for this grant does not affect any future applications for Disabled Facilities Grant in a "new". Property.

5.2.5 The eligible expenses under this paragraph may include the cost of:

- Arrangement fees charged by a lender to cover the formation of a mortgage.
- Conveyancing fees.
- Land Registry Fee
- Local Authority Searches

- Stamp Duty
- Valuation, Homebuyers or Full Structural Survey
- Professional removal costs (all removed items need to be listed)
- Estate Agent Commission
- A deposit required for a rented property.
- Rental payments on the “new home” whilst it is being adapted.
- Any other costs deemed reasonable by the local authority to assist a resident to move to a more appropriate home.

5.2.6 The maximum grant payable for eligible expenses is £15,000.

5.2.7 Administration and coordination of this grant is by the Council’s nominated contractor of the Dorset Accessible Homes Service and subject to an administration fee payable to the DAHS for their additional services. This fee is additional to the maximum grant amount available to the recipient under this grant.

5.2.8 Grant assistance is only payable upon the successful completion of the purchase of the ‘new’ property in the case of an owner occupier and on completion of the move to a new rented property in the case of a tenant. Once the approval and or move has taken place no other costings can be added unless agreed by DAHS.

5.2.9 The “new” property shall be deemed to be by Dorset Accessible Homes Service the applicants only and main residence.

5.2.10 Any expenses paid by this grant, incurred in moving to a new home shall be approved by the Dorset Accessible Homes Service.

5.2.11 The grant shall only be paid if in the opinion of the Dorset Accessible Homes Service the eligible expenses have been incurred to their satisfaction.

6.0 Handy Person Service

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Handy Van	✓	✓	✓	x	Cost of materials	✓ ¹	Dorset Accessible Homes Service

¹ See eligibility criteria below.

6.1 The handyperson service provides a range of works for older and disabled people to promote and maintain independent living. The range of works include:

- Small building repairs
- Minor adaptations
- Odd jobs such as putting up curtains, shelves, replacing light bulbs.

- General home safety checks and remedial actions
- Falls and accident prevention checks and remedial actions such as repairing floor coverings.
- Security checks – installing locks, chains and spyholes.

This list is not exhaustive, generally work will only include small repairs that can be completed quickly, normally within 2 hours on site.

6.2 Who is eligible for the handy van service?

Homeowners and tenants over the age of 50 or disabled people of any age, including the parents or guardians of disabled children. This service is available throughout Dorset subject to demand.

6.3 How much does the service cost?

Applicants in receipt of at least one of the following benefits will only pay for materials, the labour costs are free:

Pension Credit (both Savings and Guarantee), Income Support, Income based Job Seekers Allowance, Income based Employment and Support Allowance, Council Tax Support (formerly known as Council Tax Benefit), Housing Benefit, Working Tax Credit with a maximum income of £15,050 per annum as assessed by HMRC for that award, Child Tax Credit with a maximum income of £15,050 per annum as assessed by HMRC for that award and Universal Credit.

Applicants not in receipt of a means tested benefit will pay £20 per hour or part thereof. Most jobs are finished within 2 hours.

Maintaining your home

7.0 Home Loan

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Home Loan	✓	X	X	X	£25,000	✓ ²	Lendology

²Subject to affordability check

7.1 To improve properties to meet the Decent Homes Standard up to £25,000 to remove a Category 1 hazard, to address fuel poverty or to bring a house up to the Decent Homes Standard. A Decent Home is one that has reasonably modern kitchen and bathroom facilities, is in a reasonable state of repair and has adequate thermal insulation and heating facilities.

7.2 Fostering: Applications for loans will be considered where the works facilitate the fostering of children and could include works to improve or expand kitchen or bathroom facilities or provide additional sleeping accommodation.

7.3 All loans are administered by Lendology CIC, affordability and other conditions apply see Section 14.

8.0 Park Home Loan

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Park Home Loan	x	x	✓	x	£10,000	✓ ²	Lendology

²Subject to affordability check

8.1 A loan up to £10,000 with a maximum repayment term of 60 months to address defects to park homes. Applicants will need to provide written confirmation of security of tenure on their park home site. This might include a pitch agreement or a lease document.

Works may include.

- Improving insulation.
- Replacing external cladding.
- Repairs to the structure of a park home.
- Installation of gas central heating or other similar heating Improvement.

8.2 Loans are administered by Lendology CIC, conditions apply see Section 14.

Bringing empty homes back into use

9.0 Empty Property Loan

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Empty Property Loan	✓	x	x	x	£25,000	✓ ²	Lendology

²Subject to affordability check

9.1 Up to £25,000 per “unit of accommodation” to bring an empty property back into use. The availability of loans to property owners is subject to there being a public benefit which shall include at least one of the following:

- Bringing an empty property back into use which has been unoccupied for at least 6 months and there is no realistic proposition of it coming back into beneficial use in the near future.
- Help the Council to meet housing need by setting rent at or below Local Housing Allowance rates and remain available for an agreed period likely to be equal to the period of the loan.
- Providing nomination rights to the Council for an agreed period normally 5 years. This can be achieved via direct nomination or via the Councils Leasing Scheme.

9.2 Eligibility for this loan will be determined on a case-by-case basis by Dorset Council and approval subject to the applicant agreeing in writing prior to approval of the loan specific conditions related to providing the public benefit listed above. The following conditions apply.

- 9.2.1 The ability of the landlord to secure a commercial loan will also be a factor in considering eligibility for a loan from the Council.
- 9.2.2 Loans may permit either renting or sale. This loan is not available to create a holiday home, second home or some other commercial use.
- 9.2.3 Properties made available to rent must be let at or below Local Housing Allowance levels and remain available for an agreed period likely to be equal to the period of the loan.
- 9.2.4 If the property is rented, the landlord must become a member of the Council's Landlords' Partnership.
- 9.2.5 Loans provided to enable renovation before sale will be repayable on sale or after two years whichever is the sooner.
- 9.2.6 Loans provided to enable renovation before sale will be repayable on sale of the property or when the loan term has expired whichever is sooner.
- 9.2.7 Loans are administered by Lendology CIC, conditions apply see section 14.
- 9.2.8 Loans are only available via the nomination public benefit outlined above, where the Council is satisfied that there is a proven demand for affordable housing in that geographical area, for properties of that size and type.

Tackling climate change and Improving Health

10.0 Healthy Homes Dorset

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Healthy Homes Dorset	✓	✓	✓	✓	Varies	x	Healthy Homes Dorset

10.1 The aim of Healthy Homes Dorset is to improve the lives of those identified as at risk of poor health from cold, energy inefficient homes. The service can provide all Dorset residents with free impartial advice on energy efficiency in their homes. The outcomes of Healthy Homes Dorset are to improve the health and wellbeing of the recipients, reduce demand for health and social care services and improve energy efficiency.

10.2 Who is eligible?

The scheme aims to provide a 'one stop shop' to improve the energy efficiency, thermal insulation and heating systems in homes of those identified as at risk of poor health from colder homes. Vulnerable people include.

pre-existing chronic respiratory conditions	living with addiction
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risk of coronary heart disease or stroke	attended hospital due to a fall
a recent immigrant and asylum seeker	asthma
mental health condition	low income
disability	pregnant
aged 65 or over	child under 5

10.3 All Dorset residents are eligible for free energy advice. The scheme may grant fund the following works to eligible applicants at no cost to the applicant:

- Cavity wall insulation
- Loft insulation
- Heating improvements

The assistance may also include any work to prepare the home for insulation e.g. repairing cracked walls or render or cutting a larger loft hatch.

10.4 **Conditions**

Subject to meeting the eligibility criteria all works provided by the scheme are free.

11.0 **Energy Efficiency Grants (ECO grants)**

11.1 Energy Company Obligation (ECO) is a government energy efficiency scheme helping reduce carbon emissions and tackling fuel poverty. Healthy Homes Dorset provides help and advice for residents in Dorset to access this funding. Measures to improve the energy efficiency of homes may include.

- Cavity wall insulation
- Loft insulation
- Solid wall insulation
- Heating system installations.
- Renewable energy measures
- The Great British Insulation Scheme

The Dorset Council - Statement of Intent for ECO4 and Great British Insulation Scheme (published on the Dorset Council website.) and their successor documents broadens the national eligibility criteria allowing more residents to access funding in Dorset.

11.2 **Who is eligible?**

This is a national scheme and eligibility may change over time. Those on low income or on means tested benefits are likely to be eligible for funding. Healthy Homes Dorset will check eligibility for applicants.

12.0 Energy Efficiency Loans.

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Energy Efficiency Loans	✓	x	x	✓	£15,000	✓ ²	Lendology

²Subject to affordability check

12.1 Energy efficiency loans: up to a maximum of £15,000 to provide the following works in domestic property:

- Solar Panels
- Solar Thermal Systems
- Air Source Heat Pumps
- Ground Source Heat Pumps
- Biomass Heating Systems
- Solid Wall Insulation

12.2 All works are subject to a survey by a competent person, no early repayment charges are applied and there are variable repayment periods available. Loans are administered by Lendology CIC conditions apply see section 14.

12.3 Loans are available to owner occupiers and landlords subject to an affordability check.

13.0 Energy Improvement Grant

	Homeowner	Tenant	Park home owner	Landlord	Max Grant £	Means Tested	Who to contact
Energy Improvement Grant	✓	✓ ¹	✓	x ¹	£10,000	x	Dorset Accessible Homes Service

¹Excludes works that are required by law for a landlord to provide.

13.1 The Energy Improvement Grant is designed to enable homeowners with a disability to quickly access financial assistance to conduct a wide range of Energy improvements around the home. Funding is made available by Dorset Council in response to the cost-of-living crisis.

13.2 This is to achieve and promote independent living, assist people coping with the cost-of-living crisis and assist with meeting local authority energy efficiency commitments.

13.3 Funding is discretionary and may be withdrawn without warning by the Council on any applications prior to the formal approval of the grant. This assistance only remains available while funds permit.

13.4 Eligibility Criteria

A person is eligible to apply for an Energy Improvement Grant if they:

- Own their own home as a freeholder or leaseholder* (*with at least 5 years left to run)
- Are a tenant** or life tenant or have a license to occupy a park home on a licensed site.
- Are a private tenant living in a property owned by an individual under a formal tenancy agreement that is not a housing association.
- And live in the local authority area of Dorset Council.
- Have a disability, (Disability” has the meaning given by section 6 of the Equality Act 2010).
- Have a physical or mental impairment which is not a disability, but which gives rise, or which the authority considers may in the future give rise, to needs for care and support, or comes within any other category of persons the authority considers appropriate to include in a register of persons who have, or the authority considers may in the future have, needs for care and support.
- The applicant must have energy improvement requirements that are eligible under the criteria listed and deemed necessary by the inspecting officer.
- The applicant does not have to be on a means tested benefit nor will be subject of a means test for ascertaining a level of financial contribution to the energy improvements offered.

13.5 Grant exemptions

The grant assistance will not be provided for tenanted properties where the eligible works are the normal, legal responsibility of the landlord or where a landlord is subject to enforcement proceedings by the Council. (For example, an Improvement Notice or other Housing Act 2004 notice or tenants living in property with an F or G rated EPC.

**Tenants living in housing association properties are excluded from this grant as housing associations have an obligation to meet legislative energy guidelines.

13.6 What works are eligible?

At the Dorset Accessible Home Service discretion, a grant will be considered for the reasonable cost of the work necessary to:

- Carry out minor works to enable the repair of existing gas boilers and attached pipework/radiators
- The replacement of gas boilers where un-repairable or are aged and inefficient
- The replacement of night storage heaters where un-repairable or are aged and inefficient.
- First time installation of an energy efficient heating or insulation system not covered by other energy schemes or funding.
- The installation of temperature controls to: the main system or to individual heating units where possible
- Replacement of defective hot water cylinders with attached insulation cylinders, insulation of hot water carrying pipework within the property were reasonably accessible.
- Repairs to windows or external doors of gaskets, hinges, handles, broken double glazed units, panels and/or application of draught proof stripping, where these repairs will improve the energy efficiency of the window or external door.
- Fitting of back draught fan shutters externally to wall fans only fitted with open grill or open hooded vents permitting direct external air flows into the building reducing the buildings energy efficiency.
- Replacement of inefficient or decayed timber or metal windows or external doors that permit the reduction of the effectiveness of the building energy efficiency.
- The closing in of building fabric apertures where, the opening is detrimental to reasonably recognisable permittance of air that will compromise the building energy efficiency.
- The installation of insulation to as close as possible the current building regulations in loft spaces directly over the living accommodation of the building.
- Additionally, to provide financial top up assistance to projects administered by Ridgewater Energy commissioned programme for 'Healthy homes Dorset' in the Dorset Council area. Support the topping up of works funding shortfalls by Ridgewater energy in the installation of any of the above measures and to include Photo voltaic cells, Ground source heating schemes for individual properties.

13.7 Amount of Assistance

- The minimum grant range starts at a minimum of £50.00; the maximum grant is £10,000 per household. The grant includes the cost of the eligible works plus the DAHS agency fee (12% +VAT) of the net cost of the works.
- The grant is limited to 1 grant per household in a calendar year.

13.8 What conditions are attached to the grant?

- The application must be made on the approved referral form or other format agreed by the Council.
- Prior to works being carried out, at least one quotation from a bona fide contractor or other appropriate service provider shall be submitted for the cost of the eligible approved works.
- No works shall be carried out without formal grant approval.

14.0 Loans administered by Lendology CIC.

14.1 In response to government guidance promoting the use of loans to encourage private sector renewal Dorset Council is a member of a consortium of Councils in the SW that funds Lendology Community Interest Company (Lendology CIC). Lendology CIC provides a range of affordable loans on behalf of these Councils.

14.2 The conditions below relate to all loans administered by Lendology CIC

Who is eligible?

- Applicants must be over 18 years of age and have held a freehold / leasehold interest in the property concerned for a minimum period of one year prior to the application for loan assistance.
- Owners of park homes will need to provide proof of ownership of the unit and a responsibility to undertake the necessary works.
- Property owners who, following a financial assessment need a loan. Where individuals can pay themselves then they will be expected to do so. Likewise, the Council are obliged to protect their investments and will not agree to lend money to anyone who does not pass the financial eligibility assessment or where the risk is considered too great.

14.3 **Are there any conditions?**

The following conditions apply:

- Loans are available solely at the discretion of the Council. The current maximum loan available is £25,000 (£10,000 for park homes).
- Loans will only be available subject to the Council confirming eligibility and detailing the works.
- All loans are registered at the Land Registry. Sale of the property during the loan term will require repayment of the loan to Lendology CIC.
- Loans to the owners of park homes cannot be secured by registration and therefore approval will be dependent on production of a valid lease or pitch agreement showing security of tenure of the park home on the site.
- Loans may include the reasonable cost of ancillary fees and charges (e.g. Building Regulation approval) within the maximum loan amount.
- Should the property be in joint ownership, the financial standing of the joint owners and their ability to fund the necessary works either independently or with a commercial loan will be considered. If a Council-funded loan is

considered appropriate, the written consent of any joint owners must be provided prior to any loan being approved.

- It is not intended that the loans scheme available should be used as a cheap alternative to a commercial loan, and evidence of non-availability of finance from a commercial provider may be required before a referral can be made to Lendology CIC.
- Any works undertaken to the property not specified by the Councils will be the responsibility of the property owner and not eligible for loan assistance.

14.4 Loan products are constantly being reviewed, but Lendology CIC have a variety of loan products to meet individual need. The core products include:

- Capital and interest repayment loan
- Interest only loan
- Interest roll-up Deferred repayment loan
- Deferred Capital repayment loan
- Fixed term interest only converting to capital repayment
- Fixed fee (only where client unable to afford any other options)

14.5 Lendology CIC's financial assessment will determine the most appropriate loan product to meet individual need. In some circumstances, applicants may require a combination of loan products and a variation of interest rate to ensure responsible and affordable lending.

14.6 The Council will respond to any enquiry for assistance by conducting a survey of the property to identify eligible works and will discuss eligibility for a subsidised loan.

14.7 The Council will confirm the works eligible for assistance and forward a referral to Lendology CIC, who operate as the Council's loan administrator. Eligible works on Home Loans will be restricted to those necessary to meet the Decent Homes Standard only. To simplify the process for applicants Lendology CIC may conduct financial assessments ahead of any survey by the Council should the initial enquiry be made to Lendology CIC. In such situations it will still be necessary for the Council to determine the eligible works and approve the application.

14.8 Lendology CIC will determine if a loan can be provided and agree the terms of any such loan with the applicant before requesting the Council's consent to the approval of the loan application. It is the function of Lendology CIC to determine which loan product, if any, is available to an applicant following a financial assessment. Their decision on an applicant's ability to service a loan is final. Lendology CIC will determine if a loan can be provided and agree the terms of any such loan with the applicant before requesting the Council's consent to the approval of the loan application. Referral can only be made by the Council and any loan offered can only cover the cost of works deemed eligible by the Council.

14.9 Applications for loans are made direct to Lendology CIC. An application will need to be accompanied by two competitive estimates suitably itemised. Loans

are subject to a limit of £25,000 (£10,000 for park homes) and once approved, are registered by Lendology CIC at the Land Registry as a title restriction. Approval of loans more than £25,000 may be considered as an exception to this policy but will be subject to support from the loan administrator and will require the approval of the Corporate Director Housing in consultation with the portfolio holder Housing.

- 14.10 On confirmation from Lendology CIC that a loan application may be approved, the Council will review the loan offer, and the details of the application. The Council will make the final decision on the loan application and notify Lendology CIC accordingly.
- 14.11 The loan agreement is between the property owner and Lendology CIC. It is the responsibility of the applicant to undertake the works for which the loan is provided, make the agreed repayments to Lendology CIC and to confirm completion of the works to the Council.
- 14.12 The interest rate charged by the loan provider will be fixed for the duration of the loan and will be between 0% – 4%.
- 14.13 Lendology CIC have total discretion on assessing an applicant's ability to finance a loan. There is no right of appeal against their decision.
- 14.14 Multiple loan applications: The maximum number of loan applications that Dorset Council will consider by any one applicant (either a person, company, charity or trust) or related to one particular property is two.

Note: The capital for these loans is provided by the Council but administered by Lendology CIC. All loans prior to being approved may be withdrawn by the Council without warning.

15.0 Equality and the Armed Forces Covenant

- 15.1 This policy has been subject to an Equality Impact Assessment (See **Appendix 2**).
- 15.2 In providing financial assistance we are committed to ensuring that no one is discriminated against based on their age, disability, employment status, ethnic or national origins, race or colour, marital status, religious or political beliefs, responsibilities for children or dependents, gender or gender reassignment, sexuality, social class, or unrelated criminal convictions.
- 15.3 Dorset Council actively supports the Armed Forces Covenant, a promise from the nation that those who serve or have served in the armed forces and their families are treated fairly. Dorset Council reserves the right to use its discretion to ensure members of the armed forces community face no disadvantage compared to other citizens in the provision of our services.
- 15.4 Fostering: Dorset Council actively supports applications from people who are considering or already fostering children.
- 15.5 A version of this policy can be provided in large print upon request.

Appendix 2

Private Sector Assistance Policy

What's changed – The main amendments to the existing policy.

What has changed	Why
Amended to reflect new portfolio holder name and new date of approval by cabinet	Update of policy which was originally approved in 2020.
DFG Top up Grant: Inclusion of a discretionary payment to top up a disabled facilities grant.	This additional assistance is offered due to the increasing cost of building materials and other building costs.
Moving on Grant Additional assistance to help disabled people move to a more suitable home.	Assistance removes the barriers for some disabled people moving to a more suitable home.
Energy Improvement Grant: assistance to help disabled people with energy efficiency and heating upgrades.	Provided as part of the cost-of-living crisis response from the Council.

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Equality Impact Assessment (EqIA)

Before completing the EQIA please have a look at the [Dorset Council style guide](#) and also use the [accessibility checker](#) to make sure your document is easy for people of all abilities to read.

Some key tips

- avoid tables and charts, if possible, please provide raw data
- avoid pictures and maps if possible.
- avoid using bold, italics or colour to highlight or stress a point
- when using numbering or bullet points avoid using capitals at the beginning unless the name of something
- date format is dd month yyyy (1 June 2021)
- use clear and simple language
- where you need to use technical terms, abbreviations or acronyms, explain what they mean the first time you use them
- if using hyperlinks, make sure the link text describes where the link goes rather than 'click here' Please note equality impact assessments are published on the Dorset Council [website](#)

Before completing this form, please refer to the [supporting guidance](#). The aim of an Equality Impact Assessment (EqIA) is to consider the equality implications of your policy, strategy, project or service on different groups of people including employees of Dorset Council, residents and users of our services and to consider if there are ways to proactively advance equality.

Where further guidance is needed, please contact the Inclusion Champion or the [Diversity & Inclusion Officer](#).

1. Private Sector Housing Assistance Policy

2. This is a review of an existing Policy
3. This is an external Policy affecting residents.
4. Please provide a brief overview of its aims and objectives:

The Private Sector Housing Assistance Policy sets out the discretionary and mandatory financial assistance Dorset Council offers to eligible residents in Dorset to improve or adapt their property. The Regulatory Reform (Housing Assistance) (England and Wales) Order 2002 enables Councils (where they publish a policy) to provide a range of housing assistance. The types of assistance include adapting properties for disabled people, bringing empty property back into use, improving energy efficiency and bringing homes up to the Decent Homes Standard.

5. Please provide the background to this proposal.

This policy will replace the Private Sector Housing Assistance Policy approved by Council in November 2020. There are two new grants proposed in this current revision which require further approval by Council to become active. These grants are aimed at helping disabled people move to a more suitable home and to provide energy efficiency and heating improvements to disabled people.

More information about DFGs can be found at <https://www.gov.uk/disabled-facilities-grants>

The Dorset Accessible Homes Service (DAHS) deliver a wide range of services to help older, vulnerable and disabled people to live at home safely <https://www.millbrook-healthcare.co.uk/contact-us/service-centre-locations/home-improvement-agency-services/dorset-hia/>

More information about the Healthy Homes Dorset Scheme is here: <https://www.healthyhomesdorset.org.uk/>

Loans: Dorset Council works in partnership with Lendology CIC a Community Interest Company (CIC) and other councils in the South West to provide a range of loan products. More information can be found at <https://www.dorsetcouncil.gov.uk/w/loans-from-lendology-cic>

Evidence gathering and engagement

6. What sources of data, evidence or research has been used for this assessment? (e.g. national statistics, employee data):

Information about the housing stock in Dorset is primarily from historical stock condition surveys carried out in the former district and borough council areas of Dorset, National EPC data sets, the English House Condition Survey and Census data.

7. What did this tell you?

It is estimated that in areas of Dorset up to 36% of homes do not meet the Decent Homes Standard. That is where there is either a category 1 hazard, it is in disrepair, levels of thermal conform are poor and /or the property is lacking in modern facilities. Information is also held on those properties that have lodged an EPC certificate as part of a residential letting process or when they were sold. Modelling of the housing stock in Dorset show that 6.8% of properties are highly likely to have a Category 1 hazard for “Excess Cold” (i.e. are poorly insulated or lack a suitable heating system) and 5.7% are highly likely to be suffering from serious damp and mould.

Empty Homes: It is estimated that as many as 3.1% of the housing stock may be empty at any one time. Some of these properties may come back onto the market or be used within 6 months however without intervention some will remain empty for many years. Financial assistance is an important tool in the range of services and options the Council offers to help the owners of empty property bring them back into use.

The need for assistance is informed by the condition of local housing stock, the need for reducing non decent homes, removing hazards, improving energy efficiency and making homes more sustainable.

The assistance set out in this policy directly impacts on the health and wellbeing of residents. Census data (2021) shows that 6.1% of the population of Dorset identify as being in an ethnic minority, lower than the national average. This means that it is particularly important to recognise that minority groups may find it difficult to access services, be more isolated and potentially have less support than in other areas. The link between some minority ethnic groups and deprivation may mean that some of these groups are more likely to live in cold homes leading to excess winter deaths.

Disability and people on benefits:

In England 17.1% of people disclosed having a disability (Census 2021) however in Dorset that figure was 19.3%, whilst historical stock condition surveys, (which involve physical surveying of a sample of properties) estimated that 21% of all households have one or more person with an illness or disability. Residents who have a disability and on low income are more likely to be living in poorly insulated and lesser quality property. Targeting resources at people on a lower income and disability targets the resources at those in most need.

8. Who have you engaged and consulted with as part of this assessment?

Continued engagement occurs with both internal partners and stakeholders supporting some of this assistance in this policy and external delivery partners.

Internal Stakeholders:

Portfolio Holder and other Councillors

Adult and Housing Directorate (relevant senior managers)

Adults Commissioning (responsible for commissioning the Dorset Accessible Homes Service)

Growth and Economic Regeneration (responsible for commissioning Healthy Homes Dorset)

External Stakeholders:

Ridgewater Energy Ltd – Council’s provider for Healthy Homes Dorset

Dorset Accessible Homes service provided by Millbrook Health Care Ltd

Lendology Community Investment Company

9. Is further information needed to help inform decision making?

No; the policy is periodically reviewed as new information about housing stock, need and funding opportunities become available to ensure that:

1. It continues to comply with legislation, guidance and case law.
2. That no service user or group of service users are unfairly treated or excluded
3. Existing approved budgets are not exceeded.

The Council can take advantage of new sources of finance and opportunities that arise from time to time.

Is an EQIA required?

Not every proposal will need an EqIA. The data and research should inform your decision whether to continue with this EqIA. If you decide that your proposal does not need an EqIA, please answer the following question:

This policy does require a EqIA because it has a wide impact on many residents in Dorset.

Assessing the impact on different groups of people

For each of the protected characteristics groups below, please explain whether your proposal could have a positive, negative, unclear or no impact. Where an impact has been identified, please explain what it is and if unclear or negative please explain what mitigating actions will be taken.

- use the evidence you have gathered to inform your decision making.
- consider impacts on residents, service users and employees separately.
- if your strategy, policy, project or service contains options you may wish to consider providing an assessment for each option.
- see guidance for more information about the different [protected characteristics](#).

Key to impacts

Positive Impact	<ul style="list-style-type: none"> • the proposal eliminates discrimination, advances equality of opportunity and/or fosters good relations with protected groups.
Negative Impact	<ul style="list-style-type: none"> • protected characteristic group(s) could be disadvantaged or discriminated against
Neutral Impact	<ul style="list-style-type: none"> • no change/ no assessed significant impact of protected characteristic groups

Unclear	<ul style="list-style-type: none"> not enough data/evidence has been collected to make an informed decision.
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Impacts on who or what?	Choose impact	How
Age	Positive Impact	People of all ages benefit from improvements to their domestic property. Some assistance is targeted directly or indirectly at certain age groups for example, disabled facilities grants are taken up by older persons due to poor mobility in old age and children with disabilities. The range of private sector housing assistance in this policy improves the conditions, access and environmental performance of homes. The assistance is available to all domestic property types including park homes.
Disability	Positive Impact	Assistance in this policy improves the lives of people in all disability groups. It is targeted at those on lower income via a nationally prescribed and mandatory test of financial resources. Help and advice on adapting homes for those able to pay is also provided. Disabled Facilities Grants and loans, handy-van services allow disabled people to remain safely in their homes, avoiding significant care costs and hospital treatments improving life outcomes and well-being. Assistance is also provided to help a disabled person move to a more suitable home.
Gender reassignment and Gender Identity	Neutral Impact	There is no barrier or conditions that affect the rights of people who change gender identity to access the financial assistance in this policy.
Marriage or civil partnership	Neutral Impact	There is no barrier or conditions that affect the rights of people who are married or in civil partnerships in this policy.
Pregnancy and maternity	Neutral Impact	There is no barrier or conditions that affect the rights of people who are pregnant to access financial assistance in this policy.
Race and Ethnicity	Neutral Impact	There is no barrier or conditions that affect the rights of people whatever their race or ethnic group.

Impacts on who or what?	Choose impact	How
Religion and belief	Neutral Impact	There is no barrier or conditions that affect the rights of people whatever their belief or religion.
Sex (consider men and women)	Neutral Impact	There is no barrier or conditions that affect the rights of people whatever their sex.
Sexual orientation	Neutral Impact	There is no barrier or conditions that affect the rights of people whatever their sexual orientation.
People with caring responsibilities	Positive Impact	The assistance in this policy allows disabled people to remain safely in their homes. This assistance directly improves the care setting and significantly supports carers who are providing valuable care and support to disabled people.
Rural isolation	Positive Impact	Improving access to property for disabled people improves their ability to live and remain active within their local communities including rural settings.
Socio-economic deprivation	Positive Impact	The range of private sector housing assistance in this policy improves the conditions, access and environmental performance of homes. Reducing the cost of heating and improving health through better housing conditions directly impact on reducing fuel poverty and improving health outcomes. Assistance is generally targeted at those on lower income.
Single parents	Positive Impact	The range of private sector housing assistance in this policy improves the conditions, access and environmental performance of homes. The assistance is available to all domestic property types. Improving housing conditions is known to improve mental wellbeing and contributes to the cohesion of families including single parent families.
Armed forces communities	Positive Impact	Discretionary powers are included within the policy to extend eligibility so that military personnel and their families can benefit from the assistance offered by the Council.

Please provide a summary of the impacts:

This policy has positive impacts to several of the protected characteristics groups, there are no negative impacts. For some protected characteristics groups there is no assessed significant impact.

Action Plan

Summarise any actions required because of this EqIA.

Issue	Action to be taken	Person(s) responsible	Date to be completed by	Who to sign off completion
Communication of the assistance to the public	<p>Communication Plan Communication plan required to publicise the assistance available to residents of Dorset and ensure that all equality groups are addressed within the plan. Large print version available upon request Policy to be published on the Council's website. Targeted communication of aspects of this policy to be promoted to encourage take up to target groups.</p>	Service Manager Housing Standards Communications & Engagement Officer	October 2025	Head of Service Housing Standards
Changes in legislation, funding streams and new opportunities	<p>Review of policy Formal policy reviewed after 3 years, consideration of the assistance provided and its effectiveness. The policy may be reviewed annually to include new grant or finance available.</p>	Service Manager Housing Standards	Annually upon date of approval and as necessary	Head of Service Housing Standards

Sign Off

Officer completing this EqIA: Richard Conway

EQIA Private Sector Housing Assistance Policy V2

Officers involved in completing the EqIA: Richard Conway

Date of completion: 18th October 2024

Version Number: V2

EqIA review date:18.10.2024

Equality Lead Sign Off: James Palfremen-Kay

Next Steps:

- the EqIA will be reviewed by Communications and Engagement and if in agreement, your EqIA will be signed off.
- if not, we will get in touch to chat further about the EqIA, to get a better understanding.
- EqIA authors are responsible to ensuring any actions in the action plan are implemented.

Please send to [Diversity and Inclusion Officer](#)

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People and Health Overview Committee

29 October 2024

Families First for Children Pathfinder Update

For Decision

Cabinet Member and Portfolio:

Cllr. C Sutton, Children's Services, Education & Skills

Local Councillor(s):

All

Executive Director:

P Dempsey, Executive Director of People - Children

Report Author: Paul Dempsey
Job Title: Executive Director of People - Children
Tel: 01305 224513
Email: Paul.dempsey@dorsetcouncil.gov.uk

Report Status: Public (the exemption paragraph is N/A)

Brief Summary:

This report is an update to the People and Health Overview Committee on Children's Services implementation of the Families First for Children Pathfinder Programme.

Recommendation:

It is recommended that members consider the content of the report and support our on-going participation in the Families First for Children Pathfinder programme.

Reason for Recommendation:

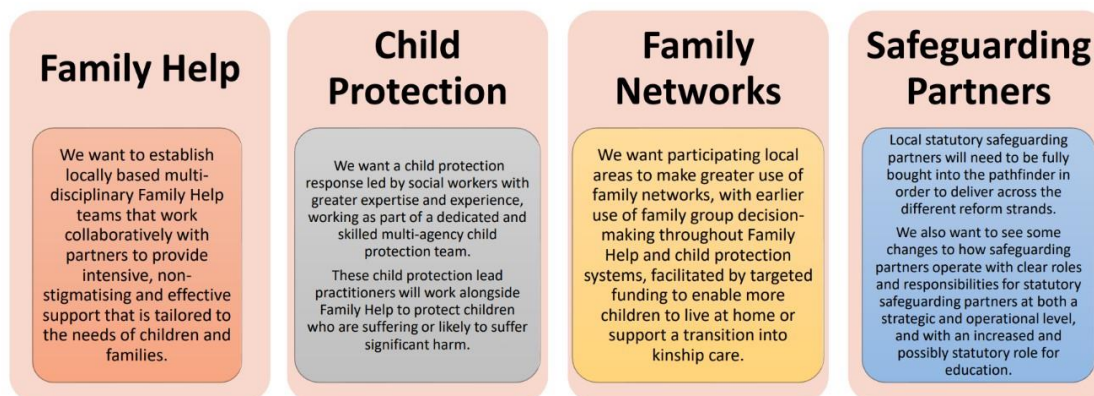
Participation in the Pathfinder programme is a huge opportunity for Dorset to shape the transformation that is required in children's social care, to secure DfE funding to support the required change, and for our children and families to benefit from the reforms sooner rather than later.

1. **Background**

- 1.1 The Independent Review of Children’s Social Care published its final report in May 2022. The Review was described as a “once-in-a-generation opportunity” to set out a bold and broad plan to improve outcomes for children and families. The big question it sought to answer was: How do we ensure children grow up in loving, stable, and safe families and, where that is not possible, that care provides the same foundations?
- 1.2 The review found the current system to be increasingly skewed towards crisis intervention, with outcomes for children unacceptably poor, and costs continuing to rise. It reported that without a ‘radical reset’ of the whole system, outcomes will remain poor, and in a decade’s time the children in care population will have increased from 80,000 to 100,000, and costs will increase to £15billion from £10billion now.
- 1.3 ‘Stable Homes, Built on Love’, published in February 2023, is the Government’s strategy for implementing the recommendations of the Review.
- 1.4 The Strategy sets out six pillars to transform children’s social care. These are as follows:
 - Family Help provides the right support at the right time so that children can thrive with their families.
 - A decisive multi-agency child protection system.
 - Unlocking the potential of family networks.
 - Putting love, relationships, and a stable home at the heart of being a child in care.
 - A valued, supported and highly skilled social worker for every child who needs one.
 - A system that continuously learns and improves and makes better use of evidence and data.
- 1.5 The Government is sponsoring several test and learn pathfinder programmes to test out delivery of some elements of its strategy before they roll it out nationally. Dorset is one of 12 (3 x wave 1, & 9 x wave 2) local authorities nationally who have been selected to deliver the Families First for Children Pathfinder Programme. This Pathfinder involves

designing a new model of provision to deliver the following elements of the strategy:

There are **four key reform strands** to the Families First for Children pathfinder that will be delivered as a whole system transformation. There will be minimum requirements alongside local flexibility and delivery questions to be worked through via co-design.



In summary, the ambitions of the Pathfinder are to deliver:

- Deeper integration and partnerships in child protection and family help.
 - More support and help to families early, preventing crisis.
 - Support to enable families and family networks to make their own decisions and plans to keep children safe.
 - An enhanced safeguarding role for education at the strategic level
- 1.6 From August to December 2023, we undertook a co-design process to agree our proposed delivery model for the Pathfinder reforms. This exercise was carried out in collaboration with Children’s Services staff, the wider council, and partnership colleagues. The model has also been built in line with the views and lived experience of our children, young people, and families.
- 1.7 Our delivery plan was submitted to and agreed with the Department for Education in December 2023.
- 1.8 In February 2024, we presented an update report to the People and Health overview committee outlining our delivery plan (please see previous report for further detail).

- 1.9 Since February 2024, we have been implementing the commitments we made through a structured plan. This report provides a detailed, up to date position on the current state of the delivery of the programme, broken down by specific workstreams/pillars.
- 1.10 The evaluation of the Pathfinder will be conducted both locally and nationally to assess the impact of the reforms and inform both local and national future policy/legislation. We intend to report back to this committee in Quarter 4 of the 2024/2025 financial year with an overview of the impact of the Pathfinder to date and our longer-term plans for delivery of services alongside any increased/changed financial settlement from central government to support us.

2. **Overview of the implementation of the Families First for Children Pathfinder model.**

2.1 **Family Help reforms**

- 2.1.1 Our enhanced locality staff structures for Family Help went live on the 17th June 2024 including new Family Help duty systems and Family Help Line of Sight meetings ensuring social work oversight to Family Help practice, a requirement of the reforms.
- 2.1.2 We have enhanced our integrated front door with increased Family Help expertise in the form 4 additional Family workers.
- 2.1.3 DEAL (Dorset Education and Advice Line with SEND expertise) integration also went live on the 20th May 2024.
- 2.1.4 Our Family Help Practice Lead is now in post and working alongside locality managers and their teams to implement enhanced family help ways of working including the role of Family Help Lead Practitioners.
- 2.1.5 We have partnered with Dorset Voluntary and Community Sector Assembly to commission an external provider (Daybreak) to deliver Family Network Meetings in the Early Support/Community space.
- 2.1.6 We are developing an innovative collaboration between Homestart, Dorpip and Dorset Mind to offer enhanced

Perinatal Mental Health and Parent Infant Relationships provision through our Family Hub Network.

2.2 Family Networks reforms

- 2.2.1 Our local Family Networks Strategy sets out how we intend to deliver the Family Networks reforms. This strategy was signed off in March 2024 and communicated to staff in May 2024.
- 2.2.2 We are going through a period of consultation on our new Connected Person's Service which will go-live before the end of the year. A joint decision has been made between Dorset Council and Bournemouth, Christchurch and Poole Council to separate the financial contributions currently made to Aspire Regional Adoption Agency to undertake Special Guardianship Order (SGO) work. This work will transfer to the new Connected Person's Service.
- 2.2.3 Our internal Family Group Conference (FGC) Service went live on 1st June 2024. Through the Pathfinder we have recruited 1x FGC Manager and 7x FGC co-ordinators. The staff have been trained and have delivered upwards of 50 FGC's so far.
- 2.2.4 Our approach to Family Network Meetings (FNM) went live in July 2024. Our grade 10 Family workers have been trained in the FGC approach and are leading and modelling the rollout of FNM training across the locality teams.
- 2.2.5 Family Network Support Packages are live with clear financial guidance and local tracking / monitoring processes in place.
- 2.2.6 Work on a pre-proceedings pilot with the Family Rights Group continues, the ambitions of which align closely with the Families First for Children Pathfinder. It is anticipated that elements of the pilot will be focusing on establishing ways in which families with experience of the child welfare system may be involved in service design/developments. As well as some focused work relating to the local kinship care population and strengthening understanding of kinship care across the whole local family justice area.

2.3 Child Protection reforms

- 2.3.1 Since April 2024, we have been piloting a new approach to Child Protection Conferencing in one of our localities (Dorchester and West). We have presented our findings from the pilot to the Department for Education and are now moving to implement learning across Dorset.
- 2.3.2 Our Multi-Agency Child Protection Operational Board has been in place since April 2024. This group is focussing on enhancing the effectiveness of child protection through collaborative multi-agency effort, focusing on coordination, leadership, and continuous improvement in practice. It is attended by a wide range of partners including Health, Police and Education representatives
- 2.3.3 Multi-Agency Child Protection Teams went live on 17th June 2024 supported by Multi-agency Child Protection Team Line of Sight meetings.

2.4 Safeguarding Partners reforms

- 2.4.1 The inaugural meeting of the Dorset Education Safeguarding Board took place on Monday 15th July 2024 with good attendance and engagement. We are now in the phase of testing and learning our agreed initial arrangements and will be closely aligning evaluation to enable us to understand impact
- 2.4.2 The strategic partners for Dorset have agreed new arrangements for the Dorset Safeguarding Children Partnership in line with Working Together to Safeguarding Children 2023. Changes have been reported to and approved by Dorset Council Cabinet and partnership governance bodies.

2.5 System reform / enabling functions

2.5.1 **MOSAIC / Case Management Systems (CMS)**

Staff structures have been updated on our case management system, MOSAIC, to reflect the enhanced locality structures that went live on 17th June 2024. The remainder of service critical changes to CMS systems will go

live on 7th October including but not limited to; a single assessment and plan for Children, Young people and families, and updates to support work at our integrated 'Front Door'.

2.5.2 **Workforce development**

Across May 2024, locality staff were inducted into the new Pathfinder model. These whole day sessions provided comprehensive training in Family Help, Child Protection, Education Safeguarding, Quality Assurance, Kinship Service, Pathfinder Learning Programme, Integrated Front Door and Family Networks. A suite of other learning is also being delivered to complement and support the Pathfinder model through specific sessions examples of which include; Whole Family Working, Family Led Decision Making, Parent Assess Training. We have also stood up a local Level 4 Apprenticeship in Family Work and are proactively campaigning (the DfE) for a national standard / apprenticeship and professional development route for family work.

In addition to internal workforce development, there are several partner inductions that have taken place over the summer and early autumn including Health, Police and Voluntary and Community Sector partners.

2.5.3 **Recruitment**

We have recruited circa 70 new staff across several functions as part of the enhanced Pathfinder model. Most of these roles are being supported by the Pathfinder Grant funding which has allowed us to expand. New / increased roles include:

- Educational Psychologists
- Assistant Team Managers (Social Work Qualified)
- Assistant Team Managers (Contextual Safeguarding)
- Family Workers
- SEND case workers
- Service Managers (Inclusion and belonging)
- Social Workers

- Youth Support Workers
- Business Support
- Youth Voice workers

2.5.4 **Programme Evaluation**

Evaluation of the Families First for Children Pathfinder consists of three main strands:

a) Project specific evaluations tailored to test specific interventions – for example the impact of the reforms (on staff, partner agencies and families) of the Child Protection Conference pilot. These reforms are centred around the modernisation of conferences - making them more family friendly, testing the social worker chairing the conference and the advice and guidance role offered to the family as the Section 47 (child protection) process begins. Other projects underway include setting a baseline for education being an equal partner in safeguarding, the impact of Family Group Conference and Family Network Support Packages.

b) A baseline case sampling of the overarching themes of the Pathfinder and it is envisaged this work may be repeated in the Springtime to determine any change.

c) Tracking case studies through the Pathfinder as families progress through their journey – so for example speaking to a family that took part in a Family Network Meeting, produced a plan and then monitoring the impact of the plan over time. Similarly interviews with staff (and a staff survey) has taken place to gain the staff perspective on the changes.

We will report back to this committee on the full programme evaluation and specific learning / impact we are evidencing as the Pathfinder model beds in, however ahead of a more detailed impact assessment, there are already some emerging points of learning that speak to families / practitioners' experience of the enhanced model:

- There is positive feedback from families regarding consistency of worker. As cases move from Early Help to Child in Need for example, the Family Help Lead

Practitioner will continue to hold the relationship with the family.

- Professionals from our locality Family Help Teams report a culture of professional recognition and respect. Our Family Help Teams are made up of professionals from a multitude of backgrounds, including social work and the team members recognise and respect those mixed backgrounds and the positive effect the multi-disciplinary knowledge has in working with children, young people and families.
- Through recent reflective sessions with the workforce, we have gained some feedback on how they feel about the model (selected quotes below)
 - *“I am an early help worker with 23+ yrs experience. The new format works well, there is seamless co-ordination and it has made my life easier as a worker. I get consistent advice and response from managers”*
 - *“I started in Dorset 5 months ago (Family Worker). I have learned so much from SW qualified members of team and I now feel confident and empowered to deal with more complex cases”*
- As above, there is some emerging feedback from non-social work qualified staff, that they are feeling more confident and empowered to work with increased levels of complexity (i.e. Section 17 child in need work which would previously have been held by Social Workers).
- Having experienced and skilled family workers who are permanently based at the Front Door has given more consistency in decision making and their soft skills, upskilling all staff.
- There is a lot of emerging learning about our new in-house Family Group Conference (FGC) service that has been sourced through qualitative family feedback:

- Families appreciated the informal, relaxed nature of the conference, with many mentioning that the set-up, including refreshments and the location, helped ease nerves.
 - Communication with the FGC coordinator prior to the meeting was helpful in preparing participants.
 - The majority of participants felt that the family network played a significant role in the process, with the focus remaining on the child's needs throughout.
 - The child's voice was well-represented, either directly or through advocates, ensuring that the child's welfare remained the focal point of discussions.
 - Most respondents believed the plan developed during the conference was genuinely family-led, with family members contributing their ideas and solutions. This sense of ownership fostered optimism about the plan's success.
 - The role of the independent coordinator was viewed positively, particularly by families with prior social worker involvement. The coordinator's impartiality and ability to lead the proceedings in a clear and supportive manner were highly valued.
 - Feedback indicated that the conferences were well-organized, with families generally satisfied with the outcomes. Many participants expressed surprise at how productive and supportive the process was, emphasizing the collaborative nature of the conference.
- We continue to test and learn through our Child Protection Case Conferencing Pilot. High-level learning so far includes:
 - **Improved Family Engagement:** Families felt more supported, particularly through pre-

conference visits and the new approach of co-producing child protection plans. The process became less authoritarian, with families reporting it felt more like a collaborative effort.

- **Enhanced Understanding and Participation:** The QARO's (Quality Assurance and Reviewing Officer) pre-conference contact increased family awareness of their rights and involvement in the process, leading to better understanding and cooperation.
- **Support for Modernisation:** The introduction of simplified reports, the use of screens to display plans during meetings, and the increased inclusion of family members were well-received.

- There is also lots of emerging learning and positive news relating to partners (health, police and education) experience of the new model including:

- **Thematic Learning and Positive Outcomes:**

The Child Protection Conference Pilot and broader efforts in Dorset's Child Protection reforms have demonstrated significant improvements in multi-agency collaboration, enhancing the overall effectiveness of child safeguarding efforts. Partner organisations, including Health, Police, and Education, have positively contributed to the success of these reforms.

- **Improved Multi-Agency Collaboration:**

Across all child protection processes, partner organisations collaborated closely in various forums, including Multi-Agency Child Protection Team (MACPT) meetings and Line of Sight reviews. This collaboration fostered shared decision-making, ensuring that each partner's professional input was valued and contributed to more robust, holistic plans for children and families. The involvement of multiple perspectives in these meetings strengthened decision-making processes and helped create a united approach to safeguarding.

- **Family-Centred and Collaborative Approach:**

A key success was the shift toward a more family-friendly approach, where partner organisations worked together to empower families rather than imposing solutions. This was evident in the way family members were engaged in decision-making, particularly through Family Group Conferences (FGCs), where families were given the opportunity to lead in creating their own plans. This collaborative ethos was appreciated by both professionals and families, as it fostered a sense of ownership and responsibility for the outcomes, ultimately leading to better engagement and more realistic, actionable plans.

- **Enhanced Professional Relationships:**

The reforms promoted stronger, trust-based relationships between professionals from partner organisations, which helped facilitate open dialogue and positive professional challenge. This collaborative spirit was critical in ensuring that different agencies were aligned in their efforts to safeguard children, and that decisions were made collectively with a clear understanding of each partner's perspective. Thematic learnings showed that this collective ownership of safeguarding decisions reduced conflict and enhanced the quality of interventions.

- **Efficient Service Delivery and Innovation:**

Several operational innovations were implemented during the reforms, such as the inclusion of School Nurses in health assessments, virtual participation of Police Officers in Child Protection Conferences, and streamlined processes for sharing plans and reports in real-time. These innovations were well-received by partner organisations as they enabled more efficient service delivery without compromising the quality of support provided to families. These changes reduced administrative burdens while maintaining focus on the child's wellbeing.

- **Positive Outcomes for Families:**

Partner organisations consistently reported that families responded well to the new collaborative approaches. The emphasis on co-production of child protection plans, supported by clear communication and preparation prior to meetings, was noted as a key strength. Families felt heard and involved, which increased their trust in the process and their commitment to follow through with agreed-upon actions. This, in turn, led to stronger family outcomes, as the plans were more likely to reflect the family's needs and capabilities.

- We continue to closely monitor our statutory reporting and local key performance indicators. Whilst it is too early to draw long term conclusions from changes to practice and data, positively since June:
 - There has been a sharp increase in the timeliness of assessments, both for those at Early Help (from 65% in June to 88% in August) and for child in need (84% in June to 91% in August) indicating that children and families are getting support more quickly.
 - It is also positive to note that overall caseloads appear to have reduced. Whilst we know that averages can be impacted by a range of factors, both the average across localities and the maximum number held has reduced for both Lead Family Support Workers and Lead Social Workers. Reduced caseloads are part of the vision for our Pathfinder model, providing practitioners with the capacity needed to deepen integration with partner agencies and work with family networks to fully embed the practice approaches of the Pathfinder reforms.

3. Financial Implications

3.1 Participation in the Pathfinder has presented an opportunity to secure a level of DfE funding to undertake the change and development work required that would have been unlikely to be available for other authorities.

3.2 Our final costed plan that was submitted to the DfE included detail of how we intend to use the grant funding to deliver the Pathfinder reforms and includes:

- Seconding/backfilling roles in police/health to support development of the programme and deeper integration
- New/additional roles in the Multi-Agency Family Help and Child Protection spaces (examples include, family help workers, youth practitioners, advanced practitioners)
- Programme management roles
- Enhancements to the learning and development offer for staff in line with the new model
- Commissioning services differently (e.g., in the early support space).

3.3 The total funding we will receive for the programme is £4,897,346.

3.4 The grant funding allocation runs to the end of 2024/25, and we have costed up to this point. We also expect increased funding to continue for 2025/26 and beyond to account for the costs of delivering the Government's Strategy thereafter. We have been engaging regularly on this with the Department for Education and await the outcome of the spending review.

4. Natural Environment, Climate & Ecology Implications

4.1 There are no implications for the environment, climate, and ecology other than that there may be benefits that may arise from a reduction in cross country travel if this strategy is successful in creating more local care placements for Dorset and for other authorities around the country.

5. Well-being and Health Implications

5.1 The aim of the Government Strategy is to improve the lives, and the health and wellbeing of children, young people, and families. Successful delivery of the strategy in Dorset will bring improvements to the health and wellbeing of our children, families, and communities.

6. Other Implications

- 6.1 Participation in the Pathfinder puts Dorset on the national stage, leading the implementation of a national strategy and with a responsibility and an expectation that we will thereafter support others on their own implementation journey.
- 6.2 There has been a reshape of some existing roles within our locality structures, predominantly a change in portfolio responsibility. There have been no contractual changes as a result.

7. Risk Assessment

HAVING CONSIDERED: the risks associated with this decision; the level of risk has been identified as:

Current Risk: Low
Residual Risk: Low

8. Equalities Impact Assessment

- 8.1 The EQIA for the programme was signed of in April 2024 and is included as appendix 1.

9. Appendices

- 9.1 Appendix 1 – EqIA FFCP Full programme October 2024

10. Background Papers

[Stable Homes, Built on Love: Implementation Strategy and Consultation](#)

[Working together updated guidance](#)

[National social care strategy](#)

[Kinship care national strategy](#)

[Digital and data strategy](#)

11. Report Sign Off

- 11.1 This report has been through the internal report clearance process and has been signed off by the Director for Legal and Democratic (Monitoring Officer), the Executive Director for Corporate Development (Section 151 Officer) and the appropriate Portfolio Holder(s).

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Equality Impact Assessment (EqIA) Template

Before completing the EQIA please have a look at the Dorset Council style guide and also use the accessibility checker to make sure your document is easy for people of all abilities to read.

Some key tips

- avoid tables and charts, if possible, please provide raw data
- avoid pictures and maps if possible.
- avoid using bold, italics or colour to highlight or stress a point.
- when using numbering or bullet points avoid using capitals at the beginning unless the name of something
- date format is dd month yyyy (1 June 2021)
- use clear and simple language.
- where you need to use technical terms, abbreviations, or acronyms, explain what they mean the first time you use them.
- if using hyperlinks, make sure the link text describes where the link goes rather than 'click here' Please note equality impact assessments are published on the Dorset Council website

Before completing this form, please refer to the supporting guidance. The aim of an Equality Impact Assessment (EqIA) is to consider the equality implications of your policy, strategy, project, or service on different groups of people including employees of Dorset Council, residents, and users of our services and to consider if there are ways to proactively advance equality.

Where further guidance is needed, please contact the Inclusion Champion or the Diversity & Inclusion Officer.

1. Initial information

Name of the policy, project, strategy, project, or service being assessed:

Department for Education : Family First for Children Pathfinder Programme

2. Is this a (please delete those not required):

- New policy, project, strategy, project, or service
- Review of policy, project, strategy, project, or service

3. Is this (please delete those not required):

Both internal and external

4. Please provide a brief overview of its aims and objectives:

Dorset Council has been invited to be a pathfinder authority to implement the reforms under the Families First for Children Pathfinder programme (FFCP). This launched officially in Dorset in September 2023 and will run until March 2025. Dorset was one of three local authorities in wave 1 of the programme chosen to deliver end to end service reform.

This programme of remodelling of services will enhance, develop, and grow our existing services and the model will be shared across the country to improve the outcomes for children and families nationally. Some of the design has been set by the Department of Education within their minimum expectations, as a pathfinder, and some of which has been shaped by our local ambitions.

The key strands of the pathfinder programme are:

- Family Help – established locality based multi-disciplinary teams that collaborate with partners to [provide intensive, non-stigmatising and effective support that is tailored to the needs of children and families.
- Child Protection – a more specialised service responses involving workforce transformation.
- Family Networks - greater use of family care and support, with earlier use of family groups decision making, with support to enable more children to live at home or to transition into kinship care.
- Safeguarding Partnerships – greater clarity on multi agency roles and responsibilities and an increased role for educational partners

5. Please provide the background to this proposal.

Dorset Council has been invited to be a pathfinder authority to implement the Through the FFCP, we will make some key changes to practice across the partnership that will include but not be limited to:

- Embedding a partnership multi-disciplinary group case supervision and line of sight model
- Ensuring a focus on our Dorset System including system leadership, partnership induction and learning events.
- Redesigning the practice model with safeguarding partners across Family Help and Child Protection with a specific focus on Family Group Decision Making, ensuring families are engaging, participating early, and empowered to co-design and develop plans to support and safeguard their children.

- Strengthening our practice framework and continue to expand and embed the principles of Motivational Interviewing, Therapeutic Thinking, Trauma Informed, Restorative & Relational Based Practice across the whole children's workforce and the partnership.
- Establishing a single whole family assessment and planning process which includes the development of multi-agency chronologies to support analysis, intervention, and planning. This will include the development of the lead practitioner role to deliver this work where appropriate.
- Development of the Family Hubs workforce including an introduction to the family hubs e-learning module
- Developing and embedding a training offer for the workforce, providers and settings focused on children under 2 years of age.

Our approach is to ensure that the system builds on families' strengths, addresses the full spectrum of need, and is poverty-aware and anti-discriminatory.

Our current practice model is well embedded and is rooted in the principles of restorative practice and trauma informed approaches. Multi-agency professional relationships within our model will be built on co-design, partnership and empowering family-led solutions and using strengths-based language. Our population needs assessment and business intelligence functions will continue to ensure we are addressing the full spectrum of need, and that we are poverty-aware and anti-discriminatory. Examples include:

- Embedding the principles of the Staff College 'Just Heart, Just Hope, Just Home' publication which commits to racial justice, equity and inclusion and being passionate about tackling racial disparities within and across Children's Services.
- Working closely with our LGBTQIA+ communities and ensuring they feel safe and are represented and responded to with our system.
- Our locality model and alignment with partnership place-based strategies means that we are responding to local need and embedding community driven solutions across a diverse spectrum of need.

Evidence gathering and engagement.

6. What sources of data, evidence or research has been used for this assessment? (e.g. national statistics, employee data):

Central government strategy / independent review of services

7. What did this tell you?

As this is a pathfinder, there are no specific data sets which can be used for this assessment. This is a test and learn programme and we intend to use local and national evaluation to evidence the positive nature of the programme. Ahead of this, we do know that the pathfinder will have only positive and / or neutral impacts on different groups of people and protected characteristics.

The ambitions of the pathfinder align closely with our local ambitions for children, young people and families. The pathfinder is rooted in findings of the independent review of children's social care and intended outcomes in Stable Homes built on Love which aim to reform children's social care in by focusing on key priorities that promote stable and loving family environments for all children. Here are the key ambitions and outcomes of the strategy:

- **Early Support for Families:** Focus on providing early, effective help to families, reducing the need for crisis interventions, and ensuring children can remain with their families whenever possible.
- **Strengthening Child Protection:** Reforming child protection services by integrating multi-disciplinary teams across agencies such as social services, health, and police to offer a more coordinated and efficient response.
- **Expanding Kinship Care:** Enhancing support for kinship carers, enabling children who cannot stay with their parents to be cared for by relatives or close friends, ensuring they stay connected to their family networks.
- **Workforce Development:** Introducing training programs and support frameworks for social workers to ensure consistent, high-quality care and protection for children.

8. Who have you engaged and consulted with as part of this assessment?

We have a well-established system for engaging, capturing, and responding to the voice of lived experience when designing and delivering our services. We will continue to utilise this system to further develop, design and hold to account the FFCP model as we move through implementation. Feedback from our children, young people and families tells us they do not want to be engaged multiple times on the same issues and expect consistency of relationships (in both how they are engaged and in terms of service delivery.) As such, we will continue to engage thematically and utilise the strong pre-existing networks of organisations that represent the views of children, young people, and families in Dorset. Examples include:

- DPCC – Dorset Parent Carer Council

- 0-25 Voluntary and Community Sector Forum
- Youth Voice arrangements – including Care Leaver Forum, Children in Care Council and Dorset Youth Council
- Local Alliance Groups (multi-agency groups that come together to deliver outcomes for children in a particular locality – these are sub-groups of the overarching Strategic Alliance described above)
- Parental engagement role through the safeguarding partnership

Through the FFCP we will also embed some specific engagement roles/mechanisms that will focus on gathering and responding to feedback from children, young people, and families. Examples include:

- Engagement officers working with children, young people and families in Family Help and Child Protection
- Youth Voice officers who will collaborate with young people to define and deliver our commissioning offer.
- Establishing a Start for Life & Family Hub Parent Carer Forum to enable input to develop and ongoing delivery of our offer.
- Kinship Carer Engagement Forum to co-develop our own local kinship care charter.

9. Is further information needed to help inform decision making?

Our local evaluation which will include feedback and insight from service users and colleagues working across the partnership will continue to inform our decision making process during the implementation of the programme.

Is an EQIA required?

Yes

Assessing the impact on different groups of people

For each of the protected characteristics groups below, please explain whether your proposal could have a positive, negative, unclear or no impact. Where an impact has been identified, please explain what it is and if unclear or negative please explain what mitigating actions will be taken.

- use the evidence you have gathered to inform your decision making.
- consider impacts on residents, service users and employees separately.
- if your strategy, policy, project, or service contains options you may wish to consider providing an assessment for each option.
- see guidance for more information about the different protected characteristics.

Key to impacts

Positive Impact	<ul style="list-style-type: none"> the proposal eliminates discrimination, advances equality of opportunity and/or fosters good relations with protected groups.
Negative Impact	<ul style="list-style-type: none"> protected characteristic group(s) could be disadvantaged or discriminated against
Neutral Impact	<ul style="list-style-type: none"> no change/ no assessed significant impact of protected characteristic groups
Unclear	<ul style="list-style-type: none"> not enough data/evidence has been collected to make an informed decision.

Impacts on who or what?	Choose impact	How
Age	Positive impact	Children and Young People up to the age of 25 years and their families will benefit from an enhanced model of delivery of Family help and Child Protection services
Disability	Positive impact	Children and young people with special education needs and disabilities (SEND) will benefit from an enhanced model of delivery of Family help and Child Protection services
Gender reassignment and Gender Identity	Neutral Impact	We expect work to strengthen young peoples access to emotional health and wellbeing services will be a positive step
Marriage or civil partnership	Neutral impact	No specific impacts identified
Pregnancy and maternity	Positive impact	<p>The programme aims to provide supportive environments before conception, during pregnancy and following birth.</p> <p>Significant opportunities have been identified for the programme to develop an asset-based approach to community resilience which</p>

Impacts on who or what?	Choose impact	How
		wraps around pregnancy and parenthood to harness and capitalise on the rapid improvement in joint working with community settings. This includes Family Networks and Family Help. The programme includes working together to strengthen the local maternity system developments with a community wrap around offer, to support pre-/post pathways of support between maternity services, health visiting and local authority services through the introduction of a network of community based, and virtual Family Hubs across Dorset
Race and Ethnicity	Positive impact	The plan promotes anti-discriminatory and anti-racist education and practices through a coproduction model which seeks to listen carefully to and acting on the experience of children and young people from Black and other ethnic minority groups
Religion and belief	Neutral impact	No specific impacts identified
Sex (consider men and women)	Positive impact	Through the programme we intend to provide intensive support for women who have had multiple children remove from their care, through the PAUSE programme, Work is underway to support expectant parents as they prepare for parenthood will also take place. Family Hubs, early help and edge of care services will provide support to parents and carers. Through the

Impacts on who or what?	Choose impact	How
		<p>programme we intend to embed whole family approaches, with a particular focus on addressing the needs of children living with parental substance misuse, mental ill-health, or domestic abuse through the Safeguarding Families Together project.</p>
<p>Sexual orientation</p>	<p>Neutral impact</p>	<p>There are a range of actions within the programme that we expect to have a positive impact as developed. For example: We will ensure young people receiving our service will be involved in decisions about how we help them, where professionals listen to the and understand their needs. We will support the provision of a wide range of positive activities for young people , including access to youth work such as open access , youth clubs, detached youth work, one to one and virtual online youth work and targeted issue based group work programmes to support vulnerable young people whose needs might otherwise escalate and we will work with partners to deliver these programmes locally in line with other priorities in the programme. We will make sure young people have access to a wide range of support to promote their emotional wellbeing and address any mental health concerns. We will also be promoting how the</p>

Impacts on who or what?	Choose impact	How
		programme partners work together to ensure that communities, services, and business are welcoming and inclusive places
People with caring responsibilities	Positive impact	The programme recognises the importance of carers and when developing the workforce, we will include parents and carers too. The programme included action to strengthen fostering services which will include ensuring a robust service for the most vulnerable teenagers and children that avoids breakdown and escalation. Foster carers will be considered as a strengthened service within the programme to support young people in the care system to have more stable placements and to remain or return to foster care where it is appropriate to do so. Also, the programme looks to develop market capacity and both commission and facilitate a comprehensive Short Break Offer which supports families and prevents escalation to care or inpatient status.
Rural isolation	Positive impact	<p>The programme, collaborating with colleagues in the authority, seeks to improve accessibility in the countryside and local beaches; increase cycle lanes and improve public transport.</p> <p>The programme also looks to enhance the existing Thrive Locality Model through the six Local Alliance Groups that</p>

Impacts on who or what?	Choose impact	How
		bring together local partners to understand local needs and development local plans that make the most of collective resources and address issues that are important to local communities.
Socio-economic deprivation	Positive impact	The programme aims to collaborate with key partners to address low social mobility to develop a co-ordinated wrap around support, including community assets and specific social, emotional, and practical interventions. For instance, in Dorset there are stark differences between where children group up and the chances, they have of doing well in adult life, with Weymouth and Portland ranking one of the lowest areas for social mobility in the whole country. There is significant evidence that place-based approaches lead to positive outcomes for children by enabling people to come together to address complex health, social and economic issues, which no one individual or agency can solve alone.
Single parents	Positive impacts	The programme includes the development of family network and family help, and support would be available through the network of Family Hubs within communities and virtually.
Armed forces communities	Neutral impacts	No specific impacts identified.

Please provide a summary of the impacts:

- Family Help – locality based multi-disciplinary teams that collaborate with partners to provide intensive, non-stigmatising and effective support at the right time, that is tailored to the needs of children and families
- Child Protection – a more specialised service response involving workforce transformation.
- Family Networks - greater use of family care and support, with earlier use of family group decision making, with support to enable more children to live at home or to transition into kinship care.
- Safeguarding Partnerships – greater clarity on multi agency roles and responsibilities and an increased role for educational partners

Action Plan

Summarise any actions required as a result of this EqIA.

Issue	Action to be taken	Person(s) responsible	Date to be completed by
	All positive actions are related to the delivery of the Family First Childrens Pathfinder Programme. (FFCP)	Progress against the programme will be monitored by the Programme Strategic Board at six weekly meetings. We are also working with the Department for Education appointed Delivery and Evaluation Partners.	Action with the FFCP Programme will be delivered by April 2025
	This EQiA will continue to be reviewed, as the work to deliver the detailed implementation Plan and evaluation reporting. Impacts will become clearer, and monitoring of the impacts will be implemented across the life course of the programme and beyond.		

Sign Off

Officer completing this EqIA: Avril Harrison

Officers involved in completing the EqIA:

Date of completion: 01/05/2024

Updated April 2023

Version Number: 1

EqlA review date: Equality Lead Sign Off:

Next Steps:

- the EqlA will be reviewed by Communications and Engagement and if in agreement, your EqlA will be signed off.
- if not, we will get in touch to chat further about the EqlA, to get a better understanding.
- EqlA authors are responsible to ensuring any actions in the action plan are implemented.

Please send to [Diversity and Inclusion Officer](#)

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People and Health Overview Committee

29 October 2024

Dorset Agreed Syllabus for Religious Education

For Recommendation to Cabinet

Cabinet Member and Portfolio:

Cllr. C Sutton, Children's Services, Education & Skills

Local Councillor(s):

All

Executive Director:

P Dempsey, Executive Director of People - Children

Report Author: Dorset Standing Council on Religious Education
Job Title: Richard Howes, LA Rep to Dorset SACRE and Education Challenge Lead
Tel: 01305 221 653
Email: Richard.howes@dorsetcouncil.gov.uk

Report Status: Public (the exemption paragraph is N/A)

Brief Summary:

Members of Dorset's Standing Council on Religious Education (SACRE) are delighted to present to Cabinet the Dorset Agreed Syllabus for Religious Education. This working document will serve our school and academy settings for the next 5 years. This new syllabus will build upon the positive work taking place in all our schools and continues to emphasise the importance of Religious Education for all young people growing up and being educated in our wonderful county.

This document has been produced in consultation with teaching colleagues in Dorset that cover all phases of education. The Dorset Locally Agreed Syllabus provides the opportunity for young people to develop their understanding of people, cultures, faiths and relationships, and links so strongly with Dorset Council's wider *Belonging Strategy*. The aim of this being that all young people feel they belong and can thrive within our school/academy settings and their wider community.

This agreed syllabus sets out detailed and extensive programmes that enable Dorset young people to gain strong understanding of religious and non-religious worldviews, preparing them for life in modern day Britain and a global and ever-changing world. The syllabus provides teachers with clear guidance on how to approach and deliver engaging RE across all key stages.

This agreed syllabus has been ratified by Dorset SACRE members on the 18th September 2024 pending wider ratification of committee members moving forward.

A training event to support the delivery of the Locally Agreed Syllabus is planned for January 2025, enabling all teachers of RE to receive appropriate training and guidance of how to deliver this new syllabus.

Recommendation:

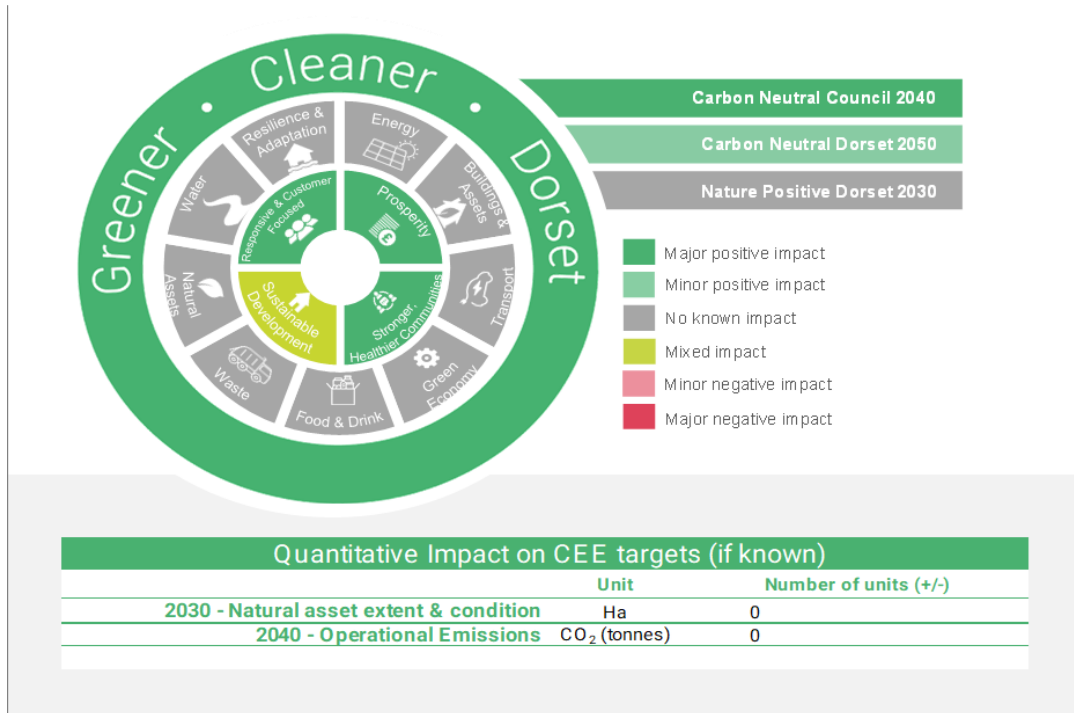
For committee to recommend to Cabinet to formally ratify the Dorset Locally Agreed Syllabus.

Reason for Recommendation:

In order for the syllabus to now be circulated and shared with all our school and academy settings.

Please note Appendix 1 is the SACRE document.

1. **Financial Implications** – Any associated costs with this work are accounted for in the funding that Dorset SACRE receives annually from Schools Forum, from the Dedicated School's Grant. Therefore, there is no impact on general funds.
2. **Natural Environment, Climate & Ecology Implications**



As part of our work Dorset SACRE members have developed a new webpage that will host a PDF version of the Locally Agreed Syllabus. Thereby reducing the need for paper copies over time.

3. **Well-being and Health Implications**

3.1 This document will support the work of teachers across Dorset and as a result of clear guidance. It will provide clarity and reduce teacher workload.

4. **Other Implications**

None

5. **Risk Assessment**

5.1 **HAVING CONSIDERED:** the risks associated with this decision; the level of risk has been identified as:

Current Risk: LOW
Residual Risk: LOW

6. **Equalities Impact Assessment**

6.1 Creating this document has been inclusive from the beginning of our consultation process to the working parties involved in testing and developing support materials. We are grateful to all SACRE members and the many Dorset teachers and members of Faith and Worldviews groups for their input. We thank Salisbury Diocesan Board of Education and SACRE's RE Adviser Dave Rees for support and advice throughout. As a result of including members of Faith and Worldwide views this agreed syllabus is an inclusive document reflecting the population of Dorset and beyond.

7. **Appendices**

7.1 Appendix 1 – Dorset Agreed Syllabus

8. **Background Papers**

None

9. **Report Sign Off**

9.1 This report has been through the internal report clearance process and has been signed off by the Director for Legal and Democratic (Monitoring Officer), the Executive Director for Corporate Development (Section 151 Officer) and the appropriate Portfolio Holder(s)

REFresh

[Images to be confirmed]

Foreword – Amanda Davis - Director of Education

We are delighted to introduce the new Dorset Agreed Syllabus for Religious Education. This new syllabus will build upon the positive work taking place in all our schools and continues to emphasise the importance of Religious Education for all young people growing up and being educated in our wonderful county.

Religious Education (RE) has an important place in the curriculum of all schools across Dorset. It provides the opportunity for young people to develop their understanding of people, cultures, faiths and relationships, and links so strongly with Dorset Council's wider *Belonging Strategy*. The aim of this being that all young people feel they belong and can thrive within our school/academy settings and their wider community.



This agreed syllabus sets out detailed and extensive programmes that enable Dorset young people to gain strong understanding of religious and non-religious worldviews, preparing them for life in modern day Britain and a global and ever-changing world. The syllabus provides teachers with clear guidance on how to approach and deliver engaging RE across all key stages.

The syllabus has been developed after extensive consultation with teachers across the full age range and I would like to thank and acknowledge Dorset SACRE for their ongoing work to ensure high quality RE guidance and support are available for all our schools and academies.

I am pleased to endorse this syllabus to our schools and academies across Dorset, assuring them of ongoing support to implement it for the benefit of our children and young people.

Message from Chair of Dorset SACRE

Dorset SACRE is very happy to bring **REFresh**, your Locally Agreed Syllabus, to Dorset schools and academies.

Creating this document has been inclusive from the beginning of our consultation process to the working parties involved in testing and developing support materials. We are grateful to all SACRE members and the many Dorset teachers and members of Faith and Worldviews groups for their input. We thank Salisbury Diocesan Board of Education and SACRE's RE Adviser Dave Rees for support and advice throughout.

As we have used Bournemouth, Christchurch and Poole's Agreed Syllabus as a base for our own, we envisage that schools and academy trusts straddling the Local Authority areas will find both documents compatible.

Support for schools continues through RE Networks, the Advisor's termly Newsletter, and the Dorset SACRE webpage, hosted by Dorset Council.

We remain committed to supporting teachers in their provision of high-quality RE for all Dorset children, and look forward to sharing **REFresh** with you.

Debbie Tibbey

Chair, Dorset SACRE

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Aims of RE

The Dorset agreed syllabus for Religious Education retains the enquiry-based pedagogy of previous syllabi and builds on this by adopting a more explicit 'Religion and Worldviews' approach, encompassing different disciplines/ 'ways of knowing' (e.g. theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves, others and the world.

The Enquiry Questions section of the agreed syllabus gives examples of how an enquiry may be approached using different 'ways of knowing'. It is hoped that teachers will use a balanced range of such 'ways' as they help pupils explore the different enquiries, thus expanding their understanding that the study of worldviews is complex and can be approached using different schools of thought e.g., theology, philosophy, social sciences. This of course needs always to be age appropriate.

In this syllabus 'worldviews' will be used to refer to religions and worldviews, as religions are worldviews i.e., ways of viewing the world, and to alleviate the risk of implied differentiation or preference.

It aims to equip pupils to appreciate the complexity and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation), to see religions as worldviews and know these are dynamic and experienced differently by each individual.

It expects RE to address difficult issues and challenging questions that pupils are asking and to support pupils' personal and spiritual development.

The agreed syllabus is designed to support schools in understanding the Intent, Implementation and Impact of RE as a distinct and integral part of the whole school curriculum.

'The key purpose for RE in a religion and worldviews approach is for pupils to understand how worldviews work in human experience, including their own, through the study of religion and belief' (Religion and Worldviews in the Classroom: developing a Worldviews Approach. [RE Council of England and Wales, Draft Handbook 2022](#))

The Dorset agreed syllabus for RE aims to support the development of pupils' religious literacy and personal development by:

- i. enabling children and young people to become discerning, respectful human beings who are aware of their own and others' beliefs and the impact of these on the ways they choose to live their lives (lived experience)
- ii. providing them with substantive and cumulatively sufficient knowledge about religion and worldviews, insight into the nature of faith and belief and the skills with which to consider these.
- iii. developing pupils' ability to consider religion and worldviews through different 'ways of knowing' including their personal lenses.
- iv. supporting pupils to appreciate and develop their own personal worldview.

Teaching time

The agreed syllabus sets out what pupils are entitled to study and explore in RE from the age of 3 to post-16.

It is built on the assumption of at least 5% of a pupil's curriculum experience being focused on RE. This translates into RE teaching time as follows:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Key Stage 3: 45 hours per year

Key Stage 4: 40 hours per year

When planning the timetabling of lessons, it is recommended that RE should be taught discretely and regularly – i.e. not in blocks of time over a week each term or as part of a PSHE programme. This enables pupils to 'learn more and remember more'.

Recommendations from Ofsted RE Syllabus Review 2024 – Curriculum

Schools should:

- ensure that there is a distinct curriculum in place for teaching RE at all key stages. They should make sure that this is rigorous and challenging and that it demonstrably builds on what pupils already know
- carefully select the knowledge they expect pupils to gain to make sense of a complex and diverse world. They should make sure that important content and concepts are clearly identified and sequenced. They should also make sure that curriculums do not contain oversimplifications of traditions, including, where appropriate, non-religious traditions
- balance the breadth and depth of study of religious and non-religious traditions to ensure that these are collectively enough for pupils to make sense of a complex world
- ensure that all pupils have the opportunity to deepen their knowledge in RE over time. Leaders in secondary schools should make sure that the curriculum is designed to meet or exceed exam board specifications (rather than being driven by them)
- make sure that curriculums clearly identify how pupils will develop disciplinary and personal knowledge through the chosen substantive content

Statutory requirements for the provision of RE

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

The legal requirements:

RE must be provided for all registered pupils in full time education except those withdrawn at their parents' (or carer's) request. (See withdrawal)

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

By the same law, RE must be provided for all pupils in school sixth forms (but not those in Sixth Form Colleges, which must provide RE for all pupils wishing to receive it).

Special schools must comply with this requirement by ensuring that every pupil receives RE which is adapted as far as is practicable.

RE must be taught in accordance with an Agreed Syllabus in Community schools, Foundation schools and Voluntary Controlled schools.

However, in Foundation and Voluntary Controlled Schools with a religious foundation, parents may request RE in accordance with the school's trust deed, or in accordance with the beliefs or denomination specified in the designation of the school.

In Voluntary Aided schools with a religious character, RE is taught in accordance with the Trust Deed, or with the beliefs or denomination specified in the designation of the school, to reflect the religious character of the foundation. A governing body may accept a recommendation from their Diocese to adopt the Locally Agreed Syllabus.

Academies are state schools. Academy Schools based in Dorset are welcome to use all or some of the Dorset agreed syllabus for RE. If a school in Dorset is part of a Trust elsewhere, the Trust may contact Dorset council to discuss using the agreed syllabus across their Trust with permission.

For **denominational Academies** with a religious character, the RE curriculum will be in line with the denominational syllabus. However, within Dorset they are welcome to use all or some of the Dorset agreed syllabus in consultation/agreement with their Diocese, as an additional resource. They are, of course, welcome to attend RE network meetings and conferences relating to the syllabus as part of the Dorset family.

For **non-denominational (such as Christian) faith academies**, the curriculum may be in accordance with the Agreed Syllabus or a denominational syllabus, depending on the wishes of the sponsor and what is agreed by Government Ministers.

A Locally Agreed Syllabus must reflect the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. [\[1996 Act, Ch 56 S375 \(3\).\]](#)

In schools where an Agreed Syllabus applies, RE must be non-denominational, but teaching about denominational differences is permitted. [Education Act 1944 S26 (2)]

The Head Teacher, along with the governing body and the Local Authority, is responsible for the provision of RE in Foundation and Community Maintained schools and in Voluntary Controlled schools.

Reporting of Pupils' Progress and Attainment

Schools are required to provide an annual report for parents on the attainment and progress of each child in RE.

Withdrawal from RE

The right of withdrawal from RE was legalised a long time ago when RE was confessional in nature. It allowed parents to withdraw their children from receiving Bible based teaching from a member of clergy. The nature of RE and the subject content taught in schools is now very different. It is educational, balanced and broad and supports the building of pupils' cultural capital and understanding of the world in which we live.

This agreed syllabus has been created by teachers, councillors and representatives from all major religious and non-religious worldviews and it is hoped that parents or carers would not want to withdraw a young person from RE. However, legally, a parent or carer of a pupil may request:

- that their child be wholly or partly excused from receiving RE given in accordance with the Agreed Syllabus.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

A teacher may not be:

- required to teach RE (although this may not be the case in a school with a religious foundation).
- discriminated against for their religious opinions or practices.

A teacher is expected to:

- be consciously aware of the potential for their own belief and value positions to influence pupils' experience of RE and not allow this to happen;
- maintain a position of neutrality allowing pupils to explore their own worldview without prejudice;
- respect the Equality Act and uphold the Protected Characteristics therein. If a school is facing a complex issue around withdrawal from RE, please contact Dorset SACRE or council for support and guidance. RE as part of the basic curriculum

RE supports the aims of the school curriculum which is to be balanced and broadly based. This curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Recommendations from Ofsted RE Syllabus Review 2024 - When planning the curriculum, schools should:

- *ensure that there is a distinct curriculum in place for teaching RE at all key stages. They should make sure that this is rigorous and challenging and that it demonstrably builds on what pupils already know*
- *carefully select the knowledge they expect pupils to gain to make sense of a complex and diverse world. They should make sure that important content and concepts are clearly identified and sequenced. They should also make sure that curriculums do not contain oversimplifications of traditions, including, where appropriate, non-religious traditions*
- *balance the breadth and depth of study of religious and non-religious traditions to ensure that these are collectively enough for pupils to make sense of a complex world*
- *ensure that all pupils have the opportunity to deepen their knowledge in RE over time. Leaders in secondary schools should make sure that the curriculum is designed to meet or exceed exam board specifications (rather than being driven by them)*
- *make sure that curriculums clearly identify how pupils will develop disciplinary (theology, human social science, philosophy) and personal knowledge through the chosen substantive content*

Spiritual development and RE

Whilst spirituality is difficult to 'pin down' – and has been likened to a bird – hold it too tightly and it chokes; hold it too loosely and it flies away – it is helpful for a school staff to have a shared understanding of spirituality. **It is important to understand that while spirituality for some people includes having a faith or relationship with 'the divine'/God, spirituality is not the same as 'being religious' or having a faith.**

Spiritual development includes:

- having an increased awareness of the **self**; knowing what makes me 'me'?
- gaining a personal understanding of one's purpose and meaning of life; a sensitivity to the views of others; how change, suffering and life affect us
- growing an awareness of other people and the relationship between ourselves and **others**
- building an appreciation of the **beauty in nature/the world** and noticing the strangeness and wonder contained in the 'everyday' aspects of daily life
- exploring deep questions about life, change and death. For some this may lead to a belief in God. However, for those who don't identify as being religious or spiritual, transcendent experiences may include a sense of awe and connection to something greater than themselves.

Page 90 Ofsted states that the provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

RE provides opportunities to promote spiritual development through:

- discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- investigating and considering how religious and non-religious worldviews perceive the value of human beings, and their relationships with one another, with the natural world, and, for some, with God
- valuing relationships and developing a sense of belonging
- enquiring into and developing their own views and ideas on spiritual issues

Terminology

With the intention of affording each worldview equal respect and being mindful of reflecting each as their believers would wish (i.e., using their chosen endonym) and having consulted a range of groups from each religion and Humanism, the Agreed Syllabus uses the following terminology:

Buddhism	Buddhists
Christianity	Christian
Humanism	Humanists
Islam	Muslims
Judaism	Jews
Sanatana Dharma (formerly referred to as Hinduism)	Sanatanis (formerly referred to as Hindus)
Sikhi (formerly referred to as Sikhism)	Sikhs

Sanatana Dharma is an endonym used by many Hindus to refer to 'Hinduism'. It refers to the "eternal" truth and teachings of Hinduism. It can also be translated as "the natural and eternal way to live". On the other hand, the term Hindu or Hindu Dharma is a term given by Persians only a few centuries ago, to mean the people living beside the River Sindhu.

The term Sikhism is a Western term that was created by Europeans during the nineteenth century. It was not used by most Sikhs themselves. The term Sikhi represents religion as well as a continuous state of learning, engagement and way of life.

Structure:

In the Dorset agreed syllabus, we set out below the statutory requirement about which religions and worldviews MUST be encountered when.

Early Years Foundation Stage: Reception Year (ages 4-5)

Children are to encounter a range of religions which must include Christianity. More detail about RE in the EYFS is found below.

First, Middle, Primary, and Secondary (Key Stages 1, 2 and 3)

Schools should plan together to ensure a breadth, depth and progression of teaching and learning across the age-phases which includes, as a minimum requirement, the study of:

Two Abrahamic traditions, one of which should be Christianity (A), Two Dharmic traditions (B) and Humanism (C).

Page 92

A (at least 2)	B (at least 2)	C
Christianity	Buddhism	Humanism
Islam	Sanatana Dharma (formerly referred to as Hinduism)	
Judaism	Sikhi	

(Worldviews represented locally e.g., Baha'i Faith or a Pagan tradition could also be taught.)

Whilst the minimum requirement would allow for the study of just 5 worldviews by the end of KS3 (including Christianity and Humanism), it is preferable for pupils to encounter at least 5 principal religions and Humanism by the end of KS2 and all 6 by the end of KS3.

However, schools need to be conscious of depth of learning and to this end can choose how many and which worldviews they include in their Programmes of Study and when, as long as they meet the minimum syllabus requirement and consciously plan a progressive and spiral curriculum.

It is helpful to note that the proportion of time allocated to the study of each religious or non-religious worldview warrants careful consideration. Voluntary Aided and Voluntary Controlled Church schools are expected to teach a minimum of 50% Christianity (at the time of writing) according to the Church of England Statement of Entitlement 2019. [Religious Education | The Church of England](#)

Key Stages 4 and 5

In Key Stages 4 and 5 a core course in RE must be provided for all pupils. This syllabus requires all pupils 14-19 to be offered at least one opportunity to undertake a course in Religious Education or Religious Studies that leads to a qualification approved under Section 96 (for example GCSE and/or A level). Which religions and worldviews studied is for each school to decide.

Special Educational Needs and Disabilities (SEND)

An RE curriculum suited to the needs of all the pupils in the school must be provided.

As many SEND pupils do not learn in a linear way, the syllabus gives SEND settings the freedom to design their RE Programmes of Study in a way that best suits their pupils. This may include enquiry questions or may be thematic and/or sensory.

Just as the Foundation Years are vital in helping children to experience for themselves some of the human experiences that underpin religion, e.g. belonging, love and compassion; this approach may well lend itself to RE with SEND pupils. Schools are encouraged to include a range of learning experiences relating to the number of religions and worldviews they judge their pupils will be able to benefit from. They should not feel they have to adhere to the minimum requirements of the syllabus. The extent and nature of coverage is left to each SEND school's discretion.

Early Years Foundation Stage (EYFS)

Religious Education is a legal requirement for all pupils on the school roll, including all those in the Reception Year, but not those in Nursery.

EYFS settings are expected to ensure children encounter aspects of Christianity as well as other religions and worldviews of the setting's choosing, as a foundation for later RE learning and to provide consistency. The syllabus recommends Christianity is taught in all year groups.

Early Years pupils should encounter religions/worldviews through special people, books, times, places and objects and by visiting places of worship or significance. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They should be encouraged to ask questions and reflect on their own feelings and experiences. They should have opportunities to use their imagination and curiosity to develop their appreciation of awe and wonder at the world in which they live.

RE aims to promote the spiritual (and/or moral) development of children through exploration and reflection. Much of this will focus on a growing awareness of themselves, their lives and what is special and valuable to them and others, the culture and beliefs (religious or secular) of the people closest to them and their own, as well as on the nurturing of respect for themselves and others.

The Foundation Years are vital in helping children to experience for themselves some of the human experiences that underpin religion, e.g. belonging, love and compassion; thus giving them personal experience with which to walk the bridges between their own worlds and the worlds of religion and worldviews.

A problem-solving, questioning and philosophical approach to learning is nurtured at this stage which enables enquiry-based RE both now and later.

Curriculum Design

Planning the Curriculum

Planning RE for the whole school/the whole cross-phase RE learning Journey

This syllabus suggests enquiries are either 6 lessons or equivalent (half a term) long or 10- 12 lessons or equivalent (a whole term) long. There could be a mix of shorter and longer enquiries, enquiries going deeper for longer as pupils get older, but the length of each enquiry is at schools' discretion.

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Always first consider the WHY (Why are they learning this?), to provide focus on learning priorities.

Follow with WHAT, WHEN, HOW and HOW WELL DID IT WORK?

(How will we know if they have learned and understood?)

INTENT

Step 1

Which Worldview/s? When and why?

Step 2

Think carefully about what you INTEND pupils to learn and how this fits in their overall RE learning Journey.

IMPLEMENTATION

Step 3

Enquiry Question and Attainment Descriptors.

These go hand in hand. Design carefully.

Your question needs to enable pupils to express what they know and employ their critical thinking skills.

Step 4

Select the appropriate substantive knowledge for the enquiry, being mindful of different ways of knowing/lenses.

Select the appropriate disciplinary knowledge that students will use to explore this substantive knowledge.

Step 5

Check continuity and progression

Step 6

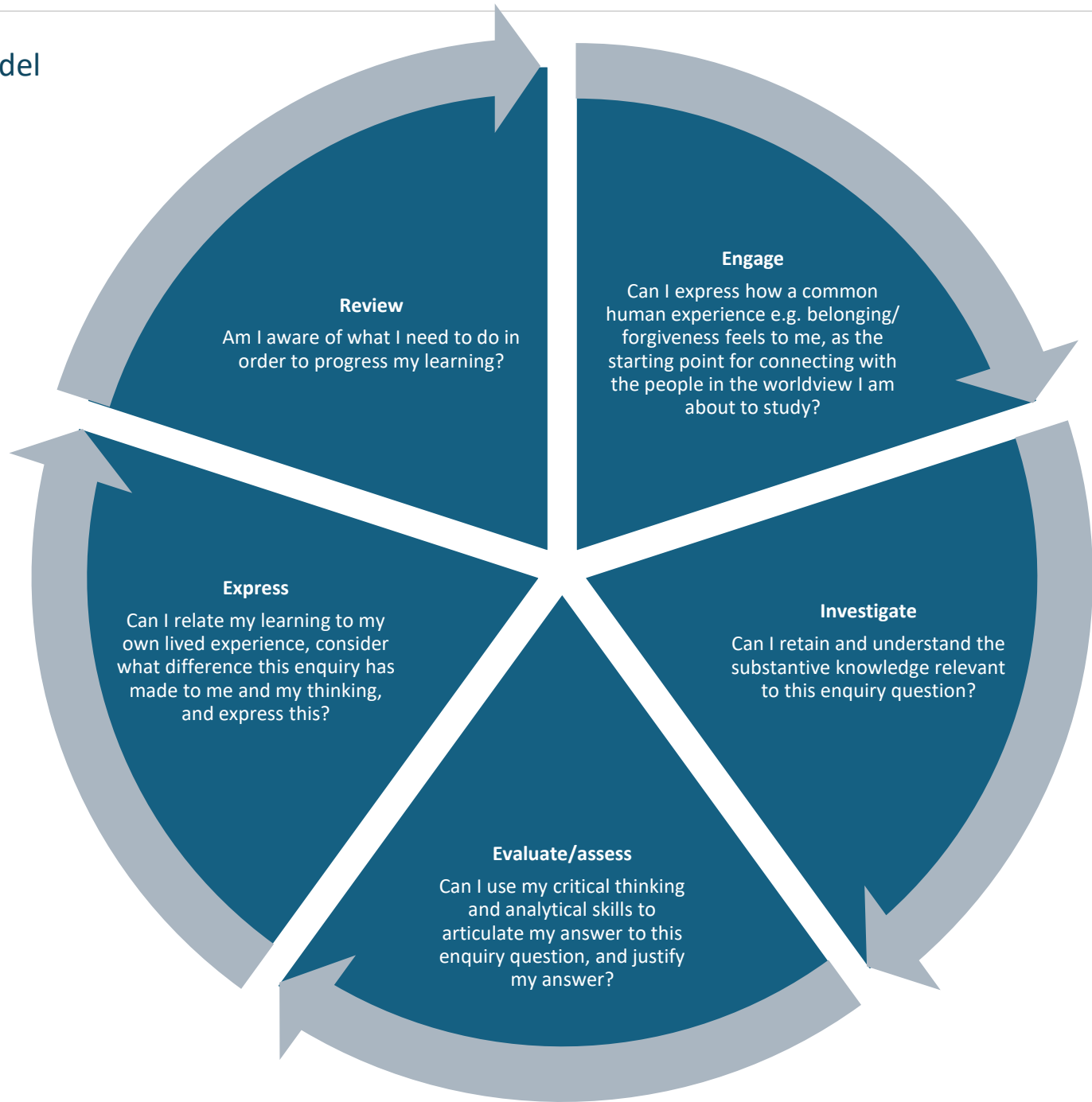
Plan and deliver the HOW, the lessons themselves and the assessment tasks

IMPACT

Step 7

Evaluate to inform future planning

Medium-term planning model



Enquiry questions

The Dorset agreed syllabus for RE advocates an enquiry pedagogy with a 'Religion and Worldviews approach.

The following suggested questions are neither statutory nor exclusive. They are designed to guide teachers as to the types of questions which lend themselves to this approach. Schools may select questions that link more closely to the resources they use to support teachers in delivering the curriculum. (If schools or academies would like support in choosing a published resource for RE, please contact your local RE Network Lead or Diocesan Adviser)

'Generic' questions that could be used when studying any worldview.

It may be useful to select one/some of these and use them in different ways.

- a) The same question explored from perspectives of different worldviews.
- b) The same question explored from perspectives of different people within a particular worldview, perhaps different schools of thought or different countries and/or cultures.
- c) The same question explored using different 'ways of knowing' (e.g. theology, philosophy, human/social sciences)
- d) The same question could be revisited in different Key Stages to allow pupils to apply their more mature thinking to the question they explored in a previous Key Stage.

Example:

How does what a believes about God affect the decisions they make?

- a) the same question explored from perspectives of different worldviews.
How does what Christians, Buddhists and Humanists believe about God affect the decisions they make?
- b) the same question explored from perspectives of different people within a particular worldview.
How does what Reform and Orthodox Jews believe about God affect the decisions they make?
How does what some Christians in the UK and some Christians in Africa believe about God affect decisions they make?

c) the same question explored using different 'ways of knowing'

How does what a Muslim believes about God affect the decisions they make?

Theological: what questions and answers might arise if this question is explored from inside the worldview? (cf a) above)

Philosophical: what questions would arise about how to find out about the possible answers e.g. how might a Muslim come to their beliefs? What role does the Qur'an play?

Human/social science way of knowing: How might the culture or region some Muslims live in affect what they believe about God and the decisions they make?

d) the same question could be revisited in different Key Stages to allow pupils to apply their more mature thinking to the question they explored in a previous Key Stage

Pupils could benefit from exploring some of the concepts and approaches that become important themes when studying RE using a religion and worldviews/enquiry approach e.g. concepts of interpretation and commitment, and teleological or cosmological arguments relating to the existence of an 'higher power' that some call God.

The questions below are examples and some of these are reflected in the worldview-specific question grids that follow, often used as the overarching learning intention.

Schools are encouraged to design their own 'generic' questions. Schools are also encouraged to consider questions that compare and contrast different concepts across more than one religious or non-religious worldview.

Belief

- What do.....s believe about God?
- How does what a.....believes about God affect the decisions they make?
- How might a.....'s understanding of science affect their beliefs and worldview?

Expression

- How does a.....'s worldview influence the way they interpret religious texts?
- Why do some.....s rarely visit a place of worship and others visit regularly?

Action

- What is the best way for a.....to lead a good life?
- How and why do many.....s try to help people?
- How might.....s learn from the example of significant people who share/have shared their worldview?

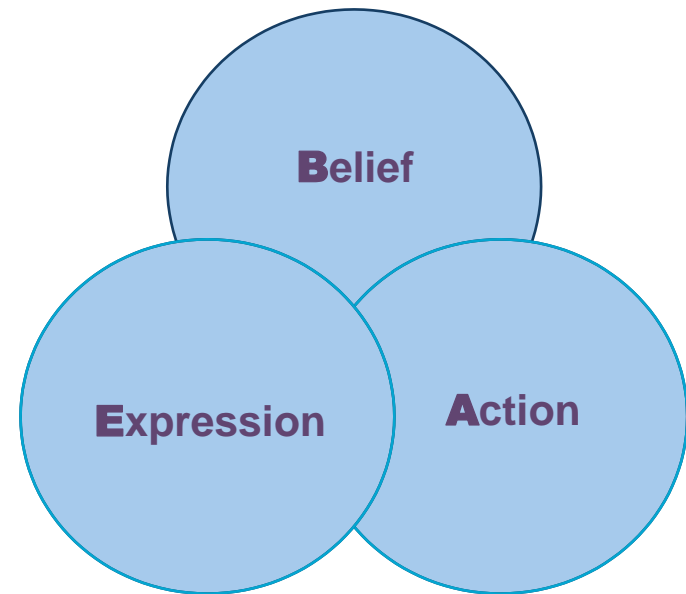
Worldview-specific example enquiry questions

The example questions below are arranged as 3 threads to reflect 3 interconnected aspects of religion and worldviews:

Belief Expression Action (BEA)

The progression is logical:

I **believe**, and
I choose to **express** this belief in certain ways,
and to put my belief into **action** in certain ways.



It is true that some people express and act without holding the belief that in the worldview underpins this e.g., a person may enjoy church services and act in kind ways towards people around them without necessarily understanding the Christian theology /beliefs underpinning this.

There are many blurry edges in the world of belief, expression and action, and the understanding of their interconnectivity needs to develop in a progressive way. This may be explored through a school's careful choice of questions, themes or threads that run across different religious and non-religious worldviews. For example, those relating to Social Justice or Caring for the Environment.

The syllabus suggests that it is essential for pupils to understand what the underpinning beliefs could be which motivate expression and action, hence laying out the enquiry questions with Belief first.

To help facilitate planning, the sample worldview-specific grids below offer:

An enquiry question	Underpinning concept or belief
Suggested content (substantive knowledge)	Theme

Suggested substantive knowledge related to the themes can be found in the charts in the Appendices where worldview-specific grids are arranged in alphabetical order according to worldviews.

Worldview: Buddhism Key Stage 1/2

Possible Enquiry Questions:

Buddhism	
Belief	
I can show some understanding of what some Buddhists believe	
<p>What do Buddhists value?</p> <p>The Dharma and the Sangha seen as the 3 Jewels of Buddhism</p>	<p>Enlightenment</p> <p>Significance of the 3 Jewels</p>
I can show some understanding of what some Buddhists believe about the Buddha	
<p>Why is the story of the Buddha important to some Buddhists?</p> <p>The Story of the Buddha – enlightenment – early teachings</p>	<p>Understanding the world</p> <p>Three marks of existence</p> <p>Buddha’s life and meaning</p>
<p>Can the Buddha’s teachings make the world a better place?</p> <p>Four Noble truths</p> <p>Five precepts and Noble Eightfold Path</p>	<p>Accepting and limiting suffering</p> <p>The Dharma</p>

Buddhism

Expression

I can explain the significance to a Buddhist of a chosen expression of their belief

What is the best way for a Buddhist to show commitment to their beliefs?

Following the Dharma

Commitment

Personal path to enlightenment

Buddhism

Action

I can explain different perspectives on an enquiry question

What is the best way for a Buddhist to lead a good life?

Eightfold path, career choice, motivation to help others

Faith in Action

Working for the benefit of others, correct motivation

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- What do Buddhists believe about God?
- What do Buddhists believe if they don't believe in God?

Expression

- How does meditation help some Buddhists to show compassion to all beings?
- Why do some Buddhists choose to spend time as monks or nuns and others don't?

Action

- What is the best way for a Buddhist to lead a good life? Is it possible to follow the 8-fold path?
- Could following the eightfold path stop suffering happening?
- How are Buddhist teachings interpreted by believers?

Worldview: Christianity Key Stage 1

As Christianity is likely to be taught in each year group there are more examples given.

Possible Enquiry Questions:

Christianity

Belief

I can start to show an understanding of what some Christians believe about God

What do Christians believe about God?

Why do Christians believe God gave Jesus to the world?

Jesus as a saviour, Jesus as the Son of God but also God made man (Trinity), Advent

Creation

Belief in God as the designer and creator of the world

Incarnation (Christmas)

Christian belief: Jesus as God's gift to the world. Christian belief that God became man. Introduction to the Trinity

How important is it to Christians that Jesus came back to life after his crucifixion?

Symbols of Easter, resurrection, heaven, what many Christians believe happens when we die; Stories of Jesus appearing after the resurrection

Salvation (Easter)

Significance of Jesus' death and resurrection to Christians

I can start to show an understanding of what some Christians believe about Jesus

What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?

Significance of the gifts Jesus received and who gave them (shepherds, wise men) and what they foretold of his life.

Incarnation (Christmas) Christian belief...

Significance of gifts – Jesus as king, God and coming to die

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
Easter story and significance of some of the symbolism around Palm Sunday

Salvation (Easter) – Christian belief...
Jesus as the Son of God and Saviour of the world

Christianity

Expression

I can tell you some places that might be special to some Christians and why they feel these are special.

Why are some places special to Christians?

Prayer, church, pilgrimage but also that God as creator can be found by some Christians in other places e.g. in nature

Belonging/Practices

Significance of special places

Christianity

Action

I can give examples of Jesus' actions and teachings which might guide Christians to be as kind as they can.

Why should Christians want to be kind to everyone all the time and what helps them to do this?

Biblical teachings about kindness, examples Jesus gave or showed in his life.

Faith in Action

Love your neighbour as yourself.

Holy Spirit as a helper for Christians

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- Why might Christians believe God created the world? How could the Bible help Christians to know God?

Expression

- Which symbol best shows what Christmas means to Christians?
- How do Christians around the world celebrate Christmas in different ways? Do Christians around the world celebrate Easter in the same ways?
- Which symbol best shows what Easter means to most Christians?
- How and why might a Christian show they are grateful to their God?
- What can we find out about some Christians by visiting a local church?
- Do Christians in different countries around the world have the same special places?

Action

- How could the Genesis creation story lead Christians to believe God wants them to look after the world?
- How and why do many Christians try to help people?
- Can you tell me about a Christian who has made a difference in the world?
- Why did Jesus tell stories/parables?

Worldview: Christianity Key Stage 2

Possible Enquiry Questions:

Christianity

Belief

I can show some understanding of what some Christians believe about God

Who is God to Christians?

Belief in God as Creator, Trinity, God the Father, God the Son, God the Holy Spirit, How Christian texts (such as a Creed and John 1) help Christians understand this.

Christian belief in God

Trinity, Creator, Saviour

What is good about Good Friday for Christians?

Last Supper, symbolism of the Bread and Wine and how Christians remember this today, events of Holy Week to the Crucifixion

Salvation (Easter)

God's plan of salvation

How Good Friday initiated Holy Communion

I can show some understanding of what some Christians believe about Jesus

Why do Christians believe that Jesus came down to earth?

What is the most significant part of the Nativity story for Christians today?

Symbolism in the world today at Christmas compared with the Christmas story to investigate which are directly linked and what they might mean. Belief that Jesus is the Incarnation and demonstrates God's love for the world.

Incarnation (Christmas)

God's promises and the expectation of a Messiah and Saviour

Symbolism in the Christmas Story and today

<p>Why do Christians believe that they need to forgive people?</p> <p>Jesus' example and teachings in the New Testament (The Lord's Prayer, love for enemies, teaching about anger, forgive 70x7, teaching about revenge, the unforgiving servant, the criminal next to Jesus, Jesus on the cross where he forgave the people who killed him.)</p>	<p>Salvation (Easter)</p> <p>Forgiveness</p>
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<p>Christianity</p>	
<p>Expression</p>	
<p>I can explain the significance to a Christian of a chosen expression of their belief</p>	
<p>Is going to church helpful for Christians and do they need to go?</p> <p>What is special about a church that a Christian might want to go there? Community, services/practices, prayer and worship plus alternative views such a private prayer etc.</p>	<p>Commitment/belonging</p> <p>Faith into action in daily life</p>

<p>Christianity</p>	
<p>Action</p>	
<p>I can explain different perspectives on an enquiry question</p>	
<p>In what ways might Christians show they are committed to God?</p> <p>Practices such as prayer, Bible study, rites of passage (confirmation, baptism, pilgrimage, marriage etc.) Living like Jesus in showing compassion and kindness to others.</p>	<p>Commitment</p> <p>Lifestyle</p> <p>Christian practices</p>

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity. (Teachers should plan their teaching to build on what has been learned before, and are welcome to look back at the KS1 Christianity enquiry questions and select from them also to use with KS2 children))

Belief

- How significant is it for Christians to believe God intended Jesus to die?
- Why do some Christians believe that Jesus was able to heal people?
- What do Christians believe about eternity?
- How do some Christians explain God as Father, Son and Holy Spirit, and why do not all Christians agree with this?
- How significant is it for some Christians that Mary was Jesus' mother?
- Why is the Bible more important to some Christians than to others?

Expression

- How do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
- How do Christians around the world celebrate Christmas and which celebration show clearly what those Christians believe about Jesus?
- Do people need to go to church to show they are Christians?
- If Jesus was in the world today how might the world treat him?
- What is the best way for a Christian to show commitment to God?

Action

- In what ways is Christianity still a strong religion 2,000 years after Jesus was on Earth?
- What do Jesus' parables teach the reader about how Christians should treat other people?
- Why is it that Christians choose to put their faith into action in so many different ways?
- How does the Bible affect the daily lives of some Christians?

Worldview: Islam Key Stage 1/2

Possible Enquiry Questions:

Islam

Belief

I can show some understanding of what some Muslims believe about God

Who is God to Muslims?

Muslim beliefs: Allah the creator and sustainer – 99 names of Allah, beyond human depiction

Allah, the one

God

99 names of Allah

How important is the Qur'an to Muslims?

The formation of the Qur'an, The Night of Power. How the Qur'an is treated and looked after

Qur'an as the word of Allah

Origin and significance of the Qur'an

I can show some understanding of what some Muslims believe about Muhammad

How important is the prophet Muhammad to Muslims?

Muslim belief: Muhammad chosen to be a prophet, the night of power.
Muhammad's life – journey from Makkah to Madinah

Prophethood

Story of Muhammad and Muhammad as an example to Muslims

Islam

Expression

I can explain the significance to a Muslim of a chosen expression of their belief

Why do some Muslims fast during Ramadan?

Understanding the poor and respecting Allah
Practices and timings

Sawm

Commitment and belonging

Significance of five pillars

Islam

Action

I can explain different perspectives on an enquiry question

Does completing a pilgrimage make a person a better Muslim?

Importance of Makkah, link sites to key Muslim stories, beliefs and events
– could include sites for other schools of thought (diversity within religion).

Commitment and belonging Significance of key sites

Commitment and belonging

Significance of key sites

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- What do Muslims believe about God?
- Does belief in Akhirah (life after death) help some Muslims lead good lives?
- Why is the Qur'an important to Muslims?

Expression

- Does going to the Mosque give Muslims a sense of belonging?
- Does praying at regular intervals every day help a Muslim in their everyday life?
- What does celebrating Eid mean to some Muslim children?

Action

- What is the best way for a Muslim to lead a good life?
- What is the best way for a Muslim to show commitment to God?
- How could Muslims make a positive difference in their communities?

Worldview: Judaism Key Stage 1/2

Possible Enquiry Questions:

Judaism	
Belief	
I can show some understanding of what some Jews believe about God	
<p>Who is God to Jews?</p> <p>What impact does believing in God have on the life of Jews? Includes that they may be kind to people because of scriptural references including 10 Commandments</p>	<p>Jewish belief and trust in God</p> <p>Trust in God, learning through scripture</p>
<p>How special is the covenant relationship Jews have with God?</p> <p>One God who created the world, and with whom every Jew can have a personal and individual relationship. Teachings of Abraham and Moses.</p>	<p>Special Relationships</p> <p>Special relationship between Jews and God and the promises they make to each other</p>
I can show some understanding of what some Jews believe about the Torah	
<p>How are sacred teachings and stories interpreted by Jews today?</p> <p>Scriptural basis and impact of this on the life of Jews today: Kashrut, working on the Sabbath</p>	<p>Belief into action of daily life</p> <p>Rules and how they are interpreted today.</p>
<p>Why is the Torah so important to Jews?</p> <p>People of importance in the Torah, how God's word is communicated through the Torah and how it gives them rules to live by in daily life. How it is treated within the Synagogue.</p>	<p>Jewish belief: the Torah as the word of God and the history of their people's relationship with him.</p> <p>Origin and significance of the Torah</p>

Judaism

Expression

I can explain the significance to a Jew of a chosen expression of their belief

Does visiting the synagogue help Jewish children feel closer to God?

Commitment

Bar/Bat Mitzvah

Judaism

Action

I can explain different perspectives on an enquiry question

How do Jewish beliefs, teaching and stories impact on daily life?

Sukkot, Kashrut, differences in practice and diversity, lived experiences

Beliefs and teachings as lived out today

Significance of practices

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- What do Jews believe about God?
- Is Shabbat important to Jewish children?
- How special is the relationship religious Jews have with God?
- Why do Jews believe God created the world?
- Do Jews believe God wants them to look after the world? Why is the Exodus from Egypt so significant to Jews today? What difference might the Torah make to a Jew's life?
- What is the importance of Yom Kippur for Jews?

Expression

- Why is Shabbat important to most Jews?
- Why do Jews place importance on family life?
- How does celebrating festivals help Jews feel a sense of closeness to God and community?
- How important is worship to Jews?
- How does Shavout impact on the life of Jews today?
- Are Rosh Hashanah and Yom Kippur important to Jewish children?
- How significant might the Bar/Bat Mitzvah ceremony be to a Jewish boy or girl, or not?

Action

- How do Jewish beliefs, teachings and stories impact on daily life?
- What is the best way for a Jew to lead a good life?
- What are the best ways for Jews to show commitment to God? Does keeping kosher make someone a better Jew?

Worldview: Humanism Key Stage 1/2

Possible Enquiry Questions:

Humanism

Belief

I can show some understanding of what some Humanists believe

How do Humanists decide what is right and wrong?

Personal morality based on empathy, reason and sensitivity to others (including animals)
 Awareness of our responsibility for the environment and for future generations
 Follow the Golden Rule and treat others as you want to be treated

Personal morality

Code of conduct based on respecting humanity and the rights and values of others

What do humanists think about human beings?

Recognising the potential of each person to be a moral (good) person and to search for truth
 Everyone should have the chance to develop their talents, to be happy and to live a good life. How humans can support others.

The power of humanity

Humans have the power to do good and be good
 Humans have the power to influence their destiny or future through extending knowledge and by working together

Do Humanists believe life has a purpose?

Humanists believe that life is for flourishing and happiness.
 There is one life, so live it well

One life – no afterlife

Take every opportunity to make the best of life – for oneself, others and the environment

Humanism

Expression

I can explain the significance to a Humanist of a chosen expression of their belief

How do Humanists celebrate important moments in life e.g., the birth of a baby?

Ways of celebrating and commemorating – marking key times in life

Rites of Passage

Celebrating the potential of human life. Baby naming ceremonies. Committing to support the new person.

Weddings: Celebrating the commitment of one person to another in a way that they choose.

Funerals: Celebrating and remembering a life that has ended.

Humanism

Action

I can explain how beliefs can affect actions

How do inspirational Humanists of the past impact on how Humanists live today?

Case studies of people who have benefited humanity – scientists, humanitarians – Leaving a legacy for future generations e.g., Charles Darwin, Alfred Russel Wallace, William Beveridge, George Eliot, and many early Humanist women such as Sophie Bryant

(It is also worth remembering that Humanists themselves may be inspired by people who were not Humanists e.g. Martin Luther King Jr.)

Inspirational people

Being inspired to make a difference

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- What do Humanists believe happens when they die?
- What do some Humanists believe about how the world began?
- What do humanists value?
- Why is the 'Amsterdam Declaration 2022' important to Humanists?

Expression

- Why is happiness important to humanists?
- How and why do humanists celebrate new life?
- What is the significance of the 'happy human' symbol to Humanists?
- What motivates Humanists to lead good lives?

Action

- What is the Golden Rule and why might it be important to Humanists?
- What aspirations do humanists have for society?
- How do Humanists try to make the world a better place?

Worldview: Sanatana Dharma (Hinduism) Key Stage 1/2

Possible Enquiry Questions:

Sanatana Dharma	
Belief	
I can show some understanding of what some Sanatanis believe	
<p>How can Brahman be everywhere and in everything?</p> <p>Trimurti and other significant deities – including Ganesha</p>	<p>Hindu belief in One Supreme power</p> <p>Deities – aspects of the one power</p>
<p>Does belief in Karma help Sanatanis lead good lives?</p> <p>Actions and their consequences in this life and afterwards</p>	<p>Faith in Action</p> <p>Karma and Dharma & Links to afterlife</p>
<p>Do beliefs in Samsara and Moksha help Sanatanis lead good lives?</p> <p>Life after death – the impact of afterlife beliefs on daily life</p> <p>Release from the cycle of life and death</p>	<p>The cycle of life and death</p> <p>Previous lives, this life and how to live it.</p>
Sanatana Dharma	
Expression	
<p>What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?</p> <p>Diwali story – key characters and messages – how Diwali is celebrated and commemorated</p>	<p>Celebrations</p> <p>Friendship, commitment and standing up to evil</p>

Sanatana Dharma

Action

I can explain different perspectives on an enquiry question

How could the belief in ahimsa (harming no living thing) impact on the life of some Santanis?

Respect for life personal morality and ethical choices (e.g. choice to be vegetarian)

Commitment

Ethical decision making – respect for life – career choice

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- How could Sanatani beliefs help to make the world a better place?
- What do some deities tell Sanatanis about God?

Expression

- Would celebrating Divali at home and in the community bring a feeling of belonging to a Sanatani child?
- Would visiting the River Ganges feel special to a Sanatani?
- Is having a local mandir (place of worship) important to Sanatanis?

Action

- What is the best way for a Sanatani to show commitment to their beliefs?
- What is the best way for a Sanatani to lead a good life?

Worldview: Sikhi Key Stage 1/2

Possible Enquiry Questions:

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Sikhi	
Belief	
I can show some understanding of what some Sikhs believe	
<p>Who is God to Sikhs?</p> <p>Guru Nanak and textual references. Nanak's story and disappearance, Nanak's words about God - Waheguru</p>	<p>Sikh beliefs</p> <p>God and the importance of the Gurus</p>
<p>Does believing the presence of God is in everything help some Sikhs lead good lives?</p> <p>Standing up to evil, 5ks, how the Kirpan is for protecting and defending those in need. Sewa- service, Vand Chakna.</p>	<p>Faith in Action</p> <p>Working for the benefit/protection of others, correct motivation</p>
I can show some understanding of what some Sikhs believe about their Gurus	
<p>Why is the Guru Granth Sahib treated with such respect by Sikhs?</p> <p>Guru Granth Sahib, practices in the Gurdwara</p>	<p>Belief in the Gurus</p> <p>Guru Granth Sahib as last Guru</p>
<p>Why do many Sikhs admire their Gurus?</p> <p>Lives of the Gurus and impact on a Sikh believer today</p>	<p>Beliefs and practices</p> <p>How Sikhs interpret the teachings of the Gurus</p>

Sikhi

Expression

I can explain the significance to a Sikhi of a chosen expression of their belief

Does joining the Khalsa make a person a better Sikh?

History of the Khalsa, impact of joining, 5 KS

Commitment/belonging

Impact on life of believer of making this commitment

Sikhi

Action

I can explain different perspectives on an enquiry question

Would visiting the Harmandir Sahib make a person a better Sikh?

Langer, pilgrimage, Harmandir Sahib, sharing on a much bigger scale, world-wide community of Sikhs.

Commitment and belonging

Significance of key sites

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- Are Sikh stories important today?
- How are sacred teachings and stories interpreted by Sikhs today?

Expression

- Does taking part in the Baisakhi help Sikh children feel a sense of belonging?
- How could believing in God help a Sikh to make the world a better place?
- What is the best way for a Sikh to show commitment to God?
- How do Sikhs show they value equality?
- Would celebrating Divali at home and in the community bring a feeling of belonging to a Sikh child?
- Is having a local Gurdwara important to Sikhs?
- Does joining the Khalsa make someone a better Sikh?

Action

- How far would a Sikh go for their religion?
- What is the best way for a Sikh to live a good life? What does sewa mean to Sikhs?
- Why do Sikhs contribute to the Langar? Do Sikhs think it is important to share?
- How might the three foundation or pillars of Sikhi: Nam Japna (meditating on God's name), Vand Chakna (helping others through sewa) and Kirat Karna (earning an honest living) guide a Sikh's lifestyle choices?

Worldview: Baha'i Faith Key Stage 1/2

Whilst Baha'i is not included on the grid of required religions and worldviews in the Dorset syllabus, schools are welcome to include the study of this religion if they choose, as long as they meet the syllabus requirements. This would probably be best included in KS2 or above.

Possible Enquiry Questions:

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Baha'i Faith	
Belief	
I can show some understanding of what some Baha'is believe about God	
<p>What do Bahá'ís believe about God and what difference does this make to their lives?</p> <p>Key beliefs including working towards unity of humanity, God as creator, abolition of extremes of wealth and poverty</p>	<p>Baha'i belief: One God</p> <p>One God who has sent many prophets and educators</p>
I can show some understanding of what some Baha'is believe about the Bab and Bahá'u'lláh	
<p>Who was the Bahá'u'lláh, and why is he important to Bahá'ís today?</p> <p>The Life and the example of Bahá'u'lláh;</p> <p>Example of Bahá'u'lláh's key teachings concerning humanity, personal morality and spiritual nature of humans</p>	<p>Important leaders and people</p> <p>Life and the example of the Bab and Bahá'u'lláh</p>

Baha'i Faith

Expression

I can explain different perspectives on an enquiry question

Which symbols are important to Bahá'ís?

Importance of the Ringstone Symbol, its meaning and symbolism;
9-pointed Star as the symbol of the Bahá'í Faith

Significance of symbols

Nine-pointed star and ringstone

Baha'i Faith

Action

I can explain different perspectives on an enquiry question

What is the best way for Bahá'ís to lead a good life?

Humans are caretakers of the earth, significance of education and working
towards unity, removing prejudice and inequality
Personal freedom and responsibility

Commitment and personal morality

Worship and daily life

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

Belief

- How important is Bahá'u'lláh to Bahá'ís?

Expression

- What is the best way for a Bahá'í to show commitment to God?
- What is the best way for a Bahá'í to lead a good life?

Action

- Can Bahá'u'lláh's teachings make the world a better place?
- How is the oneness of Humanity important to Bahá'ís?

Key Stage 3 and Non-examined KS4

During Key Stage 3, pupils deepen their understanding of: Christianity, Islam and/or Judaism, Humanism, and at least two Dharmic traditions from Buddhism, Sanatana Dharma and Sikhi.

The Key stage 3 curriculum should build upon the existing knowledge and experiences in Early Years, Key Stage 1 and 2. Schools should use the information provided above to understand the content requirements of Early Years – Key Stage 2 when designing their curriculum to ensure that it is an appropriate level of challenge.

We would expect students in Key Stage 3 to be given opportunities to carefully reflect upon the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and also tensions which exist within and between religions, and they interpret religious texts and other sources and to gain a more insightful understanding of the complexities and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation).

The agreed syllabus for Key Stage 3 continues to build on the enquiry approach. It is suggested that schools design their programmes of study around a small number of enquiry questions, which can then be explored through the selected world views. This enables a religion and worldviews approach to be more explicit to pupils, making use of different disciplines or 'ways of knowing' and supporting their understanding of the lenses people see the world through and how this impacts their lived experience.

Schools should select appropriate enquiry questions to allow their students opportunities to explore the variety of perspectives both between and within different world views. There are 5 Core themes from which schools can develop enquiry questions to be studied across Years 7-11 (these can also be used to develop enquiry questions for non-examined Key Stage 5 RE)

Core Themes

1. **Views on the existence of God** – nature of God in different worldviews & relationship with the world
2. **Origins of the universe and responsibility for the environment** – the relationship between religion & science, the environment, 'creation' stories
3. **The nature of Humanity** – Ethics, Social justice, conflict, wealth & poverty
4. **The afterlife** – Beliefs about life after death, concept of Salvation in some worldviews.
5. **The relationship between belief and practice** – Celebrations, Worship, inter-faith dialogue

Suggested knowledge content for each worldview relating to each of the 5 themes above is given in the Appendix to this syllabus.

For each of the core themes schools should identify enquiry questions to structure their curriculum. Examples may include:

- Do animals have rights?
- Should societies strive for equality or equity for their citizens? How does belief influence difficult moral decisions?
- Is evil external or human or both?
- Can religion help people find peace?
- Should we eat meat?
- Is happiness the purpose of life?
- Does prayer make a difference?
- What different things do people believe about how the world began?
- If there is a God who made the world, why isn't it perfect?
- What is the relationship between religion and science? How does belief affect ethical decision-making?
- How does faith impact on a person's life?
- How far is suffering caused by human action?
- 'Loyalty to country' or 'loyalty to religion' – which should come first?
- What is freedom of expression, and should there be any limits on it in relation to religion?

Assessment

What are the expectations regarding attainment?

The growing autonomy of schools to determine their own assessment processes without the prescription of national level descriptors, offers them the opportunity to restructure and more clearly define their expectations of young people's learning. This includes whether to have summative assessment at the end of a unit of study, or for assessment to be centred upon formative evaluation of learning throughout the series of lessons.

Recommendations from Ofsted RE Syllabus Review 2024 – Assessment.

The Ofsted RE Review 2024 report made the following observations about assessment:

*The curriculum maps out the journey of what it means 'to get better' at RE. So, when teachers want to know whether pupils have made progress in RE, they are asking a summative question: **Have pupils learned and remembered the RE curriculum?***

If pupils have learned this curriculum, then they have made progress.

Assessment models in RE that use 'scales', 'ladders' or 'levels' of generic skills to determine progress are not valid assessment models to assess specific RE curriculums.

Schools should:

- be ambitious for pupils to develop all aspects of knowledge: substantive, ways of knowing and personal knowledge. They should make sure that teachers have high expectations of what pupils will know and remember*
- provide opportunities for pupils to review and build on important knowledge over time. They should make sure that pupils use the knowledge that they gained in previous years as the curriculum becomes increasingly more complex and demanding*
- ensure that teaching specifically develops pupils' knowledge of the complexity of religious and non-religious traditions*
- develop manageable assessment methods that move beyond the simple recall of factual information. They should check that pupils recall and understand the intended curriculum over time and that the domain of their knowledge is expanding*
- identify what they would expect their students to know (including substantive and disciplinary knowledge) at the point at which the assessment is taking place. This should be the basis for the assessment.*

How teachers assess pupils' knowledge will depend on the context, for example teachers may observe oral contributions to class discussions as evidence of understanding or see knowledge through a piece of poetry or art.

Identifying expected knowledge as part of the curriculum design will enable staff to assess whether students have knowledge and understanding of those concepts.

The Dorset agreed syllabus leaves it to schools to determine the knowledge that they want pupils to learn but also offers a progression framework, outlining expectations for RE learning across Key Stages 1-4 in relation to Belief, Expression and Action.

Schools are encouraged to develop their own processes which clearly define progression in RE learning in relation to their own Programmes of Study.

The grids below offer summary guidance as to progression and expectations at the end of each Key Stage. Some of the sample support materials include assessment tasks, descriptors and exemplification.

Summary of progress towards end of Key Stage expectations

End of Key Stage 4

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Attainment related to End of Key Stage Statements			
	BELIEF	EXPRESSION	ACTION
By age 16 (Y11) most young people are expected to achieve this	Analyse different arguments surrounding beliefs with supporting evidence	Research and analyse evidence about expression of belief, drawing reasoned conclusions	Research independently and reflect personal conclusions on how beliefs may lead to a diverse range of actions.
By age 15 (Y10) Most young people are expected to achieve this	Show detailed knowledge of a range of perspectives, sources and beliefs	Explain evidence about expression of belief coherently, providing a range of examples	Raise and evaluate critical questions about how belief and action relate

End of Key Stage 3

	BELIEF	EXPRESSION	ACTION
By age 14 (Y9) most young people are expected to achieve this	Interpret the variety of beliefs that may be found within and between traditions	Evaluate explanations for differences of beliefs and expressions with cogent arguments	Evaluate how beliefs and actions link
By age 13 (Y8) most young people are expected to achieve this	Explain what might influence beliefs and how beliefs might impact how people live.	Explain in some depth expressions of beliefs and ideas clearly, recognising diversity	Examine and respond coherently to questions
By age 12 (Y7) most young people are expected to achieve this	Explain, giving a considered response a range of beliefs and the possible sources of those beliefs.	Explain the diversity of expressions of beliefs	Weigh up different ideas about issues linked to belief and expression.

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End of Key Stage 2

	BELIEF	EXPRESSION	ACTION
End of KS2 By age 11 (Y6) most children are expected to achieve this	Reflect and make connections between beliefs and concepts	Consider, compare and contrast different expressions of belief	Offer ideas and personal reflections upon what they have learned
End of Lower KS2 By age 9 (Y4) most children are expected to achieve this	Describe, discover more and begin to make connections between different beliefs and concepts	Observe and suggest reasons for expressions of belief	Begin to offer ideas and personal reflections upon what they have learned

<p>End of KS1 By age 7 (Y2) most children are expected to achieve this</p>	<p>Retell, recognise and find meanings in what different people believe</p>	<p>Explore and respond sensitively to the different ways in which people express their belief</p>	<p>Begin to express ideas and opinions about what they have learned</p>
<p>By age 6 (Y1) most children are expected to achieve this</p>	<p>Recall, name and talk about what different people believe</p>	<p>Talk about the ways in which people express their belief</p>	<p>Explore and think about their own feelings, ideas and actions</p>

SEND Pupils

The descriptors below may provide guidance on assessing SEND pupils' progress and also inform planning.

Religious Education Performance descriptors:

1 (i) Pupils encounter activities and experiences

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]
- Any participation is fully prompted.

(ii) Pupils show emerging awareness of activities and experiences:

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, becoming still in response to silence];
- They may give intermittent reactions [for example, vocalising occasionally during group celebrations and acts of worship].

(i) Pupils begin to respond consistently to familiar people, events and objects:

- They react to new activities and experiences [for example, briefly looking around in unfamiliar natural and manmade environments];
- They begin to show interest in people, events and objects [for example, leaning towards the source of a light, sound or scent];
- They accept and engage in coactive exploration [for example, touching a range of religious artefacts and found objects in partnership with a member of staff].

(ii) Pupils begin to be proactive in their interactions:

- They communicate consistent preferences and affective responses [for example, showing that they have enjoyed an experience or interaction]
- They recognise familiar people, events and objects [for example, becoming quiet and attentive during a certain piece of music]
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, repeating a simple action with an artefact]
- They cooperate with shared exploration and supported participation [for example, performing gestures during ritual exchanges with another person performing gestures]

(i) Pupils begin to communicate intentionally:

- They seek attention through eye contact, gesture or action.
- They request events or activities [for example, prompting a visitor to prolong an interaction]
- They participate in shared activities with less support. They sustain concentration for short periods
- They explore materials in increasingly complex ways [for example, stroking or shaking artefacts or found objects]
- They observe the results of their own actions with interest [for example, when vocalising in a quiet place]
- They remember learned responses over more extended periods [for example, following a familiar ritual and responding appropriately].

(ii) Pupils use emerging conventional communication:

- They greet known people and may initiate interactions and activities [for example, prompting an adult to sing or play a favourite song]
- They can remember learned responses over increasing periods of time and may anticipate known events [for example, celebrating the achievements of their peers in assembly]
- They may respond to options and choices with actions or gestures [for example, choosing to participate in activities]
- They actively explore objects and events for more extended periods [for example, contemplating the flickering of a candle flame]
- They apply potential solutions systematically to problems [for example, passing an artefact to a peer in order to prompt participation in a group activity]

Pupils use single elements of communication [for example, words, gestures, signs or symbols, to express their feelings]:

- They show they understand 'yes' and 'no'. They begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing]
- They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness

Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings:

- They respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects]
- They take part in activities involving two or three other learners
- They may also engage in moments of individual reflection

Pupils express and communicate their feelings in different ways:

- They respond to others in group situations and cooperate when working in small groups
- Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals

- They carry out ritualised actions in familiar circumstances
- They show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort]
- They start to be aware of their own influence on events and other people

Pupils listen to and follow religious stories:

- They communicate their ideas about religion, life events and experiences in simple phrases
- They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences
- They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses
- They may communicate their feelings about what is special to them [for example, using role play]
- They begin to understand that other people have needs and to respect these
- They make purposeful relationships with others in group activity

Pupils listen attentively to religious stories or to people talking about religion:

- They begin to understand that religious and other stories carry moral and religious meaning
- They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories
- They communicate simple facts about religion and important people in religions
- They begin to realise the significance of religious artefacts, symbols and places
- They reflect on what makes them happy, sad, excited or lonely
- They demonstrate a basic understanding of what is right and wrong in familiar situations
- They are often sensitive to the needs and feelings of others and show respect for themselves and others
- They treat living things and their environment with care and concern.

Appendices

The Bahá'í Faith– Primary Key Stage Two

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God</p> <p>Life after Death</p> <p>Key figures</p> <p>Equality</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 134</p>	<p>What do Bahá'is believe about God? God as the unknowable Essence, Great Spirit, the Divine</p> <p>How are God's attributes reflected in nature?</p> <p>What purpose do the Prophets and Messengers of God (or 'Manifestations') according to the Bahá'í writings?</p> <p>What do Bahá'í writings say about the purpose of life?</p> <p>What do Bahá'is believe about life after death?</p> <p>Life of Bahá'u'lláh</p> <p>'Abdu'l-Bahá as Exemplar</p> <p>The Báb as the Herald/ Forerunner of the Bahá'í Faith</p>	<p>The Importance of Obligatory Prayer and Daily Worship - acts of devotion and praise</p> <p>Fasting</p> <p>Symbols:</p> <p>The Ringstone Symbol; the 'Greatest Name'; the Nine- pointed Star</p> <p>Declaration of Faith' Individual Responsibility</p> <p>Individual Responsibility to seek truth</p> <p>What importance do Bahá'is place on the writings of Bahá'u'lláh, The Báb and 'Abdu'l-Bahá?</p> <p>Importance of education for girls</p>	<p>What is important in Community Life?</p> <p>Concept of Unity of Religions</p> <p>Progressive Revelation – what is it? How is this explained and how does it influence Bahá'í activities?</p> <p>Why is service to others important? How do Bahá'is serve their community and Mankind?</p> <p>How are local traditions valued in a global outlook? Engagement with wider society</p>

<p>Special Times</p>	<p>Unity and Equality of men & women, races and religions</p> <p>What is special about the Bahá’i Administrative system?</p> <p>Bahá’i Marriage Laws and teachings about the role of the family</p>		
<p>Places</p>	<p>Holy Days - Commemorations Celebrations:</p> <p>Where do Bahá’is meet? Homes, Bahá’i Centres,</p> <p>Houses of Worship (Temples)</p>	<p>Ascension of Bahá’u’lláh, Martyrdom of The Báb, Bahá’u’lláh’s Birthday, Naw-Rúz (New Year), Ridvan Festival</p> <p>Visit Houses of Worship Pilgrimage – Why is Haifa the centre of the Bahá’i Faith?</p>	<p>Why are community projects important?</p> <p>What is a ‘Youth Year of Service’?</p>

Worldview: Buddhism - Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>There is no Creator God</p> <p>Buddhahood</p> <p>Karma, Samsara, Moksha</p> <p>Nirvana</p> <p>Attachment is the cause of suffering.</p> <p>Sangha</p> <p>3 Refuges</p>	<p>Source: Dhammapada 393-4</p> <p>The life and teachings of Siddartha Gautama, the Buddha</p> <p>The 3 Universal Truths/ Marks of Existence: Anicca, Dukka, Anatta</p> <p>The 4 Noble Truths</p> <p>The 8-fold Path: Right... Understanding, Speech, Intention, Action, Livelihood, Effort, Concentration, Mindfulness</p> <p>5 Precepts (including Ahimsa)</p> <p>(6 Perfections)</p>	<p>Lotus flower</p> <p>Dharma Buddhist shrines Monks (Bhikkus)</p> <p>Nuns (Bhikkhunis)</p> <p>Bodhisattvas e.g. Avalokiteshvara Wheel</p> <p>3 turnings of the wheel Theravada, Mahayana, Vajrayana</p> <p>Mantras Mandalas</p> <p>Meditation</p>	<p>Belonging to the Sangha (Different types of Sangha)</p> <p>Developing compassion for self and others Being mindful</p> <p>The Middle Way</p> <p>Groups within Buddhism – to live in the world or live separately</p>

Worldview: Christianity - KS1

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>One Creator God who continues to create</p> <p>Loving relationship with God</p> <p>Incarnation: Jesus is the incarnation of God (God in human form)</p>	<p>Source: Genesis 1-2:4 The Creation Story Christians to be stewards of God’s creation Psalms 8 and 100</p> <p>Harvest Festival /The Lord’s Prayer/Hymns</p> <p>Sunday, a day of rest and worship Prayer, Bible reading, Worship</p> <p>Christmas: Advent and Christmas Day Nativity story</p> <p>Celebrations</p> <p>Jesus as a gift from God</p> <p>Jesus as the incarnation of God Luke 2:1-20</p> <p>Matthew 1:18-2:12</p> <p>Jesus in the Temple as a boy Luke 2</p>	<p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay-people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p> <p>Advent calendars, wreaths, candles Symbolism of the Nativity story Christmas services in churches</p> <p>Christmas traditions compared to Christian Christmas celebrations and meaning</p>	<p>Global citizenship and inter-connectedness e.g. fair- trade (looking after people as part of the natural world) e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God.</p> <p>They continue to be created and to grow</p> <p>Giving and receiving in the home and community Christingle</p>

	<p>Jesus shows people what God is like because he is God in human form (God's Son)</p>	<p>Symbolism in churches at Christmas and Easter</p>	
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Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Salvation</p> <p>Gospel</p>	<p>The Easter Events:</p> <p>Palm Sunday to Easter Sunday</p> <p>Redemption Salvation Sacrifice Resurrection Hope</p> <p>New life Relationship with God</p> <p>Good news that people can be in a relationship with God because Jesus shows them how</p> <p>Christians try to follow Jesus' example and teaching</p> <p>e.g. Zacchaeus Luke 19:1-9</p> <p>The 2 Great Commandments:</p> <p>Love God, Love your neighbour as yourself Mark 12:29-31</p> <p>Parables e.g.</p> <p>Lost sheep Luke 15:1-7 Lost coin Luke 15:8-10</p> <p>Good Samaritan Luke 10:25-37 Healing stories e.g.</p> <p>Jesus heals a paralysed man Luke 5:17-26</p> <p>Jesus helped the crowd e.g. feeding the 5,000 Luke 9:10-17</p>	<p>Palm Sunday, palm crosses, services in churches Last Supper, symbolism of bread, wine</p> <p>Good Friday services and music</p> <p>(Hot cross buns, crucifixes in churches and in Christians' lives and homes)</p> <p>Easter Sunday</p> <p>(Easter eggs, services, music, empty crosses in churches and in Christians' lives and homes)</p> <p>The Lord's Prayer</p> <p>The Bible, how is it used in worship and for guidance Why and how is it important?</p> <p>Who wrote it?</p> <p>Is it true?</p>	<p>Holy Communion, Eucharist Prayer</p> <p>Saying sorry, asking forgiveness Starting afresh</p> <p>Being part of a Christian community, local and global</p> <p>Putting the 2 Great Commandments into action in Christians' everyday lives</p> <p>Examples of Christian charities as well as individual acts of kindness</p> <p>How do Christians follow Jesus' teaching and example?</p>

Worldview: Christianity - KS2

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Loving relationship with God (Covenant)</p> <p>Incarnation</p>	<p>Genesis 1-2:4 and 2:15-25</p> <p>Creation Story and of Adam and Eve (Genesis 3 to explain the Christian understanding of ‘the Fall’ and the need for people to reclaim the loving relationship with God he wants them to have)</p> <p>Psalms 8 and 100</p> <p>Psalm 139:13-16</p> <p>The relationship with God is made possible by Jesus’ incarnation</p> <p>Jesus’ incarnation- Emmanuel, belief in the fulfilment of prophecy</p> <p>Jesus’ baptism by John the Baptist John1</p> <p>Luke 1 and 2</p> <p>Hebrews 1:1-3</p> <p>Jesus shows Christians how they can have the relationship with God he wants them to have.</p>	<p>Honouring Sunday as a day of rest and worship</p> <p>Sunday services of worship in different settings and churches</p> <p>The significance of church buildings to many Christians</p> <p>Prayer, private and public</p> <p>Why might Christians pray? e.g. thanks, forgiveness, confession, help and guidance, praise</p> <p>Christmas</p> <p>The Annunciation, The Nativity story</p> <p>‘Virgin birth’ and symbolism of aspects of the story Christmas celebrations in churches, Christian communities (maybe globally), and in the home</p> <p>Christmas traditions: which are Christian and which not?</p>	<p>Rites of passage:</p> <p>baptism (infant and adult), naming, confirmation, marriage, funeral</p> <p>Many Christians believe that God continues to be creative. Some would say God continues to re-create and re-form.</p> <p>Many Christians believe they share this creativity enabling them to grow in faith, wisdom and service.</p> <p>The Lord’s Prayer</p> <p>Why is Christmas meaningful to Christians?</p> <p>Case studies of people, famous and otherwise, who have been/are motivated by their Christian beliefs and faith to work for good in the world.</p>

	<p>Teaches them by his example and his teaching and parables</p> <p>10 Commandments- Exodus 20:1-17</p> <p>The 2 Great Commandments Mark 12:28-33</p> <p>Sermon on the Mount Matthew 5</p>	<p>Baptism Eucharist</p>	<p>Christian aid organisations and charities</p> <p>Becoming a Christian monk or nun, commitment, lifestyle, meaning</p>
<p>One Creator God who continues to create</p> <p>Loving relationship with God</p>	<p>Source: Genesis 1-2:4 The Creation Story Christians to be stewards of God's creation Psalms 8 and 100</p> <p>Harvest Festival /The Lord's Prayer/Hymns</p> <p>Sunday, a day of rest and worship Prayer, Bible reading, etc</p> <p>Worship</p>	<p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay- people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p>	<p>Global citizenship and inter-connectedness e.g. fair- trade (looking after people as part of the natural world)</p> <p>e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God.</p> <p>They continue to be created and to grow</p>

Worldview: Humanism - Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Believe that there are no gods.</p> <p>Human reason provides answers about right or wrong.</p> <p>We have free will.</p> <p>Science provides answers about the universe.</p>	<p>No sacred texts. Use of human knowledge and reason.</p> <p>The Amsterdam Declaration 2022 - an international statement of Humanist beliefs.</p> <p>The Golden Rule - treat others as we would like to be treated.</p> <p>We are all responsible for our actions.</p> <p>Scientific explanations for the universe (e.g. big bang theory) and how life developed (evolution by natural selection)</p>	<p>Live full happy lives and help others to do the same. Celebrate life here and now.</p> <p>Ceremonies for births, marriages, deaths that celebrate life.</p> <p>Reflection and awe about the universe and humanity. Expression of this awe and wonder through art, drama music.</p> <p>Respect for reason and scientific enquiry.</p> <p>Humanist pastoral care, climate action, schools (in Uganda)</p>	<p>Being tolerant and having good relationships with others.</p> <p>Respecting the views of others.</p> <p>Caring for people, animals and the environment.</p> <p>Darwin Day</p> <p>Groups within Humanism</p>

Worldview: Islam – Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Allah the One Creator God</p> <p>Tawhid</p> <p>Relationship with God</p> <p>Prophets Muhammad</p> <p>Prophethood Worship</p> <p>Akhirah (life after death)</p>	<p>The Qur’an – origins and beliefs</p> <p>How is the Qur’an treated in the Mosque and the home?</p> <p>The Shahadah: There is no God but Allah and Muhammad (pbuh) is his messenger</p> <p>99 names/attributes of Allah</p> <p>5 greatest prophets - Nuh (Noah), Ibrahim (Abraham), Musa (Moses), Isa (Jesus), Muhammad</p> <p>The 5 Pillars Shahadah Prayer Sawm during Ramadan Hajj Zakah</p>	<p>Muhammad: Life and example</p> <p>Mosque – symbolism and use - community</p> <p>Imam</p> <p>Worship and prayer</p> <p>Prayer and worship in the Mosque and the home. Facing Makkah</p> <p>Friday Prayers</p> <p>Madrassah</p> <p>Eid-ul-Fitr</p> <p>Eid-ul-Adha</p>	<p>Muslim Aid organisations</p> <p>Faith into action zakah, sadaqah</p> <p>The Ummah (global Muslim Community)</p> <p>How belief affects daily life</p> <p>Different schools of thought within Islam</p> <p>Halal</p>

Worldview: Judaism - Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>One creator God</p> <p>Relationship with God</p> <p>Covenant (started with Abraham, still exists today and was exemplified during the Exodus from Egypt)</p> <p>Prophets</p> <p>Torah Talmud</p>	<p>The Torah Genesis 1-2</p> <p>Abraham, Sarah,</p> <p>The Shema (Deuteronomy 6:4-9)</p> <p>The Exodus from Egypt: Moses, plagues, escape, journey to freedom, relationship with God</p> <p>The 10 Commandments (Exodus 20)</p> <p>613 Mitzvot</p> <p>Passover (Pesach) in the home and Synagogue Seder Meal and its symbolism</p> <p>Rosh Hashanah and Yom Kippur Shavuot</p> <p>Sukkot</p>	<p>Shabbat practices and symbolism at home and in the synagogue</p> <p>Prayer, Menorah, Star of David Mezuzah, Music, Worship Tallit, kippah etc</p> <p>Synagogue: Torah, Ark, Yad, Bimah, Ner Tamid</p> <p>Kashrut (food laws)</p> <p>Rites of Passage e.g. Bar and Bat Mitzvah</p>	<p>Family and Community Environment</p> <p>Shabbat Synagogue</p> <p>Keeping kosher</p> <p>Shavuot</p> <p>Groups within Judaism: Orthodox and Reform</p> <p>How belief affects daily life</p> <p>Interpretations of scriptures</p>

Worldview: Sanatana Dharma - Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Brahman is the ultimate reality and is everywhere and in everything</p> <p>Karma</p> <p>Samsara</p> <p>Moksha</p> <p>Dharma</p> <p>Bhakti (devotion)</p> <p>Ahimsa (non-violence)</p>	<p>Upanishads Vedas</p> <p>Krishna's teaching from the Bhagavad Gita Ramayana</p> <p>Stories of e.g. Rama and Sita, Hanuman, Ganesh</p> <p>Rites of Passage e.g. Birth, marriage, death</p> <p>Pilgrimage to Varanasi (the River Ganges) Divali</p> <p>Holi</p>	<p>Worship at home and at the Mandir</p> <p>Arti Puja</p> <p>Murtis</p> <p>The Trimurti: Brahma- Creator Vishnu- Preserver Shiva- Destroyer</p> <p>Om-(Aum)</p> <p>The most sacred sound Meditation</p> <p>Yogas (paths or practices)</p> <p>Yoga</p>	<p>Showing love and respect to others and being committed to dharma, austerity, purity, compassion and truthfulness can bring happiness</p> <p>Vegetarianism Ahimsa</p> <p>Ghandi's example</p> <p>Groups within Hinduism</p>

Worldview: Sikhi - Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creator God who is everywhere and in everything</p> <p>Sewa</p> <p>Everyone is equal to God</p> <p>Karma Samsara Moksha</p>	<p>Three core beliefs</p> <p>Ik Onkar - Khanda</p> <p>Guru Granth Sahib and rituals associated with it at the Gurdwara</p> <p>Diwan (poetry) The Gurus</p> <p>Mool Mantar (statement of belief at beginning of the Guru Granth Sahib)</p> <p>Baisakhi, community, flagpole etc Diwali</p> <p>Rites of Passage e.g. birth, marriage, death</p> <p>Pilgrimage to the Golden Temple at Amritsar</p>	<p>Having God on your mind, honest work and sharing/helping others</p> <p>The Gurdwara</p> <p>Worship in the Gurdwara</p> <p>Music, Ragis, Bhangra, prayer, sharing Karah Parshad</p> <p>Joining the Khalsa Amrit Ceremony</p> <p>The 5 K's</p> <p>Kesh, Kanga, Kirpan, Kara, Kachera</p>	<p>Honour God by treating living things with respect and kindness</p> <p>The Langar</p> <p>Sewa</p> <p>Groups within Sikhism</p>

Views on the existence of God – nature of God in different worldviews & relationship with the world

Worldview: Buddhism - KS3 - Views on the existence of God – nature of God in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>There is no creator God</p> <p>Buddha</p> <p>All people are equal and have within them the Buddha- nature.</p> <p>Buddhas Bodhisattvas</p>	<p>Every human being has the potential to be enlightened, has Buddhahood within him/her. Source: Dhammapada 393-4</p> <p>Teaching:</p> <p>All human beings have the right to happiness and enlightenment and must take the responsibility for achieving this for themselves.</p> <p>The 4 Noble Truths The 3 Poisons</p> <p>The 5 Precepts</p>	<p>Meditation 3 Refuges</p> <p>8-Fold Path - awareness</p> <p>The wheel</p> <p>6 Perfections (generosity, ethics, patience, enthusiastic perseverance, concentration and wisdom)</p>	<p>Commitment to the Sangha</p> <p>Saying the Refuge prayer Bodhisattva vows</p> <p>Becoming a monk/nun</p> <p>A lay person can become a Bodhisattva</p> <p>Enter into dialogue with Buddhist visitors to understand what their beliefs mean to them and what difference these make to their lives.</p>

Worldview: Christianity- KS3 - Views on the existence of God – nature of God in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>There is one eternal, creator God who cares about every living thing.</p> <p>Creation Incarnation</p>	<p>Source: The Old and New Testaments. (Bible). Genesis 1. John 1. Acts 17:24-29. Acts 2 Mark 12:28-34. Jesus’ teachings. Jesus’ crucifixion and resurrection.</p>	<p>Love your neighbour as you love yourself.</p> <p>Faith is put into action in numerous ways, e.g. charity work locally and abroad, attitude and relationships with other people.</p> <p>Worship and private prayer</p>	<p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Worship and prayer communally at the church</p> <p>Support for charities</p>

Worldview: Humanism - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Belief that there is no god.</p> <p>Belief that people have free will and must be responsible for their actions.</p>	<p>Humanists are atheists (or agnostics). They believe that gods do not exist (or that we cannot know whether gods exist or not.)</p> <p>Source: Teaching:</p> <p>Each person must take responsibility for leading a good life and helping and not harming others.</p> <p>As there is no god to judge humans, people must take responsibility for their actions and choices. Humanists rely on a shared morality, respecting rights and the rule of law to guide decisions and behaviour.</p>	<p>Humanists focus on human experiences as the focus of life - e.g. peace, joy, sadness, love, contentment.</p> <p>Humanists do not have holy scriptures. They look for answers to the big the questions through reason and looking for evidence.</p> <p>Ceremonies for births, marriages, death that celebrate life.</p>	<p>Discuss evidence and reasons for beliefs.</p> <p>Question Humanist visitors to understand their beliefs and how these affect their lives and decisions.</p>

Worldview: Islam - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

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Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God, Judgement and Salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill and omnipresence etc of Allah</p>	<p>The Shahadah: There is no God but Allah and Muhammad (pbuh) is his messenger.</p> <p>Source: Qur'an Surah 2:28f, 2:115, 3:190, 55:3-13, 81:29,112.</p> <p>Teaching: Live life pleasing to Allah and he will reward you with Heaven. Surah 2:28.</p> <p>How can you deny God? Did he not give you life when you were dead and will he not cause you to die and then restore you to life?</p> <p>He created for you all that the earth contains... He has knowledge of all things. Surah 2:115</p> <p>To God belongs the East and West... He is omnipresent and all-knowing. Surah 112</p> <p>He is Allah, the one, he is eternal and absolute.</p>	<p>Nothing is like God and nothing can be compared to God - act accordingly</p> <p>The 5 Pillars - Shahadah (Submission to Allah) & Prayer</p> <p>Rites of Passage - Birth ceremonies Faith into action e.g. charity work</p> <p>99 attributes</p> <p>Worship</p> <p>Lifestyle choices</p>	<p>Ummah - worldwide community Respect for the name of Allah</p> <p>Hajj - tawaf - showing that life revolves around Allah</p> <p>Enter into dialogue with Muslim visitors to understand their beliefs and how these make a difference to their lives.</p>

Worldview: Judaism - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God</p> <p>Creation</p> <p>Torah</p> <p>Israel</p>	<p>There is one creator God who chooses the special Covenant with the Jewish people.</p> <p>Source: The Torah. Deuteronomy 6:4. Hear O Israel, the Lord our God, the Lord is one. Exodus 20. I am the Lord your God who brought you out of Egypt... Worship no God but me. Genesis 1, Creation, Genesis 15:18 Deuteronomy 8:5 Remember that the Lord your God corrects and punishes you just as a father disciplines his children. Teaching: God is to be honoured and worshipped and his Laws obeyed. Jewish people are chosen to be in the special covenant with God so must respond accordingly.</p>	<p>The 10 Commandments Mezuzah Worship and prayer Festivals, ceremonies Rites of Passage Brit Milah Bar/Bat Mitzvah Fast Days Clothes Lifestyle choices like... Kashrut - Food Fasting</p>	<p>Rituals and ceremonies</p> <p>Israel</p> <p>Enter into dialogue with Jewish visitors to understand their beliefs and how these make a difference to their lives.</p>

Worldview: Sanatana Dharma - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Brahman</p> <p>Aspects of Brahman - Trimurti</p>	<p>Brahman is the ultimate reality that permeates everything and is everywhere.</p> <p>Source:</p> <p>Bhagavad Gita 18:61-62, 7:7-9.</p> <p>Chandogya 4,10,4.</p> <p>Teaching:</p> <p>BG 18:61-62 -The Lord lives in the heart of every creature. Take refuge utterly in him.</p> <p>Chandogya 4:10,4 - Brahman is the breath of life, Brahman is joy, Brahman is the heavens.</p> <p>The Trimurti represents aspects of Brahman: Brahma: Creator - Vishnu: Preserver Shiva: Destroyer</p> <p>BG 7:7-9 - Everything rests on me as pearls are strung on a thread. I am the original fragrance of the earth. I am the taste in the water. I am the heat in the fire and the sound in space. I am the light of the sun and the moon and the life of all that lives.</p>	<p>Puja in the home and mandir</p> <p>Meditation Yoga</p> <p>Ceremonies, e.g. puja, arti</p>	<p>Respect for Brahman in the mandir</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p>

Worldview: Sikhi - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God</p> <p>Creation</p>	<p>Belief:</p> <p>There is one creator God who is in everything.</p> <p>Source:</p> <p>Guru Granth Sahib. 1, 376, 1239. GGS1.</p> <p>There is one God, Eternal Truth is his name, creator of all things and the all-pervading spirit... The universe comes into being by God's will.</p> <p>GGS 376.</p> <p>In all creation is the lord pervasive GGS 1239</p> <p>He who sends beings into the world, and it is he who calls them back.</p> <p>Teaching:</p> <p>God deserves to be honoured and worshipped and his creation and creations respected and looked after.</p>	<p>Worship</p> <p>Festivals and ceremonies at the Gurdwara</p> <p>Rites of Passage, e.g. Amrit, marriage</p> <p>Sewa Langar Clothes</p> <p>5 Ks Food Music</p>	<p>Treatment of the Guru Granth Sahib in the Gurdwara?</p> <p>Langar at the Harmandir Sahib</p> <p>Enter into dialogue with Sikh visitors to understand their beliefs and how these make a difference to their lives.</p>

The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Worldview: Buddhism – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Samsara Re-birth Moksha Nirvana</p> <p>Karma Dhamma</p>	<p>If some person or animal is presently annoying you, a way to stop ill will towards them is to reflect that in a past life they may have been a close relative or friend.</p> <p>Source:</p> <p>The Tibetan Book of the Dead. Buddha Nikaya. 11:186.</p> <p>The Buddha.</p> <p>It is unsure if tomorrow or the next life will come</p> <p>Teaching:</p> <p>The present moment is the most important focus. Enlightenment can be achieved now without waiting until another re-birth or life after this one. Doing good and gaining positive karma enable the release from re-births to gain nirvana.</p>	<p>Wheel: 3 turnings</p> <p>Lotus flower Meditation Buddha Mantra</p> <p>The 8-Fold Path</p> <p>The 6 Perfections</p>	<p>Funeral customs Lifestyle choices</p> <p>3 refuges</p> <p>Enter into dialogue with Buddhist visitors to understand their beliefs and how these affect their lifestyle choices now.</p>

Worldview: Christianity – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Incarnation Gospel</p> <p>Salvation</p>	<p>For many Christians, Jesus’ resurrection proves there is life after death for everyone who puts their faith in Jesus for forgiveness. Commitment to following Jesus’ teaching and example usually follows this redemption.</p> <p>Source: Matthew 25:31-46 Sheep and Goats Luke 23:42-3 Criminal on cross Luke 14:15-24 A banquet in heaven</p> <p>1 Corinthians 15:42-44 When the body is buried it is mortal; when raised it is immortal.</p>	<p>The Eucharist/Mass/Holy Communion</p> <p>Funeral Service</p> <p>Live by the Two Great Commandments</p> <p>Easter story and Symbols: Cross, crucifix, Easter eggs</p>	<p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Prayer Art</p> <p>Music</p> <p>Easter hymns</p>

Worldview: Humanism – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Afterlife	<p>Humanists believe that the mind and consciousness end at death of the physical body.</p> <p>Rejection of an afterlife based on reason and lack of evidence.</p> <p>What is left behind are the memories that others have of them, the deeds (good and bad) that they have done, what they have built or destroyed etc.</p>	<p>Humanist funerals are a celebration of the deceased’s life by those who knew them.</p> <p>No mention of a god, souls or journey to an afterlife.</p>	<p>Discuss evidence and reasons for beliefs.</p> <p>Question Humanist visitors to understand their beliefs and how these affect their lives and decisions.</p>

Worldview: Islam – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God, Judgement and Salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p>	<p>The nature of life after death depends on the quality of the life led on earth. Allah will be the judge.</p> <p>Source:</p> <p>The Qur'an Surah 56</p> <p>You shall enter gardens watered by running streams in which you shall abide forever... the righteous shall recline on jewelled couches face to face and there shall wait on them immortal youths.</p> <p>As for those on the left hand they shall dwell amidst scorching winds and seething water; in the shade of pitch-black smoke, neither cool nor refreshing. Such shall be their fare on the day of reckoning.</p> <p>Teaching:</p> <p>Living according to Allah's will brings reward in the life after death</p> <p>Grades of Heavens and punishment</p>	<p>Funeral customs</p> <p>Jihad theories</p> <p>Shahadah Prayer Zakat Sawm Hajj</p> <p>The 5 pillars - giving thanks to Allah for life and working towards the afterlife</p>	<p>Groups within Islam - different practices</p> <p>Enter into dialogue with Muslims to understand their beliefs and how these affect their lifestyle choices now.</p>

Worldview: Judaism – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Life After Death	<p>There is life after death and the nature of it is determined by the quality of the life lived now.</p> <p>Death is a passage between this world and the next.</p> <p>Source:</p> <p>Talmud</p> <p>In the world to come there will be no eating, nor drinking, nor procreation, nor business, nor jealousy, nor hatred, nor competition. But the righteous will sit with crowns on their heads, feasting on the radiance of the divine presence.</p> <p>Job 1:20</p> <p>The Lord gave and the Lord taketh away.</p> <p>Teaching:</p> <p>Live life pleasing to God, honouring the Covenant</p> <p>Heaven</p>	<p>Jewish burial rites</p> <p>Sitting Shiva (mourning period)</p> <p>Yahrzeit (Memorial candle) Lifestyle choices reflecting beliefs</p>	<p>Groups within Judaism</p> <p>Enter into dialogue with Jews to understand their beliefs and how these affect their lifestyle choices now.</p>

Worldview: Sanatanadharma – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Samsara Moksha Karma Dharma</p> <p>Yogas</p>	<p>Source: Bhagavad Gita.2:11-13</p> <p>The wise do not grieve for the dead or the living. Never was there a time when I was not, nor you, nor these others, nor will there ever be a time when we shall cease to be. As the soul passes in this body through childhood, youth and old age, even so it is taking on another body.</p> <p>Brihadaranyaka Upanishad</p> <p>As a man acts, as he behaves, so does he become. Whosoever does good, becomes good, whosoever does evil, becomes evil.</p> <p>Teaching:</p> <p>Freedom from Samsara is possible by equalising your karma. This is your responsibility.</p>	<p>Temple - Mandir Arti</p> <p>Meditation Symbolism: murtis</p> <p>Lifestyle choices - follow Dharma leads to better life next time</p> <p>Yoga - individual</p>	<p>Funeral customs (Varanasi)</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p> <p>Yogas</p> <p>(Bhakti, Jnana, Karma, Raja) as different paths to achieve Moksha</p>

Worldview: Sikhi – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God</p> <p>Reincarnation</p>	<p>Everyone has an immortal soul which is reincarnated until it breaks free and returns to God.</p> <p>Source:</p> <p>Guru Granth Sahib (GGS) 793 - The dawn of a new day is the message of a sunset. Earth is not a permanent home. Life is like a shadow on a wall.</p> <p>GGS 176 For several births I was a worm. For several births an elephant, a fish, a deer... Seek now union with the Lord of the universe, for now is the time.</p> <p>GGS 868 Our soul is the image of the transcendent God...</p> <p>GGS 1239</p> <p>Teaching:</p> <p>Leading a good life and equalising your karma has the promise of being reunited with God.</p>	<p>Prayer</p> <p>Worship at the Gurdwara</p> <p>Khalsa Sewa Langar</p> <p>Cremation and funeral customs</p>	<p>Family and Community (impact)</p> <p>Enter into dialogue with Sikhs to understand their beliefs and how these affect their lifestyle choices now.</p>

The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Worldview: Buddhism - KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Buddha- nature Karma Dhamma	<p>All people have the Buddha-nature within so should be treated with respect and non-judgementally.</p> <p>All beings have the right to live in peace and equality.</p> <p>Source:</p> <p>Dhammapada 393-4 - All people are equal and have within them the Buddha-nature.</p> <p>Dhammapada 6 - Many do not know we are here to live in harmony.</p> <p>Dalai Lama - The life of all beings, human, animal or otherwise, is precious, and all have the same right to happiness. Teaching:</p> <p>Respect all living things and cause no harm.</p>	<p>Lifestyle choices e.g. ethically produced products</p> <p>The 5 precepts - harm no living thing ahimsa</p>	<p>Buddhist aid organisations</p> <p>The Sangha 3 Refuges</p> <p>Enter into dialogue with Buddhists to understand their beliefs and how these affect their lifestyle choices now.</p>

Worldview: Christianity - KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Incarnation</p> <p>Gospel</p>	<p>All people are invited to have a relationship with God.</p> <p>All people are valued equally and have a unique place in the world and a unique contribution to make.</p> <p>Free Will Source: Genesis 1:27; Mark 12:31 Matthew 7:12 Romans 12:18</p> <p>John 13:34; Matthew 7:1 Luke 10:25-37; Matthew 5:43-48 Galatians 3:28</p> <p>Teaching: Everyone should be treated as equally valuable to God.</p>	<p>Lifestyle choices e.g. ethical products Personal faith in action</p> <p>Conscience - leading to actions - impact on afterlife</p>	<p>Christian aid organisations</p> <p>Lives of inspiring Christians who have dedicated their lives to alleviating the suffering of others. e.g. Martin Luther King - Desmond Tutu - Elizabeth Fry</p> <p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p>

Worldview: Humanism - KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Human rights. Justice. Human responsibility. Empathy and reason.	<p>Belief Belief in rights and responsibilities.</p> <p>Finding the balance between freedom and fairness.</p> <p>Sources: Universal Declaration of Human Rights. Amsterdam (Humanist) Declaration 2022. No sacred text.</p> <p>Teaching: Thinking for oneself and taking a full part in democratic decisions.</p>	<p>Life decisions and relationships with other people.</p> <p>Personal conscience and moral choices.</p> <p>Furthering the thriving of all society.</p>	<p>Humanists lobby for and promote upholding of human rights, support changes in the law that promote human flourishing.</p> <p>Humanists support secularism - separation of religion from state affairs.</p> <p>Sources: Humanist International Freedom of Thought Report. https://fot.humanists.international/</p> <p>Humanist Global Charity. https://humanistglobal.charity/</p>

Worldview: Islam - KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God, judgement and salvation</p> <p>Akhirah Divine destiny</p> <p>and freewill i.e. omnipresence of Allah</p>	<p>All are equal in the eyes of Allah.</p> <p>Source:</p> <p>The Qur’an - Surah 49:13</p> <p>You people, we have created you from a male and a female and made you into tribes and nations, that you might get to know each other.</p> <p>Teaching:</p> <p>Human rights should be upheld for all.</p> <p>He is not a true believer who eats his fill while his neighbour is hungry - Hadith</p>	<p>Follow the Qur’an - submission to the will of Allah Ummah (global community of Muslims)</p> <p>Ibadah - worship acts</p> <p>Sawm - fasting develops empathy - leads to care for the poor and seeking equality</p> <p>Lifestyle choices - righteous path Jihad theories</p>	<p>Islamic aid organisations - support charities looking for social justice - e.g. Islamic Aid</p> <p>Khalifa - stewardship</p> <p>Enter into dialogue with Muslims to understand their beliefs and how these affect their lifestyle choices now.</p>

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Equality</p> <p>Haskalah (Enlightenment)</p>	<p>Belief:</p> <p>All people are created by God.</p> <p>Source:</p> <p>Psalm 36:6</p> <p>O Lord, you preserve both man and beast. Genesis 12:2-3</p> <p>I will make you into a great nation and I will bless you... I will bless those who bless you and whoever curses you I will curse.</p> <p>Teaching:</p> <p>All people should be treated with respect.</p>	<p>Lifestyle choices e.g. level of integration and action taken on a personal level</p>	<p>Jewish aid organisations</p> <p>Groups within Judaism - responding to local and global issues</p> <p>Haskalah - Implementing social reform</p> <p>Enter into dialogue with jews to understand their beliefs and how these affect their lifestyle choices now.</p>

Worldview: Sanatanadharma - KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Karma</p> <p>Dharma</p> <p>Stages of Life (varnashrama-dharma)</p>	<p>Belief: Everyone is equal.</p> <p>Source: Bhagavad Gita 9:29 I look upon all creatures equally. Yajur Veda 13:47 No person should kill animals helpful to all. Rather by serving them, one should attain happiness.</p> <p>Teaching: Treat everyone with respect</p>	<p>Lifestyle choices - ahimsa</p> <p>Duty to achieve equality and challenge injustice</p> <p>Duties during the different stages of life - responsibilities</p>	<p>Hindu aid organisations - support charities looking for equality</p> <p>Lives of inspiring Santhanis who have dedicated their lives to alleviating the suffering of others e.g. Gandhi</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p>

Worldview: Sikhi- KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Equality</p> <p>Respect for life</p> <p>Gurus who fought for justice</p>	<p>Belief: All people are equal.</p> <p>Source: Guru Gobind Singh</p> <p>We need to recognise the oneness of all humanity... though they use different dress according to the influence of regional customs; all men have the same eyes, ears, body and figure.</p> <p>Teaching: Treat all people with respect.</p>	<p>Lifestyle choices Sewa</p> <p>Khalsa - reasons for joining Symbols - Khanda - meaning Langar - equality</p> <p>Commemorating the fallen in the Gurdwara (martyrs)</p>	<p>Family and Community</p> <p>Sikh aid organisations</p> <p>Sikhs fought in wars that did not directly concern them</p> <p>- standing up for others and fighting injustice</p> <p>Enter into dialogue with Sikhs to understand their beliefs and how these affect their lifestyle choices now.</p>

Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

Worldview: Buddhism - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

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Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
	<p>Life of the Buddha</p> <p>Three marks of existence – suffering exists</p> <p>Four Noble Truths – greed and suffering can be stopped</p> <p>Noble eightfold path – focus on Right Action, Right Living, Right Mindfulness/Awareness</p> <p>Three Jewels – sangha – community Five Precepts – harm no living thing Karma</p> <p>Bodhisattvas – an example of enlightened beings who stay on earth to teach and inspire others</p>	<p>Rejecting material wealth over more important values</p> <p>Awareness of the consequences of actions both personally and environmentally</p> <p>Greed is at the heart of much environmental damage</p> <p>– choosing a job which protects and respects the living world as well as daily life choices concerning sustainability, fair trade and good treatment of animals</p> <p>Community – monastic orders favour self-sufficiency Buddhists in society aim to be an example by their lifestyle – personal enlightenment comes through respecting and protecting life and minimising suffering</p> <p>Harm no living thing – choice to be vegetarian/vegan – career choice – working practices</p> <p>Karma – every action has a consequence – we should act in a way which respects and benefits the natural world.</p>	<p>Not being materialistic – sharing wealth fairly</p> <p>Personal morality – campaign for the environment – charity support – local and international action</p> <p>Sustainable development</p> <p>Recycling and reusing waste products Self-sufficiency</p> <p>Supporting ethical trading</p>

Worldview: Christianity - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation Stewardship</p> <p>New Covenant (Relationship with God)</p>	<p>God created everything and people are the caretakers/stewards of it.</p> <p>Source:</p> <p>Genesis 1, Genesis 2 -God created everything and was pleased with what he saw.</p> <p>Genesis 2:15 - Then God placed the man in the Garden of Eden to cultivate it and guard it.</p> <p>Luke 12:6</p> <p>Deuteronomy 20:19 - When you are trying to capture a city, do not cut down its fruit trees even though the siege lasts a long time. Eat the fruit but do not destroy the trees; the trees are not your enemies.</p> <p>Luke 12:6 - Aren't 5 sparrows sold for 2 pennies? Yet not one sparrow is forgotten by God.</p> <p>Assisi Declarations</p> <p>Teaching:</p> <p>People are to treat the environment with care and respect and be the stewards of it for God.</p>	<p>Lifestyle choices.</p> <p>e.g. treatment of animals</p>	<p>Assisi declarations (aspects)</p> <p>Potentially support environmental and animal charities</p> <p>Enter into dialogue with Christians to understand how their beliefs affect their lifestyle choices.</p>

Worldview: Humanism - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, 'creation' stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Stewardship (for future generations)	<p>Belief: Human beings are temporary stewards of the planet and should treat the earth with respect.</p> <p>Source: Amsterdam Declaration 2022 Reykjavik Declaration on the Climate Change Crisis Human reason. No sacred text.</p> <p>Teaching: Personal responsibility to take care of the planet.</p>	Lifestyle choices based on looking after the world for future generations	<p>Humanists were involved in setting up organisations like Humanist Climate Action</p> <p>Enter into dialogue with Humanists to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

Worldview: Islam- KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Stewardship (Khalifa)</p> <p>Divine destiny and freewill i.e.</p> <p>omnipresence of Allah</p>	<p>Belief:</p> <p>Allah created the world, and it belongs to him, but he has given humans the responsibility of looking after it (Khalifa).</p> <p>Source:</p> <p>The Qur’an Surah 43:10-12</p> <p>It is he who has made the earth a resting place for you and traced out routes upon it that you may find your way. Surah 49:13</p> <p>You people we have created you from male and female...</p> <p>Surah 25:48</p> <p>It is he who sends down water from the sky so that he may give life to dead lands and quench the thirst of man and beast.</p> <p>Teaching: Taking care of the environment is part of showing respect for Allah.</p>	<p>Worship acts</p> <p>Showing respect for Allah’s creation</p> <p>Lifestyle choices - e.g. environmental activities</p>	<p>Islamic aid organizations - support charities looking for environmental welfare</p> <p>Khalifa - stewardship - caretaker of earth</p> <p>Issues concerning the Hajj - coping with large numbers and being sensitive to the area</p> <p>Enter into dialogue with Muslims to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

Worldview: Judaism - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, 'creation' stories

Concept/s Beliefs/Theology	Belief Thread	Expression Thread	Action Thread
<p>God Creation Stewardship</p> <p>Haskalah (Enlightenment)</p>	<p>Belief:</p> <p>The world belongs to God who created it and has given human beings the responsibility of looking after it.</p> <p>Source:</p> <p>Genesis 1,2 Deuteronomy 20:19/22 Exodus 22:20-30/ 23:10-11</p> <p>For 6 years sow your field and gather in what it produces... but in the 7th year let it rest and do not harvest anything that grows on it.</p> <p>Psalm 24:11</p> <p>The world and all that is in it belongs to the Lord Psalm 24 (first day of the week)</p> <p>Leviticus 11,25:23</p> <p>Teaching: Respect God by looking after the environment</p>	<p>Showing respect to God's creation - lifestyle choices Mitzvah Day - local community involvement</p> <p>Tu BiShvat (New Year for trees)</p>	<p>Global involvement of Mitzvah Day</p> <p>Enter into dialogue with Jews to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

Worldview: Sanatandharma - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, 'creation' stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Karma	<p>Belief:</p> <p>The world was created by Brahma and all living things are to be respected.</p> <p>Source:</p> <p>Bhagavad Gita 9:29</p>	<p>Lifestyle choices - involvement in environmental activities e.g. recycling</p>	<p>Hindu aid organisations - support charities looking for environmental welfare</p>
Dharma	<p>I look upon all creatures equally. Yagur Veda 13:47 No person should kill animals helpful to all. Rather by serving them, one should attain happiness.</p> <p>Bhagavad Purana 7,14,9</p> <p>A householder should regard deer, camels, donkeys, mice, snakes, birds and bees as his sons: for what difference is there between his sons and them?</p> <p>Teaching:</p> <p>Respect all living things.</p>	<p>Vegetarianism ahimsa</p>	<p>Lives of inspiring Santhanis who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Santhanis to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

Worldview: Sikhi - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Respect for life</p>	<p>Belief:</p> <p>God created the world and that although humans are in charge; they are caretakers and must respect all living things.</p> <p>Source:</p> <p>Guru Granth Sahib 1</p> <p>The universe comes into being by God’s will. GGS 376</p> <p>All food is pure for God has provided it for our sustenance. Evening Prayer:</p> <p>You, Lord, are the river wherein all things dwell; apart from you, nothing can be.</p> <p>Teaching:</p> <p>Respect all living things and so respect God.</p>	<p>Lifestyle choices e.g. recycling and vegetarianism</p> <p>Sewa - 3 types</p> <p>Tan: physical service, eg, working in the langar</p> <p>Man: mental service, eg, studying the Guru Granth Sahib</p> <p>Dhan: material service to other people, eg, giving time to help people who are in need or local projects</p>	<p>Family and Community</p> <p>Caretaker efforts in different parts of the world</p> <p>Enter into dialogue with Sikhs to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Worldview: Buddhism - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
4 Noble Truths	Karma, Samsara		skilful and unskilful action
8-Fold path	Middle Way		Worship, meditation
Arahant/Arhat Bodhisattvas and Buddhas	Life of the Buddha Sources of wisdom and authority	Temples Gompas and viharas Shrines Sites of pilgrimage	Festivals
The Three Marks of Existence	concepts of anicca, anatta, Dukkha	Artefacts and offerings	The Sangha

Worldview: Christianity - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Nature of God</p> <p>Incarnation, Crucifixion, Resurrection and Ascension</p> <p>Salvation & Sin</p> <p>Worship</p>	<p>Trinity, Omniscience/potence/ benevolence/</p> <p>The Nicene Creed</p> <p>The Apostles' Creed</p> <p>Luke 1:26–35</p> <p>Mark 15:21–41</p> <p>Matthew 28:1–10</p> <p>Acts 1:9–11</p> <p>Liturgical, informal, charismatic, personal</p>	<p>Prayer</p> <p>Sacraments</p> <p>Sacred spaces</p> <p>Different interpretations and emphases given to sources of wisdom and authority</p>	<p>Work in the community</p> <p>Christmas</p> <p>Easter</p> <p>Mission & Evangelism</p> <p>Pilgrimage</p>

Worldview: Islam - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Nature of Allah	Tawhid, Merciful, Omnipotent, Benevolent, Fair and Just, Transcendent, Immanent	Prayer & worship Sacred spaces	
Prophethood	Examples of Prophets and beliefs about Prophethood	Festivals & special days	
Holy Texts	Different interpretations and given to sources of wisdom		Jihad
5 Pillars	Shahadah	Prayer	Sawm, Hajj,

Worldview: Judaism - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Nature of God	God as One, Creator, Lawgiver, Judge and Eternal	Not representing God	Rosh-Hashanah - Judgement
Covenant	10 commandments Role of Moses	Ethical living Torah	Shabbat Passover
Messiah	Characteristics & importance – Elijah & Isaiah Meaning and significance	Different emphases placed on the concept of the Mitzvot	Dietary laws
Mitzvot		Sacred spaces - the Ark, the Bimah, the Ner Tamid and the Mikveh	Festivals
Worship & Prayer			

Worldview: Sanatanadharma - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Atman & the nature of reality	Belief in Atman as the eternal self The belief that Matter is Maya (an illusion) and that the spiritual is reality.		Ahimsa
Brahman & the nature of God	Tri-murti, representations of the Divine, Avatara	Worship of different representations	
Dharma	Sanatanadharma – eternal duties Varnashramadharma – duties specific to individuals		Cow protection
Yogas	4 Pathways to Moksha		
Festivals & Special days	Significance & interpretations of religious stories	Religious practices	

Acknowledgements

The Dorset SACRE wishes to thank all the head teachers, teachers, advisers, members of the SACRE and members from the religious and non-religious communities involved, for generously bringing their expertise and knowledge to this process in the shared aspiration of continuing to improve the quality of teaching of RE and consequently pupils' learning and enjoyment of the subject.

Related Documentation

National Content Standard for RE 2023 - <https://religioueducationcouncil.org.uk/resource/national-content-standard-1st-edition-2023/>

Ofsted Review of RE 2024 - <https://www.gov.uk/government/news/new-ofsted-report-finds-schools-need-to-add-depth-to-their-re-curriculum>

Religious Education Council Religion and Worldviews Handbook and Resources: <https://religioueducationcouncil.org.uk/rwapproach/>

Theos Thinktank – Worldviews in Education 2021 - <https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film>

Ofsted Framework 2024 - <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>
(See sections 224 & 226 about RE and 331 onwards about SMSC);

Statutory Inspection of Anglican and Methodist Schools (SIAMS) documentation <https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections#siams-2023-documents--resources>

Church of England RE Statement of Entitlement in Church Schools. <https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education>

Church of England Education Office Spiritual Development in the Classroom 2019 - <https://www.churchofengland.org/sites/default/files/2019-11/2019-spiritual-development-interpretations-of-spiritual-developments-in-the-classroom.pdf>

People and Health Overview Committee Work Programme

Meeting Date: 29 October 2024

Report Title	Aims and Objectives	Lead Officers / Members	Other Information
Private Sector Housing Assistance Policy	This policy sets out the discretionary and mandatory financial assistance Dorset Council offers to eligible residents to improve or adapt their property in the Dorset Council area. The Council are required by The Regulatory Reform (Housing Assistance) (England and Wales) Order 2002 to agree and publish a policy for any housing assistance it wishes to offer.	Richard Conway – Service Manager for Housing Standards Cllr Gill Taylor – Cabinet Member for Health and Housing	Consideration by Cabinet on 19 November 2024.
Families First for Children Pathfinder Progress Update	To receive an update and to review the progress of the Families First for Children Pathfinder	Paul Dempsey – Corporate Director for Care and Protection Cllr Clare Sutton – Cabinet Member for Children’s Services, Education, and Skills	
Dorset SACRE Common Agreed Syllabus		Amanda Davis – Corporate Director for Education and Learning Cllr Clare Sutton – Cabinet Member for Children’s	

		Services, Education, and Skills	
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Meeting Date: 29 October 2024 (Joint Overview Committee)

Report Title	Aims and Objectives	Lead Officers / Members	Other Information
Draft Council Plan 2024-2029	A draft of the new Council Plan for discussion, setting out the council's strategic priorities for the next 5 years	Jen Lewis – Head of Strategic Communications and Engagement Cllr Nick Ireland – Leader of the Council	

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Meeting Date: 21 January 2025

Report Title	Aims and Objectives	Lead Officers / Members	Other Information
Family Hubs Update	To receive an update and to review the progress of Family Hubs	Paul Dempsey – Corporate Director for Care and Protection Cllr Clare Sutton – Cabinet Member for Children's Services, Education, and Skills	

Meeting Date: 20 March 2025

Report Title	Aims and Objectives	Lead Officers / Members	Other Information

Unscheduled Committee Items

Report Title	Aims and Objectives	Lead Officers / Members	Other Information
The Changing Landscape of Education Page 183	An overview of the current education landscape in Dorset and likely direction of travel for education policy	Amanda Davis – Corporate Director for Education and Learning Cllr Clare Sutton – Cabinet Member for Children’s Services, Education, and Skills	

Informal Work of the Committee:

Date	Topic	Format	Members	Lead Officers / Members	Other Information

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The Cabinet Forward Plan - October 2024 to January 2025 (Publication date – 16 SEPTEMBER 2024)

Explanatory Note:

This Forward Plan contains future items to be considered by the Cabinet and Council. It is published 28 days before the next meeting of the Committee. The plan includes items for the meeting including key decisions. Each item shows if it is 'open' to the public or to be considered in a private part of the meeting.

Definition of Key Decisions

Key decisions are defined in Dorset Council's Constitution as decisions of the Cabinet which are likely to -

- a) to result in the relevant local authority incurring expenditure which is, or the making of savings which are, significant having regard to the relevant local authority's budget for the service or function to which the decision relates (**Thresholds - £500k**); or
- b) to be significant in terms of its effects on communities living or working in an area comprising two or more wards or electoral divisions in the area of the relevant local authority."

5. In determining the meaning of "*significant*" for these purposes the Council will have regard to any guidance issued by the Secretary of State in accordance with section 9Q of the Local Government Act 2000 Act. Officers will consult with lead members to determine significance and sensitivity.

Cabinet Members and Portfolios 2024/25

Nick Ireland	Leader and Cabinet Member for Climate, Performance and Safeguarding
Richard Biggs	Deputy Leader and Cabinet Member for Property & Assets and Economic Growth
Jon Andrews	Place Services
Shane Bartlett	Planning and Emergency Planning
Simon Clifford	Finance & Capital Strategy
Ryan Holloway	Corporate Development and Transformation
Ryan Hope	Customer, Culture and Community Engagement
Steve Robinson	Adult Social Care
Clare Sutton	Children's Services, Education & Skills
Gill Taylor	Health and Housing.

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
October					

<p>Waste Strategy for Dorset 2024</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider and approve the Waste Strategy for Dorset.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>	<p>Place and Resources Overview Committee 12 Sep 2024</p>	<p>Cabinet Member for Place Services</p>	<p><i>Gemma Clinton, Head of Commercial Waste and Strategy</i> <i>gemma.clinton@dorsetcouncil.gov.uk, Lisa Mouny, Service Development Manager</i> <i>lisa.mouny@dorsetcouncil.gov.uk</i> <i>Executive Lead for Place Directorate (Jan Britton)</i></p>
<p>Strategic Asset Management Plan 2024 - 2030</p> <p>Key Decision - Yes Public Access - Open</p> <p>To present the Strategic Asset Management Plan 2024-2030 and seek endorsement.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>	<p>Place and Resources Overview Committee 12 Sep 2024</p>	<p>Deputy Leader and Cabinet Member for Property & Assets and Economic Growth</p>	<p><i>Tim Hulme, Corporate Director of Assets and Regeneration</i> <i>tim.hulme@dorsetcouncil.gov.uk, Julian Wain, Strategic Property Advisor</i> <i>Julian.wain@dorsetcouncil.gov.uk</i> <i>Executive Lead for Place Directorate (Jan Britton)</i></p>
<p>Allocation S106 Funding for community facilities at Mampitts Green Shaftesbury</p> <p>Key Decision - Yes Public Access - Open</p> <p>To determine the award of the s106 developer contribution funding for the delivery of community facilities at Mampitts Green, Shaftesbury.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Cabinet Member for Planning and Emergency Planning</p>	<p><i>Andrew Galpin, Infrastructure & Delivery Planning Manager</i> <i>andrew.galpin@dorsetcouncil.gov.uk, Mike Garrity, Head of Planning</i> <i>mike.garrity@dorsetcouncil.gov.uk</i> <i>Executive Lead for Place Directorate (Jan Britton)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Planning Service Local Enforcement Plan</p> <p>Key Decision - Yes Public Access - Open</p> <p>To seek adoption of an updated local Enforcement Plan for the Planning Service, setting out service aims, how to deal with breaches of planning control and how cases are investigated</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>	<p>Place and Resources Overview Committee 12 Sep 2024</p>	<p>Cabinet Member for Planning and Emergency Planning</p>	<p><i>Anna Lee, Service Manager for Development Management and Enforcement anna.lee@dorsetcouncil.gov.uk Executive Lead for Place Directorate (Jan Britton)</i></p>
<p>Reablement Centre</p> <p>Key Decision - Yes Public Access - Open</p> <p>An update on the reablement centre programme in Adult & Housing.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Cabinet Member for Adult Social Care</p>	<p><i>Mark Tyson, Corporate Director for Adult Commissioning & Improvement mark.tyson@dorsetcouncil.gov.uk Corporate Director of Commissioning, People – Adults</i></p>
<p>BCP Council unmet need request response</p> <p>Key Decision - Yes Public Access - Open</p> <p>Response to BCP Council on their request.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Cabinet Member for Planning and Emergency Planning</p>	<p><i>Mike Garrity, Head of Planning mike.garrity@dorsetcouncil.gov.uk, Terry Sneller, Strategic Planning Manager terry.sneller@dorsetcouncil.gov.uk Executive Lead for Place Directorate (Jan Britton)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>'Dorset Council Nurseries - Service Sustainability Plan'</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider alternative arrangements for the management/future ownership of the childcare provisions Dorset Council run in Blandford and Shaftesbury.</p> <p>Our objectives are to:</p> <ul style="list-style-type: none"> Meet our statutory duty¹ to secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children) Ensure the provisions are run by an organisation with the dedicated leadership, experience, resources, and skills to do this effectively. 	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Cabinet Member for Children's Services, Education and Skills</p>	<p><i>Alice Deacon, Corporate Director for Commissioning and Partnerships alice.deacon@dorsetcouncil.gov.uk Executive Director, People - Children (Theresa Leavy)</i></p>
<p>Sturminster Marshall Neighbourhood Plan</p> <p>Key Decision - Yes Public Access - Open</p> <p>This item relates to the making (adoption) of a neighbourhood plan following examination and a referendum.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Cabinet Member for Planning and Emergency Planning</p>	<p><i>Ed Gerry, Community Planning Manager ed.gerry@dorsetcouncil.gov.uk Executive Lead for Place Directorate (Jan Britton)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Growth & Economic Regeneration Strategy</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider and agree an approach for the production of a new Economic Growth Strategy including the approach to consultation with the business community and key stakeholders.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Deputy Leader and Cabinet Member for Property & Assets and Economic Growth</p>	<p><i>Jon Bird, Service Manager for Growth and Economic Regeneration jon.bird@dorsetcouncil.gov.uk, Nick Webster, Head of Growth and Economic Regeneration nicholas.webster@dorsetcouncil.gov.uk Executive Lead for Place Directorate (Jan Britton)</i></p>
<p>Lease renewal of land at Sherborne Household Recycling & Waste Transfer Centre</p> <p>Key Decision - Yes Public Access - Part exempt</p> <p>The Council's 25 yearlong lease of the Waste Management Centre at Sherborne came to an end on 28 September 2023. Head of terms (that are subject to contract and Council ratification) for a new lease, for a further 15 years, have been negotiated and agreed in principle with the landlord. A Cabinet decision is required due to aggregate value of this leasehold acquisition.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Cabinet Member for Place Services</p>	<p><i>Tim Hulme, Corporate Director of Assets and Regeneration tim.hulme@dorsetcouncil.gov.uk Executive Lead for Place Directorate (Jan Britton)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Dorset Innovation Park Management Options</p> <p>Key Decision - Yes Public Access - Part exempt</p> <p>The council defines a key decision, in terms of procurement activity, as those with a financial consequence of £500k or more. This report will provide notice of the planned / known procurement activities that Cabinet will need to make a key decision on.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 15 Oct 2024</p>		<p>Deputy Leader and Cabinet Member for Property & Assets and Economic Growth</p>	<p><i>Nick Webster, Head of Growth and Economic Regeneration</i> <i>nicholas.webster@dorsetcouncil.gov.uk</i> <i>Executive Lead for Place Directorate (Jan Britton)</i></p>
<p>November</p>					
<p>Quarter 2 Financial Monitoring Report 2024/25</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider the Quarter 2 Financial Monitoring Report 2024/25</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>		<p>Cabinet Member for Finance & Capital Strategy</p>	<p><i>Sean Cremer, Corporate Director for Finance and Commercial</i> <i>sean.cremer@dorsetcouncil.gov.uk</i> <i>Executive Director, Corporate Development - Section 151 Officer (Aidan Dunn)</i></p>
<p>Medium Term Financial Plan (MTFP) and budget strategy - update</p> <p>Key Decision - Yes Public Access - Open</p> <p>To receive a budget update for 2025/26.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>		<p>Cabinet Member for Finance & Capital Strategy</p>	<p><i>Sean Cremer, Corporate Director for Finance and Commercial</i> <i>sean.cremer@dorsetcouncil.gov.uk</i> <i>Executive Director, Corporate Development - Section 151 Officer (Aidan Dunn)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Private Sector Housing Assistance Policy</p> <p>Key Decision - Yes Public Access - Open</p> <p>This policy set out the discretionary and mandatory financial assistance Dorset Council offer to eligible residents to improv or adapt their property in the DORSET Council area. The Council are required by the Regulatory Reform (Housing Assistance) (England and Wales) Order 2002 to agree and publish a policy for any housing assistance it wishes to offer.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>	<p>People and Health Overview Committee 29 Oct 2024</p>	<p>Cabinet Member for Health and Housing</p>	<p><i>Richard Conway, Service Manager for Housing Standards richard.conway@dorsetcouncil.gov.uk Executive Director, People - Adults (Jonathan Price)</i></p>
<p>Designing out severe hardship and improving social mobility in Dorset</p> <p>Key Decision - Yes Public Access - Open</p> <p>To establish a cross-directorate and multi-agency taskforce with the purpose of improving social mobility, reducing poverty, and ensuring cohesive responses across the Council and with wider partners.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>	<p>Health and Wellbeing Board 26 Jun 2024</p>	<p>Cabinet Member for Children's Services, Education and Skills</p>	<p><i>Alice Deacon, Corporate Director for Commissioning and Partnerships alice.deacon@dorsetcouncil.gov.uk Executive Director, People - Children (Theresa Leavy)</i></p>
<p>Draft Contaminated Land Strategy</p> <p>Key Decision - Yes Public Access - Open</p> <p>Draft Contaminated Land Strategy and report of consultation findings on the draft strategy.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>	<p>Place and Resources Overview Committee 12 Sep 2024</p>	<p>Cabinet Member for Customer, Culture and Community Engagement</p>	<p><i>Steven Horsler, Environmental Health Officer steven.horsler@dorsetcouncil.gov.uk, Janet Moore, Service Manager for Environmental Protection Janet.Moore@dorsetcouncil.gov.uk Executive Lead for Place Directorate (Jan Britton)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Enterprise Resource Performance System (Outline Business Case)</p> <p>Key Decision - Yes Public Access - Open</p> <p>The current DES system which is supported by SAP will be end of life in 2027 and therefore will need to be replaced. We have been working with Socitm Advisory (external consultancy) to investigate the options available. The outline business case is to be presented to cabinet for their approval.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>		<p>Cabinet Member for Corporate Development and Transformation</p>	<p><i>James Ailward, Head of ICT Operations james.ailward@dorsetcouncil.gov.uk Executive Director, Place</i></p>
<p>Dorset SACRE Common Agreed Syllabus</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider a report on the Dorset SACRE agreed syllabus.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>	<p>People and Health Overview Committee 29 Oct 2024</p>	<p>Cabinet Member for Children's Services, Education and Skills</p>	<p><i>Amanda Davis, Corporate Director for Education and Learning amanda.davis@dorsetcouncil.gov.uk Executive Director, People - Children (Theresa Leavy)</i></p>
<p>Future of Wareham Pedestrian Level Crossing</p> <p>Key Decision - Yes Public Access - Open</p> <p>The report considered a letter and report issued by Network Rail and will present to Cabinet recommendations on a long-term solution to provide a safe, permanent, sustainable form of step free pedestrian access connecting Northport to Wareham Town Centre.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 19 Nov 2024</p>		<p>Cabinet Member for Place Services</p>	<p><i>Jack Wiltshire, Head of Highways jack.wiltshire@dorsetcouncil.gov.uk Executive Lead for Place Directorate (Jan Britton)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Draft Council Plan 2024-2029</p> <p>Key Decision - Yes Public Access - Open</p> <p>A draft of the new Council Plan for discussion and approval, setting out the council's strategic priorities for the next 5 years.</p>	<p>Decision Maker Dorset Council</p>	<p>Decision Date 5 Dec 2024</p>	<p>Joint Overview Committee 29 Oct 2024</p> <p>Cabinet 19 Nov 2024</p>	<p>Leader and Cabinet Member for Climate, Performance and Safeguarding</p>	<p><i>Jennifer Lewis, Head of Strategic Communications and Engagement</i> <i>jennifer.lewis@dorsetcouncil.gov.uk</i> <i>Chief Executive (Matt Prosser)</i></p>

December

<p>Dorset Council Workplace Travel Plan 2024-29</p> <p>Key Decision - Yes Public Access - Open</p> <p>Proposal to introduce a workplace travel plan for the authority that will transform the way employees will travel to work and travel whilst at work.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 17 Dec 2024</p>	<p>Place and Resources Overview Committee 21 Nov 2024</p>	<p>Cabinet Member for Place Services</p>	<p><i>Matthew Piles, Corporate Director - Economic Growth and Infrastructure</i> <i>matthew.piles@dorsetcouncil.gov.uk, Christopher Whitehouse, Projects Team Manager</i> <i>christopher.whitehouse@dorsetcouncil.gov.uk</i> <i>Executive Lead for Place Directorate (Jan Britton)</i></p>
<p>Transformation Strategy 2025-2029</p> <p>Key Decision - Yes Public Access - Open</p> <p>Presentation of the new transformation strategy 2025 – 29. This is being brought forward alongside the new council plan and the new People and Culture Strategy as part of the council's refresh of strategic documentation post-election.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 17 Dec 2024</p>	<p>Joint Overview Committee TBC</p>	<p>Cabinet Member for Corporate Development and Transformation</p>	<p><i>Nina Coakley, Head of Change</i> <i>n.coakley@dorsetcouncil.gov.uk, Lisa Cotton, Corporate Director for Customer and Cultural Services</i> <i>lisa.cotton@dorsetcouncil.gov.uk</i> <i>Executive Director, Corporate Development - Section 151 Officer (Aidan Dunn)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Customer Strategy</p> <p>Key Decision - Yes Public Access - Open</p> <p>The Customer Strategy will underpin the Transformation Strategy going to cabinet in December as part of the councils approach to provide easy access, responsive services that meet the needs and expectations of our customers.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 17 Dec 2024</p>	<p>Joint Overview Committee TBC</p>	<p>Cabinet Member for Customer, Culture and Community Engagement</p>	<p><i>Lisa Cotton, Corporate Director for Customer and Cultural Services lisa.cotton@dorsetcouncil.gov.uk, Anthony Palumbo, Head of Service - Customer & Libraries anthony.palumbo@dorsetcouncil.gov.uk Executive Director, Corporate Development - Section 151 Officer (Aidan Dunn)</i></p>
<p>Independent Reviewing Officer's Annual Report</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider the Independent Reviewing Officer's Annual Report.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 17 Dec 2024</p>		<p>Cabinet Member for Children's Services, Education and Skills</p>	<p><i>Lisa Reid, Corporate Director for Quality Assurance & Safeguarding Families lisa.reid@dorsetcouncil.gov.uk Executive Director, People - Children (Theresa Leavy)</i></p>
<p>Annual Local Authority Designated Officer Report</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider the Annual LADO Report.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 17 Dec 2024</p>		<p>Cabinet Member for Children's Services, Education and Skills</p>	<p><i>Lisa Reid, Corporate Director for Quality Assurance & Safeguarding Families lisa.reid@dorsetcouncil.gov.uk Executive Director, People - Children (Theresa Leavy)</i></p>
<p>January 2025</p>					

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
<p>Quarter 3 Financial Monitoring 2024/25</p> <p>Key Decision - No Public Access - Open</p> <p>To consider the Quarter 3 financial Monitoring Report 2024/25</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 28 Jan 2025</p>		<p>Cabinet Member for Finance & Capital Strategy</p>	<p><i>Sean Cremer, Corporate Director for Finance and Commercial</i> <i>sean.cremer@dorsetcouncil.gov.uk</i> <i>Executive Director, Corporate Development - Section 151 Officer (Aidan Dunn)</i></p>
<p>Budget strategy and medium-term financial plan (MTFP)</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider a report and recommendation of the Portfolio Holder for Finance, Commercial and Capital Assets.</p>	<p>Decision Maker Dorset Council</p>	<p>Decision Date 11 Feb 2025</p>	<p>People and Health Scrutiny Committee 16 Jan 2025</p> <p>Place and Resources Scrutiny Committee 17 Jan 2025</p> <p>Cabinet 28 Jan 2025</p>	<p>Cabinet Member for Finance & Capital Strategy</p>	<p><i>Sean Cremer, Corporate Director for Finance and Commercial</i> <i>sean.cremer@dorsetcouncil.gov.uk</i> <i>Executive Director, Corporate Development - Section 151 Officer (Aidan Dunn)</i></p>
<p>Growth & Economic Regeneration Strategy</p> <p>Key Decision - Yes Public Access - Open</p> <p>To consider and agree a refresh of the Council's strategy for economic growth. This will encompass the functions to be taken over by the Council from Dorset Local Enterprise Partnership in accordance with devolution and promote the needs and actions required to drive forward the economy in the Dorset Council area.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 28 Jan 2025</p>	<p>Place and Resources Overview Committee TBC</p>	<p>Deputy Leader and Cabinet Member for Property & Assets and Economic Growth</p>	<p><i>Jon Bird, Service Manager for Growth and Economic Regeneration</i> <i>jon.bird@dorsetcouncil.gov.uk</i>, <i>Nick Webster, Head of Growth and Economic Regeneration</i> <i>nicholas.webster@dorsetcouncil.gov.uk</i> <i>Executive Lead for Place Directorate (Jan Britton)</i></p>

Subject / Decision	Decision Maker	Date the Decision is Due	Other Committee(s) consulted and Date of meeting(s)	Portfolio Holder	Officer Contact
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March

<p>Update of Carbon Reduction Targets</p> <p>Key Decision - Yes Public Access - Open</p> <p>Paper to revise and bring forward the carbon reduction targets set out in the Council's Natural Environment, Climate and Ecology Strategy.</p>	<p>Decision Maker Cabinet</p>	<p>Decision Date 25 Mar 2025</p>	<p>Place and Resources Overview Committee 30 Jan 2025</p>	<p>Leader and Cabinet Member for Climate, Performance and Safeguarding</p>	<p><i>Antony Littlechild, Sustainability Team Manager antony.littlechild@dorsetcouncil.gov.uk Executive Director, Corporate Development - Section 151 Officer (Aidan Dunn)</i></p>
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Private/Exempt Items for Decision

Each item in the plan above marked as 'private' will refer to one of the following paragraphs.

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
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4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the shadow council proposes:-
 - (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.

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Shareholder Committee for Care Dorset Holdings Ltd
Forward Plan
For the period 1 SEPTEMBER 2024 to 31 DECEMBER 2024
(Publication date – 19 JULY 2024)

Explanatory Note:

This Forward Plan contains future items to be considered by the Shareholder Committee for the Dorset Centre of Excellence. It is published 28 days before the next meeting of the Committee. The plan includes items for the meeting including key decisions. Each item shows if it is 'open' to the public or to be considered in a private part of the meeting.

Definition of Key Decisions

Key decisions are defined in Dorset Council's Constitution as decisions which are likely to -

- (a) to result in the relevant local authority incurring expenditure which is, or the making of savings which are, significant having regard to the relevant local authority's budget for the service or function to which the decision relates (**Thresholds - £500k**); or
- (b) to be significant in terms of its effects on communities living or working in an area comprising two or more wards or electoral divisions in the area of the relevant local authority."

In determining the meaning of "*significant*" for these purposes the Council will have regard to any guidance issued by the Secretary of State in accordance with section 9Q of the Local Government Act 2000 Act. Officers will consult with lead members to determine significance and sensitivity.

Committee Membership 2023/24

Cllr Nick Ireland – Leader of the Council and Portfolio Holder for Governance, Performance, Communications, Environment, Climate Change and Safeguarding

Cllr Richard Biggs – Deputy Leader of the Council and Portfolio Holder for Property & Assets, Economic Growth & Levelling Up

Cllr Ryan Holloway - Portfolio Holder for Corporate Development, Transformation, Digital & Change

Cllr Steve Robinson – Portfolio Holder for Adult Social Care

Cllr Gill Taylor - Portfolio Holder for Public Health, Environmental Health, Housing, Community Safety and Regulatory Service

Subject / Decision	Decision Maker	Date the Decision is Due	Portfolio Holder	Officer Contact
October				
Dorset Council Delegated Decisions (as required) Key Decision - No Public Access - Part exempt	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date 7 Oct 2024	Councillor Steve Robinson	<i>Jonathan Price, Executive Director of People - Adults and Housing jonathan.price@dorsetcouncil.gov.uk Corporate Director of Commissioning, People - Adults</i>
Dorset Council Organisational Update Key Decision - No Public Access - Part exempt	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date 7 Oct 2024	Councillor Steve Robinson	<i>Jonathan Price, Executive Director of People - Adults and Housing jonathan.price@dorsetcouncil.gov.uk Executive Director, People - Adults</i>
Care Dorset Update Key Decision - No Public Access - Part exempt	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date 7 Oct 2024	Councillor Steve Robinson	<i>Jonathan Price, Executive Director of People - Adults and Housing jonathan.price@dorsetcouncil.gov.uk, Chris Best, Interim Managing Director chris.best@caedorset.co.uk Executive Director, People - Adults</i>
Care Dorset Five Year Business Plan Key Decision - Yes Public Access - Fully exempt	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date 7 Oct 2024	Councillor Steve Robinson	<i>Jonathan Price, Executive Director of People - Adults and Housing jonathan.price@dorsetcouncil.gov.uk Executive Director, People - Adults</i>
December				

Subject / Decision	Decision Maker	Date the Decision is Due	Portfolio Holder	Officer Contact
Dorset Council Delegated Decisions (as required) Key Decision - No Public Access - Open	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date 2 Dec 2024	Cabinet Member for Adult Social Care	<i>Mark Tyson, Corporate Director for Adult Commissioning & Improvement mark.tyson@dorsetcouncil.gov.uk Executive Director, People - Adults</i>
Dorset Council Organisational Update Key Decision - No Public Access - Part exempt	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date 2 Dec 2024	Councillor Steve Robinson	<i>Mark Tyson, Corporate Director for Adult Commissioning & Improvement mark.tyson@dorsetcouncil.gov.uk Executive Director, People - Adults</i>
Care Dorset Update Key Decision - No Public Access - Part exempt	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date 2 Dec 2024	Councillor Steve Robinson	<i>Executive Director, People - Adults</i>
Annual Performance Update for Council Key Decision - No Public Access - Open	Decision Maker Shareholder Committee for Care Dorset Holdings Ltd	Decision Date	Councillor Steve Robinson	<i>Executive Director, People - Adults</i>
Annual Reports				

Care Dorset Business Plan - 6

Decision Maker

Decision Date

Councillor Steve

Jonathan Price, Executive Director of

Subject / Decision	Decision Maker	Date the Decision is Due	Portfolio Holder	Officer Contact
<p>month review and update</p> <p>Key Decision - No Public Access - Open</p> <p>For the Shareholder Committee to consider progress in delivering the 5 year business plan, and any review of the plan as necessary.</p>	<p>Shareholder Committee for Care Dorset Holdings Ltd</p>		<p>Robinson</p>	<p><i>People - Adults and Housing jonathan.price@dorsetcouncil.gov.uk, Mark Tyson, Corporate Director for Adult Commissioning & Improvement mark.tyson@dorsetcouncil.gov.uk Executive Director, People - Adults</i></p>

Private/Exempt Items for Decision

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5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the shadow council proposes:-
 - (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.

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The Shareholder Committee for the Dorset Centre of Excellence (DCOE) Forward Plan For the period 1 SEPTEMBER 2024 to 31 DECEMBER 2024 (Publication date – 19 JULY 2024)

Explanatory Note:

This Forward Plan contains future items to be considered by the Shareholder Committee for the Dorset Centre of Excellence. It is published 28 days before the next meeting of the Committee. The plan includes items for the meeting including key decisions. Each item shows if it is 'open' to the public or to be considered in a private part of the meeting.

Definition of Key Decisions

Key decisions are defined in Dorset Council's Constitution as decisions which are likely to -

- (a) to result in the relevant local authority incurring expenditure which is, or the making of savings which are, significant having regard to the relevant local authority's budget for the service or function to which the decision relates (**Thresholds - £500k**); or
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In determining the meaning of "*significant*" for these purposes the Council will have regard to any guidance issued by the Secretary of State in accordance with section 9Q of the Local Government Act 2000 Act. Officers will consult with lead members to determine significance and sensitivity.

Committee Membership 2024/25

Cllr Nick Ireland – Leader of the Council and Portfolio Holder for Governance, Performance, Communications, Environment, Climate Change and Safeguarding

Cllr Richard Biggs – Deputy Leader of the Council and Portfolio Holder for Property & Assets, Economic Growth & Levelling Up

Cllr Ryan Hope - Portfolio Holder for Customer, Culture and Community Engagement

Cllr Clare Sutton - Children's Services, Education & Skills

Cllr Gill Taylor - Portfolio Holder for Public Health, Environmental Health, Housing, Community Safety and Regulatory Service

Subject / Decision	Decision Maker	Date the Decision is Due	Portfolio Holder	Officer Contact
Standing items for consideration				
September				
Dorset Council Delegated Decisions Key Decision - No Public Access - Open	Decision Maker The Shareholder Committee for the Dorset Centre of Excellence (DCOE)	Decision Date 16 Sep 2024	Councillor Clare Sutton	<i>Executive Director, People - Children (Theresa Leavy)</i>
Dorset Council Commissioning Report Key Decision - No Public Access - Part exempt	Decision Maker The Shareholder Committee for the Dorset Centre of Excellence (DCOE)	Decision Date 16 Sep 2024	Councillor Clare Sutton	<i>Executive Director, People - Children (Theresa Leavy)</i>
DCoE - Report of the Chair of the Board Key Decision - No Public Access - Part exempt	Decision Maker The Shareholder Committee for the Dorset Centre of Excellence (DCOE)	Decision Date 16 Sep 2024	Councillor Clare Sutton	<i>Executive Director, People - Children (Theresa Leavy)</i>
December				

Subject / Decision	Decision Maker	Date the Decision is Due	Portfolio Holder	Officer Contact
Dorset Council Delegated Decisions Key Decision - Yes Public Access - Open	Decision Maker The Shareholder Committee for the Dorset Centre of Excellence (DCOE)	Decision Date 9 Dec 2024	Councillor Clare Sutton	<i>Executive Director, People - Children (Theresa Leavy)</i>
Dorset Council Commissioning Report Key Decision - Yes Public Access - Part exempt	Decision Maker The Shareholder Committee for the Dorset Centre of Excellence (DCOE)	Decision Date 9 Dec 2024	Councillor Clare Sutton	<i>Executive Director, People - Children (Theresa Leavy)</i>
DCoE - Report of the Chair of the Board Key Decision - Yes Public Access - Part exempt	Decision Maker The Shareholder Committee for the Dorset Centre of Excellence (DCOE)	Decision Date 9 Dec 2024	Councillor Clare Sutton	<i>Executive Director, People - Children (Theresa Leavy)</i>
Performance of the Traded Activities of the Company Key Decision - Yes Public Access - Open	Decision Maker The Shareholder Committee for the Dorset Centre of Excellence (DCOE)	Decision Date 9 Dec 2024	Councillor Clare Sutton	<i>Executive Director, People - Children (Theresa Leavy)</i>
Annual Reports				

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