



DARLINGTON

Borough Council

Cabinet Agenda

5.00 pm

Tuesday, 5 July 2022

Council Chamber, Town Hall, Darlington DL1 5QT

Members and Members of the Public are welcome to attend this Meeting.

1. Introductions/Attendance at Meeting.
2. Declarations of Interest.
3. To hear relevant representation (from Members and the General Public) on items on this Cabinet agenda.
4. To approve the Minutes of the meeting of this Cabinet held on Tuesday, 22 June 2022.
(Pages 5 - 14)
5. Matters Referred to Cabinet –
There are no matters referred back for reconsideration to this meeting
6. Issues Arising from Scrutiny Committee –
There are no issues referred back from the Scrutiny Committees to this Meeting, other than where they have been specifically consulted on an issue and their comments are included in the contents of the relevant report on this agenda.
7. Key Decision - Adoption of Supplementary Planning Guidance (SPD) Design Code - Burtree Garden Village – Report of the Chief Executive.
(Pages 15 - 100)
8. Agreed Syllabus for Religious Education – Report of the Group Director of People.
(Pages 101 - 262)
9. Dolphin Centre Mechanical and Electrical Replacement – Release of Capital –
Report of the Group Director of Services.

(Pages 263 - 266)

10. Objections to Traffic Regulations on Duke Street –
Report of the Group Director of Services.
(Pages 267 - 292)
11. West Cemetery Drainage – Report of the Group Director of Services.
(Pages 293 - 296)
12. Climate Change Progress – Report of the Chief Executive.
(Pages 297 - 304)
13. Improvements to Coniscliffe Road – Report of the Chief Executive.
(Pages 305 - 362)
14. Ingenium Parc – Proposal to Market and Dispose of Land for Development –
Report of the Chief Executive.
(Pages 363 - 368)
15. Collection of Council Tax, Business Rates and Rent 2021/22 –
Report of the Group Director of Operations.
(Pages 369 - 378)
16. Quarter 4 - Council Plan 2020/ 23 - Delivering Success for Darlington - Performance
Report – Chief Offices Executive.
(Pages 379 - 444)
17. Xentrall Shared Services Annual Report – Report of the Group Director of Operations.
(Pages 445 - 452)
18. Revenue Outturn 2021/22 – Report of the Group Director of Operations.
(Pages 453 - 474)
19. Revenue Budget Monitoring 2022/23 - Quarter 1 –
Report of the Group Director of Operations.
(Pages 475 - 490)
20. Project Position Statement and Capital Programme Monitoring - Outturn 2021/22 –
Report of the Group Director of Operations and the Group Director of Services.
(Pages 491 - 522)
21. Land at Blackwell - Proposed Development and Parkland Restoration –
Report of the Chief Executive.
(Pages 523 - 530)
22. Schedule of Transactions –
Report of the Chief Executive.
(Pages 531 - 534)

23. Membership Changes - To consider any Membership Changes to Other Bodies to which Cabinet appoints.
24. SUPPLEMENTARY ITEM(S) (if any) which in the opinion of the Chair of this Committee are of an urgent nature and can be discussed at this meeting.
25. Questions.

EXCLUSION OF THE PUBLIC AND PRESS

26. To consider the exclusion of the Public and Press :- –
RESOLVED - That, pursuant to Sections 100A(4) and (5) of the Local Government Act 1972, the public be excluded from the meeting during the consideration of the ensuing items on the grounds that they involve the likely disclosure of exempt information as defined in exclusion paragraph 3 of Part I of Schedule 12A of the Act.

PART III NOT FOR PUBLICATION



Luke Swinhoe
Assistant Director Law and Governance

Monday, 27 June 2022

Town Hall
Darlington.

Membership

Councillors Clarke, Dulston, Durham, Keir, Marshall, K Nicholson, Renton and Tostevin

If you need this information in a different language or format or you have any other queries on this agenda please contact Lynne Wood, Elections Manager, Operations Group, during normal office hours 8.30 a.m. to 4.45 p.m. Mondays to Thursdays and 8.30 a.m. to 4.15 p.m. Fridays (e-mail Lynne.Wood@darlington.gov.uk or telephone 01325 405803).

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**DECISIONS SHOULD NOT BE IMPLEMENTED BEFORE
MONDAY 4 JULY 2022**

CABINET

Wednesday, 22 June 2022

PRESENT – Councillors Dulston (Chair), Clarke, Durham, Keir, Marshall, K Nicholson, Renton and Tostevin

INVITEES – Councillors Curry, Harker and Snedker

APOLOGIES – Councillor Tait

ALSO IN ATTENDANCE – Councillors Boddy, Heslop, McCollom and Mrs H Scott

C135 DECLARATIONS OF INTEREST.

There were no declarations of interest reported at the meeting.

C136 TO HEAR RELEVANT REPRESENTATION (FROM MEMBERS AND THE GENERAL PUBLIC) ON ITEMS ON THIS CABINET AGENDA.

In respect of Minute C140 below, a representation was made by a Member in attendance at the meeting.

C137 TO APPROVE THE MINUTES OF THE MEETING OF THIS CABINET HELD ON 3 MAY 2022

Submitted - The Minutes (previously circulated) of the meeting of this Cabinet held on Tuesday 3 May 2022.

RESOLVED – That the Minutes be confirmed as a correct record.

REASON – They represent an accurate record of the meeting.

C138 MATTERS REFERRED TO CABINET

There were no matters referred back for re-consideration to this meeting.

C139 ISSUES ARISING FROM SCRUTINY COMMITTEE

There were no issues arising from Scrutiny considered at this meeting.

C140 KEY DECISION - DARLINGTON STATION IMPROVEMENT PROJECT

The Leader, Cabinet Member with the Economy Portfolio and the Cabinet Member with the Local Services Portfolio introduced the report of the Group Director of Services (previously circulated) providing an update to Members on the Darlington Station Rail Improvement

Project and requesting that consideration be given to the necessary approvals for the delivery phase of the project.

The submitted report stated that the Darlington Station Rail Improvement Project had been in development for several years and was primarily a strategic transport project that was a fundamental building block, in unlocking capacity on the east coast mainline and local rail network, delivering the actions contained within the Tees Valley Rail Strategy. The project had potential to deliver numerous priorities including economic, social, and environmental benefits to the Borough, as well as to the Tees Valley region; improve rail capacity for both local and long-distance train services; improve facilities at the station and create two transport interchanges to integrate with other modes of transport; and help deliver the regeneration aspirations of the area and former cattle market site.

It was reported that the Council had progressed the design of the scheme and the land assembly through funding from the Tees Valley Combined Authority (TVCA); Network Rail had progressed design work on the station and rail infrastructure with Department of Transport funding following the submission of a strong Outline Business Case; it was a major capital project being delivered in partnership with several organisations; and that the Final Business Case was now being prepared for submission to Government to fund the final scheme.

A Member in attendance at the meeting addressed Cabinet in respect of the timescales for the project and whether the project would be completed for the 2025 bicentenary railway celebrations; the costs and budget for the scheme; the design of the project and in particular the multi-storey car parks; and whether there was demand for the car parking. Discussion ensued on the benefits of the project; concerns around the withdrawal of HS2 from the North; the proposals, by the Government, to close ticket offices and whether this would impact on the concourse; inflation pressures; labour shortages; and cycle parking at the station. The Leader, Cabinet Member with the Economy Portfolio and the Group Director of Services responded thereon.

RESOLVED – (a) That the progress on the project, be noted, and the submission of the Full Business Case by Tees Valley Combined Authority (TVCA), be supported, and the delivery of the project, as outlined in the submitted report, be approved.

(b) That delegate authority be given to the Group Director of Services, in consultation with the Leader of the Council and Group Director of Operations, to enter into the following agreements, subject to the matters identified in the report being satisfactorily addressed, namely:-

- (i) a Funding Agreement with Tees Valley Combined Authority (TVCA);
- (ii) works Contracts for the delivery of the Project;
- (iii) an Asset Protection Agreement with Network Rail;
- (iv) a sale agreement to dispose of land on the East side of the current station, in line with paragraph 20(c) of the submitted report, to Network Rail;

- (v) a Temporary Lease Agreement with LNER to use the former Cattle Market site as a temporary car park;
- (vi) station Change Agreement; and
- (vii) any further agreements relating to the above.

(c) That the commencement of demolition and enabling works for the Project, funded through TVCA, be approved, ahead of the main contract to ensure that the main contract can commence as soon as reasonably practicable upon approval of the Full Business Case.

(d) That it be noted that the majority of funding to deliver the scheme be from the Department for Transport (DfT) and TVCA, with a contribution from the Towns Fund Programme for the Victoria Road interchange and that the following, be approved, namely:-

- (i) the release of the funding received from TVCA and DfT to deliver the project; and
- (ii) the release of £980,000 from the Towns Fund Programme.

REASON - To deliver a project that contributes to national, regional and local strategic transport and economic objectives that will bring economic, social and environmental benefits to the Borough, as well as to the Tees Valley Region.

C141 REPRESENTATION ON OTHER BODIES 2022/23

The Leader introduced the report of the Group Director of Operations (previously circulated) requesting that consideration be given to this Council's representation on other bodies for the 2022/23 Municipal Year, to which Cabinet appoints.

RESOLVED – That the appointments to other bodies, as detailed below, for the 2022/23 Municipal Year, be approved, namely:-

Name of Body or Organisation Nomination(s)

Association of Rail North
Partnership Authorities

Rail North Ltd. Councillor Dulston (Leader of the Council)

Transport for the North Councillor Dulston (Leader of the Council)

North East Rail Councillor Dulston (Leader of the Council)
Management Unit

Community Library Councillor Cossins (Cockerton Ward Member)
(Cockerton) Limited

County Durham and Darlington Councillor Tostevin
Foundation Trust – Board of
Governors

Creative Darlington	Councillor Keir (Cabinet Member with Local Services Portfolio) and Chair of Communities and Local Services Scrutiny Committee as named substitute
Crown Street Library Trustee Board	Councillor Dulston (Leader of the Council)
Darlington Cares	Councillor K Nicholson
Darlington Railway Museum Trust	Councillor Keir (Cabinet Member with Local Services Portfolio)
Darlington Town Centre Deal Board	Councillor Dulston (Leader of the Council)
Durham County Pension Fund Committee	Councillor Durham (Cabinet Member with Resources Portfolio) and Chair of Economy and Resources Scrutiny Committee
Family Help Organisation	Councillors Curry, Crumbie and Newall
Fostering Panel	Councillor Layton
Maidendale Nature and Fishing Reserve (Associate Member)	Councillor K Nicholson (Ward Member)
North East Ambulance Service	Councillor K Nicholson (Chair of Health and Well Being Board)
North East Child Poverty Commission	Councillor Clarke (Cabinet Member with Children and Young People Portfolio)
North East Regional Employers Organisation	Councillor Durham (Cabinet Member with Resources Portfolio), Chair of Economy and Resources Scrutiny Committee and Vice Chair of Economy and Resources Scrutiny Committee
Executive Committee	Councillor Durham (Cabinet Member with Resources Portfolio)
North East Strategic Migration Partnership	Councillor Clarke (Cabinet Member with the Children and Young People Portfolio) (Councillor Dulston (Leader of the Council as named substitute))
Northern Housing Consortium	Councillor K Nicholson (Cabinet Member with

Health and Housing Portfolio)

Northumbrian Regional Flood and Coastal Committee	Councillor Snedker
Poor Moor Fund/Charity	Councillor Marshall (Cabinet Member with Economy Portfolio)
RELATE North East	Councillors Curry and Layton
Teesside International Airport Limited - Board	Councillor Mrs D Jones (to be appointed as Director) (Councillor Culley as named substitute Director)
Teesside International Airport Limited - Consultative Committee	Councillor Keir (Cabinet Member with Local Services Portfolio)
Tees Valley Local Access Forum	Chair of Communities and Local Services Scrutiny Committee
Tidy North Regional Consultative Committee	Councillor Keir (Cabinet Member with Local Services Portfolio)

C142 HOUSING MANAGEMENT POLICY

The Cabinet Member with the Health and Housing Portfolio introduced the report of the Group Director of Operations requesting that consideration be given to the Housing Management Policy 2022/26 (also previously circulated).

The submitted report stated that the Council provided over 5,300 high quality homes for local residents; to manage those properties effectively, rental and service charge income from Council tenants needed to be maximised in order to provide them with a comprehensive range of good quality housing management and support services; the Housing Management Policy 2022/26 set out how this would be achieved; the policy was divided into two main sections namely Income Management and Tenancy Management; and the Policy had received support from the Tenants Panel and the Health and Housing Scrutiny Committee.

Particular reference was made at the meeting to succession rights and to rent recovery. The Cabinet Member with the Health and Housing Portfolio, responded thereon.

RESOLVED – That the Housing Management Policy 2022/26, as appended to the submitted report, be approved.

REASONS – (a) The Social Housing Regulator’s Consumer Standards places a duty on social housing landlords to provide their tenants with quality, cost-effective accommodation.

(b) The adoption of a formal Housing Management Policy is one of the ways to demonstrate how this will be achieved.

C143 DISABLED FACILITIES GRANT 2022/23

The Cabinet Member with the Adults Portfolio introduced the report of the Group Director of People informing Members of the capital resources available for Disabled Facilities Grants (DFG) during 2022/23 and requesting that consideration be given to the release of those resources, to be utilised in accordance with this Council's Disabled Facilities Grant and Regulatory Reform Order Policy 2021/23.

The submitted report stated that DFG's assisted people to live independently by helping to fund suitable adaptations to their properties; the grants were means tested and were available to owner-occupiers, tenants of private rented properties and Housing Association tenants; and DFG's were governed by housing legislation and had set conditions for payment, within those regulations. The Council had a shared service agreement in place with Durham County Council to provide a Home Improvement Agency service to provide guidance and practical assistance to people who were older, disabled or on low incomes to claim a DFG to repair, improve or adapt their homes and that they also provided support to people until the work was completed and the contractor had been paid.

RESOLVED – (a) That the allocation of £1,063,345, as detailed in the submitted report, to the Council to use for Disabled Facilities Grant adaptations in 2022/23, be noted.

(b) That the capital funding to enable the funding to be allocated in accordance with this Council's Disabled Facilities Grant and Regulatory Reform Order Policy 2021/23, be released.

REASON - To enable the adaptations for those individuals who are eligible to receive a DFG for 2022/23 to proceed.

C144 PUBLIC SPACE PROTECTION ORDER – DARLINGTON TOWN CENTRE

The Cabinet Member with the Stronger Communities Portfolio introduced the report of the Group Director Services (previously circulated) highlighting the potential benefits from renewing the Public Space Protection Order (PSPO) in Darlington Town Centre.

The submitted report stated that in 2019 a PSPO was granted for Darlington Town Centre to assist in dealing with issues such as nuisance behaviour, begging and anti-social drinking; the order could only be introduced for a period of three years and expired in February 2022 after which it must be reviewed to consider whether to renew or not; the PSPO had been effectively used over the last three years, however there were still ongoing issues that needed to be addressed; and that the renewal of the PSPO could assist the Council, Police and partners in dealing with some of those issues. The PSPO could place restrictions on behaviour and should individuals breach those conditions, they could be liable to punishment by a fine of up to £1,000 (or £500 in the case of consumption of alcohol) or a Fixed Penalty Notice (FPN) of up to £100.

It was reported that only one response had been received to the public consultation; the issue of dealing with obstructions to public buildings included in the original order was not considered to be required and therefore proposed to be removed from the new order; the renewal of a PSPO potentially could have negative impacts on certain groups more than

others; and that consideration had been given to better understand the potential impacts and the appropriate steps that needed to be taken to mitigate and ensure that the PSPO was used proportionately, reasonably and fairly.

Particular references were made at the meeting to the engagement of the 700 Club in the process and to the increase in the number of Fixed Penalty Notices issued in 2021/22. The Cabinet Member with the Stronger Communities Portfolio responded thereon.

RESOLVED – (a) That the consultation that had taken place and feedback received, as detailed in the submitted report, be noted.

(b) That the Public Space Protection Order for Darlington Town Centre, as set out in Appendix 2 of the submitted report, be approved, to enable it to be formally made.

REASONS – (a) To enable officers, including Police, PCSOs and Civic Enforcement Officers, to effectively deal with various types of anti-social behaviour with an extended range of powers.

(b) To improve the quality of life of persons visiting and working in the area covered by the PSPO.

C145 CLOSED CIRCUIT TELEVISION (CCTV) REPLACEMENT CAMERA PROGRAMME

The Cabinet Member with the Stronger Communities Portfolio introduced the report of the Group Director of Services (previously circulated) outlining the outcome of a review of the Closed Circuit Television (CCTV) system and requesting that consideration be given to the release of capital funding to upgrade the analogue cameras and transmission equipment to improve the quality and efficiency of the system.

The submitted report stated that the Council operated a Public Space CCTV system throughout the Borough which primarily supported the Council Plan objectives of keeping the Borough safe; the network was linked to a control centre where the range of services provided had developed over the years, including the development of effective partnership working with the Police and other statutory agencies; since the introduction of the system in the 1990's the system had developed and grown with cameras installed at strategic locations to help reduce crime and had expanded from a 30-camera system to 122 public space cameras; and that the recent success in Safer Streets funding rounds had enabled further development of systems and initiatives to help keep the Borough safe to create the conditions and outcomes in the Council Plan.

Particular references were made to the key action in the Council Plan to review the CCTV system, which identified the need to replace 74 older analogue cameras that were obsolete, and to the review, that had identified an efficiency opportunity, to move to a wireless network, to replace the leased fibre circuits which would achieve a financial saving that could be reinvested to part fund the proposals.

It was reported that the Community Safety team had built a strong partnerships with the Police; the system was not just a critical tool to help deliver Council priorities but also contributes to all four key actions in the Police and Crime Plan, Prevent, Protect, Deter and

Pursue; and that the Police and Crime Commissioner had given an in principal agreement to contribute £25,000 a year for 10 years to the project in recognition of the outcomes CCTV provided to the community.

References were made at the meeting to the cameras at North Park and Stanhope Park; whether the replacement cameras would have voice control; and to their use in preventing and stopping anti-social behaviour. The Cabinet Member with the Stronger Communities Portfolio responded thereon.

RESOLVED – (a) That the contents of the report be noted.

(b) That capital of £513,500, be released, to undertake the upgrades to the CCTV system, as outlined in the submitted report.

REASON – To replace the poor quality remaining analogue cameras and update the transmission network to assist in the detection of crime and anti-social behaviour.

C146 PROPOSED HUMPED SPEED TABLE NEWTON LANE - OBJECTION

The Cabinet Member with the Local Services Portfolio introduced the report of the Group Director Services (previously circulated) advising Members of an objection received to a humped speed table on Newton Lane in relation to a 'Safe Route to School Scheme' and to seek a decision on whether to proceed with the scheme.

The submitted report stated that the Council had a programme of speed management and Safe Route to School Schemes as part of the Local Transport Plan; Mount Pleasant Primary School had been identified as a priority school for a school 20 mile per hour (mph) zone; the Council had consulted on a scheme to introduce a 20 mph zone on the Newton Lane frontage of the school with associated changes to the traffic calming measures; the majority of responders were in favour of the proposal and officers proceeded to obtain delegated powers to progress the necessary Traffic Regulation Orders; the statutory legal orders for the proposed 20 mph zone were advertised on 14 March for a period of four weeks, and no objections were received; and that the statutory notifications for the proposed humps were advertised separately and one objection was received.

It was reported that the proposed scheme would improve road safety by managing speeds along the road and improving crossing facilities; the introduction of schemes of this nature were to ensure the infrastructure was in place to encourage more people to make sustainable journeys where possible and provide a safer area in the vicinity of the school; and that having assessed the points raised by the objector, officers considered the benefits of the proposed scheme and wider support for the scheme outweighed the potential impact identified by the objector.

RESOLVED - That the objection to the proposed humped speed table on Newton Lane, as detailed in the submitted report, be set aside, and officers be authorised to proceed and introduce the proposed speed table at the designed location.

REASONS – (a) The scheme complies with Council policy as set out in the current Local Transport Plan.

(b) The Council is committed to providing a safer highway network around schools to reduce the risk of road traffic collisions. The proposed physical measures will increase the safety of the school children and residents in this area and encourage more people to walk and cycle.

C147 LAND AT BLACKWELL - PROPOSED DEVELOPMENT AND PARKLAND RESTORATION

The report was withdrawn at the meeting.

C148 MEMBERSHIP CHANGES - TO CONSIDER ANY MEMBERSHIP CHANGES TO OTHER BODIES TO WHICH CABINET APPOINTS.

There were no membership changes reported at the meeting.

**DECISIONS DATED –
FRIDAY 24 JUNE 2022**

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**CABINET
5 JULY 2022**

**ADOPTION OF SUPPLEMENTARY PLANNING GUIDANCE (SPD) DESIGN CODE –
BURTREE GARDEN VILLAGE**

**Responsible Cabinet Member -
Councillor Alan Marshall, Economy Portfolio**

**Responsible Director -
Ian Williams, Chief Executive**

SUMMARY REPORT

Purpose of the Report

1. The finalised SPD Design Code Greater Faverdale (Burtree Garden Village) Design Code with a revised text after consultation is now ready to be approved and adopted by Cabinet and Council as Council Policy.

Summary

2. Cabinet approved 8 March 2022 that the Draft Greater Faverdale (Burtree Garden Village) Design Code SPD could go for wider consultation.
3. The Draft SPD Greater Faverdale (Burtree Garden Village) Design Code has been produced for the Council by DesignNE in coherence with the National Planning Policy Framework changes in July 2021 and in particular the National Model Design Code.
4. The Consultation period from 6 April 22 – 6 May 22 returned 10 separate responses to the Draft SPD Greater Faverdale (Burtree Garden Village) Design Code summarised in the table of **Appendix 1**.
5. Based on the returns and validity of the comments the Planning Policy team changed the context of the SPD in several places and asked DesignNE to prepare a final Version to be sent to Cabinet and Council for their approval and adoption **Appendix 2**.
6. The SPD Greater Faverdale (Burtree Garden Village) Design Code by DesignNE is consistent with the National Planning Policy Framework (NPPF) 2021 and the National Model Design Code produced by DLUHC July 2021.

Recommendations

7. It is recommended that Cabinet:
 - (a) Note the comments and changes of the Draft Burtree GV Design Code based on the consultation period Appendix 1.
 - (b) Recommend to Council that the attached revised SPD for Burtree Garden Village Design Code at Appendix 2 will be adopted as Council policy.

Reason

8. The Council has followed the National Planning Policy Framework (NPPF) and the Inspectors final report to convert the Greater Faverdale (Burtree Garden Village) Design Code into an SPD and council policy within 6 months after adopting of the Darlington Local Plan 2016-36.

Ian Williams
Chief Executive

Background Papers

- (i) National Planning Policy Framework, 2021
- (ii) Supplementary Planning Document Guidance
- (iii) National Model Design Code 2021

Jochen Werres: Extension 6313

S17 Crime and Disorder	The Design SPD has a role in reducing crime through the promotion of good design and location of development
Health and Wellbeing	A key objective of the Design Code for Burtree GV SPD will be to improve people's health and wellbeing by protecting and improving the economic, social and environmental conditions in the Borough
Carbon Impact and Climate Change	A Sustainability Appraisal has been carried out on the strategic issues and options for this site. Achieving sustainable development will be a fundamental objective of this SPD.
Diversity	An Equalities Impact Assessment has been part of the local plan preparation process
Wards Affected	Brinkburn and Faverdale & Heighington and Coniscliffe
Groups Affected	All
Budget and Policy Framework	The SPD will be prepared using existing budgets and will ultimately form part of the Council's Planning Policy Framework
Key Decision	Yes
Urgent Decision	No
Council Plan	The SPD Design for Burtree GV SPD will represent the spatial implications and help achieve the economic growth aspirations of the Council Plan
Efficiency	The consultation stage of the SPD represents the most efficient way to include public opinion on strategic design and will have regard to the legislative and engagement requirements
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

9. The site allocation Greater Faverdale (Burtree Garden Village) has been adopted by the Darlington Local Plan 2016- 2036. The inspectors report and its suggested modifications proposed that the current Greater Faverdale Design Code should be consulted upon and developed into a Supplementary Planning Document Design Code for Burtree Garden Village within 6 months after adoption of the Local Plan by Darlington Borough Council.
10. The Draft Greater Faverdale (Burtree Garden Village) Design Code prepared by DesignNE based on Local Plan policy H11 delivered a blueprint for the consultation of the SPD Design Code Burtree Garden Village. This SPD has been consulted on in the period of 7 April to 7 May 2022.
11. The consultation was carried out on the Council's specialised Planning Consultation website on the Objective software and was advertised on the council consultation website. Individuals and organisations who commented on the Greater Faverdale Allocation in the local Plan examination were written to and encouraged to participate as were the normal statutory planning consultees and all Parish Councils.
12. The Comments on the draft SPD Design Code (Burtree Garden Village) have been summarised by the Planning Policy Team (attached in Appendix 1). The ten responses have been assessed and evaluated against the policies of the adopted Darlington Local Plan 2016-2036 and National Planning Policy Framework Changes from July 21 including the National Model Design Code published at the same time.
13. The strategic guidance on design ambitions and place making of the SPD for the Design Code for Burtree Garden Village includes:
 - (a) Character Area Coding,
 - (b) Settlement Character,
 - (c) Interfaces with blue and green Infrastructure,
 - (d) Gateway points,
 - (e) Detailed Design Quality Coding Checklist.
14. The consultees made comments on the linkage between the adopted Local Plan Policies and the ambitions and enforceability of design principles mentioned in the Draft SPD by the planning application determination process.
15. After consideration of all consultation comments the Planning Policy Team changed the text of the Greater Faverdale (Burtree Garden Village) Design Code SPD in relevant areas and present the Final Version for Cabinet and Council Approval (Appendix 2).

The applied SPD conversion timetable and consultation process

16. The key milestones in the consultation process of this PD are detailed below:

Cabinet to allow draft SPD to go through public consultation	8 Mar 2022
Draft SPD Consultation	7 April - 7 May 2022
Amend SPD based on consultation input	By 22 June 2022
Amended and consulted on SPD to come back to Cabinet and Council for approval	5 July 2022
Adoption of SPD by Council	14 July 2022

Next Steps

17. Cabinet to decide if the SPD Design Code for Burtree Garden Village can be approved and sent for adoption as Council Policy to the Council meeting 14 July 2022.

Financial Implications

18. The SPD preparation will be funded by Garden Community Funding of Homes England.

Legal Implications

19. There are no direct legal implications arising from this report.

APPENDIX 1: Greater Faverdale (Burtree Garden Village) Design Code SPD – Consultation

Greater Faverdale/Burtree Garden Village Design Code SPD Consultation – General Responses.

Consultee Name	Relevant Part of Design Code	Summary of Comment	Officer Response	Suggested Change
Coal Authority	All	No specific comments to make.	Noted	None
Esh	All	Esh ask that where ‘must have’ or ‘shall’ or ‘adhere to’ are used, the wording is altered ‘where possible’. In order to prevent developers from being tied to requirements that may be unrealistic/undeliverable.	Noted	None
Hellens Land/Homes England		HLL & HE recognise the benefits of a Design Code for the Garden Village and are supportive of the majority of the content and the spatial design related objectives of the SPD. However, given the increased importance of Design Codes within NPPF and the weight that is placed on their content along with the increased weight to be afforded to the Design Code as an SPD, HLL&HE are concerned regarding a number of additional requirements akin to development management policies contained in what should be an aspirational document that works within the policy parameters established by the recently adopted Darlington Borough Local Plan. Furthermore, the content of parts of the document do not accord with Planning Practice Guidance and the National Model Design Code.	Acknowledged that an SPD cannot contain policy so we need to be mindful of detail.	None
Historic England	All	No comment to make on the draft document	Noted	None
National Highways	All	Consider the large majority of the Design Code to not be of particular relevance to National Highways. The SPD does not raise any issues, subject to the assessments and mitigation being delivered as set out in the Local Plan and IDP. National Highways welcome a number of references in the Design Code to providing facilities and initiatives to encourage sustainable travel to and from the development.	Noted	None
Natural England	All	Consider that the Burtree Design Code is unlikely to have major effects on the natural environment. Natural England therefore has not provided specific comments, but advise the following issues are considered: 1. Green Infrastructure: a. The SPD could consider make provisions for Green Infrastructure (GI) within the development to provide multi-function benefits. 2. Biodiversity Enhancement:	Noted Green Infrastructure Strategy will be devised at application stage. These are probably more detailed Masterplan/Application stage considerations.	None

APPENDIX 1: Greater Faverdale (Burtree Garden Village) Design Code SPD – Consultation

		<ul style="list-style-type: none"> a. Consider incorporating features which are beneficial to wildlife within the development, in line with Paragraph 118 of the NPPF. b. Consider providing guidance on, for example, the level of bat roosts or bird box provision, or other measures to enhance biodiversity in the urban environment. Natural England suggest the Exeter Residential Design Guide SPD as an example of good practice. <p>3. Landscape Enhancement</p> <ul style="list-style-type: none"> a. The SPD may provide opportunities to enhance the character and local distinctiveness of the surrounding natural and built environment. <p>4. Further Design Considerations</p> <ul style="list-style-type: none"> a. The NPPF includes a number of design principles which could be considered, including the impacts of lighting on landscape and biodiversity. 		
North Yorkshire County Council	All	No comments to make on the consultation as there are no major anticipated impacts on North Yorkshire residents or services.	Noted	None
Mrs Jean Shearn	All	<p>Consider that the Burtree Design Code is well researched, detailed and relates topography, habitat, and the built environment to environmental and health concerns.</p> <p>Makes the following general comments:</p> <ul style="list-style-type: none"> 1) Design Code <ul style="list-style-type: none"> o Praises the traffic light system stating the idea is simple, easy to comprehend, while being sufficiently vague to allow for variation. 2) The Plan <ul style="list-style-type: none"> a. Believes quality housing built with sustainable materials, and using green energy, makes good sense but suggests the cost of finished products will be high. Questions what provision is being made for variable costs for houses within the project? b. Concerned that the overall plan does not appear to make provision for people with differing needs, such as the elderly or disabled persons. Notes that the plan does mention vulnerable accommodation to be located away from the flood plain but is 	<p>The Design Code is intended to cover all forms of residential dwellings including those for the elderly/adaptable homes as per Policy H4.</p> <p>Electric vehicle charging in Policy IN4 and improved sustainable transport H11 need to be followed.</p>	None

APPENDIX 1: Greater Faverdale (Burtree Garden Village) Design Code SPD – Consultation

		<p>concerned vulnerable residents are to be isolated from other inhabitants rather than integrated amongst them.</p> <p>3) Travel</p> <p>a. Believes that the emphasis on travel without the car is desirable but overly optimistic. Observes that West Park was also to be a car-free settlement, but cars proliferate there. Provision ought to be made to house and park electric cars, bikes, and chairs.</p> <p>4) Building</p> <p>a. States that the standards are high, particularly in relation to environmental damage during the build. However, questions if builders will understand the value of soil, habitats, and roots. Observes that to protect the environment the project needs to be managed by knowledgeable professionals and that this oversight will be costly.</p> <p>5) Energy Provision</p> <p>a. Suggests there is an opportunity here to develop a community sourced energy supply system.</p> <p>6) Green Spaces</p> <p>a. Asks clarification regarding whether the green infrastructure around would be open to public access or be restricted to residents.</p>		
Sport England	All	<p>Sport England have reviewed the Design Code in relation to the following aspirations.</p> <ul style="list-style-type: none"> • Sporting infrastructure keeps pace with housing growth. • Residents are encouraged to be more active be the layout and design of new development (Active Design). <p>Sport England note that Darlington’s status as a Healthy New Town pilot, and Greater Faverdale’s identification as a Garden Village by DLUHC, mean that it must seek to adhere to the Building for a Healthy Life design toolkit. Sport England considers that a significant number of the toolkit’s 12 considerations are in synergy with Active Design’s 10 principles and are delighted that a traffic light system will</p>	Noted	None

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		<p>ensure that at each stage of the development will be anchored to the achievement of green lights against the toolkit’s 12 considerations.</p> <p>State that they find considerable evidence of putting health into place running as a ‘golden thread’ through the SPD and are therefore in overall support of the SPD. These include ensuring that new homes will have cycle storage and anticipating the changes needed to Burtree Lane to ensure that cycling and walking journeys are not thwarted at the development’s edge.</p> <p>However, Sport England do suggest that research shows there is a tipping point in people’s propensity to walk to destinations as opposed to using the car – and this figure is around 800m. Therefore, a mix of land uses such as homes, shops, jobs, relevant community facilities and open space should within this threshold. Ideally those land uses subject to linked trips (schools, shops, and community facilities such as GPs and libraries) should be co-located.</p>		
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Greater Faverdale/Burtree Garden Village Design Code SPD Consultation – Specific Responses.

Consultee Name	Relevant Part of Design Code	Summary of Comment	Officer Response	Suggested Change
Hellens Land/Homes England	Page 3, 8	<p>HLL & HE state that Policy H11 does not require strict accordance with the Design Code and the reference to strategic design requirements in Policy H11, rather than additional policy requirements, also demonstrates the intended relationship between the development plan and the SPD. As such, the third paragraph on page 3 of the consultation document could also make this explicitly clear, as could the planning context on Page 8.</p> <p>On Page 3, they request the text be altered as follows:</p> <p><i>“This design code (DC) has been commissioned by Darlington Borough Council (DBC) to assist the Council in its statutory planning role to secure and maintain the highest standards of design for the proposed development of Greater Faverdale as identified in the adopted Local Plan.</i></p> <p><u>For the avoidance of doubt the Design Code is an aspirational document which seeks to guide the broad design strategy and will be viewed in the context of wider planning policies and material considerations”</u></p> <p>On Page 8, they request the text be altered as follows:</p>	<p>Acknowledged and suggested changes made.</p> <p>P.8 Leave as is as there is no need to repeat the wording already in Policy H11.</p>	<p>Pg 3: Last Para – suggested additional sentence</p> <p>‘The Design Code aims to set out the Council’s expectations in order to guide the broad design strategy and will be viewed in the context of wider planning policies and material considerations’.</p>

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		<p><i>Planning Context Following an Examination in Public during 2021 a Government Inspector found the Darlington Local Plan to be sound, saying it was justified, effective and consistent with national policy. The Local Plan was adopted by Darlington Borough Council in February 2022 and included a policy H11 below which identifies Greater Faverdale as a location to facilitate the delivery of a high-quality mixed-use community with education, employment, housing, and open space. This is intended to provide the right economic and environmental conditions to support a sustainable new community to the west of Darlington. As required in the final Inspectors report regarding Policy H11 Greater Faverdale Site Allocation this related Draft SPD Design Code is to be produced within 6 months from adoption of the Local Plan and also reflect the requirements of the NPPF 2021 and the National Model Design Code produced by DLUHC July 2021. <u>For clarity, Policy H11 requires forthcoming planning applications at Greater Faverdale to have regard to the strategic design requirements established in this SPD</u></i></p>		
Hellens Land/Homes England	Page 5	<p>It is noted that the introduction at page 5 references “Homes England working in partnership with Hellens Group and the local planning authority” whilst this is the case in practice, all parties are not aligned presently on the content of the document and its wording as such this should be referenced as a Council document.</p>	Agree with suggestion.	Remove reference to Hellens/Homes England.
Hellens Land/Homes England	Page 12	<p>Note that when clarifying the role of Design Code, Page 12 states:</p> <p><i>“The draft SPD DC will be further considered by the Council following a period of formal public consultation and related feedback. When finally <u>approved it will thereafter be used as a development management tool</u> to check that the proposals brought forward for the new garden village <u>meet the very high design quality thresholds before granting consent for the initial strategic masterplan and the subsequent detailed elements within it.</u> As the DC is intended to be used throughout the implementation period for the garden village it will be periodically reviewed and where appropriate updated.”</i></p> <p>Suggest that the underlined references above are at odds with Policy H11 which simply requires development proposals to have regard to strategic design requirements.</p> <p>Furthermore, HLL & HE consider this references the approved document as a development management tool, which is noted, but when combined with some of the more</p>	Minor changes to wording to ensure consistency with Policy would be beneficial.	Change to: “are expected to meet the very high design quality thresholds before granting consent”

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		onerous, policy like, requirements, this reference further indicates that the SPD could be interpreted and used incorrectly in a similar manner to a DPD.		
Hellens Land/Homes England	Page 12	<p>Page 12 of the Design Code refers to a “traffic light system” for assessment of forthcoming planning applications. Page 16 references explicitly that “each phase of the garden village must achieve a minimum of 9 green lights (and no red lights)”.</p> <p>HLL & HE do not object to the use of a “traffic light” system for considering proposals in the context of the aspirations of the SPD. However, they consider this sentence unnecessarily prescriptive, and that setting quantifiable targets, which can seemingly be assessed subjectively and without consideration for constraints for an individual application or plan viability could indirectly result in an adverse effect on delivery.</p> <p>If a future phase of development did not achieve 9 “green lights” but otherwise demonstrated having regard to the Design Code, and its objectives as required by Policy H11, it is unclear for the applicant and the decision maker, as to which target takes precedence in the context of the importance placed on the Design Code within NPPF.</p> <p>HLL and HE request that, in order to maintain the use of a traffic light system, the text on Page 16 is amended to state: “The aspiration will be for each phase of the garden village to aim to maximise the number of green lights (and avoid any red lights) where it is possible to do so”.</p> <p>HLL & HE suggest that in the absence of a clear and agreed structure of assessment for green, amber, and red topics, this change of emphasis retains the means of seeking to enhance design as best as possible in the context of that particular phase or planning application. However, it removes the more explicit and untested policy like requirement for a specific number of “green lights” in order to be acceptable and ensures that Policy H11 remains the primary guide for decision making.</p>	This relates to the ‘Building for Healthy life rating’ only not to the “traffic light system” for assessment of .	“The expectation is that each phase of the garden village will aim to maximise the number of green lights (and also avoid any red lights) in order to achieve 9 green lights or more which is also considered the threshold for a BHL Commendation and thus eligible for separate formal accreditation.
Esh	Page 13	Request change of ‘ <i>retention of key landscape and ecological features</i> ’ alter to ‘ <i>retention of key landscape and ecological features <u>where possible</u></i> ’. State that certain veteran trees/hedgerows will have to be removed due to their condition.	Noted but not considered necessary. Will be dependent on details.	None
Hellens Land/Homes England	Page 15	Suggest that the reference to 20mph speed limits should be clarified to exclude the primary routes through the site in case 30mph is required on the bus route.	Is open to interpretation and would not necessarily restrict the spine road. Traffic Assessment will be able to consider in more details impacts on traffic flows.	Change ref to lower traffic speeds and Change to 30 min

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		<p>Furthermore, HE & HLL suggest references to a bus service every 20 minutes is at odds with agreements with Arriva for a bus service every 30 minutes. They note the service frequency has been discussed and agreed in principle with Council Officers.</p> <p>Additionally note that the requirement of all housing to be within 5 minutes' walk of a bus stop is a different means of measurement to that set out in Policy IN2 (80% of dwellings within 400m of a bus stop). Suggest that these references should be updated to reflect the Local Plan.</p>		Change to: The majority (80%) of houses to be within 400 m walking distance from a bus stop which equates ca 5min.
Esh	Page 15	Esh question whether the phrase "relatively small development" is appropriate in the context of circa 1500 proposed homes.		Pg 15: Para 4 'small' development – perhaps needs expanding to include 'in the context of the existing town' –
Esh	Page 15	Note a reference to a frequent 20 mins local bus service. Seek clarification on whether this is to be confirmed by DBC Highways.	Plan in Policy IN2 defines frequent as every 30 minutes.	Change 20 minutes to 30 minutes for consistency.
Esh	Page 15	Note an inconsistency between the requirement for a 5-minute max walking distance to bus stops in the Design Code compared to Policy IN2 (80% of dwellings within 400m of a bus stop).	The 400m walking distance from a bus stop used in this assessment is derived from the Department of Environment Circular 82/73 (DOE, 1973) which gives 400 metres as the recommended maximum walking distance along the footpath system, this represents a 5-minute walk at about 5 kph (roughly the average walking speed in the National Travel Survey). Further detail on this is available in the 'Transport Topic Paper'.	The majority (80%) of houses to be within 400 m walking distance from a bus stop which equates ca 5min.
Esh	Page 15	Esh suggest the mention of "low traffic speeds" conflicts with the current spine road which is designed to a 30mph – 40mph road, not a 20mph as referenced.	The spine road was modelled as a 30 or 40mph road.	Change to lower traffic speeds
Hellens Land/Homes England	Pages 19-20	<p>HLL & HE do not object to the strategic guidance contained within these sections of the Consultation Document and share the aspirations of the document.</p> <p>However, they consider references stating that "<i>the project will have failed</i>" if it does not achieve some of the referenced goals to be unhelpful.</p> <p>To avoid such references being used in objection on subjective matters of design HLL & HE request that the language is amended in a positive manner to state that "proposals which meet these objectives will be considered favourably" or similar.</p>	Read in context with the rest of the section there are not considered to be any issues.	Change to: failed to meet its full potential
Hellens Land/Homes England	Page 21	The Main Streets sub-section on Page 21 prescribes design requirements for the width of roads on key vehicular roads. HLL & HE do not object to this information being included	Confusing recommended road widths not what current adoption standards may be. What is being said in the code is not inconsistent with discussions that have taken place.	None.

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		<p>within a Design Code but seek adequate flexibility in these section of the text.</p> <p>As an example, HLL & HE mention the reference on Page 21 to a consideration of a maximum street width of 5 metres rather than 6.7 metres. They suggest this does not take into account the conclusions of design discussions taking place between the Council’s highways officers with HLL & HE’s highways consultants.</p> <p>They state that these discussions have established that the minimum width on these routes would be 5.5-6m to enable bus provision. HLL & HE therefore request that a range of 5.5- 6.7m.</p>		
Esh	Page 21	<p>Note that a 20mph speed limit is mentioned again regarding main streets. Esh consider this fine for internal cell roads, but not the spine road.</p> <p>Additionally, Esh note that, if speed measures are to exceed 20mph, the roads will not be designed with physical measures to keep drivers to this limit.</p>	Noted as above.	None
Esh	Page 21, 22	<p>Esh observe that a 6.7m spine road is already agreed with DBC, and that 5m wide roads aren’t adoptable standard. Suggest this needs to be changed to 5.5m.</p>	Noted	None
Esh	Page 22	<p>Seeks a change of wording so the Design Code seek to comply with Local Transport Note 1/20 Cycle Infrastructure Guidance ‘<u>where possible</u>’.</p>	Noted	Change : will be expected to adopt the guidance in Local Transport note 1/20
Hellens Land/Homes England	Page 23	<p>Page 23, Shared Surfaces (Village Centres), states that the area of the village centres must be designed to be shared between pedestrians and cyclists and includes specific carriageway widths.</p> <p>However, HLL & HE state it is important to avoid potential conflicts with the central link road and its relationship with the village centre. They observe that shared surfaces are unlikely to be appropriate or acceptable here and the Design Code should enable sufficient flexibility or explicitly state this does not apply to the link road.</p>	There is not necessarily a conflict here and it does not need to apply to main junctions if inappropriate.	should instead of must
Esh	Page 23	<p>Esh observe that the spine road runs through part of village centre, and question whether this can’t be shared with pedestrians.</p>	See above	Should instead of must
Esh	Page 23	<p>Suggest that the stated carriageway widths on Page 23, Shared surface village centre environments, are contrary to highways policy.</p>	See above	None
Esh	Page 23	<p>Esh observe that the Design Code states that pavements and cycleways will continue across side streets. Cycle ways</p>	Noted	None

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		are currently designed through designated routes, not following street infrastructure.		
Hellens Land/Homes England	Page 23	<p>Page 23, Walking, states that “<i>streets and paths must connect people to places and public transport services in the most direct way, making car-free travel more attractive, safe, and convenient.</i>”</p> <p>Whilst there is no objection to this in principle, HLL&HE support this principle but observe that to retain and protect natural features such as trees, root protection areas, and hedgerows that the most direct routes are not always possible or desirable and strictly requiring connections via the direct route could be counterproductive.</p> <p>HLL & HE request the text is amended to state “<i>streets and paths must connect people to places and public transport services in the most direct way possible (taking into account environmental or other constraints)</i>”</p>	Noted but common sense will be applied.	None
Hellens Land/Homes England	Page 24	Whilst the aspirations for public spaces are supported, it is intended to include courtyard parking and HLL & HE would be appreciated flexibility on this point.	This would not be in conflict with the possibility of courtyard parking. There is sufficient flexibility to allow this if appropriate.	None.
Esh	Page 24	Regarding existing landscape and ecological features, Esh request the use of ‘where possible’ as per their comment for Page 13.	As Above	None
Hellens Land/Homes England	Page 25	For Page 25, Landscape, Nature and Open Space, with regard to the design objective which states that “ <i>new attenuation ponds and swale features designed also to include an element of permanent water for aesthetic function, and with gently shelved</i> ”, HLL & HE request this should be removed or reworded mindful of potential objections associated with bird-strike that often result from permanent water and/or landscape planting associated with this kind of feature.	Noted and alternative wording suggested in line with Policy IN5	New attenuation ponds and swale features designed also to include an element of permanent water for aesthetic function, and with gently shelved margins capable of supporting marginal species to improve biodiversity mindful of designing out issues regarding possible bird strike risk in relation to the Tees Valley Airport located to the SE of Darlington.
Esh	Page 25	Esh state that ponds/swales (designed by Portland) are not designed to hold water as envisaged by the Design Code. Additionally, ponds not possible due to Tees Valley airport’s stance on bird strikes on flight paths.	As above	See above
Esh	Page 25	Esh state that the referenced “ <i>overhead utility corridor</i> ” will become an underground utility green corridor.	Noted	None
Hellens Land/Homes England	Page 26	Reference is made on Page 26, Homes and Buildings, to the retention of buildings. However, HLL & HE comment that, notwithstanding heritage requirements and considerations, it will be necessary to demolish most of the existing buildings on site. As such they request this reference is removed or amended to clarify this.	National policy to retain and reuse justification will needed to be provided with an applications as to why demolition is the only feasible option.	None

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Esh	Page 26	Consider reference on Page 26 of <i>‘existing buildings on site to be retained and reused as much as possible’</i> to be incorrect since only a farmhouse on Darlington Borough Council land and listed walls are to remain.	As above.	None
Hellens Land/Homes England	Page 27	HLL & HE are supportive of the design aspirations in the Design Code for employment areas. However, they observe that Page 27, Employment Areas, includes ten bullet points which state development will be “required” to achieve. To ensure that the wording of the document reflects its role as a strategic design guide, HLL & HE would like this amended to state that “designs should aim to achieve the following objectives” or “applications which are able to comply with a number of the following objectives would be viewed favourably” . They consider this would assist in avoiding a scenario where the bullet points could be considered a fixed development management requirement.	Noted and alternative wording suggested.	Change ‘Required’ – ‘ to is expected to be considered
Esh	Page 28	Esh note that the Design Code mentions employment areas having grey water harvesting and wind turbines, which are not proposed.	Noted but could be included in the future.	None.
Hellens Land/Homes England	Page 35-41	Regarding the different identified Character Areas, Pages 35-41, HLL & HE state that whilst the broad character areas are supported, there are specific design references within the Design Code which require further consideration to avoid conflict with the emerging designs for: 1) Southern Boundary: tree alignment and landscape 2) Faverdale North Extension: Multi Modal Access into the Garden Village 3) Whessoe Grange North: Design solutions for Boulevards 4) Whessoe Grange Park: should be recognised that a District Licence is in place with Natural England regarding Great Crested Newts. 5) Burtree Dene Beck, strength of reference to allotments providing a buffer to the motorway 6) High Faverdale: Site feature Built and Natural Environment retention incl. retaining walls	Many of these are detailed design comments not for consideration at the Strategic Design Code level and will be picked up in the planning application process.	Point 4: Pg 38 Whessoe Grange Park: re Great crested newts - Natural England District Newt Licence to be added Point 5: Pg 39 Burtree Dene Beck: Allotments – ‘could’ instead of ‘would’ ... could also be an appropriate further buffer next to the motorway
Esh	Page 34	Esh state that there are no proposals for the use of a spire/tower, which is mentioned on Page 34, Wider Settlement Character.	The principle of a ‘focal point’ to provide a sense of place is supported. Darlington is traditionally defined by spires and towers. It is not a mandatory requirement.	None.
Esh	Page 35, 48	Page 35, Northern Boundary, endeavours to keep the road and setting as is for access to a rural village. However, Esh	Not sure a roundabout solution is necessarily incompatible.	None.

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		note a new roundabout is to be constructed as instructed by DBC highways		
Esh	Page 35	Page 35, Southern Boundary, states “to provide gateway with plot frontage”. Esh comment this should be adjusted to ‘where possible’ since veteran trees block the views in certain instances.	Not every house will need to front onto the highway and this needn’t result in removal of veteran trees.	None.
Esh	Page 36	Esh believe Page 36, Section 3.4, Bullet-point 2 to be in conflict with DBC Highways Policy.	Noted	None
Esh	Page 37	Section 3.5, Landscape Character, references an “opportunity to boulevard”. Esh comment that the street scene design was pulled tighter to omit tree planted verges as DBC want to avoid maintenance issues with trees in close proximity to roads.	Noted	None
Esh	Page 38	Regarding Section 3.6, Esh note that Whessoe Grange Medieval Village remnants are beneath ground and won’t be uncovered as this area has been deliberately located into open space.	Noted	None
Esh	Page 38	Esh question Section 3.6 requirement for a deliverable link to Argos. They note Argos is enclosed in by a fence and suggest that pedestrians/cyclists travelling through a commercial area would be deemed to be unsafe.	Noted	None
Esh	Page 38	Regarding Section 3.6 newt references, Esh comment that a district level license is in place with Natural England.	Is being done.	None
Esh	Page 38	The Design Code, Page 38 mentions providing space for functions/events areas. Esh observes this is not currently allowed for.		None
Esh	Page 39	Esh observe that the allotments were previously requested to be central, but the Design Code now requests the to be near the A1. Esh seek a decision on the allotment’s location.	Detailed Design Comment for later in process.	None
Esh	Page 40	Esh state that Highways to be consulted with regarding lowered localised speed limit to Burtree Lane.	Noted	None
Esh	Page 41	The Design Code states that local topography should be adhered to, not flattened off. Esh suggest this will produce a lot of retaining walls, and comment that this wasn’t the intention at the design stage.	Detailed Design Comment for later in process.	None
Esh	Page 41	The Design Code references “pedestrian and cyclist priority”. Esh observe that the designs aren’t allowing for this currently. Furthermore, they suggest the Spine road goes against this requirement, and giving priority to pedestrians/cyclists on the Spine road will go against policy.	Is requirement of national policy.	None
Esh	Page 41	Esh observe that the Design Code seeks “parking standards to be kept to a minimum and off-street frontages”. They	Parking addressed above.	None

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		suggest this contradicts parking policy and that rear/courtyard parking isn't wanted either.		
Esh	Page 41	The Design Code states that <i>“innovation should be encouraged and some development pockets within this area will be set aside for innovative and exemplar housing”</i> . Esh comment they have ‘provided standard range with enhanced materials to meet design code only...’		None
Esh	Page 42	The Design Code referenced Passive Design. Esh comment that this is against policy, and there is no need for passive design standards to achieve sustainable, reliable and a good quality of life through design.	Work towards Passive house or whatever new standards come in.	None
Hellens Land/Homes England	Page 44	<p>Page 44, Internal Layout. Space Standards, states <i>“All dwellings in the Garden village will have and exceed a minimum space standard. As a base level these will be in line current national space standards, and should those standards change, be updated to reflect the new national requirements. Internal volume is also important as well as floor area and the floor to ceiling height are to be a minimum of 2.4m but ideally 2.5/2.6m particularly on the principal floor”</i>.</p> <p>HLL & HE consider that this is drafted as a development management policy beyond the scope of an SPD and in direct conflict with the adopted development plan and Policy H4, which establishes requirements for housing type, size, and tenure.</p> <p>HLL & HE comment that there is no requirement within the development plan for housing to meet national space standards, and this SPD could be deemed to require developers to go even further and exceed such standards, whereas this would not be a requirement for other allocated housing sites.</p> <p>They comment that this has not been accounted for in Local Plan viability and as such this reference should be removed and floor to ceiling heights should not be specified. Alternative HLL & HE suggest they could be explicitly referenced as aspirational where it is possible and viable to achieve.</p> <p>Furthermore, they note, it is also stated in the Design Code that:</p> <p><i>“At least 90% of homes are to meet building regulation M4(2), ‘accessible and adaptable dwellings’, and at least 10% of new housing will meet building regulation M4(3), ‘wheelchair user dwellings’. As a minimum, the new Garden village is to meet this benchmark”</i>.</p>	Noted and alternative wording suggested and figures updated.	<p>Omit height specifics for ceiling heights whilst maintaining the reference –</p> <p>Space standards ‘expected’ as opposed to ‘required’.</p> <p>Correct Local Plan % reference for accessible homes M4(2) & M4(3) – 45% & 9% replacing 90% & 10%</p>

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		<p>HLL & HE suggest that as currently worded this could also be interpreted as a policy requirement whereas adopted Policy H4 of the Darlington Borough Local Plan only requires 45% of dwellings to meet M4(2) standards and 9% of dwellings to meet M4(3) standards. This would require twice as many dwellings at Burtree Garden Village to meet M(4)2 standards and a 1% increase in M4(3) category dwellings than elsewhere in the Borough without the evidence or consideration of impacts upon Local Plan viability.</p> <p>HLL & HE request that these requirements should be removed to avoid conflicts with the Local Plan or simply reflect the Local Plan as follows:</p> <p><i>‘At least 45% of homes are to meet building regulation M4(2), ‘accessible and adaptable dwellings’, and at least 9% of new housing will meet building regulation M4(3), ‘wheelchair user dwellings. As a minimum, the new Garden village is to meet this benchmark’.</i></p>		
Esh	Page 44, 46	Esh note that Pages 44, 46, of the Design Code request NDSS standards, which isn’t policy.	See above	See Above
Esh	Page 44	Esh comment that floor to ceiling heights internally are to be 2.5m to 2.6m. The standard is 2.4m and to building regs. M4(2)/M4(3) or NDSS do not overrule this.	Noted	None
Esh	Page 44	Esh comment that the M4(2) & M4(3) figures in the Design Code do not align with Policy H4 of the Local Plan.	Noted and will be amended.	Correct Local Plan % reference for accessible homes M4(2) & M4(3) – 45% & 9% replacing 90% & 10%
Hellens Land/Homes England, Esh	Page 45	<p>Page 45, Materials and Detailing, discourages the use of UPVC. HLL & HE comment that viability needs to be considered here as it would not be viable to include timber alternatives across the entire site. They suggest including text such as “notwithstanding viability considerations” to provide context here would be welcome.</p> <p>Esh also comment that timber and aluminium are unviable alternatives to UPVC.</p>	<p>UPVC not considered a sustainable material so we will not actively encourage its use.</p> <p>Viability comes into the overall development calculations.</p>	None
Hellens Land/Homes England, Esh	Page 45	<p>Page 45, Daylight and Windows, sets out specific targets for daylight within rooms. HLL & HE do not expect it to be onerous to achieve these adequate levels of daylight but consider that that this prescriptive development management style requirement could result in the need for daylight and sunlight assessments at Burtree Garden Village that would not be required on the majority of sites elsewhere in Darlington.</p> <p>We observe that Darlington Local Plan Policy DC4 requires development to ensure that it provides adequate access to sunlight and daylight but does not specify percentage targets for kitchens, living rooms or the working plane. The</p>	Noted and emphasis will be reduced.	Omit percentage details and simply leave ref. to according to the BS 8206-2:2008 Lighting for Buildings – Part 2: Code of practice for daylighting

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		<p>believe the percentages listed in Design Code would not result in a higher level of design but would result in inconsistency between the development plan and the SPD and unnecessary additional requirements for planning applications.</p> <p>To resolve this, they suggest the Design Code could remove the specific targets and match the requirement of the Local Plan, potentially retaining the reference to BS: 8206-2:2008 Lighting for Buildings – Part 2: Code of Practice for daylighting as an aspirational guide which would bring the content of the SPD closer to Policy DC4.</p> <p>Esh also comment that having all properties to undergo daylighting calculations massively onerous and the requirements are way above building regs compliance.</p>		
<p>Hellens Land/Homes England, Esh</p>	<p>Page 45, 46</p>	<p>Page 45 and 46, Designing for Climate Resilience, states “<i>All dwellings should strive to be substantially better than present building regulations. To only aim for current building regulations means that the dwellings are only just legally acceptable. This is not good enough for this aspirational development</i>”.</p> <p>HLL & HE recognise this aspiration but consider the viability implications of requiring higher building standards than on other development sites in Darlington are unevidenced and this reference should be removed. Esh considers that the requirement to be contrary to existing policy.</p> <p>The Design Code also states that “<i>As a minimum the development will adhere to the RIBA Climate Challenge 2030 and the local Darlington Climate Emergency targets corresponding to the years 2025 and 2030 whilst also anticipating the prospective 2025 Future Homes and Building Standard</i>”.</p> <p>HLL & HE observe that the RIBA Climate Challenge 2030 includes challenging targets in relation to operational energy, embodied carbon and water use. Whilst they consider this a positive objective, there is no national or local policy basis for a minimum threshold of compliance to be imposed, and as with other requirements of the SPD consider that the implications of this have not been tested in Local Plan viability. Esh additionally consider the requirement to be far beyond policy compliance.</p> <p>HLL & HE consider this should be framed as an aspiration but not a development management requirement so as to avoid conflict with Policy DC1.</p>	<p>Amended wording suggested.</p>	<p>Introducing ‘work towards meeting’ as in ‘As a minimum the development will work towards meeting the RIBA Climate Challenge 2030 and the local Darlington Climate Emergency targets corresponding to the years 2025 and 2030 whilst also anticipating the prospective 2025 Future Homes and Buildings Standard.</p>

APPENDIX 1: Greater Faverdale (Burtree Garden Village) Design Code SPD – Consultation

		<p>HE & HLL, and Esh, also draw attention to the Design Code requiring an unspecified percentage of dwellings to meet “Certified Passivhaus standards”. Esh, HLL & HE recognise that this is a positive objective, and that an unspecified percentage target enables some flexibility, but consider there is no policy basis for this requirement. They request this reference be removed, or as a minimum replaced with words to the effect of “The use of low energy standard certifications such as Passivhaus should be considered where deliverability considerations allow”.</p> <p>HE & HLL also suggest, In the context of the requested changes, that the checklist of questions and requirements for the developer and decision maker on Page 46 should also be removed to avoid conflict with the development plan.</p>		
Esh	Page 45	Esh consider the embodied carbon calculation to be an onerous requirement to calculate and provide data on all materials. Not building regs related?	See above	See above.
Esh	Page 45	The Design Code states that Modern Methods of Construction are to be used. Esh requests that “where possible” is added to this statement.	Noted but not considered necessary. Is the concern for work to heritage assets which may require ‘traditional methods’?	None
Esh	Page 46	Esh suggest that the Design Code hints at cycle storage in the form of sheds on Page 45. They question if this is a requirement across all phases, not currently allowed for in designs. They also note this is something previous sites in the Borough haven’t had to provide.	Local Plan Policy IN4 encourages the provision of safe cycle storage across all developments. This does not necessarily have to be in the form of sheds.	None
Esh	Page 46	Esh comment that the Design Code requirement that visitor spaces must be provided separately is not compliant with DBC highways policy if houses meet parking spaces in curtilage.	Noted and amended wording suggested.	Remove the ‘provided separately’ from cycle parking.
Esh	Page 47,48	The Design Code states, “there will be active and passive E.V chargers”. Esh comment that subject to building regs compliance, they will meet building regs requirements.	Noted.	Reference to Policy IN4 for 100% new dwellings to have socket provision and commercial charging for 50+ vehicle parking areas or any subsequent requirement imposed nationally.
Hellens Land/Homes England	Page 47	<p>Page 47, Vehicular Parking – Standards and Design Requirements, establishes a set of parking “restrictions”, which include references to garages whereby <i>“Garages will not be relied on for everyday car parking”</i> and to Electric Vehicles whereby a mix of active and passive charging points will be included in the design.</p> <p>HLL & HE comment that, with regard to the restriction on the use of garages, this approach is contrary to the Tees Valley Highway Design Guide which considers garages to</p>	Alternative wording suggested in order to avoid conflict with LP Policy INF4 and present Tees Valley Highway Design Guide (the latter however is likely to require updating/amending in response to the anticipated Manual for Streets 2022 due for publication later this year.	<i>‘Garages will not be relied on for everyday car parking.’ amended to ‘For garages to be considered as counting towards everyday parking provision they should meet a minimum dimension of at least 6m by 3.5m which also enables sufficient space for secure bicycle storage’</i>

APPENDIX 1: Greater Faverdale (Burtree Garden Village) Design Code SPD – Consultation

		<p>represent usable parking spaces (and is the document which IN4 requires planning applications to consider).</p> <p>HLL & HE suggest this reference should be removed for this reason and more generally, the reference to “parking restrictions” to be applied should be re-worded as parking guidelines with reference back to the Tees Valley Highway Design Guide as the primary document.</p>		
Esh, Hellens Land/Homes England	Page 48	<p>Page 48, Waste, Recycling and Utilities, requires the delivery of “<i>High speed (Ultrafast gigabyte) broadband connectivity must be a feature of the development to encourage a ‘live/work’ balance. All homes must have access</i>”.</p> <p>HLL & HE consider that this goes beyond the requirements of Policy IN4 which requires delivery of a lower specification at “superfast”. Esh, HLL & HE suggest they aspire to provide homes with the best broadband speeds available, but that this is dependent on the communication network providers. They request the reference be amended to align with Policy IN4.</p>	This is now national policy.	So should reference ‘gigabyte enabled’ for new residential and industrial areas, or subsequent national requirement.
Hellens Land/Homes England	Page 48	<p>HLL & HE suggest that the Design Code reference to Electric Vehicle Charging points goes beyond the scope of Policy INF4 and the requirement for each property to have a 13-amp socket at a minimum.</p> <p>The Design Code currently requires: <i>Active: 20% charge point provision for residential parking bays Passive: 40% of parking bays Definition of “active” and “passive” provision of charge points: Active - A socket connected to the electrical supply system that vehicle owners can plug their vehicle into. Passive - The network of cables and power supply necessary so that at a future date a socket can be added easily</i>”.</p> <p>They suggest this should be amended to clarify the requirement of INF4 and set the 20% and 40% targets as aspirational whilst recognising policy compliance via a 13amp socket as this is the design requirement that has been considered in evidence and Local Plan viability.</p>	Amended wording required.	Reference to Policy IN4 for 100% new dwellings to have socket provision and commercial charging for 50+ vehicle parking areas or any subsequent requirement imposed nationally.
Hellens Land/Homes England	Page 48	<p>On Page 48, Hard Landscaping, one aspiration references a need to “<i>avoid over-engineered or urbanised solutions at the northern boundary; with the new entrances designed to retain rural character</i>”. HLL & HE request that this is amended to include reference to the creation of a new roundabout on the northern boundary as this is a Council requirement.</p>	Highways requirements and needs will be looked at as a material consideration in the Planning Application process.	None
Esh	Page 49	<p>Esh note the provision of newt ponds is not currently proposed.</p>	As part of district newt licence will be required on the overall site.	None

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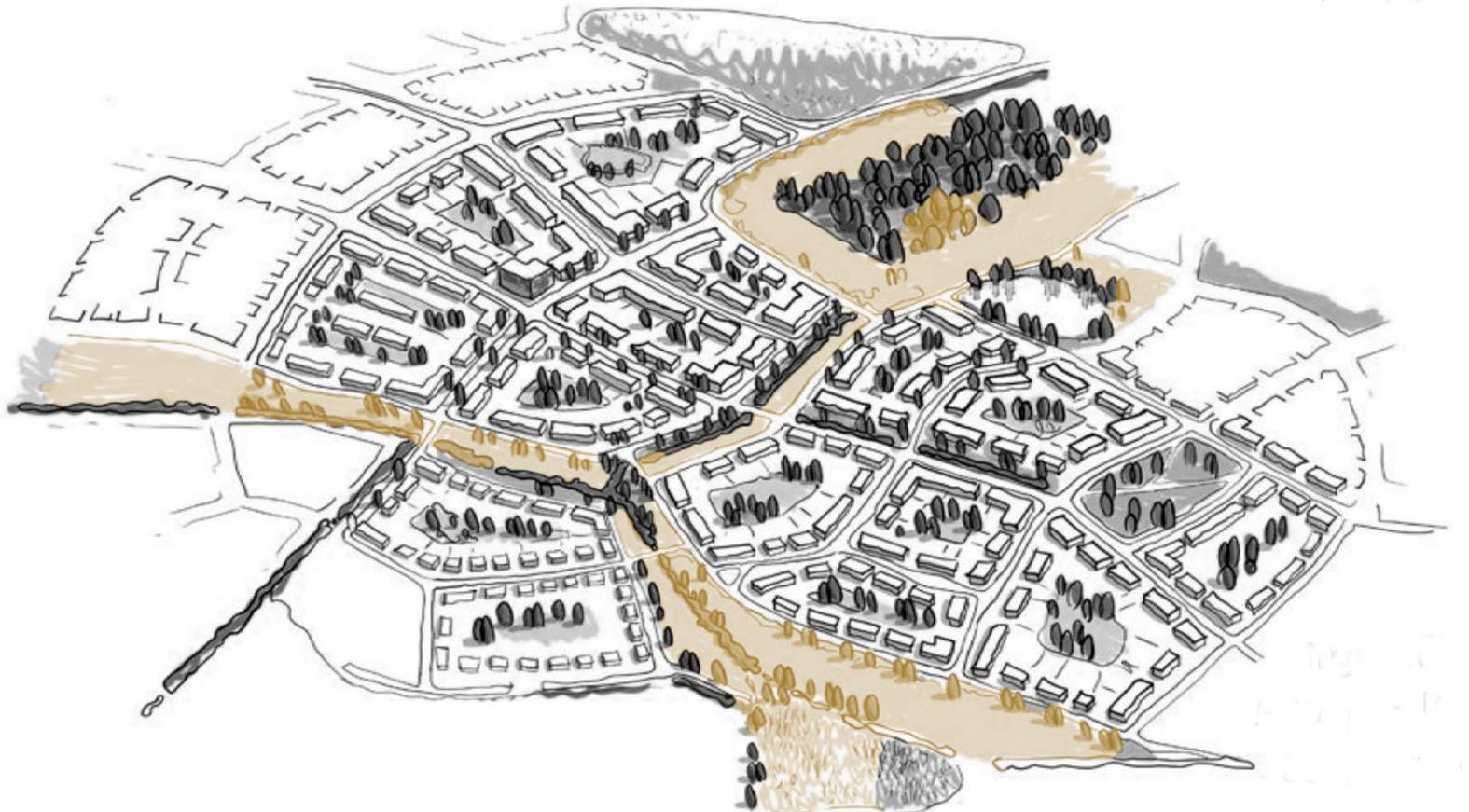
Hellens Land/Homes England	Page 50	<p>HLL & HE state they have considered the need for allotment space and/or community gardens within the masterplan for the Garden Village and are supportive of this feature of the Design Code.</p> <p>Nonetheless, the SPD adds a requirement to show consideration of the Town and Country Planning Association’s Guide 10 to Edible Garden Cities and includes an extract of this which identifies a need for 50% of a Garden Village as open space, half of which is to be public.</p> <p>Whilst the Burtree Garden Village will be landscape led and provide a greater amount of green space than a standard urban extension, HLL & HE believe some caution is required regarding citing percentages of land take for open space which could be interpreted as a fixed target rather than an aspiration.</p>	Noted	Omit ref. to Extract from TCPA Guide 10 Edible Garden Cities recommending ‘... at least 50% of a new Garden City’s total area will be allocated to green infrastructure (of which at least half is to be public), ...’
Esh	Page 52	Esh consider reference on Page 52 to securing capital and revenue funding through S.106 agreement for new communities to be very vague.	Lack of clarity noted and wording and link to Policy ENV5 to be made.	Change to ‘Consider funding through S106 for new communities green infrastructure provision’
Esh	Page 53	Esh consider that the wording of the section on Page 52 regarding veteran and rare tree requirements differs from that of policy.	Observation not correct.	None
Esh	Page 54	Esh comment that the SUDs Pond designs techniques requested by the Design Code go against NWL requirements. Headwalls must be concrete or brick, gabion basket headwalls would allow filtration to embankments and over spillages, plus go against The Suds Manual C753 CIRIA guidance.	Only a requirement if Suds are to be adopted.	None
Esh	Page 55	Esh comment that nothing has been allowed currently by HBE for the Design Code artwork requirement.	It is only a consideration or an encouragement.	None
Esh	Page 56	Esh suggest that the photo shown suggest SUDs to be ponds – comments mimic Page 25 comments	Not considered necessary.	None

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Supplementary Planning Guidance (SPG) Design Code – Greater Faverdale (Burtree Garden Village).

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0.0 What this Draft Supplementary Planning Guidance is about

The Greater Faverdale (Burtree Garden Village) Design Code contained within this Draft Supplementary Planning Document (SPD) sets out the strategic design requirements to be provided in the future site development masterplan.

After the adoption of the Darlington Local Plan 2016 – 2036 (Darlington Local Plan) the context of the approved Local Plan asks the Council to progress with creating Supplementary Planning Policy Documents based on Design Codes for both Garden Communities - in this case at Greater Faverdale to be known as Burtree Garden Village. This is expected to be achieved according to the final Inspectors report and issues regarding to Policy H11 Greater Faverdale Site Allocation and section 6.11.7 in the adopted Local Plan within 6 months from adoption of the Local Plan. The Draft SPD Design Code for Greater Faverdale is also to reflect the requirements of the NPPF 2021, and the National Model Design Code produced by DLUHC July 2021.

The Design Code (DC) aims to set out the Council's expectations in order to guide the broad design strategy and will be viewed in the context of wider planning policies and material considerations.

AMBITION

The ambition for the Garden Village is to create a great place for a new community to live, work and recreate, in accordance with national planning standards and best practice. These include the DLUHC (Department for Levelling Up, Housing and Communities) "National Design Guide" - featuring the 10 characteristics of a well-designed place together with meeting the 12 criteria of the recent Building for a Healthy Life (formerly known as BfL12); and also, the DLUHC new national Garden Village Principles. It also reflects the emerging Design Council: "A Public Vision for the Home of 2030" which is supported by the government.

HEALTHY LIVING

Putting Health into Place must be the 'Golden Thread' running through the Statutory approvals process, development, delivery and subsequent occupation and use of the new Greater Faverdale Garden Village.

Darlington was successful in being selected as a Healthy New Towns (HNT) Pilot (The only one in the Northeast) and has contributed much to the innovative thinking that has informed the learning from the programme. Darlington has now adopted 6 principles that will further influence and contribute to improved health and well-being in the Borough. The proposed Garden Village presents the first large scale opportunity to embed the learning from the HNT programme, **Putting Health into Place**, with innovative solutions to and delivery of health care and a healthy built environment. **This opportunity must not be wasted.**

Building for a Healthy Life, the latest edition of and new name for Building for Life 12 integrates the findings of the Healthy New Towns Programme in which Darlington was a Pilot and is the key measure of design quality for this development. The 12 considerations **must** inform the design process and **each phase of the garden village must achieve a minimum of 9 green lights** (and **no red lights** - indicating aspects that need to be reconsidered).

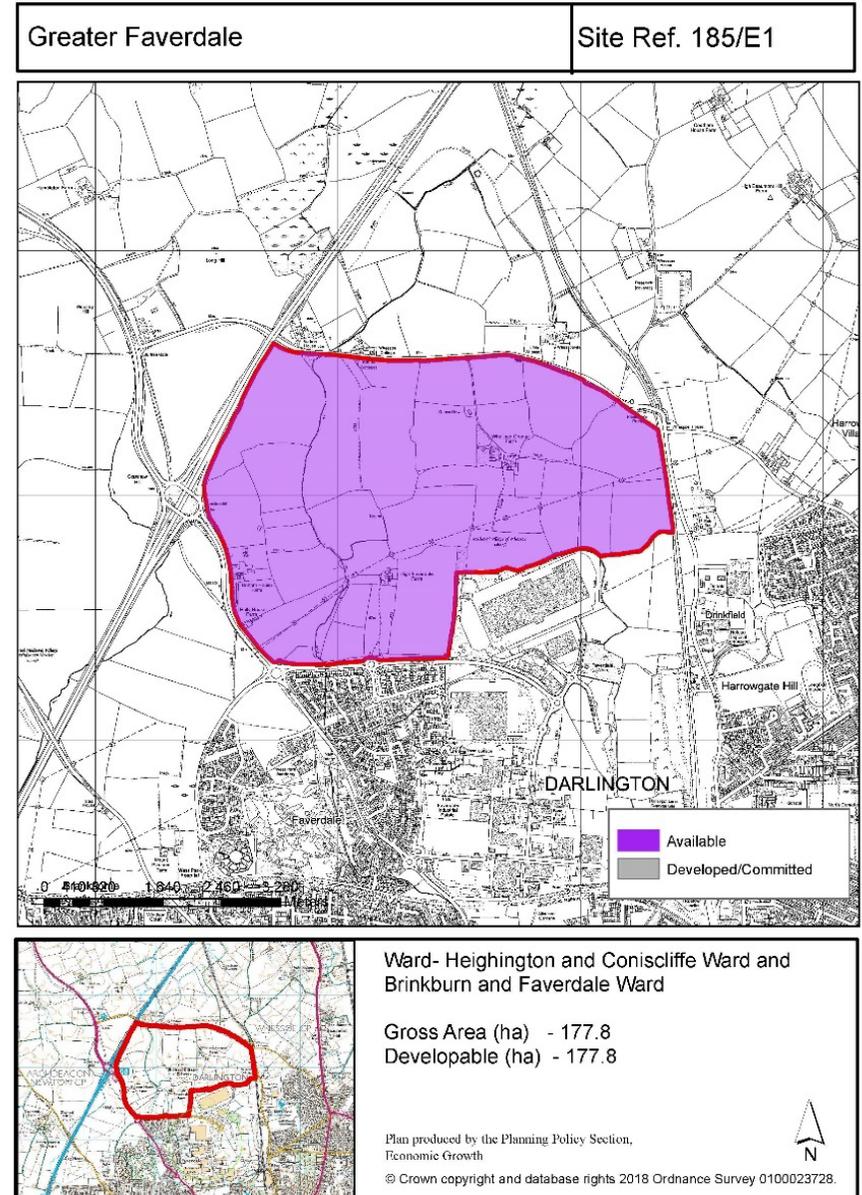
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INNOVATION

Why repeat what has been done before? The proposed Garden Village should move the game on. We encourage innovative thinking in ALL aspects of the planning, design, delivery and future occupation and use of the Village. The opportunities for innovative thinking extend beyond not only the expectation of the incorporation of high-speed broadband across the site, but into areas as diverse as: achieving a bio-diversity net gain from the development of the site; incorporating low- and high-density self-build plots within the overall scheme to address specific urban design requirements; reflecting the learning derived from the Darlington Healthy Living pilot; etc.

SENSE OF PLACE: The overall development should have a unique sense-of-place, that is distinctive and, through its composition, form, materials, etc also is clearly part of Darlington and grounded in the locale.

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1.0 Introduction

Introduction and Vision for Greater Faverdale

Darlington Borough Council have identified in their adopted Local Plan the strategic opportunity for a new residential and business community at Greater Faverdale (Policy H11).

The local planning authority are proposing the development of a garden village here as promoted by the Department for Levelling Up, Housing and Communities (DLUHC)

Greater Faverdale - the proposed Burtree Garden Village, as it is also being called - will be a distinctive new community providing a minimum of 2000 new homes and approx. 200,000 m² of modern business and industrial space, together with related local facilities including a primary school all set within a landscape setting retaining and enhancing much of the existing greenspace within the 178 ha site.

The Council's vision for Greater Faverdale is to create an outstanding mixed-use development which incorporates housing and commercial office space together with B1, B2 and B8 uses in an attractive new neighbourhood which is fully integrated with its surroundings as specified in Policy H11.

A good masterplan MUST...

- Offer a clear, unambiguous vision for the scheme over the development phases
- Extend beyond the site to the greater area of study in order to ensure a good fit with its environs.
- Show 3-dimensional graphics of the proposals
- Rehearse clearly the design strategy for the buildings and spaces.

A good masterplan SHOULD...

- Be aspirational
- Offer a unique and distinctive design response to the site opportunities and constraints
- Illustrate views within the scheme from human eye height
- Be clear how the development of a sustainable community will be managed.
- Create a development that is legible and makes wayfinding easy and logical.

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This development should demonstrate the best of current design thinking and reflect the need for long-term low environmental impact and sustainability. Ultimately the success of a housing development scheme will be in its “Placemaking” ability & long-term success. Design Teams should ask themselves “Will the residents and users enjoy and care for the “place” over time and feel that they are living happy, contented, fruitful, healthy lives as a consequence of the design?”

Monocultures are bad:

A large-scale single use urban area is not a good solution. Problems arise when there is no variety of uses. As do the “dead” commercial areas of towns after office hours where there is no extended evening activity to provide a sense of safety and security, never mind the cost of large expensive-to-run buildings sitting idle.

Multi-cultures are good:

A mixed-use development ensures that there is more likely to be activity across the area throughout the day. The mix of live, work, recreation makes for a sustainable economy and develops the communities.

The development of the site should be holistic and integrated so that the designs of residential, commercial and support facilities all blend into a homogenous, mutually supportive whole.



Derwenthorpe Phase 1, Osbaldwick, York – award winning design solution.

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The Site & Context

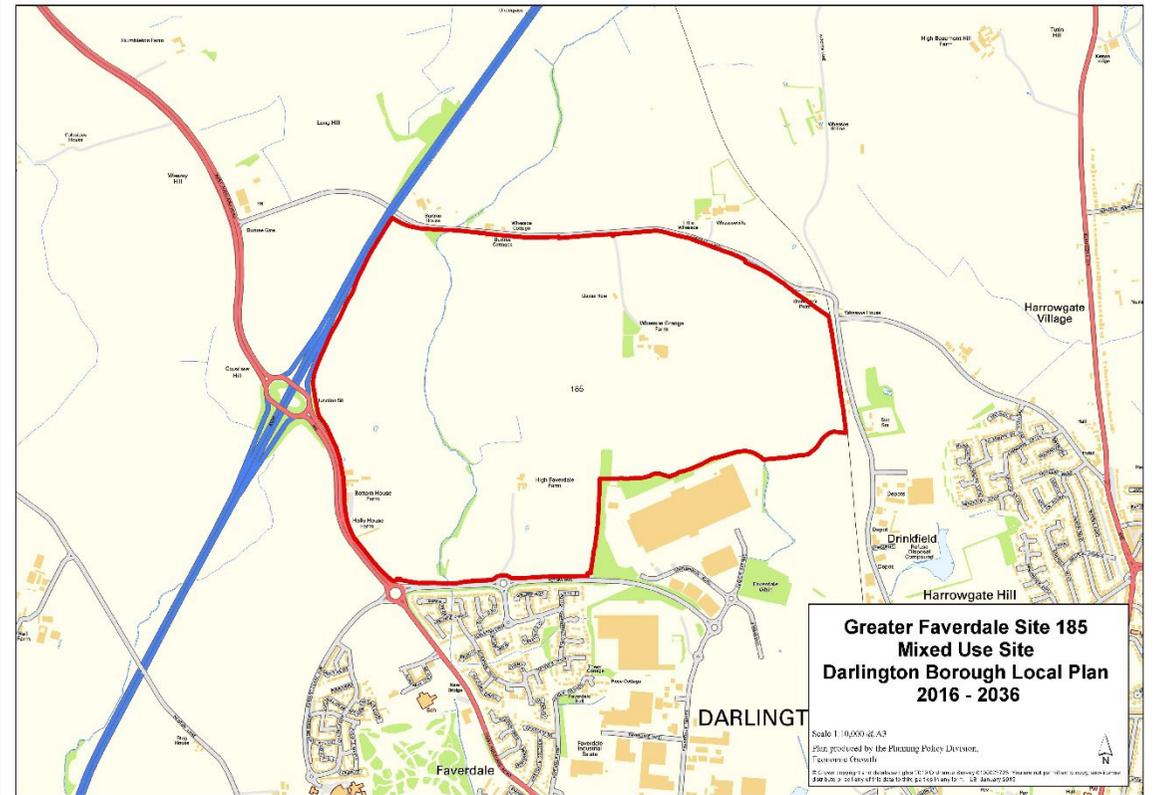
Located on the north-western edge of the existing Darlington settlement - immediately to the north of Faverdale Industrial Estate and the High Grange residential estate both providing a pre-dominantly urban edge - the site is presently in agricultural use.

It already has large distribution centres in the south east corner located off Rotary Way with some of the land set aside for further business and industrial use.

The site is bounded to the west by the West Auckland Road (A68) – with the new West Park community immediately to the southeast – and by the A1 (M) running along the north-western edge.

The northern edge is formed by Burtree Lane – a country lane presently functioning as an alternative east-west link or relief road with further rural farmland beyond.

The Bishop Line (Darlington to Bishop Auckland Community Rail line) provides a distinct eastern edge to the site.



The Site (Outlined in red)

Planning Context

Following an Examination in Public during 2021 a Government Inspector found the Darlington Local Plan to be sound, saying it was justified, effective and consistent with national policy. The Local Plan was adopted by Darlington Borough Council in February 2022 and included a policy H11 below which identifies Greater Faverdale as a location to facilitate the delivery of a high-quality mixed-use community with education, employment, housing, and open space. This is intended to provide the right economic and environmental conditions to support a sustainable new community to the west of Darlington. As required in the final Inspectors report regarding Policy H11 Greater Faverdale Site Allocation this related Draft SPD Design Code is to be produced within 6 months from adoption of the Local Plan and also reflect the requirements of the NPPF 2021 and the National Model Design Code produced by DLUHC July 2021.

See below Greater Faverdale - Site Allocation (Strategic Policy) Extract from Local Plan: Local Plan Policy H11:

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A site allocation is identified at Greater Faverdale (Site Reference: 185) to support a development of approximately 2,000 homes and approximately 200,000 square metres of employment space on a 177.8-hectare site in North West Darlington.

Development at Greater Faverdale will be permitted in accordance with the principles set out below and other relevant policies in the Local Plan.

A comprehensive masterplan and infrastructure phasing plan that informs the mix of uses, layout, scale, design, provision of local and strategic infrastructure including social and community facilities and phasing of the proposed development, and which incorporates the key principles for the development as set out in points a-j below, shall be prepared prior to the submission of any planning application relating to this site. The masterplan shall be led by the applicant(s), informed by community consultation and should be based on a strong understanding of the characteristics of the site and its surrounds. It should also have regard to the strategic design requirements established in the Greater Faverdale Design Code.

To ensure that a cohesive development is delivered at Greater Faverdale, the Council will only approve planning applications that adhere to the comprehensive masterplan or any updated masterplan agreed with the Council and deliver the necessary local and strategic infrastructure identified in points a-j below including social and community facilities at the appropriate phase of the development identified in the infrastructure phasing plan to support the coordinated provision of infrastructure and development.

The key principles for development of the Greater Faverdale site are shown on the illustrative Masterplan Framework (Figure 6.2), including broad locations for land uses and facilities. The site will provide:

- a. A mix of housing types, tenures and sizes, including 20% affordable housing and self/custom build housing, informed by up-to-date evidence of the housing needs of the Borough and Policies H 4 and H 5, with higher densities being incorporated close to public transport routes and the neighbourhood centre;
- b. Approximately 70 hectares (gross) / 49 hectares (net) of employment land for E(g), B2 and B8 use classes;
- c. Space for a well located and connected neighbourhood centre providing community facilities, including the potential for a health hub, primary school and local retail and food and drink facilities of a scale and type proportionate to the nature and scale of the development and should be provided at appropriate phases of the development identified in the infrastructure phasing plan. Policies TC1, TC4 and TC5 will not apply to proposals in accordance with these requirements. The requirement and timetable for the provision of the primary school shall be agreed with the Council as part of the comprehensive masterplan, infrastructure phasing plan and any future planning applications for the site subject to the capacity of existing local schools (see Policy IN10);
- d. An appropriate buffer zone alongside the A1(M) for noise attenuation which is to be informed by a noise assessment;
- e. Principal vehicular accesses from Rotary Way and Burtree Lane;
- f. A link road between Rotary Way and Burtree Lane the precise details of which including development access points, together with a timetable for its implementation, shall be agreed with the Council as part of the comprehensive masterplan, infrastructure phasing plan and any future planning applications for the site;
- g. Further enhancements to the local road network of Burtree Lane, to include the:

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- I. western connection to the A68; and
- II. improvements to Burtree Lane, including a new or improved pedestrian and cycleway over the Bishop Line to connect the site to the Harrowgate Hill area or provide a suitable alternative route.

The implementation of these enhancements to the local road network of Burtree Lane will be linked to appropriate phases of development with the exact details to be agreed with the Council as part of the comprehensive masterplan, infrastructure phasing plan and any future planning applications for the site;

- h. Other necessary infrastructure as required by the Infrastructure Delivery Plan and identified at the time of submitting a planning application;
- i. An integrated transport network focused on sustainable transport modes; including public transport, walking and cycling with strong links to established networks, adjoining communities, employment locations and Darlington town centre, which should be provided at the appropriate phases of the development identified in the infrastructure phasing plan;
- j. A network of connected and good quality green and blue infrastructure, the phasing of which is to be agreed with the Council as part of the comprehensive masterplan and infrastructure phasing plan, that:
 - I. retains and enhances the network of safe, attractive and accessible public rights of way, footpaths and cycle routes across the site;
 - II. provides a pattern of well-integrated and inter-connected green spaces (along with their long term maintenance) across the site providing for the recreation needs of the local community, including nature friendly natural spaces, in accordance with Policies ENV 4, ENV 5 and ENV9;
 - III. protects the amenity of existing residential properties (see Policy DC 3);
 - IV. retains and enhances hedgerows and trees (see Policy ENV 7);
 - V. mitigates the impact on biodiversity (see Policy ENV 7);
 - VI. incorporates sustainable drainage systems; and
 - VII. incorporates improved pedestrian access and interpretation alongside the Stockton and Darlington Railway (see Policy ENV 2).

The site design and layout will be required to conserve, and where appropriate enhance designated and non-designated heritage assets, within and in the vicinity of the site including their setting in accordance with policies ENV1 and ENV 2 and the recommendations of the Darlington Local Plan Heritage Impact Assessment (2019)

Development should be located outside of areas of flood risk, and should be planned sequentially (Policy DC2), placing the most vulnerable development in the lowest areas of flood risk, and proposals should be supported by a Flood Risk Assessment.

As the development is expected to extend beyond the plan period, in line with national policy infrastructure requirements, the infrastructure phasing plan will be kept under review. Any proposal, in advance of a plan review, which exceeds 750 dwellings or 24 hectares (net) of employment land would need to carry out a review of all associated infrastructure requirements. If significant additional infrastructure is required the council will seek to update the policy as part of a review of the plan.

Garden Village Ethos & Principles

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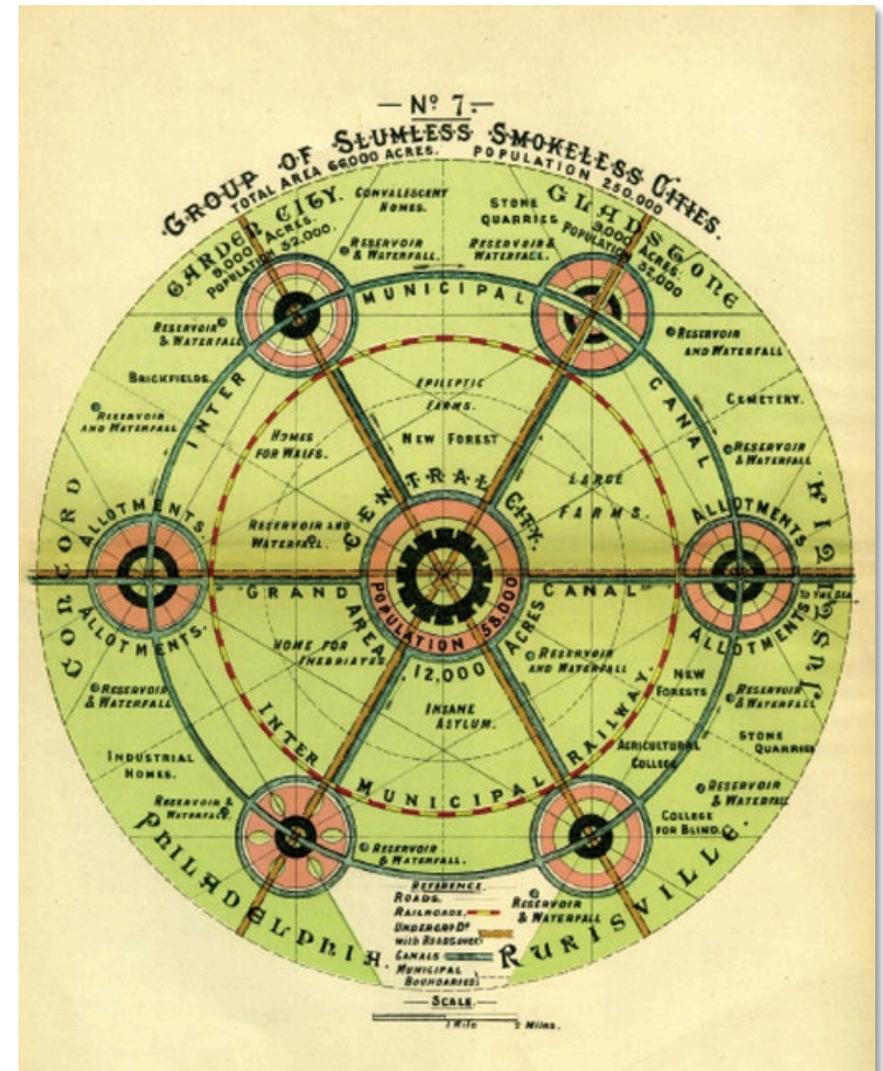
The promotion of new garden villages across England has been led by the DLUHC reflecting the desire to draw upon the successes of the original early 20th Century settlements in providing sustainable, enduring and popular places to live and work whilst enjoying a community lifestyle focussed on personal wellbeing within an attractive natural environment setting.

Much of the recent interest in this form of settlement expansion is based on the work of the Town and Country Planning Association (TCPA) now a charity and originally founded by Sir Ebenezer Howard who is considered to be the leading pioneer of the garden villages movement. He is celebrated for his influential publication "Tomorrow: A Peaceful Path to Real Reform" with its description of a utopian city in which people live harmoniously together with nature. This led to the creation of amongst others Letchworth and Welwyn Garden Cities in Hertfordshire

The TCPA has led the promotion of new garden villages believing that a new generation of 21st century garden cities could help to solve a range of problems such as the acute shortage of housing in the UK and the need to respond to climate change. This was set out in their influential 2011 publication "Re-imagining Garden Cities for the 21st Century: Benefits and Lessons in Bringing forward Comprehensively Planned New Communities".

DLUHC has developed this and have encouraged the development of new garden settlements by endorsing this status for a number of locations across England including two in Darlington – known as Burtree (aka Greater Faverdale) and Skerningham Garden Villages respectively.

The principal features of a successful garden village as envisaged by the TCPA are to be:
A holistically planned new settlement which enhances the natural environment and offers high-quality affordable housing and locally accessible work in beautiful, healthy and sociable communities.



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The related Principles for a Garden Village – based on the wider TCPA Garden City vision - are intended to be an indivisible and interlocking framework for their delivery, and include: -

- Land value capture for the benefit of the community,
- Strong vision, leadership and community engagement,
- Community ownership of land and long-term stewardship of assets,
- Mixed-tenure homes and housing types that are genuinely affordable,
- A wide range of local jobs in the Garden Village within easy commuting distance of homes,
- Beautifully and imaginatively designed homes with gardens, combining the best of town and country to create healthy communities, and including opportunities to grow food,
- Development that enhances the natural environment, providing a comprehensive green infrastructure network and net biodiversity gains, and that uses zero-carbon and energy-positive technology to ensure climate resilience,
- Strong cultural, recreational and shopping facilities in walkable, vibrant, sociable neighbourhoods,
- Integrated and accessible transport systems, with walking, cycling and public transport designed to be the most attractive forms of local transport,
- A critical aspect of ensuring the success of the Garden Village will be securing the legacy and long-term management of the community once it has been built.

Purpose and Status of this draft SPD document

The Design Code (DC) for Greater Faverdale is intended to provide a ‘traffic light’ type checklist for assessing the proposals brought forward - following the now completed statutory local planning process – and particularly for evaluating subsequent outline and related reserved matter submissions.

A ‘traffic light’ approach to appraising the respective components of what makes a successful place is a simple way to establish what is well designed and can go ahead (green); what is not yet fully resolved and requires a pause in order to undertake further improvement (amber); and what is not working at all and requires this aspect to stop whilst there is further time for a re-think before bringing forward an alternative response (red).

The draft SPD DC will be further considered by the Council following a period of formal public consultation and related feedback. When finally approved it will thereafter be used as a development management tool to check that the proposals brought forward for the new garden village are expected to meet the very high design quality thresholds before granting consent for the initial strategic masterplan and the subsequent detailed elements within it. As the DC is intended to be used throughout the implementation period for the garden village it will be periodically reviewed and where appropriate updated.

The use of design codes is promoted within the DLUHC’s National Design Guide and the related National Model Design Code which provides best practice advice on the use and content of such design codes. As a point of principle, the Council will listen to any case put forward, on any matter dealt with by the Strategic Design Code, which after evaluation and in the opinion of the Council, either matches or betters the aspirations/targets/outputs required by the Design Code.

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Garden Village-wide Structure

In order to fulfil the ambitions for the new garden village a comprehensive strategic masterplan is required that responds to the wider context beyond the notional site boundary in order to embed the ensuing development into the neighbouring locale.

The strategic masterplan must therefore provide a clear landscape and urban design structure together with an integral movement framework for the proposed garden village taking full account of the national guidance and good practice.

It is important that this structure should be conceived as a ‘four-dimensional’ spatial vision fully factoring in the ‘timeline’ dimension as each component of the place is implemented rather than solely seen as a diagram.

The integration with and enhancement of the existing neighbouring infrastructure and landscape setting together with respecting the present residential and business amenities will be a key factor in ensuring the long-term sustainability of this new community.

Landscape, Nature & Open Space

Landscape, nature and open space is a fundamental driver to the design response in order for Greater Faverdale to become a successful Garden Village.

Overall requirements include:

- A truly landscape led development, with design responses in tune with the landscape context
- Creation of well-connected and enjoyable public open spaces with appeal to all ages and abilities.
- Retention and protection of key landscape and ecological features with careful attention to levels designs to achieve this.
- Use of native species and a net gain in biodiversity.
- A truly integrated approach to the design of blue-green infrastructure with ecologists, landscape architects and SuDS engineers working together
- Design for all ages to encourage active and healthy living and play through the layout, features and landscape design
- A realistic, costed and managed approach to long term management of the blue-green infrastructure, with involvement by residents
- Identification of a mandatory landscape structure to be retained and protected
- Demonstration at each sign-off stage that key design elements especially the mandatory landscape structure are being carried through to future design teams and contractors in the detailed design and construction and management stages
- A creative approach to celebrate and capitalize on the existing landscape and ecology features

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Biodiversity Net Gains:

- The purpose of the principle of Biodiversity Net Gain is an approach to development that leaves biodiversity in a better state than before. The aim of Biodiversity Net Gain is to minimise losses of biodiversity and help to preserve and restore ecological networks and this is particularly relevant at Burtree Garden Village which is a greenfield site on old farmland and hence it is critical at the earliest design stage to recognise and protect the key elements of existing landscape structure.
- Biodiversity Net Gain already features in the National Planning Policy Framework (NPPF) and the Environment Bill (Nov 2021) now includes a mandatory requirement for all future schemes including the development of land to deliver at least 10 % Biodiversity Net Gain to be maintained for a period of at least 30 years.
- Developers should bring forward schemes which can be evidenced to provide an overall increase in natural habitat and ecological features and meets the targets of the adopted Local Plan as well as the requirements set out in the Environment Bill.

Garden Village Urban Form

Garden Villages as a concept date back to the very end of the 19th C. and span a range of developments, from industrial model villages and co-partnership suburbs, to villages designed by the Garden City pioneers themselves. Although each is unique, there are common characteristics that made historic Garden Villages successful. Historic Garden Villages were holistically planned, i.e. through a masterplan that included jobs, community facilities and local services alongside homes, and attempted to create a balanced, socially mixed communities.

Historic Garden Villages were small in scale, usually no more than a few hundred homes. When they were built, many more people lived within a single household, so a few hundred homes accommodated more people than they would today. They were planned for healthy living with residents being provided with easy access to green space, nature, fresh air, walking and cycling, sports and outdoor leisure activities, and opportunities to grow local food.

Historic Garden Villages also provided for a vibrant social life, featured active community societies, and their stewardship organisation would organise local sports, arts and community events.

The general urban form was for a low density, low-rise village development arranged around a more urban core which usually included shops, pubs, community venues/hall, places of worship and cultural buildings such as art galleries/museum facilities. Modern Urban Villages are intended to follow this latter model with generous garden provision and be, low density, low-rise developments overall. However, for the design of the village to be grounded in the locale, this “standard” development form needs to be informed by the traditional village layouts prevalent in the local area and, for Darlington and North Yorkshire, these are particularly distinctive, and the key characteristics are rehearsed in Appendix 2. Most often the village centres are lined by terraced development - some of it physically quite substantial - with detached dwellings being the exception.

APPENDIX 2

Movement - Introduction

Darlington is a relatively compact town with about one fifth of journeys made by residents no further than 1 kilometre, nearly one half less than 3 kilometres and three quarters of all journeys begin and end in the town. **Darlington is a town of short journeys.**

The overarching vision is to create an integrated, forward looking, accessible movement framework (network of routes for all modes of transport) that supports the economic prosperity and well-being of the garden village community and is robust to accommodate change.

The message the garden village will demonstrate from the first to last phases is one that cycling, and walking are at the heart of this place and an instinctive choice for all ages from 8 to 80 undertaking everyday short journeys

The design of Greater Faverdale as a Garden Village will embrace `Gear Change` the Governments bold future vision for cycling and walking in England. The design of the movement networks and routes for those travelling by cycle or on foot will incorporate the five core principles and will be Coherent, Direct, Safe, Comfortable and Attractive catering for the broadest range of people. **Active Travel England** now builds on this commitment to boost cycling and walking and deliver a healthy, safe and carbon-neutral transport system. It will be a statutory consultee on major planning applications to ensure that the largest new developments such as Greater Faverdale properly cater for pedestrians and cyclists.

The movement network both within the garden village and its immediate connections will encourage **lower traffic speeds**.

In context of the existing town this is a relatively small development, there is no reason to encourage traffic movement entirely through the site and there is no reason why most of the village network development should not be designed for a maximum 20 mph speed limit. There are plenty of examples of the effective use of 20mph limits. Developers need to make a clear and robust case for speed limits beyond that.

(Note-whilest GB speed compliance surveys show that most drivers in 20 mph areas exceed the speed limit the vast majority still travel at under 30 mph).

The role, function, and character of Burtree Lane must be reviewed if the village is to have a connection (or connections) to the north as currently proposed. The village is essentially (in the words of the Garden Communities guidance) a transformational development of an existing settlement. The village and its connection to the north effectively means that Burtree Lane becomes part of the town network and how it functions needs to change. Pedestrian and cycle access will only be permitted to the north (i.e. onto Burtree Lane) if it is to recognised bus stops or onto part of an existing (or proposed as part of the development) Town Strategic pedestrian and cycle route.

A frequent (minimum every 30 minutes) local bus service linking the site to the town centre and other key destinations must be available as the first houses are occupied in Phase 1. The majority (80%) of houses to be within 400 m walking distance from a bus stop which equates to ca 5min.

The provision of a new Rail Station on the adjacent Bishop Line accessible to the Garden Village communities remains an ambition of the Council and its partners. The Garden Village proposals will ensure that a site and key pedestrian and cycle routes are identified and protected.

APPENDIX 2

Building for a Healthy Life - Overview

Building for a Healthy Life is the key measure of design quality for this development and the 12 considerations must be the basis of developing the detailed designs. Neighbourhoods including a range of homes that meet local needs will be well integrated into the site and their wider natural and built surroundings creating and connected places that are easy places to move through and around. The norm will be that short trips to key services are made on foot or bicycle within and beyond the site on the right infrastructure helping to improve health and air quality.

Places will be distinctive and memorable and based on a legible network of streets and spaces that are well enclosed by buildings and structural landscaping with front doors and main facades of buildings facing streets and public spaces.

The Tertiary streets are where there must be a balance between the need to accommodate the movement of motor vehicle alongside the need for people of all ages to move along and cross streets with ease and encourage activity, an essential part of a successful public realm.

Streets for a Healthy Life a companion guide to Building for a Healthy Life illustrates and explains what good residential streets look like, and how they function. This document will help to achieve the healthy streets envisaged by the BHL toolkit. A revised **Manual for Streets** is in the course of preparation (Feb 2022) and will be informed by Streets for a Healthy Life.

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The expectation is that each phase of the garden village will aim to maximise the number of green lights (and also avoid any red lights) in order to achieve 9 green lights or more which is also considered the threshold for a BHL Commendation and thus eligible for separate formal accreditation.

APPENDIX 2

2.0 “Design Quality Coding” checklist

Introduction

This following site-wide checklist applies to the strategic masterplan for the entire garden village and identifies the key ‘must have’ components required to create the special distinctiveness that will ensure that this new community becomes a great place.

The checklist is drawn from the National Design Guide and specifically the 10 characteristics of a well-designed place.

See adjacent related extract from the NDG

This draft SPD is broadly cross referenced to key sections of the NDG:
e.g. **Context** [NDG ref C1,2] etc

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Introducing the ten characteristics

Well-designed places have individual characteristics which work together to create its physical **Character**. The ten characteristics help to nurture and sustain a sense of **Community**. They work to positively address environmental issues affecting **Climate**. They all contribute towards the cross-cutting themes for good design set out in the National Planning Policy Framework.

The ten characteristics are:

- **Context** – enhances the surroundings.
- **Identity** – attractive and distinctive.
- **Built form** – a coherent pattern of development.
- **Movement** – accessible and easy to move around.
- **Nature** – enhanced and optimised.
- **Public spaces** – safe, social and inclusive.
- **Uses** – mixed and integrated.
- **Homes and buildings** – functional, healthy and sustainable.
- **Resources** – efficient and resilient.
- **Lifespan** – made to last.



The ten characteristics of well-designed places

APPENDIX 2

Similarly this draft SPD also draws upon the accompanying report to the NDG - the National Model Design Code (NMDC) guidance - which also follows the same 10 characteristics.

See adjacent related extract from the NMDC

This draft SPD is also broadly cross referenced to key sections of the NMDC:
e.g. **Context [NMDC ref C1.]** etc

If the design code covers...		URBAN EXTN.	INFILL SITE	SMALL SITES
Context				
C.1.i	Character Types	*	*	*
C.1.ii	Site Context	*	*	*
C.1.iii	Site Assessment	*	*	*
C.2.i	Historic Assessment	*	*	*
C.2.ii	Heritage Assets	*	*	*
Movement				
M.1.i	Street Network	*	*	*
M.1.ii	Public Transport	*	*	*
M.1.iii	Street Hierarchy	*	*	*
M.2.i	Walking + Cycling	*	*	*
M.2.ii	Junction+Crossings	*	*	*
M.2.iii	Inclusive Streets	*	*	*
M.3.i	Car Parking	*	*	*
M.3.ii	Cycle Parking	*	*	*
M.3.iii	Services + Utilities	*	*	*
Nature				
N.1.i	Network of Spaces	*	*	*
N.1.ii	OS Provision	*	*	*
N.1.iii	Design	*	*	*
N.2.i	Working with Water	*	*	*
N.2.ii	SUDS	*	*	*
N.2.iii	Flood Risk	*	*	*
N.3.i	Net Gain	*	*	*
N.3.ii	Biodiversity	*	*	*
N.3.iii	Street Trees	*	*	*

If the design code covers...		URBAN EXTN.	INFILL SITE	SMALL SITES
Built Form				
B.1.i	Density	*	*	*
B.1.ii	Party Wall	*	*	*
B.1.iii	Types and Forms	*	*	*
B.2.i	Blocks	*	*	*
B.2.ii	Building Line	*	*	*
B.2.iii	Height	*	*	*
Identity				
I.1.i	Local Character	*	*	*
I.1.ii	Legibility	*	*	*
I.1.iii	Masterplanning	*	*	*
I.2.i	Design of buildings	*	*	*
Public Space				
P.1.i	Primary	*	*	*
P.1.ii	Local+Secondary	*	*	*
P.1.iii	Tertiary	*	*	*
P.2.i	Meeting Places	*	*	*
P.2.ii	Multi-functional	*	*	*
P.2.iii	Home Zones	*	*	*
P.3.i	Secured by Design	*	*	*
P.3.ii	Counter Terrorism	*	*	*
Uses				
U.1.i	Efficient Land Use	+	+	+
U.1.ii	Mix	*	*	+
U.1.iii	Active Frontage	*	*	*
U.2.i	Housing for All	+	+	+

If the design code covers...		URBAN EXTN.	INFILL SITE	SMALL SITES
U.2.ii	Type	+	+	+
U.3.i	Schools	*	+	+
U.3.ii	Community Facilities	*	+	+
U.3.iii	Local Services	*	+	+
Homes and Buildings				
H.1.i	Space Standards	+	+	+
H.1.ii	Accessibility	+	+	+
H.2.i	Light, Aspect, Priv.	+	+	+
H.2.ii	Security	+	+	+
H.2.iii	Gardens+Balconies	+	+	+
Resources				
R.1.i	Energy Hierarchy	+	+	+
R.1.ii	Energy Efficiency	+	+	+
R.1.iii	Nhood Energy	+	+	+
R.2.i	Embodied Energy	+	+	+
R.2.ii	Construction	+	+	+
R.2.iii	MMC	+	+	+
R.2.iv	Water	+	+	+
Lifespan				
L.1.i	Management Plan	+	+	+
L.1.ii	Participation	+	+	+
L.1.iii	Community	+	+	+

- * Issues that you would expect to be covered in a code
- + Issues that may be covered elsewhere and so not included in the code

APPENDIX 2

Character & Urban Design: Context; Identity; Built Form; Uses

Context [NDG ref C1,2 : NMDC ref C1]

Firstly, any new development should respond to and relate to its surroundings. This is called “context” and historically contextual architecture evolved based upon the locally available materials, microclimate, and skillsets of the local populace. As the mass production of standardised construction materials developed, along with affordable transportation systems, these new materials infiltrated local development and “standardised” the look of the end product, and in the process diluted the unique local architectural character.

The context should drive the scale, orientation and detailing of the new developments, with the localism adding the visual “flavour” and identifiable character to the proposals.

The site is bounded on 2 sides by busy highways and on the third (northern) side by a relatively well trafficked country road and the development within parcels fronting these roads should incorporate attenuation measures to reduce the aural impact of vehicular traffic.

Identity [NDG I 1-3 : NMDC I 1-3]

The clear aspiration of the Council and “**designe**” is for the choice of building uses, forms and materials to help create a sense of uniqueness in the final development – indicating that it is located in Darlington and nowhere else – and stands out clearly from other developments in the north east through a unique mix of architecture, layout including public spaces and choice of materials palette.

Development on the Greater Faverdale site should reflect and celebrate local themes in terms of materials, colours, form and style, not in a pastiche manner, but in a modern interpretation of the local vernacular, making development on the site distinctive and unique. This project will have failed to reach its full potential if it does not achieve that goal.

The architectural solutions developed for this site should show strong links to the local materials and building forms. (see **Appendix 2**)

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This DOES NOT mean slavishly copying and replicating “historic” building forms. This will inevitably look wrong and be in danger of being a grotesque pastiche of the past. Consider a design philosophy approach, such as:

- Replicating traditional forms but constructed from overtly modern materials, or
- Using traditional materials/colours but in a non-traditional building form, or
- A creative and intelligent mix of both of the above.

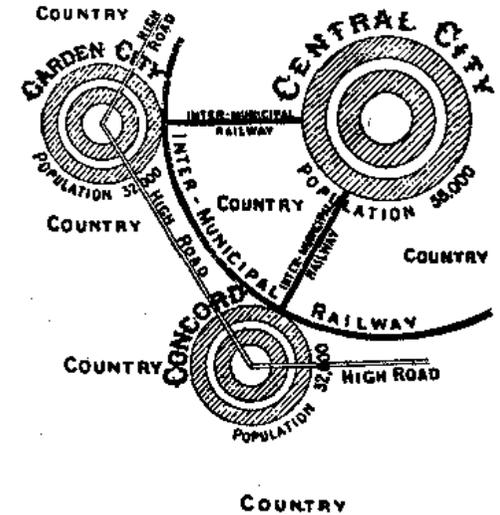
Uses [NDG U1 : NMDC U1]

A fundamental principle of the Garden Villages is for them to be a mixed-use development – not a residential “ghetto” - but offer local employment opportunities for the residents. So, the inclusion of commercial and light industrial uses within the village is expected and development plans should indicate how the cross-benefits of these mixed uses will maximise the potential and efficiency of the development in the long-term.

Built Form [NDG B1-3 : NMDC B1-3]

The clear aspiration of the Council and “designer” is for the choice of building uses, forms and materials to help create a sense of uniqueness in the final development – indicating that it is located in Darlington and nowhere else – and stands out clearly from other developments in the north east through a unique mix of architecture, layout including public spaces and choice of materials palette. Development on the Greater Faverdale site should reflect and celebrate local themes in terms of materials, colours, form and style, not in a pastiche manner, but in a modern interpretation of the local vernacular, making development on the site distinctive and unique. This project will have failed if it does not achieve that goal.

Nº 5.
DIAGRAM
—
ILLUSTRATING CORRECT PRINCIPLE
OF A CITY'S GROWTH - OPEN COUNTRY
EVER NEAR AT HAND, AND RAPID
COMMUNICATION BETWEEN OFF-SHOOTS.



Page 56



Poor



Good

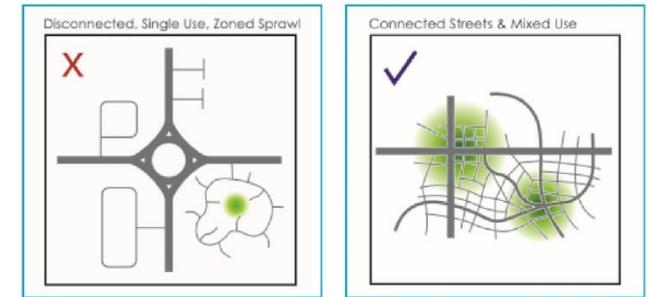
APPENDIX 2

Movement, Public Space & Street Typologies: Orientation/Wayfinding [NDG M1,2 : NMDC M 1,2]

The movement network will provide a comprehensive network of routes for pedestrians, cyclists, and vehicular traffic.

It will be a legible and permeable network of streets with a clear street hierarchy, including a network of tertiary streets of varying character that create walkable and cycle-able routes.

The aim will be to move from main and secondary streets to tertiary streets as quickly as possible.



The Main Village Streets [NDG M1,2 : NMDC M 1,2]

These are the strategic vehicular routes that link the site to wider town and surrounding areas. The North South route is likely to be the only Main Village Street. The main Streets will be consistent in width but vary in character to relate to specific areas such as the Village centre. Main Streets must be designed to accommodate local buses, including bus stops.

If a 20mph speed limit is not considered appropriate on the main street(s) they can still be designed to 20mph with appropriate physical and perceptual measures to keep speeds low.

These streets will be a maximum width of 6.7 metres and consideration should be given to a maximum width of 5 metres. Manual for Streets 2 - where HGVs and buses make up only a small proportion of traffic flow 2-2.5m wide lanes would be sufficient for most vehicles and would reduce carriageway width requirements, making it much easier for pedestrians to cross.



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Secondary Village Streets. [NDG M1,2 : NMDC M 1,2]

Secondary Streets are mostly residential streets connecting the Main Streets. These streets have a clear distinction between vehicular, cycle and pedestrian space and vary in their typology according to their specific location, and they will be designed for and be limited to 20mph and be 5 metres width.

Tertiary Streets are: [NDG M1,2 : NMDC M 1,2]

Lower order streets comprising Mews and Residential Streets. their final location and type - either Mews or Residential Street - will be determined through detailed design.

The use of culs-de-sac should be minimised. Where culs-de-sac are used connectivity for pedestrians and cycles must be ensured.

Filtered permeability throughout the network will design-out rat-running, create a low traffic environment around homes whilst still allowing pedestrian and cycle movement.

Cycling: [NDG1,2 : NMDC M2]

Cycling is seen as an essential mode of transport at all times of the day (for journeys of about 20 mins or 3 kilometres) and safe, overlooked, and lit routes must connect as directly as possible from the tertiary street network to key destinations both within and beyond (e.g. Local shopping and services, Secondary schools, colleges, the town centre) the Greater Faverdale Masterplan boundary.

The routes will complement and, in some cases, extend Darlington's (Tees Valley) strategic cycle network and will, where appropriate in places, follow the line of village main and secondary roads.

The network and routes cycling will incorporate the five core design principles (Coherent, Direct, Safe, Comfortable, and Attractive) with inclusive design and accessibility running through all five to ensure the network caters for the broadest range of people of all ages. The design will expected to adopt the guidance in **Local transport Note 1/20 Cycle Infrastructure Guidance, DfT July 2020**

There are different purposes for cycling, Therefore the network will provide a variety of lit routes and connections.

Strategic cycle routes. [NDG1,2 : NMDC M2]

These provide dedicated and direct links as described above

Leisure cycle routes. [NDG1,2 : NMDC M2]

These routes run through open space and alongside the green /blue infrastructure network. They are traffic free and provide safe environments for cycling for all ages and abilities.



APPENDIX 2

Shared surface village centre environments. [NDG1,2 : NMDC M2]

The area of the village centres should be designed to be shared between pedestrians and cyclists.

On-Street cycle routes. The network of Tertiary Streets provides a network of additional cycle routes along the residential streets, which are also safe for use by cyclists.

However not all cyclists will use the separate routes, and some will choose to use the main and secondary road network. Advice suggests that carriageway widths should be either below 3m or over 4.5m. Carriageways widths between 3m and 4.5m encourage drivers to overtake cyclists where there is not enough room to pass safely and cyclists can be squeezed by passing traffic. Carriageway widths below 3m encourage cyclists to take up the 'primary' position in the middle of the carriageway, making it more difficult for vehicles to overtake cyclists.

Walking [NDG1,2 : NMDC M2]

Streets and paths must connect people to places and public transport services in the most direct way, making car-free travel more attractive, safe, and convenient. As with cycling discussed above the aim is to ensure access for all and help make walking feel like an instinctive choice for everyone undertaking short journeys (such as the school run or older generations accessing local facilities and services). A reasonable walking distance is 650 metres-average (18-20 mins) via safe pedestrian routes measured by the route. **The five core principles (Coherent, Direct, Safe, Comfortable and Attractive) will inform the walking network** ensuring it is inclusive and accessible for all ages and capabilities. The routes must feel direct, logical and understandable by all road users.

- Everyone should be able to cross the road safely, directly, and without delay. Safe and convenient pedestrian and cycle crossings must be provided at regular intervals including informal and formal provision. Any signalised crossings should allow for appropriate crossing times and uncontrolled crossings main and secondary roads will be pinched to create short crossing widths.
- There will be places to sit, space to chat or play within the street.
- Pavements and cycleways will continue across side streets.
- Private drives which frustrate pedestrian and cycle movement will be discouraged.

Public Space [NDG P 1-3 : NMDC P 1-3]

Public spaces are streets, squares, and other spaces open to all and the quality of the spaces between buildings is as important as the buildings themselves.

Greater Faverdale GV will include well-located public spaces that support a wide variety of activities and encourage social interaction, to promote health, well-being, social and civic inclusion.

There will be a hierarchy of formal and informal spaces that range from large and strategic to small and local spaces, including parks, squares, greens, and pocket parks. They will feel safe, secure, and attractive for adjacent residents and users. They will have trees and other planting within public spaces for people to enjoy, whilst also providing shading, and air quality and climate change mitigation.

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All streets and routes will pass in front of people’s homes rather than to the back of them – creating a well overlooked public realm. In areas where the design of shared space removes or reduces the distinction between the pavement and carriageway the needs of people with disabilities particularly visually impairment will be addressed.

Orientation/Wayfinding [NDG I, B : NMDC I1]

Greater Faverdale will be designed for legibility. It will be easy to find your way around with a simple connected street pattern, with streets that are straight and as direct as possible. Designers will consider **what you will actually see** and experience walking along the streets and frame views or features on or beyond a site. Street types, buildings typologies, building to street relationships, spaces, non-residential uses, landscape, water, boundary treatments and other legible features will be used to help people create a ‘mental map’ of a place. Street and space character will be varied to help people find their way around. Those with visual, mobility or other limitations will benefit from the provision of navigable features



Landscape Nature & Open Space [NDG N1-3 : NMDC N1-3]

Creating a Critical Landscape Structure

- The Environment Bill (2021) and the adopted Darlington Local Plan (2022) introduce mandatory requirements for Biodiversity Net Gain in the planning system, to ensure that new developments enhance biodiversity and create new green spaces for local communities to enjoy. Developers must therefore find new mechanisms to ensure successful completion of net gain requirements, which means placing greater priority on the landscape structure of new developments.
- It will also be important to communicate these measures to all parts of the design and delivery chain including contractors on the ground, and in particular to new residents to ensure good levels of acceptance of natural landscapes, and to increase the chances of long term sustainable improvement in biodiversity.
- The best elements of existing landscape and ecological features should be integrated into a well- designed strategic green infrastructure. It is all too common for early good intentions to become diluted over the lifetime of bringing a development to fruition, therefore It is suggested that developers treat this green framework from the outset as a critical landscape structure that will form a key parameter to development.
- Because the Greater Faverdale (Burtree Garden Village) site is old farmland, the baseline landscape and ecological context includes a range of important elements such as veteran trees, old hedges and ecological features It is essential that the best and most important of these features are identified, agreed, captured accurately in the correct locations on the masterplan with any required buffer strips, and preserved through the life of the scheme from concept design to completion on site.
- The mature landscape and ecological features retained within the critical landscape structure should be treated as an asset not a constraint, providing maturity, diversity and immediate stature and bringing highly desirable leafy character to the development.
- All developers must demonstrate how biodiversity net gain will be achieved and explain how this is to be delivered through the design of a critical landscape structure

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- **All developers must be able to evidence that the critical landscape structure has been retained in the scheme design at each gateway stage from concept to completion, both spatially and through site levels.**
- The **critical landscape structure** must be further broken down into distinct landscape and ecological typologies. There is flexibility on precisely how this is achieved, but it should be rooted in the principles in section Site-Wide Landscape Character.
 - Water management to be designed at an early stage to ensure a sustainable and successful approach to site drainage integrated into Blue Green Infrastructure.
 - New attenuation ponds and swale features designed also to include an element of permanent water for aesthetic function, and with gently shelved margins capable of supporting marginal species to improve biodiversity mindful of designing out issues regarding possible bird strike risk in relation to the Tees Valley Airport located to the SE of Darlington.
 - Overhead utility corridor can provide an opportunity for connectivity, creative design, green links and long vistas joined to other open spaces to break up linearity.
 - Design of surrounding housing to provide natural surveillance by fronting onto open spaces and service corridors where possible,

'Landscape-Led' Design [NDG N1-3 : NMDC N1-3]

'Landscape-led' is a term too often used without foundation and commitment.

Landscape proposals for Greater Faverdale to become a Garden Village, in order to be accepted as genuinely 'landscape led', must be evidenced to be rooted in the landscape character and ecology of the site, informing a layout and levels strategy that slots into this old farmland landscape, preserving as many of the old field boundaries, mature trees and ecologically sensitive areas as possible by identifying and protecting a mandatory landscape structure.

- **Developers must demonstrate an understanding of the landscape character and ecology baseline, and to use surveys and professional advice from ecologists, arborists and landscape architects to inform their design proposals.**

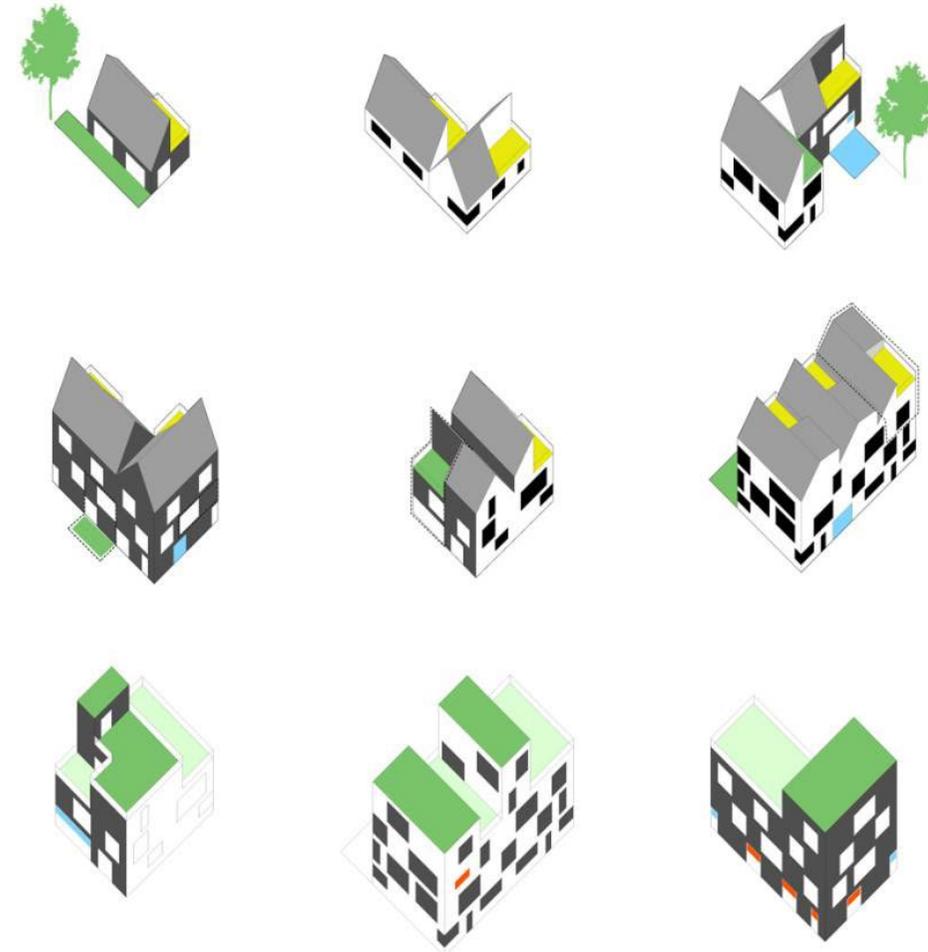


APPENDIX 2

Homes & Buildings [NDG H1,2 : NMDC H1,2]

Key Principle: The design of the buildings must be contextual and take influence from the local vernacular represented in a contemporary way. Building on the past and combining this with current best practice and sustainable architecture.

- The aspiration for this scheme is to be exemplar from its inception. This is laudable and should be encouraged, however this ambition can be watered down during the design, procurement and building process and it is important the principles of the scheme as being exemplar is engrained into project and all involved have this collective buy. Objectives and quantifiable exemplar outcomes are to be identify early on and assessed throughout the process in order for the aspirations to become reality.
- Existing buildings on site are to be retained and utilised as much as possible. Even if it is more cost effective to demolish the existing buildings, they help bring heritage and context to the overall development and as such be seen as a positive constraint. The mix of commercial and housing is to be justified and should help to bring a sustainable and locally focused development. Retail, leisure and food offer are to be positioned where one would intuitively expect these to be – central to the village.
- The detailed design code should include all buildings new and old and all uses, not just residential. This will help to retain the quality of the whole garden village and help provide a holistic approach to the architecture and create a more sustainable scheme.
- The homes and buildings are to consider the existing features and topology of the site and have design solutions that work with the existing constraints and not use standard house types that require the flattening of the site.
- Scale is important to consider and should be determined by the context, spatial hierarchy and building type. Scale should be used to create attractive places using variations, landmarks, and creating a strong sense of enclosure around public spaces. The scheme will need to demonstrate that massing and scale have been carefully considered in terms of how the character areas, blocks and streets are viewed and experienced by foot.



BUILDING TYPOLOGIES

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- Buildings should be used as wayfinding, to frame views, and aid in the legibility of the development. Serial vision (the concept pioneered by Gordon Cullen, 1961) is to be used – the streetscape is to be experienced as a series of revelations, with delight and interest being stimulated by contrasts. This experience is to be designed from the perspective of the pedestrian rather than the car driver.
- Corner buildings should have elevations that face the ‘street’ on both sides. These are to be considered primary facades and active frontages are to be used. The house is to actively turn the corner with the use of entrances, windows and architectural cues to create a welcoming frontage. Contrived or pastiche architectural features are to be avoided. The corner buildings should be tailored to the context in which they sit making use of views, sightlines and how these fit in the Serial Vision.



Good



Poor



Indifferent

Employment Areas [NDG U1 : NMDC U1]

The new employment areas within Greater Faverdale should be developed in a coordinated manner so that they are well connected, legible, provide amenity space for its workforce and visitors alike, and have a coherent character and layout in accordance with contemporary precedents. In particular the following is expected to be considered:

- The buildings are to be grouped into a defined development zone that ensures that where they front onto a street or amenity space they have an ‘enhanced frontage’ design. This would include elements of glazing, entrance features, office ‘pods’ or a change in material specification. All other elevations to have a consistent standard construction treatment.
- In addition, the employment sites will provide a focal shared space for all related units in order to create a defined amenity area for employees.
- The creation of a coordinated ‘branding style’ of units within a defined development parcel will also help create a discernible character and identity. This would focus on the material specification, colour palette and form of units.
- The employment sites will have a landscape buffer around their perimeter to provide tree planting for screening and habitat creation.

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- Safe and convenient pedestrian and cycle links are to be incorporated into employment sites through segregated routes with only minimal use of on-street cycle lanes where it is unavoidable.
- Employment sites must fully utilise sustainable design, promoting energy efficient buildings, green energy from PV's and localised wind turbines.
- In addition, these employments areas will attenuate as much surface water run off within the site through swales and balancing ponds. Such features are to be designed into the site so that they can be accessible for the amenity of employees as well as being part of the wider green infrastructure network, so they provide habitat value. Grey water harvesting and recycling is to be prioritised.
- The boundary treatment of each building are to be carefully considered to ensure that whilst meeting the necessary security and safety needs of each business this is compatible with the wider landscape and street setting of the employment area.
- Wherever possible the employment areas are to have a more open parkland character with boundary treatments avoided to the front of units together with the use of more informal measures to deter vehicular access such as knee rails; feature low walling; and tree planting. Service yards are to be secured with boundary treatment linking between and behind the main building line of the frontage units.
- There is an opportunity to bring forward a co-ordinated branding of the main employment areas within Greater Faverdale that are considered as part of a wider celebration of the rich industrial heritage of Darlington

It is acknowledged that these high-quality ambitions will evolve and change over time which will be reflected in updated detailed design quality code requirements.

Resources & Lifespan

Resources: [NDG R1-3 : NMDC R1,2]

Well-designed homes and buildings:

- provide good quality internal and external environments for their users, promoting health and well-being.
- relate positively to the private, shared, and public spaces around them, contributing to social interaction and inclusion; and
- resolve the details of operation and servicing so that they are unobtrusive and well-integrated into their neighbourhoods.
- Sources of renewable power can help us manage our future energy needs, and they can be easily availed of in many types of development. When introducing renewable energy generation into a design scheme, a number of key points need to be considered, including emissions, energy security, preservation, ecology, longevity and climate. Therefore, sustainable design requires a careful and context-appropriate choice of renewable energy systems, including wind power, biomass, solar PV or water heating, geothermal power, hydroelectric power and wave or tidal power schemes. However, a practical approach should be taken towards any renewable scheme. Choosing appropriate renewable energy sources for a scheme is key to the efficiency and viability of the system. Considerations should include economies of scale, payback time, green tariffs, lifecycle, local climate, reliability, complexity, usability, efficiency, infrastructure, location and cost.

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Well-designed places:

- have a layout, form and mix of uses that reduces their resource requirement, including for land, energy and water;
- are fit for purpose and adaptable over time, reducing the need for redevelopment and unnecessary waste;
- use materials and adopt technologies to minimise their environmental impact.

Consider how buildings and spaces can be designed to take account of prevailing and forecast environmental conditions. temperature extremes in summer and winter, increased flood risk, and more intense weather events such as rainstorms. Aspects to be considered include:

- the layout and aspect of internal spaces;
- insulation of the external envelope and thermal mass;
- management of solar gain; and
- natural ventilation.

Following the **energy hierarchy**: the sequence should be:

- reducing the need for energy.
- ensuring energy efficiency.
- maximising the potential for energy supply from decentralised, low carbon and renewable energy sources,
- and when all else is not possible - efficiently using fossil fuels from clean technologies.

There is an opportunity here to underground the electricity transmission lines which traverse the site. Whilst the undergrounding will not necessarily eliminate or substantially reduce the width of the wayleave, the elimination of the visual intrusion would be a significant benefit to the site development and can be seen as a strategic intervention as part of the development enabling works.

Lifespan: made to last [NDG L1-3 : NMDC L1]

Well-designed places, buildings and spaces are:

- designed and planned for long-term stewardship by landowners, communities and local authorities from the earliest stages;
- robust, easy to use and look after, and enable their users to establish a sense of ownership and belonging, ensuring places and buildings age gracefully; That means thinking about these issues as part of the design process, not as an afterthought.
- We also need to consider how major long-term maintenance tasks, such as the replacement of cladding, will be managed (or whether they can be avoided).
- adaptable to their users' changing needs and evolving technologies; and

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- well-managed and maintained by their users, owners, landlords and public agencies.
- We want places to last so we do not have to redevelop them within a short time period with all the physical, economic and social disruption that involves.
- The construction process and servicing of building is responsible for 50% of the UK total carbon emissions currently thought responsible for global warming. Energy efficiency over the entire life cycle of a building is the most important goal of sustainable architecture
- If we can plan to involve communities in the management and maintenance, there is more chance it will be successful
- There are different cycles of change – the use of a building is often the easiest thing to change. That can happen more easily and more often. A good example is the slightly larger nineteenth century houses often found just on the edge of town and city centre. [picture left not from the Guide] Probably originally built as family houses for the better off – they are capable of providing offices for professionals such as accountants and solicitors, sometimes they are converted into bed-sits or flats and can often end up becoming gentrified and returning to their original use. These buildings allow the town centre (the central business district) to expand and contract without the need for massive redevelopment.
- Utilizing a sustainable design philosophy encourages decisions at each phase of the design process that will reduce negative impacts on the environment and the health of the occupants, without compromising the bottom line. It is an integrated, holistic approach that encourages compromise and tradeoffs. Such an integrated approach positively impacts all phases of a building's lifecycle, including design, construction, operation and decommissioning.

Implementation: Phasing; Delivery; Social Value

How will social value be secured at all stages of the project lifecycle from inception to and including subsequent occupation and management? 'Social Value' can be described as "anything we do to make a positive impact over and above the requirements of the contract", this includes the wider financial and non-financial impacts of projects including the wellbeing of individuals and communities, social capital and the environment.

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Legacy.

Creating long-term maintenance and management arrangements is vital. The Garden Communities toolkit provides important guidance about making provision at an early stage in the planning process for ensuring that a garden community's assets are properly maintained and managed for the benefit of the community and this and any successor provision(s) and good practice must be utilised.



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3.0 Character Areas

3.1 Introduction

Identifying and providing distinct character areas with the new garden village is an important part of creating an easily understood place for residents and visitors alike to use.

The creation of memorable and different character areas within the site also contributes to a sense of wellbeing by reinforcing a feeling of belonging to a recognisable local place. Additionally, it provides variety in the spatial transitions between the interlinking streets and public spaces that together are the basis of how we perceive our local environments when moving through them during our daily activities.

Apply the principles of Kevin Lynch (Image of the City) to the overall development: paths, nodes, districts, edges, landmarks, plus additionally gateways. There are important urban design tools that help us create and define these special character areas. These include the recommended approaches of ‘Lynchian Analysis’ - pioneered by the influential American urban planner Kevin Lynch notably in his book ‘The Image of the City’ - with its focus on identifying paths, nodes, districts, edges, landmarks, plus additionally gateways. Also, the celebrated British urban designer Gordon Cullen whose book ‘Townscape’ highlighted the way our local environment is structured in terms of the built form and the external spaces in between.

Define a coherent design strategy for the area as a whole.

Consider all buildings as important elements and ensure that they work as a whole, in terms of alignment, massing and architectural approach.

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.... plus “Gateways”.

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Character Areas
Indicative only.



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Character Areas

The site is divided into character areas which will be required to show distinctiveness and functions such as amenity and recreation, in order to develop a legible and coherent overarching landscape matrix for Greater Faverdale Garden Village an easily accessible and coordinated design code will be required for the various development teams particularly on infrastructure linking and gateway elements.

Within an overarching landscape matrix for Greater Faverdale Garden Village, the landscape and open spaces and their edges will be considered within the following site areas which will be required to develop within the following character considerations:

- A. Wider Settlement Character
- B. Site boundary interfaces and Gateway points

- CA1 Faverdale North Extension
- CA2 Whessoe Grange North
- CA3 Whessoe Grange Park
- CA4 Whessoe Grange West
- CA5 Burtree Dene Beck
- CA6 Burtree Lane
- CA7 High Faverdale

Structure & Role of this Chapter

The intention is to provide a strategic overview of the character areas that will provide the defining identity for the garden village based on evident existing features notably the local landscape; overlapping geographic areas to enable orientation; together with the existing groups of farm buildings.

Each of the 7 **identified character areas** will highlight the principal existing features that contribute to the essential structure of the respective areas that will help provide a distinct sense of place enhanced and further shaped by the new streets, development groups and public landscape spaces.

3.2 Wider Settlement Character [NDG C1,2 : NMDC C1,2]

Darlington as a town has a number of distinctive character traits, perhaps visually most noticeable being the large number of towers and spires in the town centre, and also its leafy character due to a mature tree canopy seen in large parts of the town particularly the older residential parts.

Greater Faverdale, while destined to have its own garden village character, should also bear some relationship to Darlington. Old English villages are often seen to have a church spire set on elevated ground or surrounded by open space, a useful device in terms of character, navigation and legibility.

- Developers should aim to achieve a leafy character and consider use of a spire/ tower

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3.3 Site Boundary Interfaces and Gateway Points

Northern Boundary

Burtree Lane along the northern site boundary has a semi-rural character, being a relatively narrow winding road without footpaths, and lined with farmland and hedgerows. This road will form the new interface between Greater Faverdale as a new garden village/ Darlington and the open countryside to the north of the site and will also provide the new main point of access to the site into the Whessoe Grange North; Burtree Dene Beck and Whessoe Grange East character areas.

- Minimise urbanisation of Burtree Lane
- Retain the country lane character as far as possible with deep planted buffers and hedgerow retention and treat the northern entry points as the arrival to a rural village

Southern Boundary

Rotary Way forms the current northern limit to the Faverdale area of Darlington and has a semi urban character, the road being wider and straighter with a footway on one side, substantial housing areas to the south of the road largely hidden by tree belts, and the very large Argos depot which lies along part of the eastern site boundary screened by a deep belt of maturing buffer woodland.

- Provide a distinctive southern gateway arrival with houses fronting on.

Western Boundary

The western site boundary is bounded by the A68 to the southwest which is dualled at this location, and further north west has a boundary with the A1 (M). There are some open views into the site from the A68, and long-distance views over the site and open countryside beyond from the A1(M) on the approach to the Darlington A68 Turning.

- Consider the journey to Darlington and range of visual experiences from the A1(M) and A68 as the driver passes the whole road segment parallel to Darlington
- Consider the site appearance from the A68 and A1(M) and loss of views
- Carefully consider the design of acoustic measures and buffer treatments from the A1(M) perspective
- The western boundary with the A1 Motorway is an opportunity for a creative design response. The motorway is largely level with the site therefore acoustic solutions are needed but these should not be constructed as engineered bunds as this would not only create a negative visual impact but would be a missed opportunity for a positive landscape feature. Any acoustic bund should be designed using organic shapes and planted to form a strong linear green edge to the development.
- Consider views from the Greater Faverdale new garden village outwards towards moving vehicles.

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Eastern Boundary

The eastern boundary has an interface with the Bishop Line/Tees Valley Rail Line which runs parallel to Whessoe Road. There are long views over the site and the countryside beyond from both the rail line and Whessoe Road.

- The visual interface with both Whessoe Road and also vehicles travelling west towards the site from Burtree Lane should be carefully handled to minimise negative visual impacts and to give the development a village edge rather than a simplistic buffer as would be found around an industrial development.

3.4 (Character Area) CA 1 - 'Faverdale North Extension'

- This will be part of the first phase of development and must set the quality benchmark for the garden Village as a whole.
- The access into the Garden Village from Rotary Way and therefore the first views up the new North-South Village Street must shout out that this is somewhere different. A new place where quality is evident in buildings and landscape, where pedestrians and cyclists are seen as more important than vehicles and the health and well-being of its communities is important.
- It must embed the qualities and principles of Garden Communities and Building for a Healthy Life in a way that demonstrates a distinctive local identity, a rich mix of high-quality homes accessible, and good quality and blue and green infrastructure.
- The residential areas will be compact and permeable,
- A well- connected street and path networks will provide opportunities for these to be extended into future adjacent character areas.
- Initially this area is likely to have a greater dependence on facilities and services outwith the masterplan and it is essential that safe and direct walking and cycling links are available to encourage active travel behaviour from the outset.
- The employment zone must face inwards towards the Village and connect both visually and physically. The buildings must complement the quality of the residential development. The opportunity presented by the greenspace to the west of the employment area to have high quality commercial development in a parkland setting must be taken. Whilst vehicular access will be from Rotary Way pedestrian and cycle access routes into the village must be provided on the north and west sides.
- This area offers several key opportunities to create and strengthen Green/ blue infrastructure. In particular the Central North South Green Corridor must be established at the earliest stage in the site's development. The southern section of the existing woodland belt will be integrated with the streets and the opportunity to provide a footway/cycleway access to (and safe crossing of) Rotary Way at this point must be investigated. Similarly the early development of green and blue infrastructure proposals along with the North South Street (see below) will shape the garden village SuDS (Sustainable Urban Drainage Systems) strategy.
- `Play on the Way` features will be provided on pedestrian and cycle routes to the new primary school to encourage active travel.
- The proposals for the initial stages of development -relating to the North-South Village Street - must relate to the SuDS strategy for the GV as a whole. The highway drainage arrangements will be a key theme which shapes the form of the SuDS.

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3.5 CA 2 - 'Whessoe Grange North'

- **Functional character**
 - This is the principal entry to the site from the north and the space the highway, footpaths and related landscaping occupies should be generously proportioned.
 - The route leads to the core of the village which should be recognisably the heart of the greater development.

- **Development Character**
 - Keep gaps in the building line a minimum (approximately under 80% of frontage) – the aim is to create as continuous a building frontage as possible, to contrast effectively with less continuous frontages in other parts of the character area.
 - Properties in the character area should avoid turning their backs towards the primary access route.
 - Ensure the focal point space at the heart of the character area has a visually strong and robust development backdrop to signify its importance. Tree planting with the canopy beyond 2m high will allow views into this space. Low level planting which obscures the view of the site from the northern approach should be avoided. Slightly more urban feel than the rest of the development.
 - Build-up development density on units facing the main street .

- **Street typology**
 - Primary purpose is as a route into/out of the greater development carrying through traffic and being the main distributor route off which all access to development parcels is gained. Effectively functioning as 'Main Street'
 - Development parcels should not "back-on" to the route
 - Orientation markers on way out from core – to give confidence to the traveller

- **Public realm**
 - Strong public realm character & designs
 - Sets the scene for quality for the remainder of the Greater Faverdale site
 - Entry markers/signifiers should be incorporated to confirm arrival to the core of the garden village site and
 - Signifier that you have arrived at the village "centre"
 - Street furniture design choice should emphasise this is the core, though the materials and fonts being less rural in character.

- **Landscape character**
 - Opportunity of a high-quality tree lined linear space, potentially with the n/s footpaths setback from the carriageway by a planting margin.
 - Opportunity to boulevard – bold tree planting leading the eye to the focal point village green – drawing on other local village precedents.
 - Make it a positive space with bold, definitive, potentially formal hard & soft landscape statements.
 - Build-up of scale in spaces and buildings with housing fronting onto the space.

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3.6 CA 3 - 'Whessoe Grange Park'

- Landscape and Infrastructure Requirements
- Sub-divide Whessoe Grange Park located at the heart of the new garden village into sub character areas for example:
 - Park gateways and connections
 - Tranquil/ Natural/ ecology/ponds
 - Active/ managed/ semi ornamental/play/sport
 - Whessoe Wood
 - Open Green Space with Veteran Trees
 - Medieval Village
 - Blue green infrastructure in accordance with the site-wide mandatory landscape structure strategy
- Deliver legible links and connections for example to:
 - All parts of Greater Faverdale new garden village
 - The Argos site
 - The Dene Beck PROW
 - The PROW bridleway to the northeast
 - The Whessoeville PROW to the north
 - Links to the cycleway network
- Retain, protect and correctly manage the Greater Crested Newt breeding pond and its surrounding terrestrial habitat in accordance with the Natural England District Newt Licence and its ecology advice and in liaison with SuDS engineers to ensure water source/ discharge is not altered
- Provide interpretation and play opportunities for children linked to items of local interest such as the Darlington Greater Crested Newts and Whessoe Medieval Village
- Provide an events area suitable to host a variety of events including larger functions
- Provide well-placed robust and rustic street seating and picnic benches in keeping with the natural setting
- Provide a separate and signed 'dog off lead' space in a relaxed natural setting where people and ecology disturbance can be avoided

3.7 CA 4 - 'Burtree Dene Beck '

- This area is broadly defined by the perimeter boundaries of the West Auckland Road (A68) and the A1(M); together with the adjacent character areas of Burtree Lane; Faverdale North; High Faverdale; and Whessoe Grange North.
- The principal existing landscape feature is the treed Dene Beck watercourse running north-south through the character area with a patchwork of fields with hedged enclosures radiating out east and west from the stream.
- The Dene Beck also coincides with a public right of way (PROW) footpath running from the Burtree Lane character area to the Faverdale North character area which will provide key viewpoints looking out within the Burtree Dene Beck character area.

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- The relationship to the motorway and main trunk road on the west side provides an opportunity for a new strong landscape screening edge to the character area which can also promote a neighbouring lower density residential typology. This can also include promoting self-build plots with larger gardens which in turn will create a more varied streetscape for this part of the garden village.
- It is worth noting that at present the motorway is effectively at the same level as the site so any related effective noise mitigation strategy must include a distinctive edge treatment. Only a short stretch of the slip road to the A68 interchange is at a lower level than the site. There is also a requirement for the provision of formal community allotment space within the garden village and this could also be an appropriate further buffer next to the motorway.
- The existing Bottom House and Holly House farm group buildings provide ‘fixes’ to develop the immediate local character at the western edge and also as examples of traditional building typologies that can influence the emerging built form of this part of the new garden village.
- In relation to the neighbouring Burtree Lane character area to the north it is important that Burtree Dene Beck positively addresses this orientation facing towards the rural landscape beyond the present lane. This north west corner of the site will be the first impression when approaching from the west under the motorway and is required to provide a strong building edge to highlight the garden village’s relationship with its rural hinterland to the north.
- The new eastern edge of this character area where it meets the Whessoe Grange North character area will respond by increasing in density towards the street interface of these two areas in order to provide a clear transition.

3.8 CA 5 - ' Whessoe Grange East

- This area is largely defined at the existing eastern edge by the Bishop Line - Bishop Auckland/Shildon to Darlington railway - and the southern treed screen planting of the adjacent Argos Faverdale distribution centre. It abuts the northern Burtree Lane character area and to the west are the prospective Whessoe Grange North character area and Whessoe Grange Park character area respectively.
- The most notable existing landscape feature is the central mature woodland adjacent to Whessoe Grange Farm with its farmhouse and related farm building group. There is also a known heritage asset here with a remnant of the former historic manor house.
- Further south running diagonally east – west across this character area is an overhead low voltage power line which is a prominent visual feature in this immediate locality although not a positive one which needs to be re-located underground throughout the garden village .
- The field pattern is largely intact with retained hedging although at a relatively large scale so not with a discernible finer grain at present.
- This together with the proximity to the existing railway line with the potential for a future new Garden Village station means that the provision of some employment land on the eastern part of this character area will require a different sub area character compared to the western residential parcels. In any case the larger scale field boundary towards the railway line lends itself to the proposed business uses.
- The retained Whessoe Grange farmhouse and related woodland will be the focus for a distinctive destination that provides local community facilities with related footpath and cycleway links to the wider garden village and also onwards to any prospective new station via the employment area as well as to the prospective new Darlington-Stockton Heritage Railway Walk route
- Similar to Burtree Dene Beck where this character area abuts the Whessoe Grange North character area it will respond by increasing in density towards the street interface of these two areas in order to provide a clear transition.
- For the other residential development sites within the Whessoe Grange East it is required that a distinctive building typology is established to make it legible as a place in its own right – effectively a new neighbourhood .

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- The proposed location of employment land at the eastern side of the character area requires a new landscape feature to be established to act as a buffer between the new housing groups. At the points where housing and businesses are directly abutting each other a new mixed use spatial street typology needs to be established potentially drawing on similar traditional village relationships to make this a positive and distinctive feature of this part of the character area – for example by the use of alternatively procured housing like a co-operative self-build group or further self-build and or live work plots. Alternatively an additional allocation of allotments/community gardens would equally assist with the transition between residential and business activity.

3.9 CA 6 – ‘Burtree Lane’:

- The present Burtree Lane forming the northern edge of the proposed garden village retains much of its original character as literally a rural lane linking from east to west the Beaumont Hill Durham Road (A167) and onto the West Auckland Road (A68) providing access to the respect hamlets and farms on either side.
- As the town of Darlington expanded northwards in recent times it has increasingly been used as effectively a default vehicular by-pass but with none of the highway standards usually associated with such a function. Nevertheless, it presently has a national speed limit of 60m.p.h. whereas the A68 is restricted to 50 mph at its western junction with Burtree Lane.
- In the context of establishing the new garden village Burtree Lane will now effectively be literally the northern edge of Darlington separating this new urban place to the south - albeit conceived as a garden village - from the retained rural landscape to the north.
- In this context it is important that the Burtree Lane character area is not viewed solely as functioning as an upgraded main road highway albeit with a reduced speed limit.
- Instead it needs to perform as a visual transition from the garden village to its wider northern rural hinterland. Just as Burtree Lane as it enters Harrowgate Hill neighbourhood further to the east is restricted to 30 m.p.h. then for the entire length of the new garden village northern edge abutting the present lane this should also have a similar local maximum speed limit.
- This will ensure that much of the existing grass verge and hedged lane can be retained with a similar width carriageway as at present to maintain this pleasant rural character and provide a positive transition to the neighbouring new character areas of the garden village along the entirety of the lane.
- This requirement to maintain a positive rural character for the lane will have implications for the key north-south crossing points of the lane including the present PROW running by the Dene Beck; the existing accesses to the retained farms and related properties to the north; together with the prospective new cycle route envisaged to link northwards towards Newton Aycliffe – a potential key employment destination for some of the new residents.
- In addition, the new junctions into the garden village accessing into the adjacent Burtree Dene Beck; Whessoe Grange North; & Whessoe Grange East character areas respectively need to be conceived as genuinely public spaces for use by pedestrians, cyclists as well as local vehicular traffic.
- As Burtree Lane has no footpath on either side at present it is also a priority to establish new east - west pedestrian and cycle routes in relative proximity to the lane.

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3.10 CA 7 - 'High Faverdale'

- The development of this character area will be informed by the existing features of the area both, natural and manmade.
- The existing landscape and topographical features of the site are to be retained, and the built form should respect this. For example, existing site levels will be adhered to and not flattened to fit standard building types. Hedging and existing boundaries are to be intertwined into the design. Likewise, the existing buildings on the site – notably High Faverdale Farm group - will provide focal points and be integral to the masterplan celebrating the old alongside the new. It is important that one can distinguish what is old and what is new and gives an honesty to the scheme.
- This southern gateway is to provide orientation and a sense of arrival. Visual cues such as landmarks, short and long views are to be used. The creation of an entrance 'village green' space and the buildings that front this must provide the uses that allow activity to this 'centre.' Cafés, shops and other public facing buildings will enliven this area and help in the sustainability of the overall scheme. Buildings should provide enclosure around the green to enhance the place making of the space.
- Throughout this character area the pedestrian and cyclist will be given priority. Parking is to be kept to a minimum to encourage sustainable travel. Parking in residential areas will be carefully considered so cars are not dominant in the street scape.
- An experiential 'story board' through the character area is encouraged and this should be from a pedestrian or cyclist perspective. This would include the approaches to this area from the adjacent character areas of Faverdale North Extension; Whessoe Grange North; and Whessoe Grange Park. This is a key area to the overall masterplan when approached from the south and its connection with its adjacent character areas are crucial to the success of the overall scheme and future phases.
- Communities are developed over time and it is important that the character of this area is not forced, and elements are allowed to flourish over time. The 'foundations' should be set out by the detailed design code and there should be an amount of flexibility within the masterplan to futureproof the scheme and allow it to grow organically. This flexibility would however need to have set parameters agreed in the design code in order to maintain the rigour of the scheme.
- The pioneering ethos of the original Garden Villages should be continued and brought into the 21st century. It is important that this starts with the first developments to come online and that these set the benchmark. Innovation should be encouraged and some development pockets within this area will be set aside for innovative and exemplar housing that pushes the boundaries in energy efficient, low/zero carbon usage and Modern Methods of Construction.
- The gateway can effectively be considered a village centre and therefore density of the street must take its cues from this. There are also needs to be a diversity in scale and form to add character and aid with place making.



Modern Methods of Construction

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4.0 Detailed Design Quality Coding Checklist

Sustainable Design Principles [NDG R1-3 : NMDC R1,2]

- Sustainable design can be made unnecessarily complex – a simple approach to sustainable architecture will best help take the steps needed to preserve the planet now and for the future.
- Sustainable residential design should aim to future-proof homes and protect the planet while facilitating a good quality of life.
- Safety, simplicity, reliability, affordability and running costs all need to be considered when designing high-quality residential schemes.
- The integrated sustainability measures should be intuitive, logical and easy to run to maximise efficiency and benefits. Passive design and attention to context and materials are areas where substantial gains can be made in sustainability and energy efficiency without introducing unnecessary complexity. Finding the right balance of outdoor space, private space and shared space is also vital to the success of a residential project,
- Buildings and places need to adapt to the changing needs of users over time.
- There are different cycles of change – the use of a building is often the easiest thing to change. That can happen more easily and more often. A good example is the slightly larger nineteenth century houses often found just on the edge of town and city centres. Usually originally built as family houses for the better off – they are capable of providing offices for professionals such as accountants and solicitors, sometimes they are converted into bed-sits or flats and can often end up becoming gentrified and returning to their original use. These buildings allow the village centre to expand and contract without the need for large scale redevelopment.
- The 1970s mantra of “Loose Fit – Long Life – Low Energy” still has merit as a design principle. Robust flexible building fabric and structures, which can easily be reconfigured and absorb the least possible energy in the manufacture, construction and in-use phases throughout the building’s life.

Innovative take on the traditional terrace



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Designing Good Buildings [NDG B1.2 H1,2 : NMDC B1 H1,2]

Design Approaches

Successful residential design can be aided by thoroughly understanding the distinctiveness of the local area. Using these studies to inform the design and can help develop high quality contemporary design grounded in the vernacular - giving both a sense of renewal and belonging.

Poorly executed pastiche version of the traditional are to be avoided as are a pick and mix of different architectural styles or periods

Form of buildings [NDG B1,2 : NMDC B1,2]

Well-crafted simple forms. Drawing from the vernacular of the area with contemporary interpretation. Form factor to be considered. The form, scale and layout are to contribute to the sense of place and help create a community feel. Ornamental add-ons should be avoided, and any 'addition' should be integral to the overall design, contributing to the character and distinctness of the place.



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Building orientation – first principles [NDG R2 : NMDC R2]

The orientation and position of the dwelling within their site is crucial for place making but also for the first principles of sustainable design making the maximum of the South facing orientation for passive solar heating.

Internal layout. Space Standards [NDG H1,2 : NMDC H1,2]

The principles of the Garden City aimed to provide spacious and well-planned houses. This must be no different in its aims. To provide comfort, enhance standard of living and wellbeing all dwellings in the Garden village will be expected to have and exceed a minimum space standard. As a base level these will be in line current national space standards, and should those standards change, be updated to reflect the new national requirements. Internal volume is also important as well as floor area and the floor to ceiling height.

At least 45% of homes are to meet building regulation M4(2), ‘accessible and adaptable dwellings’, and at least 9% of new housing will meet building regulation M4(3), ‘wheelchair user dwellings’. As a minimum, the new Garden village is to meet this benchmark.

The ability to work from home needs to be integral to the layout of all houses to enable flexibility and futureproofing for the occupants and promote a sustainable work/life balance.

Immediate External Space [NDG H1,2 : NMDC H1,2]

Consideration to be made for bin stores, bike stores, renewables such as Photo Voltaics (PVs), Air-source heat pumps (ASHP).

So often forgotten or considered too late in the design process are storage, waste, servicing and utilities. These areas are to be integral into the initial design and carefully considered for functionality but also to contribute to the house design and the wider street scene and not detract from it. Clutter is to be avoided on the façade and in the immediate external area of the house. Renewables such as ASHP and PV which have a valuable contribution to the sustainability and energy efficiency of the homes are not to appear to be an add on.



MMC

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Materials and detailing [NDG B1,2 : NMDC B1,2]

Materials are to be carefully considered to work with the building form and the local area. These can be traditional or modern materials but will be a simple high-quality palette of materials that is well crafted.

Simple detailing is to be utilised with high quality materials. The embodied carbon is to be taken into consideration for material choice as well as it's durability, appearance and maintenance strategy overtime. The junctions between materials are to be carefully considered and there will be a simple hierarchy. Simple forms will aid in this rather than a complex shape.

uPVC windows and doors are acknowledged to be environmentally damaging and their use discouraged. The Council does not wish to be prescriptive and would welcome a dialogue to discuss developers' proposals and justifications for materials choice. In principle, provided the proposals perform the same or better than the Council's standards then they should be acceptable. Timber cladding can be a great addition to a housing development however detailing, weathering and ventilation need to be carefully considered.

Daylight and windows [NDG H1 : NMDC H1,2]

To promote good daylighting and thereby improve quality of life and reduce the need for energy to light the home the following are to be a minimum. Average daylight factors for all rooms and areas should be met according to the BS 8206-2:2008 Lighting for Buildings – Part 2: Code of practice for daylighting. The daylight factor is a comparison of the natural light levels within a room and the natural light levels in an unshaded location outside and the working plane is a nominal surface positioned 0.85m above the floor.

Designing for Climate Resilience

All dwellings should strive to be substantially better than present building regulations. To only aim for current building regulations means that the dwellings are only just legally acceptable. This is not good enough for this aspirational development.

As a minimum the development will work towards meeting the RIBA Climate Challenge 2030 and the local Darlington Climate Emergency targets corresponding to the years 2025 and 2030 whilst also anticipating the prospective 2025 Future Homes and Buildings Standard.

To be truly exemplar as a Garden Village development it must strive to showcase the very best in design and also construction. Modern Methods of Construction (MMC) are to be used to aid in quality assurance and achieving consistent performance of the dwellings.

A percentage of the dwellings will additionally be showcasing Certified Passivhaus standards, the exemplar in low energy standards, with a larger percentage utilising the Low Energy PH standard which is easier to attain and a substantial step up from the present building regulations.

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Checklist:

- Do the local character studies inform the design to create a sympathetic yet contemporary scheme?
- Is the building form and orientation driven by context both historical and environmental?
- Are Minimum Space Standards met?
- Has external spaces and storage been integrated into the design?
- Is there adequate daylight to habitable rooms?
- Is RIBA Climate Challenge 2030 & the 2025 Future Homes and Buildings Standard met?
- Have innovative construction techniques been implemented. MMC etc.?
- Have a mix of housing such as Self build, Custom Build been incorporated into the scheme?

Cycle Parking: Standards and Design Requirements [NDG M3 : NMDC M3]

To deliver the vision for Burtree as a place that actively encourages cycling and walking suitable cycle parking infrastructure must be provided to allow residents to own and conveniently use cycles for everyday journeys.

Cycle parking must be designed as an essential component of the development and located in both key public spaces, outside destinations, such as schools and within private residences. ~~Visitor spaces must be provided separately.~~

At least storage for one cycle where it is as easy to access as the car.

Secure and overlooked cycle parking that is as close to (if not closer) than car parking spaces (or car drop off bays) to the entrances of schools, shops, rail station and other services and facilities.

Provide scooter and cycle parking at schools. Scooters can encourage younger children to get active on the way to school.

Vehicular Parking: Standards and design Requirements [NDG M3 : NMDC M3]

Remember encouraging active travel is not about preventing people from buying/owning cars and other vehicles. It's about usage. It is about creating the conditions to encourage short journeys to be made on foot or on bike within and beyond the boundary of the garden village.

The design must therefore anticipate realistic levels of car parking demand, guarding against displaced and anti-social parking .

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Parking within the new garden village will include private dedicated parking for residential homes, public parking spaces for visitors and shared parking for residents, employees, and visitors within village centres.

Poor

Good



The following parking restrictions apply to the street hierarchy:

- Main Village Streets: There will be no allocated parking, but in key locations a few clearly demarcated visitors parking spaces may be provided, where they do not negatively impact onto traffic flows. There will be no access to private parking areas, drives or garages.
- Secondary Village Streets: Direct access to private on plot parking areas, drives and garages are to be avoided. Where access drives are unavoidable, they must serve a number of properties and must not affect the continuity of tree planting and cycle way. Apart from this restriction, there may be some visitor non-dedicated parking, as well as on-street parking for residents; and
- Tertiary streets -In the residential areas car parking will be integrated into the street environment, convenient and provide a positive environment with generous landscaping to settle frontage parking in the street (e.g. providing green relief equivalent to one parking bay every 4-5 bays). Small and overlooked lit parking courtyards are only to be permitted where properties are in a courtyard and with ground floor habitable rooms. For garages to be considered as counting towards everyday parking provision they should meet a minimum dimension of at least 6m by 3.5m which also enables sufficient space for secure bicycle storage.

There will be Electric Vehicle Charging according to Policy IN4 which requires 100% socket provision for new dwellings (see utilities)

The National Design Guide provides further helpful advice on achieving well designed streets and spaces that are not dominated by the private car and which are accessible by all.

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Waste, Recycling & Utilities [NDG M3 : NMDC M3]

Well integrated refuse stores, recycling facilities, meter boxes, pipes, flues and vent must be considered early in the design process and integrated into the overall scheme.

High speed (gigabyte enabled) broadband connectivity must be a feature of the development to encourage a 'live/work' balance. All homes and industrial areas must have access according to subsequent national requirement standard.

Electric Vehicle Charging points according to Policy IN4 for 100% new dwellings to have socket provision and commercial charging for 50+ vehicle parking areas or any subsequent requirement imposed nationally.



Really?

Play and Youth Facilities - 'Active Play and Sports for All Ages' [NDG N1 P1-3 : NMDC N1 P1-3]

Consider how to use the natural landscape for play opportunities such as stepping-stones through shallow water, play in woodland areas (also link to the new Primary School)

Play areas and minor play interventions including creative and natural play solutions with high play value

Include micro play items with fun/ surprise elements such as discovery trails

Active/ sports solutions demonstrating clear focus on health and active lifestyles

Provide a relaxed area suitable for informal ball sports

Path and cycle network designed to be legible, safe and enticing to encourage active uses

Activities aimed at older residents including provision of sufficient seating to encourage less confident walkers

Teen provision including group seating in appropriate locations

Provide suitable spaces for boot camps, Tai Chi etc

Consider how to ensure non-threatening spaces for less confident users (for example skate parks are popular but some people can find them intimidating)

Hard Landscape

- Site Wide- Identify an appropriate hard landscape palette to achieve coherence and an appropriate design language for a garden village
- Consider appropriate feature materials for each character area, within an overall Greater Faverdale new garden village design matrix
- Avoid over-engineered or urbanised solutions at the northern boundary; with the new entrances designed to retain rural character
- Coordinate with arts provision to incorporate integrated and locally inspired art works
- Avoid overly engineered, urban or formal hard detailing not suitable for a Garden Village
- Provide accurate information on the following:

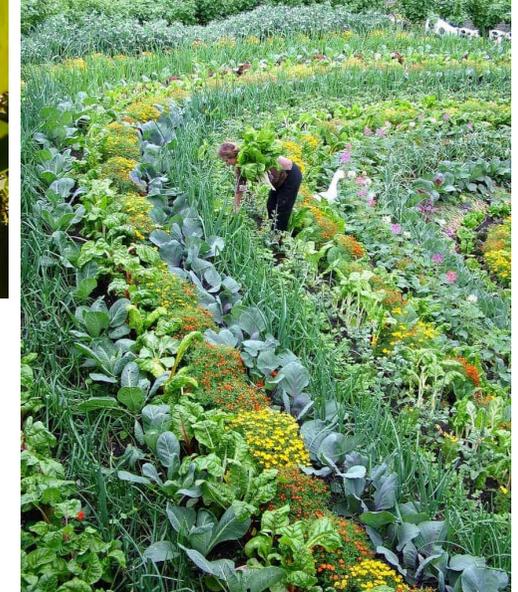
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- Feature hard landscape areas (such as at gateways and key points)
- Signage strategy linked to active lifestyle network
- Coordinated seating and landscape furniture palette
- Lighting to be as minimal as possible and coordinated with ecology
- Creative interpretation solutions
- Coordinated and appropriate surfacing to a hierarchy of paths and recreational routes,
- Bridges, rocks to swales and SuDS ponds water features.

Soft Landscape & Bio-diversity Strategy [NDG N1-3 : NMDC N1-3]

- From an early stage develop a communications strategy, in consultation with sales and marketing departments from housebuilders, for informing residents what to expect with the provision and management of new natural habitats and the protection of existing trees, hedgerows and natural habitats such as newt ponds
- Provide creative interpretation solutions to inform residents about the wildlife and ecology they are sharing the site with
- Mandatory Landscape Structure to be rooted in the ecological principles for the site and to achieve net bio-diversity gain as advised in the NDG.
- Map on masterplan important ecological links and connections for example hedgerows used by bats as navigation routes
- Demonstrate creative and attractive ways to integrate biodiversity solutions
- Evidence that the masterplan is based on accurate locations of trees, hedgerow and ecological features identified for retention (and their buffer zones)
- Proposed tree sizes and locations to be shown with forest scale species identified
- System of checking to be evidenced to demonstrate approved planting has been installed correctly and retained planting correctly protected
- Species lists, sizes and densities to be provided for all typologies
- Long term landscape management arrangements to be considered from outset and enshrined
- Provide the precise location and arrangement of all landscape typologies including:
 - Vegetated swale corridors
 - Edible landscapes
 - Native marginal and emergent plants to Ponds
 - ecological protection/ enhancement areas,
 - Trees: existing, removed and proposed
 - Woodlands old and new (including safety for public access and management considerations)
 - Planted areas
 - Grasslands including amenity/ species rich/ wildflower meadows /newt habitat/ mown grass paths

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Private Gardens and Edible landscapes [NDG H : NMDC H]

*'81% of English adults think that it's important that their future homes have quality private or shared gardens'.
Design Council: A Public Vision for the Home of 2030*

Historically, garden Villages provided access to open air and the chance to grow flowers, fruit and vegetables. The 2020 COVID-19 pandemic triggered a renewed interest in gardens and growing with increased value placed on private, semi-private and public spaces.

- Demonstrate awareness of health and wellbeing and access to healthy food within the new community and make provision for designated allotments space.
- Demonstrate how edible landscapes can be successfully delivered in gardens and community spaces at Greater Faverdale Garden Village
- Refer to guidance such as TCPA Guide 10 Edible Garden Cities
- Extract from TCPA Guide 10 Edible Garden Cities:
 - *Local food systems as part of a landscape-led approach*
 - *Local food systems are to form an integral part of a landscape-led masterplan or strategic framework. They can consist of a network of multi-functional, well-managed, high-quality open spaces linked to the wider countryside.*
 - *This figure is deliberately ambitious but includes architectural green infrastructure elements such as green roofs and green walls. Where it is not possible or desirable to provide a private garden with each home, homes must have easy access to shared or community gardens.*



Allotments

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Allotments [NDG H : NMDC H]

- Historically allotments date back as far as Anglo-Saxon times, but the plot system we recognise today started in the C19, when rapid industrialisation and poor public health forced measures to provide land for urban dwellers to grow fresh food. In 1908 the Small Holdings and Allotments Act came into force, and many subsequent Allotments Acts over time have continued to strengthen the legislation surrounding the provision and protection and rental arrangements of allotments.
- The concept of allotments sits well with the ethos of a Garden Village, with the recognition that locally grown produce triggers a range of benefits including health, well-being, education, relaxation and community.
- While theoretically Garden Villages provide garden space per home which would allow home based vegetable growing, not all residents wish to devote their garden space to produce. Allotments also provide excellent opportunities for development of community spirit which is critical to the successful growth of a new Garden Village. Participants are able to learn skills from each other, to hold annual competitions, and also to share and distribute surplus produce.
- Darlington has a good spread of allotments throughout the borough, both council and privately managed. There is a tradition of aiming to provide around 20 allotments per 1000 population and the typical size for a full plot is 250m², typically 25m x 10m however half plots are also popular. Non-standard arrangements can also work well where this is acceptable through local policy, for example community vegetable gardens using raised beds, placed next to community buildings or sometimes in schools.
- The location of allotments should be carefully considered to ensure good levels of natural surveillance, sunshine, water and ground conditions, and placing allotments at the heart of community activity
- Consider the appearance and design of the allotments, for example as attractive community gardens and associated orchards incorporating a central community hub space and well considered gateways and boundary treatments, also consider non- standard plot types or half plots, and whether to allow hens, bees etc through consultation with DBC and relevant stakeholders
- The developer's allotment strategy should be developed in consultation with Darlington Borough Council, to understand current demand, policy requirements and optimum models of sustainable management with an emphasis on local engagement and involvement

Principles for success:

- Consider funding through Section 106 agreements for the new communities green infrastructure provision.
- Consider how opportunities for green infrastructure funding can be used to fund local food-growing initiatives.
- Use business development funds for food-related businesses and co-operatives.
- Consider applying natural capital accounting processes to local food systems.

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Precedents:

- Northstowe (Cambridgeshire):
The phase 2 development strategy for the 10,000 homes new town of Northstowe, created by Homes England, is centred around a Healthy Living and Youth & Play Strategy. A key requirement is the provision of fruit trees in private gardens and a community orchard, in a nod to the original Garden Cities. Housebuilders must also provide adequate depth and quality of soil within private garden areas to enable residents to grow fruit and vegetables. Community growing opportunities, such as fruiting espaliers on boundary walls, foraging food trails, herb walls, commercial roof terraces and communal courtyard areas, are to be included throughout. Furthermore, additional potential measures include market-stall spaces within the town centre square and retail floor space for a locally produced food outlet.

Farmland, Hedgerows and Trees Overview

The local farmland including the site, is a mixture of arable and pastoral land. Fields are relatively small, lined with old hedgerows and hedgerow trees and irregular in shape, very typical of old English farmland. These features increase the value and sensitivity of the landscape.

There are few substantial woodlands in this landscape character area, instead shelterbelts and farm woodlands are more common with the largest being around Whessoe Grange Farm and the buffer woodland around the Argos site, as well as semi-natural riparian woodland along the Dene Beck.

Hedgerows Requirements

Countryside hedgerows are protected by law, meaning you cannot remove them if they meet certain criteria set out in the Hedgerow Regulations 1997. Examples of the criteria are: being more than 20m long, set in land used for agriculture, at least 30 years old, and part of a field system that existed before 1845.

It is most likely that some of the hedgerows on the site will meet these criteria, therefore developers must assess the hedgerows against the criteria in the regulations using a suitably qualified professional and develop a layout and levels design that minimise impacts upon hedgerows by slotting development cell plateaux into the field pattern.

Developers must evidence their hedgerow strategy, aimed at retaining and protecting and best examples of hedgerows within the mandatory landscape structure.

Veteran and Rare Trees Requirements

There are believed to be veteran trees on site, and also other mature trees including examples of rare species such as native black poplar.

Ancient and veteran trees can be individual trees or groups of trees within wood pastures, historic parkland, hedgerows, orchards, parks or other areas. They are often found outside ancient woodlands. They are irreplaceable habitats.

Decisions on any removals of veteran trees must be made in accordance with paragraph 180C of the NPPF. By law planning permission is to be refused if the development will result in the loss or deterioration of veteran trees unless there are wholly exceptional reasons or there is a suitable compensation strategy in place.

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Developers, in addition to standard tree survey and impact assessment, must evidence how they have assessed potential veteran and rare trees using recognised assessment criteria for veteran trees by a suitably qualified and experienced arborist, and evidence how they are retaining and protecting any veteran and rare trees within the mandatory landscape structure.

This will inform the development layout, which require that the design of village greens and landscape spaces will be done in such a way as to celebrate and visually capitalise upon trees of suitable stature and good health, placing them to form vista end stops and focal points if appropriate.

Topography, Geology and Soils

The topography is undulating, in a series of broadly east-west oriented shallow valleys and low rounded ridges. The underlying geology is Magnesian Limestone, but this is overlain by glacial till resulting in clay loam soils.

Soils Strategy Requirement

‘Soil is a combination of minerals, organic matter, air, water and living organisms. We need it to sustain life. But our soils are degrading at an alarming rate. We have taken soil for granted and now one-third of the world’s arable soils are degraded. The situation becomes even more urgent when we consider that it can take a thousand years for just one centimetre of topsoil to form’. Soil Association 2020

There is currently a very poor culture of managing soils in the construction industry, allowing delicate topsoils to be crushed and damaged almost beyond use. Tracking by vehicles, dumping of heavy objects and working the soils while wet are all common problems resulting in very poor outcomes in planting schemes, with high quality plants unable to survive in wet compacted clays. Soils in the Whessoe and Dene Beck area are typically loamy or clayey, seasonally wet, and slightly acid but base-rich, consequently they are highly vulnerable to damage caused by poor handling and storage.

Greater Faverdale new garden village is set in an existing landscape of old farmland with intact topsoils that have developed over hundreds of years. This is a precious resource that must be carefully preserved and re-used on site.

Developers will be required to evidence their Soils Handling and Levels Strategy to inform the design of the site layout to minimise impacts upon levels, and to manage their sites through to completion to ensure that that they will strip, handle, store and spread the site-won topsoils correctly.

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Hydrology and Blue-Green Infrastructure Requirements [NDG N1,2 : NMDC N1,2]

The main watercourse in this landscape character area is the Dene Beck, which is a key landscape character feature of the Greater Faverdale site, meandering north-south through the western part of the character area named after this feature - Burtree Dene Beck - and with a PROW footpath running alongside for much of its length.

Typically, drainage ditches within the local farmland can be found linking to the Dene Beck however some areas remain poorly drained with areas of marsh and carr remain in low-lying areas, probably due to the clayey soils. Ponds and wet areas that have established on site are a valuable element in the site ecology and must be retained and protected within the mandatory site wide landscape structure and reflected in the site-wide drainage and storage proposals.

Developers will be required to evidence a fully integrated design approach to the blue-green strategy for the site including permanent water and swales, and to capitalize in the design proposals how the Dene Beck can offer a visual and recreational resource, linked to the PROW network.

Avoid cavernous bowl-like engineered SuDS ponds with steep sides

Allow suitable planting within the SuDS ponds

Use micro pools and low-flow channels as design opportunities for example with rocks, gravels and planting

Avoid concrete 'off the peg' outfalls with steel rails. Instead provide bespoke outfalls using gabions, rocks, etc.



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Integrating Public Art [NDG P1-3 : NMDC P1-3]

Arguably there are 2 ways to successfully deal with public art within a development such as Greater Faverdale Garden Village:

- The stand-alone “signature” piece, and
- The integrated art option which entwines the work(s) of art into the fabric of the development.

The “signature” artwork can, in itself, define a development and/or raise its profile (e.g. The Angel of the North). Tall artworks can be a draw in their own right, and also double as orientation and wayfinding elements of urban fabric for the development. (e.g. exemplified by the works of Cesar Manrique throughout the Lanzarote highway network – most major junctions have a distinctive, tall artwork.)

The integrated artwork option allows for the art to be discovered in an incidental manner to reinforce the local character of an area, and enriches the experience of residents and visitors, as well as encouraging exploration of an area on foot.

Consider:

- What might be the most appropriate mix of art commissions to suit this long-term development.
- Consider appointing an artist or arts manager for the duration of the project, to develop an arts and artist procurement plan.
- Strategic partners are to take the lead and consider the potential of “signature” art.
- Encourage the developers of land parcels to adopt and deliver the arts strategy.
- Consider “localising” the relevance of the public art e.g. reflecting or being prompted by or responding to the railway heritage of the site.



Lighting Strategy [NDG M1-3, P2 : NMDC M1-3, P2]

The lighting strategy supports the project aspirations for a contemporary exemplar of sustainable living, while being responsive to the surrounding environment.

All lighting must be designed to minimise energy consumption and avoid light pollution using high quality efficient lighting systems.

The design of lighting on adoptable public highway must comply with the specifications of the Council’s adoptable standards.

Lighting must avoid adverse effects on existing and future ecological habitat areas.

Pedestrian and cycle routes must be lit to enable use at all times of the day.

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Surface Water Drainage & SUDS [NDG N2 : NMDC N2]

Must be future proofed – designed to be resilient, allows for changing demographics, future growth, and the impacts of climate change including flood risk

The design process will research and respond to how water flows and nature moves across the site and the wider surroundings.

The design must ensure that creative surface water management such as rills, brooks and ponds enrich the public realm and help improve a sense of wellbeing and offer an interaction with nature.

The surface water drainage strategy for the Site will be designed to meet the flood risk requirements of the Environment Agency and include proposals for a surface water drainage system based on the four key SuDS principles and will comply with best practice guidance as described in The SuDS Manual C753 CIRIA (Update 2015). The Sustainable drainage system (SuDS) will be designed to manage stormwater locally (as close its source as possible), to mimic natural drainage and encourage its infiltration, attenuation, and passive treatment.

The highway drainage arrangements will be a key theme which shapes the form of the SuDS. This is because highway run-off often forms a high percentage of the total run-off from developed areas and is also the surface water element that contains the highest level of pollutants. The proposals for the initial development including the main N-S street must relate to the SuDS strategy for the site as a whole.

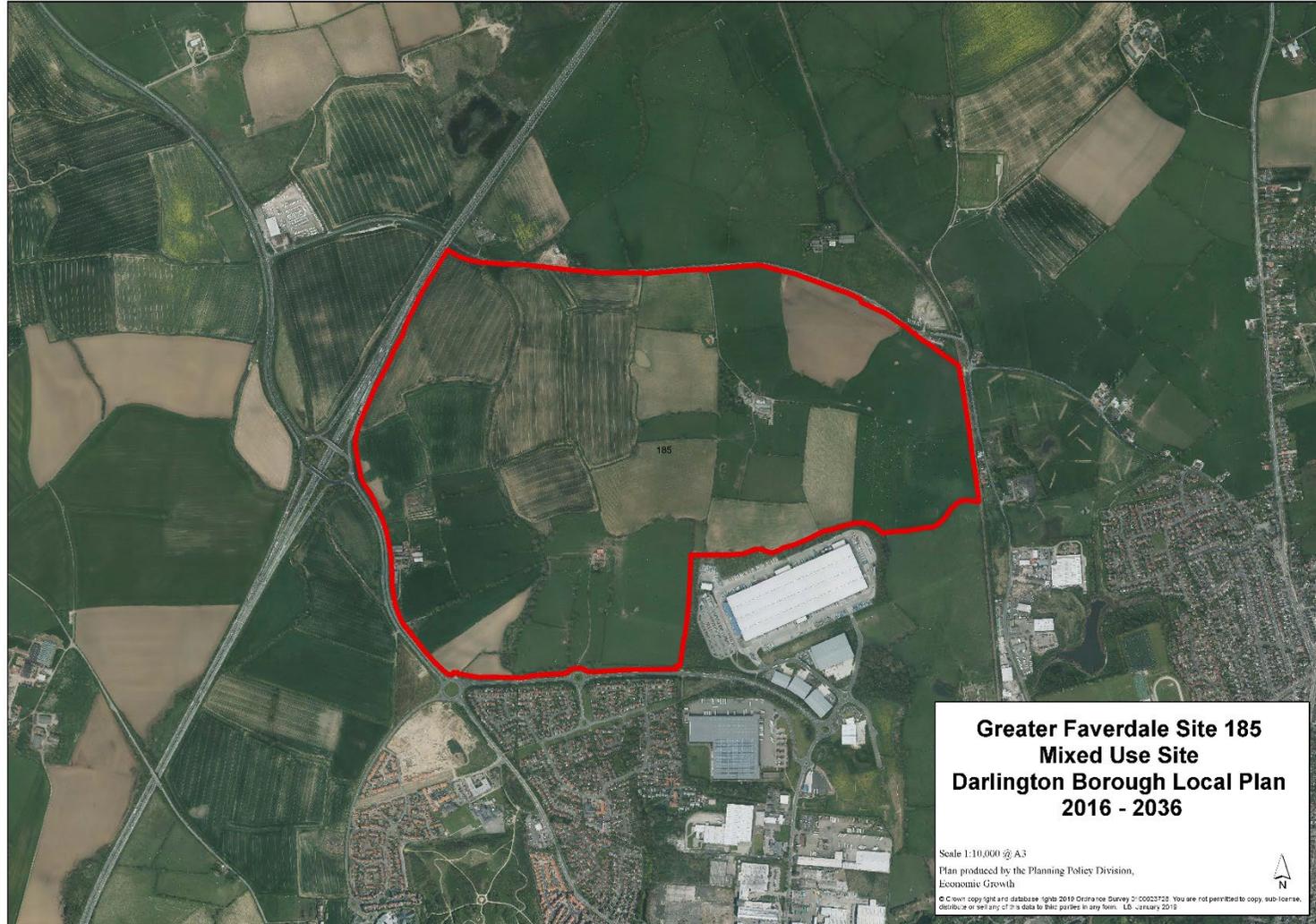
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Sustainable Urban Drainage

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5.0 Appendices



APPENDIX 2

5.1 Appendix 1: Definitions & Terminology

Alphabetical list of Terminology etc.

ASHP	Air-sourced heat pump. Works like a refrigerator; efficiently transfers heat from outside to inside a building.
Biodiversity	Maximising the variety of life (plants, animals, fungi and micro-organisms) and habitats that can be found within an area.
BHL	Building for Healthy Living (formerly Building for Life 12 – BfL12)
Context	The physical surroundings, natural or man-made, within which a building or space might be created.
DBC	Darlington Borough Council
DC	Design Code – this document.
Design Code	A document that sets rules for the design of a new development, generally more detailed than other policy documents.
Design Review	A “peer review” system to maximise the design quality and sustainability of proposed schemes. Best undertaken at RIBA Stage 2.
EA	Environment Agency
GV	Garden Village
HE	Homes England
DLUHC	Department for Levelling Up, Housing and Communities (Formerly Ministry of Housing Communities and Local Government - MHCLG)
PROW	Public Right of Way
MMC	Modern Methods of Construction (low energy, sustainable, generally part factory manufactured buildings)
PV	Photo-voltaic panels - convert solar energy into electricity, which can then be stored/used on site or exported to the grid.
RAG rating	Using Red Amber Green “traffic light” system to identify compliance with assessment criteria
RIBA	The Royal Institute of British Architects
RIBA Stage 2	The 2 nd Stage - Concept Design - of the RIBA Plan of Work which separates the design & development process into 7 stages.
SPD	Supplementary Planning Document - built upon and providing more detailed advice or guidance on policies in the adopted local plan
SuDS	Sustainable Urban Drainage
TCPA	Town and Country Planning Association
Thermal mass	The measure of a building material to maintain its heat capacity. Generally, high thermal mass stabilises internal temperatures.
Urban Design	The design of the spaces and places created by groups of buildings (What the public most readily think of as “planning”)

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5.2 Appendix 2: Local Contextual Character Influences

The villages of the Darlington, Stockton and the North Yorkshire area generally conform to a limited number of plan forms. These centre on a marketplace, sometimes almost circular, as if formerly a village green, or often more linear in form (e.g. Hutton Rudby), and not necessarily with parallel street sides.

Notable local exemplars include:-

Cockerton Village
Gainford Village Green, Co Durham
Great Ayton, North Yorkshire
Haughton Le Skerne
Heighington Village Green
Hurworth
Hutton Rudby, North Yorkshire
Staindrop, Co Durham
West Auckland, Co Durham

- The majority of the relevant village cores have been subsumed into expanding settlements but remain as the cores of these new settlements.
- Almost all have solid lines of terraced dwellings and other buildings throughout the length of the “green” or “marketplace”, defining the space, with detached dwellings appearing mainly at the extremities of the defined core, perhaps being the “doctors house” or similar in the past.
- Often a church is placed not centrally to the community but to one side (near the village entrance) or even behind the linear development of the village.
- They often have more than one manor house – sometimes on opposite sides of the main village green or space – or set behind the village with a landscape setting or parkland contributing to the wider setting.



Hutton Rudby

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5.3 Appendix 3: References

List of reference documents.

- National Design Guide (2019)
- National Model Design Code 2021
- BHL
- TCPA Publications
- RIBA 2030 Challenge Target
- Northstowe Phase 2 Design Code
- The Art of Building a Home
- Upton Design Code
- DESIGN COUNCIL A Public Vision for the Home of 2030
- Garden Communities Prospectus DLVHC
- Architecture & Design Scotland, Typologies Series
- Homes England Garden Communities Toolkit (September 2019)
- 10 Characteristics of Places where People want to Live, RIBA, 2018

AVAILABLE VIA HYPERLINK:

- [The National Design Guide \(2019\)](#)
- [National Model Design Code - GOV.UK \(www.gov.uk\)](#)
- [Urban Design Compendium, Third Edition - HCA with studio real \(2013\)](#)
- [Safer Places: The planning system and crime prevention ODPM, \(2004\)](#)
- [The National Planning Policy Framework and relevant planning practice guidance.](#)
- [Building for Life 12: The Sign of a Good Place to Live - Design Council CABE, \(2015\)](#)
- [By Design - Urban design in the planning system: towards better practice - Commission for Architecture and the Built Environment \(CABE\), \(2000\)](#)
- [The Cool Sea \(The summary report and toolkit of the Waterfront Communities Project Interreg3b\) ISBN 0 901273 40 6 \(2007\)](#)
- [Manual for Streets - Department for Transport, and Community and Local Government, \(2007\)](#)
- [Life Between Buildings: Using Public Space – Jan Gehl \(2006\)](#)

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5.4 Appendix 4: RIBA 2030 Challenge Target metrics for domestic & non-domestic buildings

RIBA 2030 Climate Challenge target metrics for domestic buildings

RIBA Sustainable Outcome Metrics	Current Benchmarks	2020 Targets	2025 Targets	2030 Targets	Notes
Operational Energy kWh/m ² /y 	146 kWh/m ² /y (Ofgem benchmark)	< 105 kWh/m ² /y	< 70 kWh/m ² /y	< 0 to 35 kWh/m ² /y	UKGBC Net Zero Framework 1. Fabric First 2. Efficient services, and low-carbon heat 3. Maximise onsite renewables 4. Minimum offsetting using UK schemes (CCC)
Embodied Carbon kgCO ₂ e/m ² 	1000 kgCO ₂ e/m ² (M4i benchmark)	< 600 kgCO ₂ e/m ²	< 450 kgCO ₂ e/m ²	< 300 kgCO ₂ e/m ²	RICS Whole Life Carbon (A-C) 1. Whole Life Carbon Analysis 2. Using circular economy Strategies 3. Minimum offsetting using UK schemes (CCC)
Potable Water Use Litres/person/day 	125 l/p/day (Building Regulations England and Wales)	< 110 l/p/day	< 95 l/p/day	< 75 l/p/day	CIBSE Guide G

RIBA 2030 Climate Challenge target metrics for non-domestic buildings

RIBA Sustainable Outcome Metrics	Current Benchmarks	2020 Targets	2025 Targets	2030 Targets	Notes
Operational Energy kWh/m ² /y 	225 kWh/m ² /y DEC D rated (CIBSE TM46 benchmark)	< 170 kWh/m ² /y DEC C rating	< 110 kWh/m ² /y DEC B rating	< 0 to 55 kWh/m ² /y DEC A rating	UKGBC Net Zero Framework 1. Fabric First 2. Efficient services, and low-carbon heat 3. Maximise onsite renewables 4. Minimum offsetting using UK schemes (CCC)
Embodied Carbon kgCO ₂ e/m ² 	1100 kgCO ₂ e/m ² (M4i benchmark)	< 800 kgCO ₂ e/m ²	< 650 kgCO ₂ e/m ²	< 500 kgCO ₂ e/m ²	RICS Whole Life Carbon (A-C) 1. Whole Life Carbon Analysis 2. Using circular economy Strategies 3. Minimum offsetting using UK schemes (CCC)
Potable Water Use Litres/person/day 	>16 l/p/day (CIRA W11 benchmark)	< 16 l/p/day	< 13 l/p/day	< 10 l/p/day	CIBSE Guide G

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5.5 Appendix 5: Building for a Healthy Life (formerly BfL12)

The relationship between Building for a Healthy Life, the National Planning Policy Framework and the National Design Guide.

Integrated Neighbourhoods	National Planning Policy Framework	National Design Guide
Natural connections	91a; 102c and e; 104d; 127b; 127f	B3; M1; M2; N1; R3
Walking, cycling and public transport	20c; 91a; 91c; 127e	B1; B3; M1; R3
Facilities and services	102; 103	B1; B3; N1; P3; U1; U3
Homes for everyone	60-62	B1; B2; U2; U3
Distinctive Places		
Making the most of what's there	122d; 127c; 127d; 153b; 184	C1; C2; I1; B2; R3
A memorable character	122d; 127c; 127d	C2; I1; I2; I3; B3
Well defined streets and spaces	91a	B2; M2; N2; N3; P1; P2; H2; L3
Easy to find your way around	91b; 127b	I1; M1; M2; U1
Streets for All		
Healthy streets	91b; 102c and e; 110a-d	M1; M2; N3; P1; P2; P3; H1; H2
Cycle and car parking	101e; 127f; 105d	B2; M1; M3
Green and blue infrastructure	20d; 91b; 91c; 127f; 155; 170d; 174	C1; B3; M1; N1; N2, N3; P1; P3; H1; R3; L1
Back of pavement, front of home	127a-b; d; f	M3; H3; L3
Generally	7; 8; 124; 125; 126; 127; 130	15; 16; 17; 20-29; 31-32
Using the tool as a discussion tool	39; 40-42; 125; 128; 129	

APPENDIX 2

Contributors

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Chris Gill	Vice-Chair
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About us:

designe is the design review and project enabling service for the north-east of England, and offers independent, impartial, objective advice to clients on issues relating to the built environment. It is a profit-for-purpose company which attempts to raise the bar on design quality and sustainability of proposed developments. In terms of sustainability we mean financial, physical, social and economic sustainability – a balanced, broad spectrum approach which acknowledges the realities of developing in the north-east of England arising from its underlying economy. designe deploys a range of tools to deliver services to clients, including Design Reviews, Project Enabling, Training, and acting as “critical friend” in supporting clients think-through and review strategic and tactical matters relating to their built environment and project viability issues. Gateway Reviews are also offered for projects, to confirm readiness to commit to the next stage of investment. We maintain a Panel of 30+ Built Environment Experts – from seasoned professionals to up-and-coming professionals at the leading edge of their disciplines - and across the spectrum of built environment professions. Our services include expertise on project & programme management, project funding and assistance in partnership negotiations. Our aim is to assist our clients successfully launch schemes and initiatives which are the best that they possibly can be and are capable of long-term sustainability. You can find out more about our services at www.designeltd.com.



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**CABINET
5 JULY 2022**

AGREED SYLLABUS FOR RELIGIOUS EDUCATION

**Responsible Cabinet Member -
Councillor Jon Clarke, Children and Young People Portfolio**

**Responsible Director -
James Stroyan, Group Director of People**

SUMMARY REPORT

Purpose of the Report

1. To seek Cabinet approval for the Agreed Syllabus for Religious Education in Darlington.

Summary

2. The Standing Advisory Council for Religious Education (SACRE) reviews the Agreed Syllabus for Religious Education (RE) every five years.
3. The revision of the Agreed Syllabus provides a framework for Darlington schools to take RE forward in the next five years.
4. The Local Authority is required to produce a Locally Agreed Syllabus for use in its maintained schools and academies may also choose to adopt the syllabus if they so wish.
5. The Agreed Syllabus is attached at **Appendix A**.

Recommendation

6. It is recommended that Members approve the Agreed Syllabus for Religious Education.

Reasons

7. To enable schools to implement the new syllabus within the statutory framework.

**James Stroyan
Group Director of People**

Background Papers

No background papers were used in the preparation of this report.

Allison Hill : Extension 5997

S17 Crime and Disorder	The contents of this report have been considered in the context of the requirements placed on the Council by Section 17 of the Crime and Disorder Act 1998, namely, the duty on the Council to exercise its functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area. It is considered that the contents of this report have such an effect.
Health and Well Being	It is considered that the Agreed Syllabus, when delivered to children and young people as part of a coherent, personal and social education programme, will have a positive effect on their general wellbeing.
Carbon Impact and Climate Change	There is no specific carbon impact.
Diversity	The Agreed Syllabus covers many religions and faiths. All Members of SACRE have been involved in its development.
Wards Affected	All Wards.
Groups Affected	Children, Young People, Teachers, Parents/Carers.
Budget and Policy Framework	This decision does not represent a change to the budget and policy framework.
Key Decision	No.
Urgent Decision	No.
Council Plan	The Agreed Syllabus provides an overarching framework which links all themes from the Council Plan. Inclusion is at the heart of the Agreed Syllabus.
Efficiency	There is no specific impact on efficiency.
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Purpose and Reason for this Report

8. For the purpose of preparing an Agreed Syllabus for religious education the local authority must convene an Agreed Syllabus Conference. An Agreed Syllabus Conference (ASC) is a separate legal entity from the Standing Advisory Council for Religious Education (SACRE).
9. The role of the Agreed Syllabus Conference is to produce and recommend an Agreed Syllabus for Religious Education which meets fully the present legislative requirements and is educationally sound.
10. Only an Agreed Syllabus Conference may recommend an Agreed Syllabus for Religious Education and its recommendations must be unanimously agreed by the representative committees constituting the Agreed Syllabus Conference.
11. The representatives committees are Group A: Other Religious Faiths; Group B: the Church of England; Group C: Teachers' Associations; and Group D: Representative of the Local Authority.
12. The Syllabus outlines the statutory requirements for the teaching of RE lessons in Key Stages 1, 2 and 3 and provides guidance on the planning of lessons.
13. Head Teachers must ensure the provision of Religious Education and ensure that sufficient time and resources are given to RE to meet statutory requirements for RE delivery.
14. For local authority maintained schools, the governing body and the local authority must also exercise their functions in securing provision.
15. Governing bodies of voluntary aided schools may find the new Agreed Syllabus of interest, although it is not mandatory for them to use it.

Outcome of Consultation

16. As part of the consultation process Primary and Secondary Schools in Darlington a survey was circulated to all schools in May 2021 which showed that 67.86 per cent of responses agreed that the current syllabus required review and that there was an appetite for the production of a new syllabus.
17. At the meeting of the AGS on 6 September 2021, Anne Davison, SEND Inclusion Advisor and Lead Officer for SACRE presented to Members four options for the production of a revised Syllabus including the cost to primary and secondary academies and the total cost to the Local Authority.
18. Members agreed to receive a presentation from RE Today Services to outline in more detail Syllabus A and B and this was delivered on 18 October 2021 to Members of the ASC.
19. On 14 February 2022 the Chair and Lead Officer also met with representatives from Harrowgate Hill Primary School and Whinfield Primary School to seek their views to be taken into account when the AGS make their final decision on the choice of Syllabus for

the authorities three maintained schools. Redhall Primary School were unable to attend this meeting however were contacted again thereafter with the information shared and following further contact with the schools a preference was expressed from Harrowgate Hill Primary School.

20. For the purpose of preparing an Agreed Syllabus for Religious Education, meetings of the Agreed Syllabus Conference were held on 26 April 2021, 6 September 2021 and 22 November 2021 and at the meeting held on 21 March 2022 it was unanimously agreed by the four groups represented at the Agreed Syllabus Conference to approve Syllabus Option B from RE Today Services and to commence the process to enable the Syllabus to be presented to Cabinet for approval at its meeting scheduled for 14 June 2022.

This agreed syllabus was written by RE Today on behalf of Darlington Council and published by Darlington SACRE.

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Foreword

We are pleased to commend this Agreed Syllabus for Religious Education to school leaders and teachers as a tool in the promotion of excellent RE throughout our schools.

This new Agreed Syllabus for RE is the outcome of a five-year statutory review process carried out by Darlington Agreed Syllabus Conference and will provide an excellent resource to support all our schools and pupils.

The revision of the Agreed Syllabus provides a framework for Darlington schools to take Religious Education forward in the next five years. We believe this Agreed Syllabus will not only help teachers by providing an effective basis for planning, teaching and learning as they deliver good quality Religious Education in our local authority maintained, voluntary controlled and community schools, but will also enhance the spiritual, moral, social and cultural development of all pupils.

This syllabus explores the major world faiths as well as non-religious and alternative worldviews, as such, it is a first step towards the National Plan for RE published in the final report of the Commission on Religious Education in 2018. Further discussion over the next five years will permit additions and modifications to ensure it is a best fit for the schools of Darlington Borough Council and will reflect the diversity of religions and world views represented among the people of Darlington.

May we take this opportunity to thank SACRE Members and the Agreed Syllabus Conference and all those involved in the process of revision, particularly all the teachers who made contributions to the review and consultation process and the nationally recognised experts who have informed the pattern and structure of the syllabus.



Councillor Jon Clarke,
Children and Young People Portfolio

Jenny Uzzell,
Chair

Introduction

The 2022 Darlington Agreed Syllabus has been created for Darlington SACRE and approved by Darlington County Council. It provides a syllabus for religious education (RE) for Darlington schools. Since 1944, all schools have been required to teach RE to all pupils on roll (except those withdrawn by their parents, see p. 9). RE remains part of the basic curriculum for all pupils.

This syllabus explains the value and purposes of RE for all pupils and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their potential in the subject. It builds on the good practice established in the previous Darlington syllabus. These elements will be familiar to teachers:

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Continuity:

Religions and worldviews: The 2022 syllabus maintains the required study of religious and non-religious worldviews in each key stage, as in the 2016 syllabus, with scope for including worldviews represented locally, both religious and non-religious. Teachers are still free to teach RE flexibly, through weekly timetabled lessons, RE days or RE weeks, for example, or a combination of different models.

RE and personal development: The 2022 syllabus retains its emphasis on RE contributing to the personal development of pupils. RE helps pupils to gain rich knowledge and understanding about religious and non-religious worldviews. It also helps pupils to develop their own understanding of the world and how to live, in the light of the knowledge studied, so they develop their understanding, skills and attitudes. It makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as offering important opportunities for exploring British values.

Open, enquiring RE: The 2022 syllabus continues to offer open, enquiring, exploratory RE, suitable for pupils who have a religious faith of their own as well as for those who have no religious background – the latter form a substantial proportion of pupils in many of our classrooms, often the majority (note the local census statistics on p. 146).

Planning process: The planning process that was integral to the 2016 syllabus has been retained. It encourages and empowers teachers to develop their own excellent RE lessons, taking them through the steps of using the syllabus to underpin their planning of a coherent curriculum and creative classroom practice. It supports careful sequencing of lessons for pupils to retain their knowledge and understanding.

New emphasis:

Coherent understanding: There is an increased emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year, as well as offering planned opportunities for retrieval and recall (see sample long-term plan p. 147).

Core concepts: Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school (see key question overview pp. 16–17 and concept outlines on pp. 137–145). The syllabus forms a 'spiral curriculum', so that pupils encounter and engage with the core concepts on a number of occasions, embedding their learning.

Planning process: The syllabus integrates a planning process. It encourages and empowers teachers to develop their own excellent RE lessons, taking them through the steps of using the syllabus to underpin their planning (long-, medium- and short-term) and creative classroom practice.

Teaching and learning approach: There is a clear teaching and learning approach at the heart of the 2022 syllabus, whereby all units enable pupils to 'make sense' of the religions and non-religious worldviews studied, 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their own learning and with their wider experience of the world (see p. 13–14).

Assessment: Flexible assessment opportunities are given, based on end-of-phase outcomes, linked to the teaching and learning approach. Each unit has specific outcomes that help pupils to achieve the end-of-phase outcomes (see pp. 18–19).

Understanding Christianity: The 2016 resource from RE Today is being used in thousands of schools across the UK. This syllabus incorporates the *Understanding Christianity* approach, as well as a number of units, so that schools who are using that resource can be confident that they are meeting the requirements of the agreed syllabus with regard to the teaching of Christianity.

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Teaching and learning requirements

The purpose of religious education

The Darlington Agreed Syllabus 2022 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus,¹ which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The purpose of RE is captured in the principal aim, which is intended to be a shorthand version for day-to-day use. It should be considered as a doorway into the wider purpose articulated above.

Principal aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Schools should make use of this principal aim throughout their planning to ensure that all teaching and learning contributes to enabling pupils to achieve this aim. Schools and RE departments will find that discussing how the principal aim relates to the purpose of RE, and talking about how classroom RE can contribute to the aim, will be helpful for teachers in clarifying what RE is for in their school and classroom.

¹ These purpose statements are taken from *A Curriculum Framework for Religious Education in England* (REC 2013).

The aims of RE

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Darlington, and how they help pupils to achieve the threefold aims above.

Notes:

These aims incorporate the former attainment targets of ‘learning about religion’ and ‘learning from religion’.

This agreed syllabus builds on the good practice from the 2004 *Non-statutory Framework for RE*, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council’s non-statutory framework from 2013.²

² A Curriculum Framework for Religious Education in England (REC 2013).

Legal requirements: what does the legislation in England say?

RE is for all pupils:

- Every pupil has an entitlement to religious education (RE).
- RE is a necessary part of a ‘broad and balanced curriculum’ and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).³
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE ‘as far as is practicable’.⁴
- The ‘basic’ school curriculum includes the national curriculum, RE and relationships and sex education.

RE is determined locally, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.⁵
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious education is also compulsory in academies and free schools, as set out in their funding agreements. Academies may use the local agreed syllabus, or a different locally

agreed syllabus (with permission of the SACRE concerned) or devise their own curriculum. This agreed syllabus has been written to support academies in Darlington to meet the requirements of their funding agreement.

RE is plural:

- The RE curriculum drawn up by a SACRE, or by an academy or free school ‘shall 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’.⁶
- According to case law, the agreed syllabus has a duty ‘to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner’ and ‘must accord equal respect to different religious convictions, and to non-religious belief’.⁷ Note that the term ‘religion’ encompasses both religious and non-religious beliefs.⁸

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

Right of withdrawal

This was first granted when RE was actually religious *instruction* and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum⁹ and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive

³ School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80.

⁴ The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006 Regulation 5A.

⁵ Education Act 1996 Schedule 31.

⁶ Education Act 1996 section 375.

⁷ www.judiciary.uk/wp-content/uploads/2015/11/r-fox-v-ssfe.pdf. ‘Equal respect’ does not entail equal time.

⁸ In accordance with Human Rights Act 1988.

⁹ School Standards and Framework Act 1998 S71 (3).

external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance. Schools should have a policy setting out their approach to provision and withdrawal. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Students aged 18 or over have the right to withdraw themselves from RE. More guidance on withdrawal can be found in *Religious education in English schools: non-statutory guidance 2010*, available online at www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010

RE, academies and free schools

Free schools are academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to academies includes free schools.

As set out in their funding agreements, all academies are required to provide RE for all pupils, from Reception to Sixth Form, except those whose parents exercise their right to withdrawal.

An academy must adopt a syllabus for RE. There is no requirement for an academy to adopt a locally agreed syllabus, as long as its own RE syllabus meets the requirements for a locally agreed syllabus, set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a 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'.

RE is not subject to nationally prescribed purposes of study, aims, attainment targets and assessment arrangements, but it is subject to inspection. Where schools are not using an agreed syllabus, standards will be judged in relation to the expectations set out in the RE Council's *Curriculum Framework for Religious Education in England* (2013).

The Darlington Agreed Syllabus 2022–2027 fulfils the legal requirements set out above, and builds upon the REC's curriculum framework (2013). It is written to support academies in meeting the requirements of their funding agreements. Academies are encouraged to adopt the syllabus, taking advantage of the resources and support that it offers.

Time for religious education

Schools have a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents (see p.9).

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

There is no single correct way of making appropriate provision for RE as long as the outcomes are met.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is **a minimum allocation of five per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

4–5s	36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5–7s	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)
11–14s	45 hours of tuition per year (e.g. an hour a week)
14–16s	5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days)
16–19s	Allocation of time for RE for all should be clearly identifiable

Important notes:

- **RE is legally required for all pupils.** Plural RE that conveys and accords equal respect to different religions and non-religious worldviews (e.g. humanism) is a core subject and an entitlement for all pupils throughout their schooling, from Reception year up to and including Key Stage 5. For schools offering GCSE short course RE in Y9 and Y10, there is still a requirement that there is identifiable RE in Y11. (Note that teachers should ensure that KS4 accords equal respect to religious and non-religious worldviews. Following a GCSE course does not automatically fulfil this requirement.)
- **RE is different from assembly/collective worship.** Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for RE.
- **Flexible delivery of RE.** An RE themed day, or week of study can complement (but not usually replace) the regular programme of timetabled lessons.
- **RE should be taught in clearly identifiable time.** There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of religious education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear. In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning.
- **Coherence and progression.** Any school in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to enable pupils to achieve the standards set out in this syllabus. While schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in this agreed syllabus to provide coherence and progression in RE learning.

What religions are to be taught?

This agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Pupils are to study in depth the religious traditions of the following:

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4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
5–7s Key Stage 1	Christians, Jews and Muslims.	
7–11s Key Stage 2	Christians, Muslims, Hindus and Jews.	
11–14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists.	
14–16s Key Stage 4	Two religions are required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96. ⁸	
16–19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.	

Important notes:

This is the **minimum requirement**. Many schools may wish to go beyond the minimum.

- **The range of religious groups in the UK.** Groups such as Quakers, the Bahá'í faith, Jehovah's Witnesses, The Church of Jesus Christ of Latter-day Saints, or the Jains are not excluded from study in this scheme for RE. Schools are always advised to make space for the worldviews of the local community, which is why the table above expresses minimum requirements.
- **Notice the language.** 'Christians' rather than 'Christianity', 'Hindus' rather than 'Hinduism'. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.
- **Non-religious worldviews.** Good practice in RE, as well as European and domestic legislation, has established the principle that RE should be inclusive of both religious and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect.
- This syllabus requires that, in addition to the religions required for study at each key stage, non-religious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs. This is enabled through the following units: F4, 1.9, 1.10, L2.11, L2.12, U2.10, U2.11, U2.12, 3.13, 3.14, 3.15, 3.16 and 3.17.
- **Depth rather than breadth.** Learning from four religions across a key stage is demanding: the syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth.
- **Flexible thematic units.** The thematic units offered in this syllabus allow for schools to draw in different traditions, where they fit the theme and question, and where there are representatives of those traditions in the school and local community.

The RE teaching and learning approach in Darlington

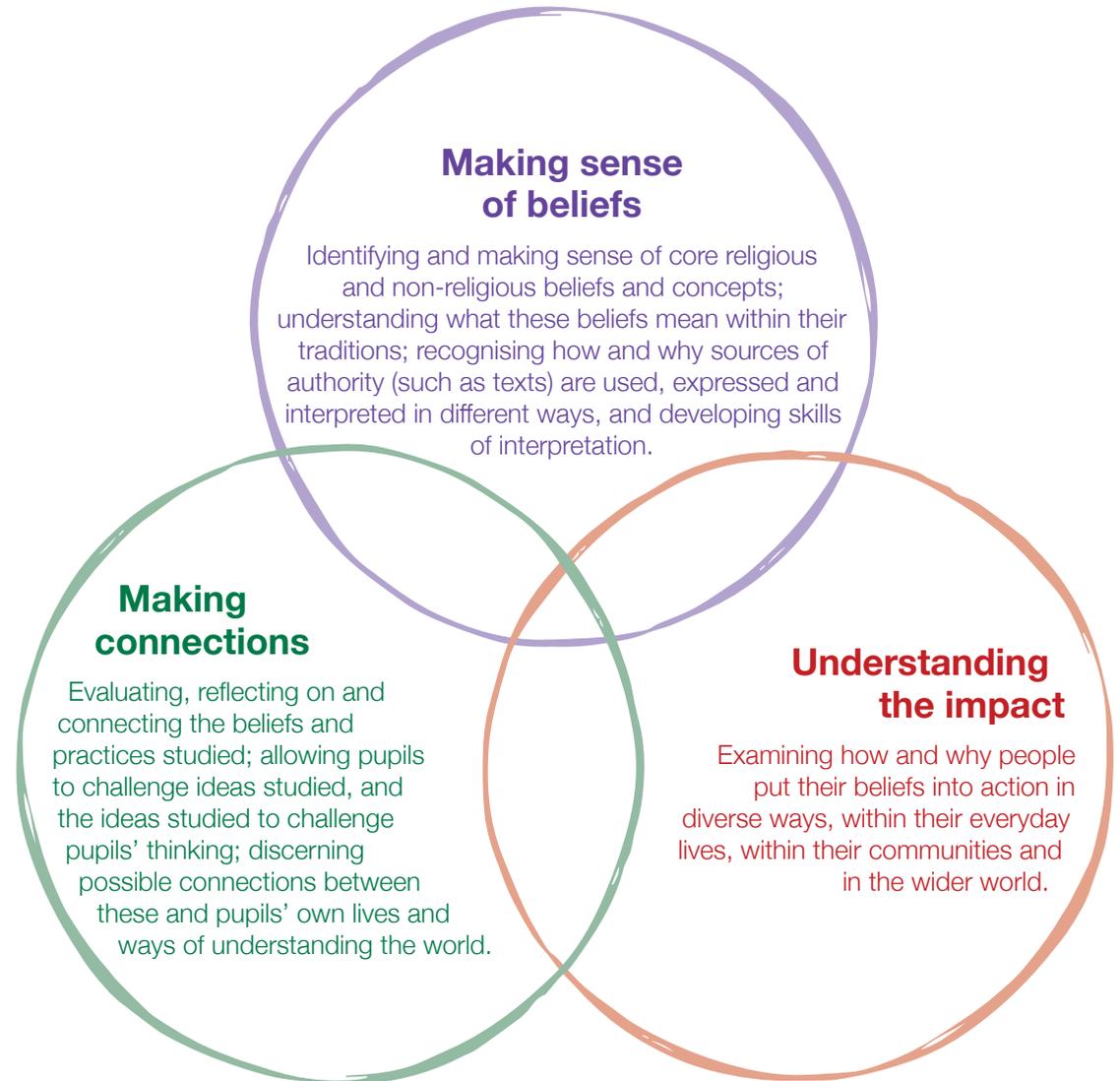
This syllabus is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils’ knowledge about religions and for developing their ‘religious literacy’.¹¹ It does this by studying one religion at a time (‘systematic’ units), and then including ‘thematic’ units, which build on learning by comparing the religions, beliefs and practices studied.

In order to support teachers in exploring the selected beliefs, this syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

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The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE outlined on p.8. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

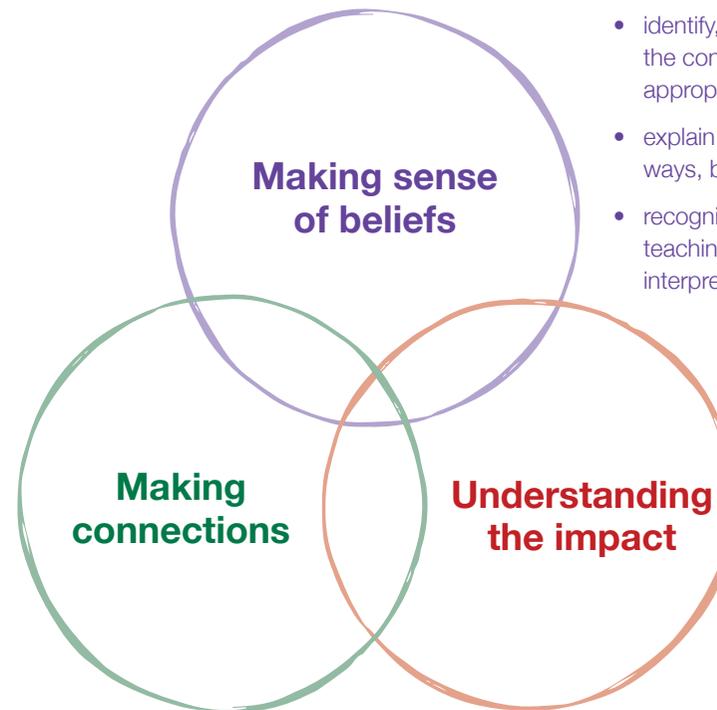


¹¹ e.g. OFSTED (2013) *Religious Education: Realising the Potential*; Clarke, C. and Woodhead, L. (2015) *A New Settlement: Religion and Belief in Schools*, London, Westminster Faith Debates; Dinham, A. and Shaw, M. (2015) *RE for REal: The future of teaching and learning about religion and belief*, London, Goldsmiths University of London/Culham St. Gabriel’s; Commission of Religion and Belief (2015) *Living with Difference: Community, Diversity and the Common Good*, The Woolf Institute.

Teaching and learning approach and the aims for RE in Darlington

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8. Units of study offer content and ideas for enabling pupils to achieve these aims.

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Note: The three elements of this teaching and learning approach also incorporate the elements of the teaching resource, *Understanding Christianity: Text Impact Connections* (RE Today 2016) which is being used in a significant number of local schools. Schools that are using *Understanding Christianity* will find that they are delivering the Christianity sections of this agreed syllabus.

How to use this agreed syllabus: 12 steps

1. Key to implementing this revised syllabus is to take time to **understand the purpose and principal aim**, p.6. Is this the understanding of what RE is in your school? Does RE in your school currently deliver this aim? If teachers are to teach RE effectively, it is vital that they understand what they are doing RE *for*. Reflect on how fulfilling the principal aim will contribute to SMSC and wider school priorities.
2. For each key stage, get to know the **Programme of Study** pages (EYFS p.23; KS1 p.37; KS2 p.55; KS3 p.89.). These give the statutory requirements of the syllabus. Note that the syllabus is structured around the three aims (see p.8) and the three elements: *Making sense of beliefs*, *Understanding the impact* and *Making connections* (see p.13). The three aims/elements form the basis of the end of key stage outcomes, and the progressive ‘learning outcomes’ in each unit of study. The overview of questions (pp.16–17) shows how questions are based on core concepts in a spiral curriculum.
3. Review the **legal requirements** (see p.9–10) and **curriculum time** for RE (see p.11). Are you fulfilling the legal requirements for RE for all pupils? Are you giving sufficient time to allow pupils to make good progress in understanding and skills?
4. Review the **religions and beliefs** studied at each key stage (see p.12 for overview). Are you following the syllabus requirements? Are you meeting the needs of your children and young people in terms of worldviews studied?
5. The syllabus is based around a **key question approach**, where the questions open up the content to be studied. The syllabus gives **key questions** to help you to deliver the statutory Programmes of Study. All of the questions are found on pp.16–17, with EYFS p.23; KS1 p.37; KS2 p.55; KS3 p.89. These are followed by detailed unit outlines for each question. These are designed to support you in delivering high-quality RE that enables coherence and progression. The unit outlines give structured support in terms of learning outcomes and suggested content, to enable good planning and progression.
6. **Audit the topics you already cover** in your existing long-term plan. There may well be overlap with your current RE, but you will still need to go through and adjust/rewrite schemes of work to ensure that RE **meets the principal aim, reflects the key question approach** and **secures progression in relation to the end of phase outcomes**. To this end, use the planning steps.
7. The **planning process** is at the heart of the syllabus (p.39, 53, 91). The five steps are designed to help teachers to make best use of the units and plan excellent RE. As a staff/department, go through the planning process, following the steps and one example of a unit key question. Note that there is flexibility in terms of choosing content, but that all steps need to be followed.
8. Take the opportunity of the new syllabus to audit your schemes of work to consider the **styles of teaching and learning** that pupils are encountering. Is RE engaging and encouraging enquiry? How is RE delivered? Does it link to other subjects? Is it taught in blocks or on a once-a-week model? What is best for learning in RE? (Guidance p.156 for more on this.) Do you deliberately build in opportunities for recall and retrieval of previous learning?
9. Work to create a coherent **long-term plan** to begin in September 2022. Make sure you can explain why you are doing units in the order you have chosen, so that pupils’ understanding is built up in a coherent way. The syllabus is flexible enough to allow RE to be taught in a variety of ways – RE days or weeks, linking with other subjects and discretely. Ensure RE is true to the principal aim and the Programmes of Study.
10. If you are a special school or have significant numbers of SEND pupils, read pp.119–121. There is freedom in the syllabus to adapt your RE to meet the needs of SEND pupils.
11. Share the positive adaptations and changes in RE with the governing body and other interested parties. This is an ideal chance to raise the profile of RE.
12. Use September 2022–July 2023 to implement the syllabus gradually. Adapt what works well and create a scheme of work that fits with your methods of curriculum delivery and delivers the principal aim of the syllabus. Use the year to train staff who teach RE, improve and review.

Religious education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews		Christians, Muslims, Buddhists, Sikhs
Christianity: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	3.1 What does it mean for Christians to believe in God as Trinity? [God] 3.2 Should Christians be greener than everyone else? [Creation] 3.3 Why are people good and bad? [Fall] 3.4 Does the world need prophets today? [People of God] 3.5 What do people do when life gets hard? [Wisdom] 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation] 3.7 What is so radical about Jesus? [Gospel]
Buddhism: Buddha Dhamma Sangha					3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
Hinduism: Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]
Islam: God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/akhlaq]

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land]
Sikhism: God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)					3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?	3.13 What difference does it make to be non-religious in Britain today?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?	3.14 Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?	3.15 How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			3.16 Why is there suffering? Are there any good solutions?
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God]	3.17 Should happiness be the purpose of life?
				What difference does the Resurrection make for Christians? [Salvation]	3.18 How can people express the spiritual through the arts?

End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

The outcomes for EYFS are the Early Learning Goals (see p. 24).

Programme of Study

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the Reception year at the age of 5. Religious education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE forms a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

Early Years Foundation Stage (EYFS)		Key Stage 1
Nursery	Reception	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities.	RE is a compulsory part of the basic curriculum for all Reception-age pupils, and should be taught according to this agreed syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this agreed syllabus for RE.
Early Learning Goals outline what pupils should achieve by the end of Reception year. The national curriculum is not taught.		The national curriculum is taught alongside religious education.
Some settings have children from both nursery and Reception in an EYFS Unit. Planning will need to take account of the needs and expectations of both age groups.		

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The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experience. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

What do children gain from of RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development. *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development. *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

RE in the nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

Some ideas for religious education in the nursery can include:

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

Themes which lend themselves to opportunities for RE work include the following:

Myself	People who help us	Special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories
People special to me	Special places	The natural world

Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.

RE in the Reception year

Non-statutory guidance for RE for all 4–5s in the Reception year

The approach outlined for nursery will also serve Reception class teachers, especially in the earlier months of the Reception year. In addition to this, the following pages are suggestions of questions, outcomes and content that will ensure good provision for RE in Reception.

The questions, outcomes and content below are non-statutory but should be read by all schools and settings to ensure that their provision is effective. For teaching to be high quality the questions, learning outcomes and content need to be taught together. It is not sufficient simply to use the questions suggested.

Religions and worldviews

In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

Six units are provided. Schools should teach **at least four** of these.

F1 Why is the word 'God' so important to Christians?

F2 Why is Christmas special for Christians?

F3 Why is Easter special for Christians?

F4 Being special: where do we belong?

F5 Which places are special and why?

F6 Which stories are special and why?

Staggered entry: Clearly, for most children, entry to school will be staggered. This means that there needs to be flexibility about when units are done; so, for example, a unit supports around six hours of RE and can be fitted in to suit the needs of the children, rather than timetabled rigidly into each half-term.

Note: Unit F4 (*Being special: where do we belong?*) is suggested as a good introductory section to use in the first term or two. For all schools, this is a time of integrating the children into the new school environment. The themes of belonging and community are likely to be important elements of provision at this time, and practitioners should take the opportunity to include RE where appropriate. (See Guidance p.147 for a sample long-term plan to see where these units might fit during a school year.)

EYFS units of study

Unit F1: Why is the word ‘God’ special to Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes:	Suggested content:
<p>What does the word ‘God’ mean? Which people believe in God? Which people believe God is the Creator of everything? What is amazing about the world? What do Christians say about God as Creator? What is the story that Christians and Jews use to think about the Creator? What do Christians and other people (including non-religious) think about the world and how we should treat it?</p>	<p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. <p>Colour key: Making sense Understanding impact Making connections</p>	<p>Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.</p> <p><i>‘Making connections’ is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children’s own experiences.</i></p> <p>One way into this unit might be to spend some time in the outside play area in various weathers, to experience the world as a way into talking about it.</p> <ul style="list-style-type: none"> • Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, albatross). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the sun and moon to the display. Draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world. • Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children’s version of the Bible. Get children to point out which parts of the world were made on which day in the story, including animals and humans. Give children a chance to put some of the display pictures in the order of the story as they talk. Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator: they believe God created life. Talk about how special the word ‘God’ is for Christians (and others) – because they believe he is the Creator. • Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. www.bbc.co.uk/programmes/p044h89p) in church and outside. Talk about why they do it, and what they are saying. • Connect with idea of harvest celebrations as a way Christians thank their Creator. Find out what happens at a harvest service or take part in one, if the timing of this unit is right. Sing some harvest songs (e.g. Out of the Ark Music’s ‘Combined Harvest’ songs, Fischy Music, iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it. • Make links between how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, whether or not they believe in God. Decide some things that children could do to treat the world and other people well. Try and do those things!

These outcomes and activities are abridged from *Understanding Christianity*, published by RE Today © 2016. Used by permission.

Unit F2: Why is Christmas special for Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable children to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
<p>What special stories about Jesus are in the Bible?</p> <p>Why do Christians perform Nativity plays at Christmas?</p> <p>Why do Christians celebrate Jesus' birthday?</p> <p>What special things do Christians do at Christmas to share God's love?</p> <p>What makes every single person unique and precious?</p> <p>How does the Christmas story tell Christians they are precious to God?</p>	<ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences. <p><i>Colour key:</i> Making sense Understanding impact Making connections</p>	<p>A way into this section could be to ask children to use special bits and pieces to make a lovely picture for a special person, talk about the person they have created it for and why they are special; then take it and give it to them.</p> <ul style="list-style-type: none"> • Show baby photos of known adults to the children. Can they match them to the adult photo? • Use a story sack to introduce a crib scene, beginning with the three figures, Mary, Joseph and baby Jesus, and including shepherds, wise men, donkey, angels, etc. Discuss the children's knowledge about the role of each key figure as it appears, as the crib scene grows. Place the figures in a line of value, starting with the figure that the children think is the most important to the least important. Read the story of Christmas from a children's Bible, matching the figures as you read. Redo the value line, including what Christians might say – most would say Jesus is the most important: that God came to Earth as Jesus (the term for this is incarnation). Act out the story. Set up a Bethlehem stable filled with costumes and/or props for the children to re-enact the story. • A parcel arrives in the classroom. Discover the contents with the children: birthday party props such as cake, candles, a banner, etc. Talk about children's own experiences of birthdays. Link to Jesus' birthday and Christmas celebrations with the next suggestion: • Bring out a Christmas box containing traditional Christmas artefacts, such as Nativity scene, cards, decorations, Father Christmas, special food, etc. Share some traditional carols with the children and discuss where and why Christians sing carols. • Talk about Christmas gifts and what the children would like. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Christians believe God demonstrated his love for all people by sending Jesus to Earth – they say that shows how precious people are to God. • Provide follow-up activities to respond to the story as part of your continuous provision, e.g. playdough, Nativity figures, Christmas cards and songs, etc.

These outcomes and activities are abridged from *Understanding Christianity (Unit F2: Why do Christians perform nativity plays at Christmas?)*, published by RE Today © 2016. Used by permission.

Unit F3: Why is Easter special for Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes:	Suggested content:
<p>What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?</p> <p>What do Christians believe happened to Jesus? Why do Christians think this is such an important story?</p> <p>What do Christians do at Easter?</p> <p>Why do we have Easter eggs?</p>	<p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. <p>Colour key:</p> <p>Making sense</p> <p>Understanding impact</p> <p>Making connections</p>	<p>Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.</p> <p><i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i></p> <p>A way into this unit could be to bring some crocus or daffodil bulbs and tree buds into the classroom early in the term and keep an eye on how they grow over the weeks.</p> <ul style="list-style-type: none"> Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons. Unpack a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for. Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church'), and find out about how Christians celebrate it today. Look at a palm cross – compare with the palm leaves from Palm Sunday. Compare with cross on hot cross buns. Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. Use a Story Bible or video clip (e.g. Channel 4's animated Bible stories) to tell the story. Use images and story cubes to get children to remember what happens in the story. (Note that with young children it is better not to focus too much on the death of Jesus, but to move on to Christian belief in resurrection.) Create an Easter garden in the classroom (there are plenty of examples online) asking children what needs to be included – don't forget the cross. Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – symbols of new life. Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Why not do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations? Take photos of children's faces showing how Jesus' followers might feel at different stages of the story, and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross. Talk to someone who celebrates Easter to find out what parts of the celebration are most special to them.

These outcomes and activities are abridged from *Understanding Christianity (Unit F3: Why do Christians put a cross in an Easter garden?)*, published by RE Today © 2016. Used by permission.

Unit F4: Being special: where do we belong?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes:	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.
<p>How do we show respect for one another?</p> <p>How do we show love/how do I know I am loved?</p> <p>Who do you care about? How do we show care/how do I know I am cared for?</p> <p>How do you know what people are feeling?</p> <p>How do we show people they are welcome?</p> <p>What things can we do better together rather than on our own?</p> <p>Where do you belong? How do you know you belong?</p> <p>What makes us feel special about being welcomed into a group of people?</p>	<p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Colour key: Making sense Understanding impact Making connections</p>	<p>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</p> <p>One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.</p> <ul style="list-style-type: none"> • Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from mum/dad/carer/friend) and special events (birthdays). • Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16). • Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication. • Consider signs and symbols used in the welcoming of children into the faith community e.g. water (pure and clean), baptismal candle. Look at photos, handle artefacts (robes, cards, etc.); use role play. • Talk about how children are welcomed into another faith or belief community e.g. the Islamic <i>Aqiqah</i> ceremony, whispering of <i>adhan</i> and cutting of hair; compare how non-religious families welcome new babies; some atheists (people who believe there is no God) might hold a Humanist naming ceremony. • Consider ways of showing that people are special from other religions e.g. Hinduism: stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or <i>rakhi</i>) of gold and red threads around the right hand of her brother.

Unit F5: Which places are special and why?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes:	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.
<p>Where do you feel safe? Why?</p> <p>Where do you feel happy? Why?</p> <p>Where is special to me? Where is a special place for believers to go?</p> <p>What makes this place special?</p>	<p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world. <p>Colour key:</p> <p>Making sense</p> <p>Understanding impact</p> <p>Making connections</p>	<p>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</p> <p>One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small world play, to talk about what happens in a library, hospital, football ground etc., and why.</p> <ul style="list-style-type: none"> • Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them. • Use some pictures (e.g. a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there. • Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features (e.g. church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit. • Consider a place of worship for members of another faith e.g. synagogue or temple. Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting two or three photos under each. • Visit a local church or other place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians/believers and why. • Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it. • Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc.

Unit F6: Which stories are special and why?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes:	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.
<p>What is your favourite story? What do you like about it, and why?</p> <p>What stories do you know about Jesus? What do you think Jesus was (is) like?</p> <p>Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?</p> <p>What stories do you know that tell you how you should behave towards other people?</p> <p>What are the similarities and differences between different people's special stories?</p>	<p>Plan learning experiences that enable pupils to ...</p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. <p>Colour key:</p> <p>Making sense Understanding impact Making connections</p>	<p>'Making sense' and 'Understanding the impact' are woven through this unit: as you explore the stories with children, talk about what they teach people about how to live:</p> <p>One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.</p> <ul style="list-style-type: none"> • Explore stories pupils like, retelling stories to others and sharing features of the story they like. Explore stories suggested below through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc. • Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. Butterworth and Inkpen series; Scripture Union's <i>The Big Bible Storybook</i>. <p>Hear and explore some stories from major faith traditions: choose from the following:</p> <ul style="list-style-type: none"> • Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'): e.g. David the Shepherd Boy (1 Samuel 17) and the story of Ruth (book of Ruth in the Bible). • Jews read the story of <i>Chanukah</i> (found in the books of Maccabees, not included in the Christian Old Testament) • Christians use stories Jesus told and stories from the life of Jesus: e.g. Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc. • Muslims use stories about the Prophet Muhammad* e.g. Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first muezzin. • Hindus enjoy the story of Rama and Sita; the story of Ganesha; stories about Krishna; <p>Reinforce this learning through follow-up activities:</p> <ul style="list-style-type: none"> • Read and share the books in own time, on own or with friends. • Role-play some of the stories using costumes and props.

*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.

Programme of Study

What do pupils gain from RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to ...

A. make sense of a range of religious and non-religious beliefs	B. understand the impact and significance of religious and non-religious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
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End of key stage outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying have something to say to them
<ul style="list-style-type: none"> • give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> • give a good reason for the views they have and the connections they make
<ul style="list-style-type: none"> • give clear, simple accounts of what stories and other texts mean to believers 		

These general outcomes are related to specific content within the unit outlines on pp.43-52.

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims and Jews**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Unit key questions

1.1 What do Christians believe God is like?

1.2 Who do Christians say made the world?

1.3 Why does Christmas matter to Christians?

1.4 What is the ‘good news’ Christians believe Jesus brings?

1.5 Why does Easter matter to Christians?

1.6 Who is a Muslim and how do they live? [Double unit]

1.7 Who is Jewish and how do they live? [Double unit]

1.8 What makes some places sacred to believers?

Christians and Muslims

1.9 How should we care for others and for the world, and why does it matter?

Christians, Jews and non-religious worldviews

1.10 What does it mean to belong to a faith community?

Christians, Jews, Muslims and non-religious worldviews

Units 1.3 and 1.5 could be split across the two years as schools encounter and explore major celebrations each year.

Planning steps

Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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Step 1: Unit/key question

- Select a unit/key question from p.38.
- Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

Step 2: Use learning outcomes

- Use the learning outcomes from column 1 of the unit outlines on pp.43-52, as appropriate to the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

Step 3: Select specific content

- Look at the suggested content for your unit, from column 2 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.

Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you ...?' statements.
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to know, be able to understand and do as a result of their learning.
- These 'I can'/'You can'/'Can you ...?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Step 5: Develop teaching and learning activities

- Develop active learning opportunities, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Be clear about the knowledge you want them to gain, integrating it into their wider understanding in RE and life. Be clear about the skills you want pupils to develop.
- Make sure that the teaching and learning activities allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding.
- Consider ways of recording how pupils show their understanding e.g. photographs, learning journey wall or class book, group work, annotated planning, scrapbook, etc.



KS1 units of study

Unit 1.1 What do Christians believe God is like? [God]

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Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.
- Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a ‘parable’ – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.
- Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.
- The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures.
- Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.
- Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.
- Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question ‘What do Christians believe God is like?’ – how fully can pupils answer this, focusing on understanding of the parable’s meaning?
- What happens when forgiveness is not given? Get pupils to practise saying ‘I’m very sorry’ and ‘That’s ok – I forgive you’ to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don’t forgive? Why is it sometimes hard to forgive?
- Listen to ‘You Can Hold On’ by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive.
- Explain that Christians often talk about there being four main types of prayer: praise, saying ‘sorry’, saying ‘thank you’ and asking for something. The story of the Lost Son might lead Christians to think it is very important to say ‘praise’ and ‘saying “sorry”’ prayers.
- Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters’ prayers. Compare with some Christian prayers from today (e.g. The Lord’s Prayer, some examples online from Christian websites, e.g. www.prayerscapes.com/prayers/prayers.html).
- Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.

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Unit 1.2 Who do Christians say made the world? [Creation]

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Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Retell the story of creation from Genesis 1:1–2:3 simply
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world

Understand the impact:

- Give at least one example of what Christians do to say 'thank you' to God for Creation

Make connections:

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Introduce this unit by spending some time with pupils experiencing nature. Ask pupils how they describe what they see and how they feel.

- Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like?
- Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1: a story that tells Christians and Jews about God. Keep coming back to the idea that it tells believers about what the Creator is like as you tell the story in creative and exploratory ways (e.g. choose suitable music and dance moves for each day; use some poems, such as Steve Turner's *In the beginning*; do drawings and paintings for each day, then sequence and retell the story to each other, etc.). Answer the key question: Who do Christians say made the world?
- Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some 'thank you' prayers Christians might say about the world; or some praise prayers about the Creator.
- Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them. What difference does it make to how they live?
- Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some 'thank you' comments and to give them to the appropriate people.
- Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1. If there was a Creator and world-maker they could ask, what questions would they ask the Creator? Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.

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Unit 1.3 Why does Christmas matter to Christians? [Incarnation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise that stories of Jesus' life come from the Gospels
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

Understand the impact:

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

Make connections:

- Think, talk and ask questions about Christmas for people who are Christians and for people who are not
- Decide what they personally have to be thankful for, giving a reason for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Introduce this unit by looking for signs that Christmas is coming – signs of winter, decorations, adverts. Ask pupils why they think Christmas is important for Christians.

- Tell some familiar stories about a character who appears to be someone he/she is not (e.g. *Beauty and the Beast*). Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation.
- Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is 'God come to Earth' – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit?
- Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell the story.
- Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. Talk about who it might be good news for and why, and why Christmas is important for Christians.
- Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas, or get a local Christian leader to bring photos. Find out about the colours the vicar/priest might wear; what other signs will there be about Jesus' birthday and that this is important to Christians?
- Introduce the word 'advent', when Christians prepare for Jesus' arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene, etc.)
- Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?
- People give gifts and they also say 'thank you' at Christmas. Ask pupils to create the 'thank you' prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own 'thank you' statements and give them out.

[NB: This unit focuses on Luke's Gospel, so that if your school does Christmas in each year group, the other class(es) could use Matthew's account (chapters 1 and 2), including the wise men and gifts, Christmas carols linking to giving and Incarnation, ways in which people help and support others at Christmas.]

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Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave

Understand the impact:

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

Make connections:

- Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Ask pupils to come up with a list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatise and illustrate the following story about one of Jesus’ ‘world-changers’, Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew’s life was changed by his encounter with Jesus, ‘friend of the friendless’. (Compare with story of Zacchaeus, Luke 19:1–10; Matthew becomes one of Jesus’ 12 disciples.) These accounts are part of the ‘Gospel’ of Jesus, meaning ‘good news’. What was the ‘good news’ that Jesus brought?
- Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God is good news for Christians and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do?
- Peace: In John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g. worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying sorry and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that ‘good news’ for Christians?
- Explore some ways in which Christians try to bring Jesus’ ‘good news’ to others. For example, just like Jesus was ‘friend to the friendless’, Christians try to help people in need, e.g. local food bank; working with homeless people – look at Trinity Church, Cheltenham (trinitycheltenham.com) or St George’s Crypt, Leeds (www.stgeorgescrypt.org.uk).
- Find out how Christians say sorry to God, and receive forgiveness. Sometimes they say sorry in public (see some examples here: bit.ly/2ISR2Vo), sometimes in private (remember the ‘saying “sorry”’ prayers in Unit 1.1). Sometimes Christians say confession to a priest or vicar. Talk to a Christian to ask about why they say sorry, and what difference it makes to them, believing that God forgives them. Build on earlier learning about forgiveness as part of Jesus’ ‘good news’ for Christians.
- Ask pupils to investigate a church building and find out how it helps Christians remember the ways in which Jesus’ life and teaching offers them ‘good news’: where can Christians find friendship, peace and forgiveness in this place? E.g. how is prayer encouraged? (E.g. candles.); does it feel peaceful? Are there groups who promote friendship in this church? (Note that this leads well into Unit 1.8, which talks about what makes some places sacred to believers.)
- Explore the idea that offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness – these are all good things for people, not only Christians. Note that Christians believe they receive these things especially (but not exclusively) through Jesus.

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Unit 1.5 Why does Easter matter to Christians? [Salvation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

Understand the impact:

- Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter

Make connections:

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- If you are doing this unit in the Spring Term (although this is not compulsory timing), you might introduce it by looking around for examples of the new life that comes in the spring. The story for Christians leads to the idea of new life.
- Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago.)
- Set up an Easter labyrinth or outdoor trail for pupils, including 1) The entry into Jerusalem e.g. John 12:12–15; 2) Jesus’ betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; 3) Jesus dies on the cross e.g. Luke 23:26–56; 4) The empty tomb e.g. Luke 24:1–12; 5) Jesus’ appearance to Mary Magdalene and the disciples: John 20:11–23. At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g. simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting images in chronological order, retelling events to each other).
- Talk about the emotions of Jesus’ followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed).
- Connect the idea of eggs, new life and the belief in Jesus’ resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of ‘salvation’ – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy.
- Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.
- Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad.

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Unit 1.6 Who is Muslim and how do they live? [God/Tawhid/ibadah/iman] [double unit]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise the words of the *Shahadah* and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

Understand the impact:

- Give examples of how Muslims use the *Shahadah* to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as '**Tawhid**').
- **Iman** means belief, and it is expressed in the words of the *Shahadah* ('There is no God but God; Muhammad is the messenger of God'). Find out about the *Shahadah*, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the *adhan*, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life.
- Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: *One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would...* Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.
- Remind pupils that the *Shahadah* says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH). Examine the idea that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. Give examples of some stories of the Prophet Muhammad e.g. The Prophet cared for all Allah's creation (the story of the tiny ants); Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (the camel); he was considered very wise (Prophet Muhammad and the black stone); Muhammad believed in fairness and justice for all (Bilal the first muezzin was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; see www.natre.org.uk/primary/good-learning-in-re-films). Talk about how these stories might inspire people today.
- Revisit the *Shahadah* – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand, etc.).
- Introduce the idea of the Five Pillars as examples of '**ibadah**', or 'worship'. Reciting the *Shahadah* is one Pillar. Another is prayer, '*salah*'. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day? (Note that Units L2.9 and U2.8 will go into other Pillars in more depth, so only introduce the others at this point.)
- Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.

Unit 1.7 Who is Jewish and how do they live? [God/Torah/the People] [double unit]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.
- Find out what special objects Jewish people might have in their home (e.g. ‘Through the keyhole’ activity, looking at pictures of a *mezuzah*, candlesticks, *challah* bread, *challah* board, *challah* cover, wine goblet, other kosher food, Star of David on a chain, prayer books, *chanukiah*, *kippah*). Gather pupils’ questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils’ questions and help the class to answer them where possible.
- Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring *mezuzah*, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God’s *Chosen* or *Favoured* People.
- Look at a *mezuzah*, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.
- Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, *challah* bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils’ homes.
- Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).
- Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. **Sukkot**: read the story, linking the Favoured People’s time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a *sukkah* and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; **Chanukah**: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the *menorah* (seven-branched candlestick) and how the nine-branched *chanukiah* links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.
- Consider the importance and value of celebration and remembrance in pupils’ own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.

Unit 1.8 What makes some places sacred to believers?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

Make connections:

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contains calligraphy; many Jewish symbols are seen in synagogues and in the home.

- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?
- Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.
- Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways).
- Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords.
- Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners.
- Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God.
- Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. **church**: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit; **synagogue**: ark, *Ner Tamid*, Torah scroll, *tzitzit* (tassels), *tefillin*, *tallit* (prayer shawl) and *kippah* (skullcap), *chanukiah*, *bimah*; **mosque/masjid**: *wudu*, calligraphy, prayer mat, prayer beads, *minbar*, *mihrab*, *muezzin*.
- Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur'an in beautiful ways.
- Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.
- Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school.

Unit 1.9 How should we care for others and the world and why does it matter?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understand the impact:

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' prior learning from earlier in the year: what have they learnt about God and creation already, and how does this affect how people behave?

- Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people.
- Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).
- Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.
- Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. *zakah* (almsgiving) in Islam; *zedaka* (charity) in Judaism.
- Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.
- Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate the money to a local charity.
- Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. Make cartoons to show their ideas.
- Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons why this is important for everyone, not just religious believers. Make links with the Jewish idea of *tikkun olam* (repairing the world) and Tu B'shevat (new year for trees).

Unit: 1.10 What does it mean to belong to a faith community?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.
- Find out about some symbols of ‘belonging’ used in Christianity and at least one other religion, and what they mean (**Christians:** e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/*ichthus* badges, ‘What Would Jesus Do’ (‘WWJD’) bracelets, a rosary, a Bible; **Muslims:** e.g. an example of calligraphy, a picture of the Ka’aba, a *taqiyah* (prayer cap); **Jews:** e.g. a *mezuzah*, a *menorah*, a Kiddush cup, *challah* bread, a *kippah*), symbols of belonging in pupils’ own lives and experience.
- Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself.’
- Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean.
- Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – *brit bat* or *zeved habat*; Islam: *Aqiqah*; some atheists might have a Humanist naming ceremony.
- Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the *chuppah* in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.
- Compare the promises made in a Christian wedding with the Jewish *ketubah* (wedding contract).
- Compare some of these promises with those made in non-religious wedding ceremonies. Identify some similarities and differences between ceremonies.
- Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.
- Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.
- Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.

Programme of Study

What do pupils gain from RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to ...

<p>A. make sense of a range of religious and non-religious beliefs</p>	<p>B. understand the impact and significance of religious and non-religious beliefs</p>	<p>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>
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End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the unit outlines on pp.61-72.

End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 		<ul style="list-style-type: none"> consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the unit outlines on pp.75-86.

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Hindus and Jews**. Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units.

Unit key questions

Lower Key Stage 2	Upper Key Stage 2
L2.1 What do Christians learn from the Creation story?	U2.1 What does it mean if Christians believe God is holy and loving?
L2.2 What is it like for someone to follow God?	U2.2 Creation and science: conflicting or complementary?
L2.3 What is the 'Trinity' and why is it important for Christians?	U2.3 Why do Christians believe Jesus was the Messiah?
L2.4 What kind of world did Jesus want?	U2.4 How do Christians decide how to live? 'What would Jesus do?'
L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.5 What do Christians believe Jesus did to 'save' people?
L2.6 For Christians, what was the impact of Pentecost?	U2.6 For Christians, what kind of king is Jesus?
L2.7 What do Hindus believe God is like?	U2.7 Why do Hindus want to be good?
L2.8 What does it mean to be Hindu in Britain today?	U2.8 What does it mean to be a Muslim in Britain today?
L2.9 How do festivals and worship show what matters to Muslims?	U2.9 Why is the Torah so important to Jewish people?
L2.10 How do festivals and family life show what matters to Jewish people?	U2.10 What matters most to Humanists, Christians? <i>Christians and non-religious, with opportunities to include other faiths studied</i>
L2.11 How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i>	U2.11 Why do some people believe in God and some people not? <i>Christians, non-religious</i>
L2.12 How and why do people try to make the world a better place? <i>Christians, Muslims, non-religious</i>	U2.12 How does faith help people when life gets hard? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious</i>

Note: There are sufficient questions here for one per half-term, assuming 6–8 hours of teaching time per unit. Teachers should plan a balanced programme that enables pupils to build on prior learning and gain a coherent understanding of the religions and beliefs studied, achieving the unit outcomes. This will be demanding, especially in the early days of implementation. Teachers should remember that not all of the suggested content needs to be covered: they should select content sufficient to enable pupils to achieve the outcomes.

See p.147 for a sample long-term plan. Additional guidance will be provided for small schools with mixed-age classes.

Additional units: Church schools will find additional units for upper KS2 available in the *Understanding Christianity* resource pack:

- How can following God bring freedom and justice? [People of God]
- What difference does the Resurrection make for Christians? [Salvation]

Planning steps

Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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Step 1: Unit/key question

- Select a unit/key question from p.57.
- Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

Step 2: Use learning outcomes

- Use the learning outcomes from column 1 of the unit outlines on pp.61-72, as appropriate to the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

Step 3: Select specific content

- Look at the suggested content for your key question, from column 2 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.

Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you ...?' statements.
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to know, be able to understand and do as a result of their learning.
- These 'I can'/'You can'/'Can you ...?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Step 5: Develop teaching and learning activities

- Develop active learning opportunities, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Be clear about the knowledge you want them to gain, integrating it into their wider understanding in RE and life. Be clear about the skills you want pupils to develop.
- Make sure that the teaching and learning activities allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding.
- Consider ways of recording how pupils show their understanding e.g. photographs, learning journey wall or class book, group work, annotated planning, scrapbook, etc.



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Lower KS2 units of study

Unit L2.1 What do Christians learn from the creation story? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Place the concepts of God and Creation on a timeline of the Bible's 'big story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- As a way in, get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature. Take photos for a display and add to it through the unit.
- Read the Jewish/Christian creation story, Genesis 1:1–2:3 (using e.g. the International Children's Bible on www.biblegateway.com or Bob Hartman's *Lion Storyteller Bible*). Ask pupils to say, write or draw what the story suggests is wonderful about the world.
- Point out that Christians and Jews believe that God created the world. From the story, collect some ideas about what kind of God it is who creates the world. Count how many times the story says the world was 'good' or 'very good'. Talk about why humans are good in the story. Add to the ideas about what God is like, according to this narrative.
- Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans to look after the world too. Look at Genesis 1:28–30. Get pupils to make up some more detailed instructions from God to humans to keep the world 'very good'.
- Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'. E.g. Mucknall Abbey, Worcestershire; A Rocha and their 'Eco Church' and 'Living lightly' campaigns. Find out what they think about God and find some evidence that they do these things because they believe in God as Creator.
- Find and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music's 'Wonderful World' and 'Creator God'). Collect examples of things that Christians thank God for. Compare these with the 'wow' ideas in nature and from humans.
- In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story. Ask them to decide which are the most important two for Christians and why – allow a range of views. Gather any questions pupils have about the ideas studied. Talk about whether believing in God might make a difference to how people treat the Earth or not.
- Remind pupils that many people are not Christians and don't believe the world was created by God. Ask pupils to think of other reasons why nature/humans are important and why we should look after the world/each other. See if pupils decide upon one thing everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in a God).
- See how the story continues: read Genesis 2:15–17 and chapter 3 in a dramatic and engaging way. Hot-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. Introduce the term 'the Fall', which describes the way Adam and Eve 'fell' from their close relationship with God. Most Christians see this as a picture of how all people behave: everyone 'sins', they say; and that this is why people are separated from God and do bad things.
- Find out a bit more about how Christians say sorry to God (see Units 1.1 and 1.4) and how Christian say this is needed because people sin and are separated from God, and need to have that separation repaired (see units on Salvation).

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Unit L2.2 What is it like for someone to follow God? [People of God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Make clear links between the story of Noah and the idea of covenant

Understand the impact:

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

Make connections:

- Make links between the story of Noah and how we live in school and the wider world.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce pupils to the Bible – Old Testament and New Testament, books, chapters and verses. Teach them how to find their way around using book-chapter-verse. Explain that the stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.
- Read the story of Noah from Genesis 6:5–9:17 (use a child-friendly version such as the *Lion Storyteller Bible*; compare with a full online version such as International Children’s Bible on www.biblegateway.com). Act it out in dramatic fashion! Ask pupils to think about the story: puzzling questions, favourite/least favourite parts, turning points, surprises, how they felt about the characters and events. List the qualities Noah had that made God choose him, and what Noah does in obedience to God.
- Collect together the rules God gives Noah and his family after the flood (Genesis 9:1–7). Compare this with the commands in Genesis 1:28 and 2:15–17 (link with Unit L2.1). Note that both stories show God giving humans some responsibilities – part of being the ‘People of God’ is trying to live by God’s commands.
- Ask pupils to define a ‘pact’ and talk about if they have ever made one. Explain that when God gives rules in the Noah story, he makes a covenant – a pact (Genesis 9:8–17). God is not just giving humans rules to obey, but he also has a promise to keep. Collect the promises he makes in the story. Talk about how the rainbow is used as a sign of hope for the future for God’s people and all creation. Get pupils to answer the questions: what was God’s covenant with Noah and what was it like for them to follow God?
- Think about the agreements/pacts/covenants people make (e.g. keeping to the rules in sport, shops giving customers goods they have paid for, friends playing when they have promised to do so). Remind pupils that God in the Noah story was trying to do away with evil in the world and make it a better place. In groups, list what they think we could do without from today’s world in order to make it a better place. Ask pupils to split their list into two categories: ‘Things we could stop’ and ‘Things we can’t stop’. Discuss how pupils in the class think they could help to stop items on the first list, and pick two or three that everyone in the class will work hard to stop.
- Come up with a list of people who make promises, and the promises they make (e.g. Brownies, police officers, parents at christenings). Look at photos or watch a video of a Christian wedding. Building on learning from **Unit 1.10**, look at the promises people make to each other, and how this wedding is the beginning of a pact between the couple and – for Christians – with God too. Make connections with the promises in the story of Noah. Give pupils a list of promises, including ones that are not found in a wedding, and get them to work out which ones are real.
- Remind pupils how many Jews and Christians use the rainbow as a reminder of God’s promise, so they trust God to keep his promise; ask pupils to identify some symbols that show promises, commitment and hope at a wedding. Talk about what people can do to keep to their promises – starting with weddings but looking at all kinds of pacts/covenants we make. Talk about what is good about being able to trust each other when we make promises. Recall the unit question: what is it like to follow God? Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.

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Unit L2.3 What is the ‘Trinity’ and why is it important for Christians? [God/Incarnation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains
- Offer suggestions about what texts about baptism and Trinity mean
- Give examples of what these texts mean to some Christians today

Understand the impact:

- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live

Make connections:

- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- A way in to this unit would be to explore how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching. Make a link with why water is used in Christian baptism – because of its many symbolic meanings.
- Introduce the idea of a ‘Gospel’ – a life-story or biography of the life and teaching of Jesus. Tell pupils the story from one of the four Gospels, Matthew 3:13–17. Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus’ public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message.
- Look carefully at two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell – see www.artbible.info and search ‘baptism’). Discuss similarities and differences between how the different painters show God. Christians believe God is three in one: Father, Son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour, and God the Holy Spirit as the presence and power of God at work in all life today. Ask pupils to list ways in which these pictures show this belief. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit.
- Ask pupils to draft a suggestion for a baptism prayer for a baby in a Christian family today: from their learning about Jesus’ baptism, what kinds of words do they think will be in the prayer? Investigate what happens and what prayers are said at Christian baptisms and compare the official prayers with their suggestions: what did they miss out? (Note that baptism has been introduced in Units F4, 1.8 and 1.10, so build on that learning.) Notice where Christian belief in the Trinity (God as three persons in one: Father, Son and Holy Spirit) is shown in the celebrations. Explore the differences between baptising babies and adults. List similarities and differences between the celebrations, and make connections with the story of Jesus’ baptism. Remind pupils of the symbolism of water: list as many ideas as possible for what water symbolises in baptism.
- Return to the unit question: What is the ‘Trinity’ and why is it important for Christians? Ask pupils to express their response using symbols and art. Use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called ‘Holy Trinity’. (There may be one not too far from you – there are many hundreds in the UK.) Ask them to write a short piece to explain their artwork and the ‘big idea’.

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Unit L2.4 What kind of world did Jesus want? [Gospel]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian

Understand the impact:

- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways

Make connections:

- Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend.
- Read the account of Jesus calling his first disciples (Matthew 4:18–22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Role-play this, getting pupils to suggest what the disciples thought and why. What might a 'fisher of people' be expected to do? Note that the word 'Gospel' means 'good news' – Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message was 'good news'.
- Tell pupils that this story is part of a 'Gospel', which tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include – they don't tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus). Ask pupils why they think Matthew included this story in his Gospel. Why didn't Matthew just give a list of qualities Jesus was looking for in a disciple – like a set of entry qualifications?
- Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper (Mark 1:40–44; note how lepers were viewed at the time – as unclean and rejected; explore why Jesus touched and healed this person; note Jesus' practice of showing love to those most vulnerable and often rejected by society); the Good Samaritan (Luke 10:25–37). What kind of world did Jesus want? How did he want his followers to behave?
- Look for evidence that churches are making the world like the one Jesus wanted: look at local church noticeboards or websites to see what they spend their time doing; get pupils to reflect on the impact of these actions by weighing up which is more important to Christians: toddler groups or food banks; worship services or caring for the elderly; celebrating a baptism, a wedding or a funeral; reading the Bible or giving to charity, etc. These are all important to Christians, so pupils need to give good reasons, connecting with Jesus' teaching and example of love for others.
- Imagine a day/week in the life of a church leader – what do pupils think will be involved? How much time is spent 'fishing for people'? How will they show love for God and for their neighbour? Then invite a church leader in to talk about their week.
- Find some examples of Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebden fasting for 40 days; local examples).
- Of course, it is not only Christians who want a better world – so do people from other faiths and those with no religious faith. First, ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted (e.g. showing love for all, even the outcasts). Compare these two worlds – similarities and differences. What is good and what is challenging about Jesus' teaching of love? Talk about what pupils think are the most important things all people can do to make a better world.

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Unit L2.5 Why do Christians call the day Jesus died ‘Good Friday’? [Salvation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week

Understand the impact:

- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways

Make connections:

- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Remind pupils that Christians believe humans are separated from God because they all sin – that is, they prefer to go their own way rather than God’s. Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God’s way. (Some Christians say Jesus did more – that he actually died to pay the penalty for all people’s sin. This will be explored more in Unit U2.5.)
- Recap work on Holy Week from Unit 1.5 – what can pupils remember? Get pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7–11); Good Friday (Jesus’ death: Luke 23:13–25, 32–48); and Easter Sunday (Jesus is raised to life: Luke 24:1–12). Use active strategies to tell the story of each day, discussing how Mary might be feeling – perhaps through some hot-seating, freeze-framing and role-play; explore questions pupils have about the stories, and any surprises for the characters and for pupils. Create an emotion graph for Mary for the week. Use these to help pupils write a simple diary for the three days, showing ideas about what happened, how Mary might feel, and why she thought it happened. Would Mary call the day Jesus died ‘Good Friday’? Would she say something different on Sunday?
- Talk about pupils’ responses and reaction to the story: how did it make them feel? How do they think Christians will feel as they read this account? What would Christians learn from Jesus’ example and teaching in these accounts?
- Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully: www.bbc.co.uk/programmes/p02mww94. Record how Christians (e.g. Nathan and Lara in the clip) might feel on each Good Friday and Easter Sunday – perhaps compare their emotion graph with Mary’s. Talk about what Christians think about Jesus and the idea of ‘salvation’: one idea is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all – ‘saving’ them from going the wrong path in life. Design a display to show the importance of each day – linking the texts, various Christian practices, and the meanings for Christians.
- For people at the time, these three parts of the story provoke hope, sadness and joy. Why was there hope as Jesus arrived as king? (E.g. the people were expecting God to rescue them and restore their land.) Why was there sadness? (E.g. their king was killed and everything seemed lost.) Why was there joy? (E.g. Jesus was alive!) You could annotate Mary’s emotion graph with these explanations. Explore why these stories still provoke these emotions in Christians today. Compare with what brings hope, sadness and joy to pupils. Reflect on the key question: Why do Christians call the day their king died ‘Good’ Friday? (E.g. They think that Jesus rose from death – so Friday was not the end; and he opened up a way to heaven too, which Christians say is good news for all.)

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Unit L2.6 For Christians, what was the impact of Pentecost? [*Kingdom of God*]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
- Give examples of what Pentecost means to some Christians now

Understand the impact:

- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
- Describe how Christians show their beliefs about the Holy Spirit in worship

Make connections:

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Recall learning from Unit L2.5, about belief in Jesus’ death and resurrection. Many Christians say Jesus was raised to new life to bring in a new ‘kingdom’ where God rules in people’s lives. The Bible says that Jesus went to heaven after his resurrection, leaving his disciples behind. They wanted to show everyone that God rules on Earth — but how? Ask pupils what they think happens next. The story says God sent his Holy Spirit to empower the disciples.
- Read or tell the story of Pentecost (Acts 2:1–15, 22 and 37–41), using a suitable translation (e.g. the International Children’s Bible on www.biblegateway.com). Make it dramatic and exciting (fire, tornadoes, accusations of drunkenness, confusion and 3,000 people changing their lives!) Ask ‘I wonder ...’ questions as you go: Why is the Spirit like a wind? Like a flame? Why do they appear drunk? Why did the people who listened come from 15 different countries? Consider pupils’ responses to the story — their questions, comments, surprises, puzzles.
- Give pupils part of some artwork that shows the story (e.g. from www.artbible.info) and ask pupils to sketch the rest of the picture, from the story. Compare with the original artwork to see what they included and left out. How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners?
- In the final part of the chapter, Acts 2:41–47, 3,000 people accept Jesus as king of their lives, and join the ‘kingdom of God’. Ask pupils to use the text to find out what these new followers of Jesus were told to do, what they did and how they felt.
- Connect with their learning on God as Trinity (Unit L2.3). Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can’t do God’s work and live in God’s way without the Holy Spirit’s power. Find out more about Christian beliefs about the Holy Spirit (e.g. bit.ly/2mfD7fG) and list the ways in which Christians believe the Holy Spirit helps them.
- Since Pentecost, Christians have been trying to make the world look more like the kingdom of God. Ask pupils to describe what it might be like, if the God described by Christians really did rule in everyone’s heart. Talk about why Christians would say God’s rule on Earth is a good thing today. Look at the words of the Lord’s Prayer: what clues does that give to what Christians might believe the kingdom of God should be like?
- Pentecost is the Church’s birthday. Ask pupils to suggest ways in which Christians should celebrate this birthday — the giving of the Holy Spirit. List some activities Christians might do and say; where would this be, and why. Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on. Compare with examples of what churches do.
- Consider why quite a few people do not want to have God as ‘king’ in their life. See if pupils can give some reasons, such as people being atheists to preferring to make up their own minds about how to live. Consider why Christians believe allowing God to rule in their life is a good thing, which guides and comforts them. Ask pupils to explain what difference they think the giving of the Holy Spirit at Pentecost made to Christians, then and now.

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Unit L2.7 What do Hindus believe that God is like? [*Brahman/atman*]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu *murtis* express about God

Understand the impact:

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship

Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Show pupils a range of ‘Aum’ symbols in both 2D and 3D form. Ask if, where and when pupils have seen the sign before and what they think it means. Explain that it is a symbol used in Hinduism. It is called ‘Aum’ and made up of 3 sounds: ‘A’, ‘U’ and ‘M’. Many Hindus believe that it was the very first sound out of which the universe was created. It is a symbol and sound that is used by many Hindus to represent **Brahman** (God), the ultimate being, whose spirit is in everything.
- Using water and salt, tell the story of Svetaketu to illustrate the idea of Brahman being invisible but in everything.
- Illustrate how people (including pupils) can be described in different aspects (e.g. teacher, parent, netball player, friend, helpful, computer whizz, etc.); gather some photos to show these different ways of describing themselves – one photo would not be enough to show the ‘real you’. Show some images of Hindu deities, Brahma, Vishnu and Shiva (the *Trimurti*) and their consorts, Saraswati, Lakshmi and Parvati. Ask pupils to raise questions about each image – what do they suggest God is like? Explore the idea that these deities are three ways of understanding God – three pictures to help Hindus relate to the impossible-to-understand Ultimate Reality, Brahman. Look at different pictures of Hindu deities and see if pupils can identify common or distinctive features for each. What aspect of Brahman do they express?
- Think about cycles of life, death and rebirth that we see in nature (e.g. seasons, seeds/bulbs, forest fires, etc.). Note how necessary they are for life. Talk about what pupils think death has to do with life; this Hindu idea suggests that death/destruction is often a necessary part of life. Connect with *Trimurti* – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer). Explore the qualities of each of these deities in the context of the idea of the cycle of life.
- Investigate a number of different statues and pictures of gods and goddesses to find out what ideas these show about the nature of God, for example, Ganesh (the remover of obstacles, and son of Shiva); Krishna (who comes to Earth to protect it, avatar of Vishnu); Parvati and Durga.
- Look at how Hindus often choose a deity to worship at a shrine in their own home. Find out about what happens at an act of puja at home, exploring it using the senses.
- Explore the story of Rama and Sita, from the Ramayana, celebrated at Diwali. Link to the idea of the *Trimurti* (Rama is another avatar of Vishnu). Introduce Diwali (more details on celebrating Diwali are explored in Unit L2.8).
- Talk about the idea for some Hindus that all living beings possess a ‘spark’ of Brahman, the Ultimate Reality. This ‘spark’ is known as ‘*atman*’ and means that all living being are sacred and special. Talk about what difference this would make to how people treat each other and the natural world if everyone believed that all living beings contained the ‘spark’ of God. What is good about this idea? Is there anything helpful about it for people who are not Hindus, or who do not believe there is a god? Make a set of schools rules for a world where everyone has an ‘*atman*’. Compare with the actual school rules: how far do we try to treat everyone as if they are special?

Unit L2.8 What does it mean to be a Hindu in Britain today? [Dharma]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can:

Understand the impact:

- Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Make sense of belief:

- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*)

Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs. Introduce the word **dharma** – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties. Note that this explains why the 'Understanding the impact' element comes first in this unit.

- Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home and why e.g. *murtis*; a family shrine; statues and pictures of deities; a *puja* tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, *Aum* symbols. Find out what they mean, how they are used, when and why.
- Explore the kinds of things Hindu families would do during the week e.g. daily *puja*, blessing food, *arti* ceremony, singing hymns, reading holy texts, visiting the temple, etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?
- Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together and why e.g. visiting the temple/*mandir*, performing rituals, including prayer, praise such as singing hymns/songs (*bhajans*), offerings before the *murtis*, sharing and receiving *prashad* (an apple or sweet) representing the grace of God, looking at Hindu iconography – make links with learning from Unit L2.7 about how the different images show the different characters and attributes of the deities.
- Find out how Hindus celebrate Diwali in Britain today. Show images of Diwali being celebrated (search online for local Diwali celebrations) and recall the story of Rama and Sita from Unit L2.7. Identify the characters, connect with ideas of Rama as the god Vishnu in human form (*avatar*); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune. Ask pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off at Diwali in Britain.
- Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain (e.g. BBC clip on Durga Puja in Kolkata here: www.bbc.co.uk/programmes/p010xmhy)
- Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community? If possible, invite a Hindu visitor to talk about how they live, including ideas studied above.

Unit L2.9 How do festivals and worship show what matters to a Muslim? [*Ibadah*]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some beliefs about God in Islam, expressed in Surah 1
- Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God)

Understand the impact:

- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Make connections:

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Recall learning from Unit 1.7 about *ibadah* (worship and belief in action). Remind pupils about the Five Pillars – they have explored *Shahadah* and *salah* already. This unit builds on that learning by digging a little deeper into prayer, then looking at fasting in Ramadan and the festival of Eid-ul-Fitr.

Introduce the meaning of the words ‘Islam’ and ‘Muslim’: based on the Arabic root ‘slm’, which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.

- Read Surah 1 (chapter 1) of the Qur’an. What does it tell Muslims about what God is like? Explore how this chapter shows the nature of God in Islam (*Tawhid* – the oneness of God).
- Re-visit salah – prayer five times a day. Build on learning from Unit 1.6. Start by asking pupils why they think Muslims pray. For Muslims, the God revealed in Qur’an Surah 1 is worth worshiping, submitting to and praying to. Recalling basic introduction covered in Unit 1.6, look at what happens in prayer: the preparation and the *rak’ah* (prayer positions), etc. Use this to help find out about the significance of prayer to Muslims – why it is important to worship God and pray, and what difference it makes to Muslim ways of living; talk about how regular praying might make life easier and/or harder. Compare prayer at home with Friday prayer at the mosque. Look at the use of *subhah* beads as part of prayer. How does prayer show what matters to a Muslim?
- The mosque/*masjid* is important within the Muslim communities. Explore how it is a place of prayer, teaching and community support.
- Another of the Five Pillars is fasting during Ramadan. Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast:
 - Explore how Muslims show self-control by fasting during Ramadan and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience?
 - Explore the ‘Night of Power’ (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur’an. What happens in the community and why?
 - Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah. Why do they celebrate the end of Ramadan?
- Willing submission to God is central to Islam; ideally Muslims demonstrate this through *ibadah*, worship. What are the benefits for anyone of living a self-disciplined life? What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have? How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?

Unit L2.10 How do festivals and family life show what matters to Jews? [God/Torah/the People]

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Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact:

- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Note that this unit builds on learning from Unit 1.6. This unit explores the importance of the family and home in Judaism, as you look at ways in which festivals are celebrated. You could re-visit the celebration of Shabbat and deepen pupils' understanding in this context.

- Use a variety of creative and interactive ways to explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals:
 - **Rosh Hashanah and Yom Kippur:** Explore Rosh Hashanah, the Jewish new year festival; consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about the *shofar*, eating sweet foods, *tashlich*. Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; and the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Note that some Jewish people write G-d, because they wish to respect the name of G-d and do not want it to be erased or defaced.) Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve.
 - **Pesach/Passover:** explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the seder meal. Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom?
- Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the important of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.
- Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thank you' 100 times a day! The Siddur prayer book contains numerous '*baruch atah Adonai*' prayers – 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions).
- Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.

Unit L2.11 How and why do people mark the significant events of life?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Understand the impact:

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)

Make connections:

- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' prior learning from earlier in the year. Compare the ways Christians mark their journey through life with whichever religion has been studied this year, as well as non-religious responses, where appropriate.

- Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?
- Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments:
 - Christians: e.g. Baptists/Pentecostals celebrate 'believers' baptism', or 'adult baptism'. Church of England and Roman Catholic celebrations of infant baptism (note that infant baptism has been introduced in Units F4, 1.8, 1.10 L2.3 and L2.4, so build on that learning). Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation.
 - Hindus: sacred thread ceremony.
 - Jews: *bar/bat mitzvah*.
 - Consider whether and how non-religious people (e.g. pupils and families in your school who have no religious background; Humanists) mark these moments. Why are these moments important to people?
- Compare some different commitments held by believers in different religions – and by the pupils themselves.
- Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare wedding ceremonies and marriage commitments in two religious traditions e.g. Christian and Hindu/Jewish (NB: Christian and Jewish marriage was introduced in Unit 1.10, so build on that learning). What happens? What promises are made? Why are they important? What prayers are offered? How do people's religious beliefs show through these ceremonies and commitments? Compare with non-religious, civil wedding ceremonies.
- Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching have an impact on believers on life's journey?
- Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map for life'?
- Reflect on their own ideas about the importance of love, commitment, community, belonging and belief today.

Note: Pupils may naturally bring up the topics of death or afterlife in this unit. If they do, discussions about these topics may be valid as part of pupils' RE in this unit and these discussions should be handled sensitively. However, these topics are not the main focus of this unit as they appear in the Upper Key Stage 2 units.

Unit L2.12 How and why do people try to make the world a better place?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- Make links between religious beliefs and teachings and why people try to live and make the world a better place

Understand the impact:

- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action

Make connections:

- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' learning from earlier in the year: what have they already learned about how believers try to live? Why do believers want to follow the commands and teachings of their traditions?

- Think about some of the ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment. Talk about why people are not always as good as they could be. Connect with Units L2.1 and L2.4 which explore the idea for Christians (and Jews) that people prefer to do their own thing rather than obey the Creator (sin) and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit (see Unit L2.1). Muslims believe people do good and bad deeds, and also need God's mercy.
- Religions suggest that people need help and guidance to live in the right way. Explore teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12). Note that the Golden Rule is important in many traditions, including for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? How would it make the world a better place?
- Explore some ideas and individuals that help inspire people to make the world a better. Choose from the following ideas:
 - The Jewish teaching of *tikkun olam* (mending the world) and *tzedaka* (charity): find some examples of Jewish charities who try to make the world better; what do they do and why? (e.g. Tzedek, Jewish Child's Day); find out about how the Jewish new year festival for trees (Tu B'shevat) and how that can 'mend the world'.
 - The Muslim belief in charity (*zakah*): find out what it is, and how Muslims give charity; use some examples of charities such as www.Islamic-Relief.org.uk or www.muslimhands.org.uk and find out how and why they help to make the world a better place.
 - Explore the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place.
 - Compare the work of Christian Aid and Islamic Relief: can they change the world?
 - Compare non-religious ways of 'being good without God': e.g. what do Humanists use to guide their ways of living? Many use the Golden Rule (which is common across many religions too), using reason, listening to conscience. Look at some inspiring Humanists who fight for justice (e.g. Annie Besant fought for women's rights) and why they did this. Look at the work of the secular charity, Oxfam. How have they made the world a better place?
- Enable pupils to reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.

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Upper KS2 units of study

Unit U2.1 What does it mean for Christians to believe that God is holy and loving? [God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some different types of biblical texts, using technical terms accurately
- Explain connections between biblical texts and Christian ideas of God, using theological terms

Understand the impact:

- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed
- Show how Christians put their beliefs into practice in worship

Make connections:

- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Ask pupils to put together some words to describe a divine being, a god. If such a being existed, what would this god be like? Collect their ideas from their previous study of religions in RE, naming specific ideas from different traditions where they can.
- Explore what Christians believe about God, using a selection of Bible texts, e.g. Psalm 103 (a prayer of King David); Isaiah 6:1–5 (where a prophet has a religious experience); and 1 John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like). Gather all the words and ideas describing what Christians believe about God and compare with pupils' ideas from the first section.
- Explore which parts of the texts talk about God being holy and which are about God being loving. Examine the difference between these ideas, coming up with good definitions of both terms.
- Listen to some Christian worship songs, both traditional and contemporary. Find some that talk about God and look closely to work out how much they emphasise the idea of God's holiness and/or love. (Modern songs can be found here: www.praisecharts.com/song-lists/top-100-worship-songs-of-all-time and a list of more traditional hymns from BBC Songs of Praise here: bbc.in/1PSm10Q).
- Medieval Christians built cathedrals 'to the glory of God'. Talk about what kind of God cathedrals suggest the builders had in mind. Investigate how different parts of cathedrals express ideas about God as holy and loving, connecting with the ideas about God learned earlier in the unit.
- Ask pupils to express creatively the Christian ideas they have learned about God in this unit. They should use symbols, images, signs and colours to represent the qualities and attributes explored. (Bear in mind the prohibition on depicting God in Judaism and Islam, and teach appropriately for the pupils in your class. Writing poems might be an acceptable alternative for classes with Jewish and Muslim pupils.)
- Set a short writing task where pupils explain why it is important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy *and* loving.
- Many people do not believe in God, so what kinds of guidelines for living might they draw up? Compare with Humanist ideas. Consider whether these guidelines reflect more of a 'holy' or a 'loving' response to humanity: i.e. do they balance justice and mercy, are they more strict or relaxed, stern or forgiving? Discuss how far it is good that there are strict rules and laws in the UK, and how far it is good that people can be forgiven. Compare their own experiences: what are the advantages/disadvantages of having strict rules in a school (for example) or of being in a place where forgiveness is offered? What could the world do with more of?

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Unit U2.2 Creation and science: conflicting or complementary? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations

Understand the impact:

- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together

Make connections:

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- As preparation for this unit, revise work on genre with pupils. Give them a range of text types (e.g. newspaper, poem, prayer) and match them to the possible author and audience.
- Read Genesis 1:1–2:3 in creative and interactive ways. Talk about what the story means, how it makes them feel, and any surprising, interesting or puzzling moments.
- Suggest to pupils that this text is a detective story or a newspaper report. Ask them to find any evidence for or against these ideas. Ask them to suggest what type of writing/genre it is and why they think that. Think about the context of the story – it's at least 2,500 years old and written within an ancient society/culture.
- Look at *The Message* translation (Bible Gateway bit.ly/2m3tv6M). What clues are there to show that this is a poem? If it is, what effect does that have on the meaning? Note that people (including Christians) disagree about the genre, purpose and meaning of Genesis. Some say it is a literal account (the universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened.
- Explore the scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings). Summarise them in a simplified diagram.
- Work out what difference it makes if someone interprets Genesis literally or poetically, when considering the connection between Genesis and science. (Literal readings lead to conflict with science; poetic do not necessarily.)
- Ask pupils to come up with as many questions as they can about the Genesis text and the beginnings of the universe and life. Sort them – are some better answered by science and some by the text? Recall work on genre and purpose: which purposes are more likely for Genesis (e.g. for a science textbook or a worship prayer; for worshippers of God or 'unbelievers'; to explain who God is, why the world is beautiful, who humans are, etc.). Reflect on why some might say science and belief in creation are in conflict or complementary.
- Find out about Christians who are also scientists (e.g. astrophysicist Jennifer Wiseman – see interview clips on www.faradayschools.com/library/video-gallery and <http://bit.ly/1lv1o1G>) How do they reconcile their faith with their professional work? Invite some local Christians who are scientists (e.g. teachers, parents, a local vicar, vet, doctor or engineer). How do they make sense of believing in God and doing science? (Note links with Unit U2.11.)
- Set a homework where pupils gaze up at the night sky and record their feelings and sensations. Connect their response with the sense of awe a Christian might feel from thinking about a Creator of all this.
- Ask pupils to see how far they agree or disagree with the statement: '*Genesis explores why the universe and life exists. Science explores how the universe works the way it does.*' Come up with some questions that science definitely can answer (e.g. to do with properties and laws of nature) and ones that it cannot (e.g. to do with questions of personal meaning and value).
- Look at the key question: Creation and science: conflicting or complementary? Ask pupils to give a written response, giving good reasons, and a creative response to the ideas explored.

Unit U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms

Understand the impact:

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:

- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Read the 'big story' of the Bible in Guidance p.139 as background for this unit. Recall the term 'incarnation' – Christian belief in Jesus as God 'in the flesh', one of the three persons of the Trinity – Jesus comes to heal the effect of sin and 'the Fall'.

- As a way in, consider what kind of person is needed when people need help (e.g. if they are being bullied, in an accident, if one country is under attack from another one, etc.). Discuss the qualities someone might need to 'save' the situation.
- Outline the situation of the People of God (see Guidance p.139) – their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour – the hoped-for 'Messiah'. Ask pupils to list the qualities such a Saviour would need.
- Set pupils up as investigative journalists to find the answer to the question: Was Jesus the hoped-for Messiah? Give them the following Bible texts (from books of the prophets in what Christians call the Old Testament) that point out the Jewish expectation: Isaiah 7:14; Isaiah 9:6–7; Isaiah 11:1–5; Micah 5:2. Summarise the expectations creatively (e.g. an annotated 'Wanted!' poster for the Messiah).
- Read Matthew 1:18–24, 2:1–12 – texts from a Gospel. Ask your investigators to look for evidence in Matthew's account that he saw Jesus as the Messiah – any clues that Jesus meets the expectations from the Isaiah and Micah texts? Interview some witnesses – get Mary, Joseph, Herod, some wise men into the class hot-seat and grill them. Write up the final news article, claiming the Messiah has arrived and it is Jesus, presenting evidence. (Note that while Christians believe Jesus – who was Jewish – was the promised Messiah, most Jewish people were not convinced at the time, and Jews today still don't think he was.)
- Gather together all ideas pupils associate with Christmas. How many of them are to do with Christianity and Jesus? Investigate some Christian advertising campaigns to put across the 'true meaning' of Christmas as being about God sending a 'Saviour' (e.g. churchads.net/#sthash.zlXKBj2E.dpuf). What message are they putting across? How do they show the belief that Jesus was the Saviour, come to heal the division between people and God, and between people? Ask pupils to do their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of incarnation. Explore how Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people, e.g. helping at homeless shelters, www.presentaid.org or Urban Outreach's 'Christmas Dinner on Jesus' programme: www.youtube.com/watch?v=ltpWf4k3LG8
- Ask pupils to express clearly an answer to the unit question, giving good reasons: Why do Christians believe Jesus was the Messiah? Expand this idea: why do Christians believe the world needs a 'Saviour'? Make connections with earlier learning about sin and 'the Fall' (see Unit L2.1). What difference would it make if everyone believed Jesus is the Saviour? Obviously, not everyone thinks Jesus is a Saviour sent from God. Explore the non-religious response that humans need to sort the world out by themselves: how might humans heal division and bring peace? Reflect on ways in which your pupils might make a difference.

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Unit U2.4 How do Christians decide how to live? ‘What would Jesus do?’ [Gospel]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify features of Gospel texts (for example, teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts

Understand the impact:

- Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives

Make connections:

- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives
- Articulate their own responses to the issues studied, recognising different points of view.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Examine Jesus’ teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36–40). How do these help Christians to decide how to live? Keep these commands in mind as pupils explore the following teachings. Christians might ask ‘What would Jesus do?’ as they encounter issues in life. So, what *would* Jesus do?
 - **Foundations for living: the wise and foolish builders: Matthew 7:24–27.** Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus’ listeners? Is it the same message for Christians today?
 - **Sermon on the Mount: Matthew 5–7.** Note that these help Christians to think about ‘what Jesus would do’. Are there any surprising ideas in the passage? Take extracts from the Sermon and ask pupils to suggest what they think they mean. What does Jesus think people are like if he needs to give this sermon? Is he right? Look for clues as to what people at the time thought was the right way to live. In what way was Jesus’ view different? If this is ‘good news’, who is it good news for?
 - Collect the vivid metaphors/similes Jesus uses. What are the most effective for communicating Jesus’ teaching about loving God and neighbour?
 - **A healing miracle: The Centurion’s Servant: Luke 7:1–10.** Dramatise this story. For whom does Jesus bring ‘good news’ here? Remember that the Romans were the occupying forces in Israel. Jesus’ ‘good news’ is meant to extend beyond the ‘people of God’.
- Explore ways in which Christians try to use Jesus’ words as their ‘foundations for living’:
 - **Prayer:** recall the common components of Christian prayer – praise, confession, asking, thanking [see units 1.1 and 1.4]; find some examples of Christian prayers; what prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount?
 - **Justice:** there are many people who are persecuted and who mourn; look at the work of Christian Aid in trying to bring justice www.christianaid.org.uk/whatwedo
 - **Illness and healing:** e.g. explore the work of www.leprosymission.org.uk and its connection with Jesus’ life and teachings; find out about the role of the Roman Catholic Church – it runs over 5,000 hospitals, 17,000 dispensaries, 577 leprosy clinics and over 15,000 houses for the elderly and chronically ill (see Vatican statistics, bit.ly/33iSpDM): how do they put Jesus’ teachings into practice?
 - **Turning enemies into friends:** Jesus talks about turning the other cheek, not using violence: find out about Christian Peacemaker Teams, who stand between warring forces to stop violence (cpt.org/work); look at the work of Desmond Tutu and the Truth and Reconciliation Commission, or stories from the Forgiveness Project, or Taizé. Can pupils work out what it is that helps people to forgive? Is there anything we can learn from these examples?
- Look at ways in which people show generosity to those in need, e.g. supporting foodbanks, volunteering for charities. Non-religious and people of other faiths are also committed to serving others; why do they do it? Which of these examples is the most inspiring to pupils? Are there any practical ways they can help people in need? Should they?

Unit U2.5 What do Christians believe Jesus did to ‘save’ people? [Salvation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

<p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p>	<p>Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p>
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus’ death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<ul style="list-style-type: none"> Explore what happened in Holy Week. All four Gospels describe the events but Mark 14–15 offers the most succinct account. You could start by giving pairs of pupils some short extracts (e.g. Last Supper, Garden of Gethsemane, Judas’ betrayal and arrest, trial, Peter’s denial, Pilate, crucifixion, death, burial, resurrection), asking them to decide how they would portray this scene in art, or do a freeze frame. Hand out some examples of artwork of these scenes (see jesus-story.net/index.htm) and see what differences there are with their ideas; talk about why the artists presented the way they did. How have they communicated the events? Get pupils to order the extracts. Talk about their responses: key moments, feelings, surprises, puzzles? How would they sum up the meaning of the story? Consider who was responsible for Jesus’ death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself. Remind pupils of the wider context of the ‘big story’ (see Guidance p.128). What difference does this make to their ideas? Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God (see sin and ‘the Fall’ Unit L2.1). Explore the mainstream Christian belief that Jesus’s death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone’s sins as he died, lifting the burden from the believer; Jesus’ example guides the lost back to God. How might Christians respond to the idea that Jesus sacrificed his life for their sake? Remember that Christians believe Jesus’ death was not the end. Christians remember Jesus’ death and resurrection throughout the year, particularly through the celebration of communion/the Lord’s Supper. Find out about how different Christian churches celebrate communion. Talk about what symbols are, and then explore the symbolism of the bread and wine, linking with the Passover celebration (see Unit L2.10) but also connecting with sacrifice – representing Jesus’ body and blood. Ask pupils for some suitable ideas that could be included in a ceremony for Christians to remember the salvation brought by Jesus. Ask pupils to say how the actions, words, music and symbols they have included are appropriate for such an important ceremony, and how they link with Jesus’ life, death and resurrection, and the idea of ‘Salvation’. Some Christians follow Jesus’ example even to the point of dying. Talk about what a martyr is and show images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lrOQCP). Find out a bit about these people. Talk about what kinds of things people are prepared to die for. How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? Find a good cause that would be worth putting some effort into supporting. www.givingwhatwecan.org/ indicate charities that make a big impact; www.toilettwinning.org is another worthwhile cause. What would your class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of Jesus’ sacrifice bringing salvation. Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus’ teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!

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Unit U2.6 For Christians, what kind of king was Jesus? [Kingdom of God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain connections between biblical texts and the concept of the kingdom of God
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations

Understand the impact:

- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- Show how Christians put their beliefs into practice in different ways

Make connections:

- Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- Articulate their own responses to the idea of the importance of love and service in the world today.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- This unit is about trying to transform the world. Talk about what a better world would be like. Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). List ways in which people could make the world a better place in the next 50 years.
- Introduce the idea of Jesus as a different kind of king by reading about his 'temptation in the wilderness' in Luke 4:1–13. Specifically see verses 5–8 where Luke describes the devil offering Jesus a chance to be king of all nations on Earth. Jesus refuses. What does this say about Jesus' idea of kingship?
- Explore the idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven. Jesus told parables about the 'kingdom of God' or the 'kingdom of heaven' to explain this idea. For Christians, the kingdom of God is, in essence, where God rules – not a geographical territory, but in human hearts and minds, lives and communities. Remember Jesus' great commandments (love God and love your neighbour). Look at some of the 'kingdom parables' to find out what the 'kingdom of God' is meant to be like. Here are some examples:
 - **The Feast: Luke 14:12–24.** Explore, asking pupils for their comments, feelings, ideas and questions. Consider possible meanings: who was the audience for the story, and how might they have responded? Who do they think should be at the feast, and who does Jesus say will be included? How does Jesus want his followers then and now to behave?
 - **The Tenants in the Vineyard: Matthew 21:33–46.** Explore this story creatively. Use these clues to work out what it might mean. In the Old Testament, the people of God are compared to God's vineyard. In John's Gospel, Jesus is called the Son of God. The Old Testament called the Prophets 'Servants of the Lord'. The chief priests were Jesus' enemies – they were jealous because he was so popular, and disagreed with him about religion; they arrested Jesus and he was killed a few days later. If these are parables of the kingdom of God, for Christians, what kind of king is Jesus? (Some key teachings from these two parables are that God extends a gracious welcome to all humanity, but people don't always want it: selfishness or greed can get in the way of spiritual life and the coming of God's kingdom.)
- Compare pupils' ideas about a better world (above) to the picture they get from their studies about what kind of world Jesus wanted. Find out about how Christians try to make the world more like the kingdom of God and comment on why it is the kind of thing that Jesus would like, e.g. how a local church serves the needs of people who are left out (use a local church; also look at Trinity, Cheltenham trinitycheltenham.com; Oasis churches theoasischurch.com or the Salvation Army www.salvationarmy.org.uk/easterhouse; the work of Church Action on Poverty (www.church-poverty.org.uk/); find out about the Christian Prison Fellowship (www.prisonfellowship.org.uk/what-we-do); explain how Traidcraft's Christmas video shows their belief in the kingdom of God in action (www.youtube.com/watch?v=1YV2mCyafvQ).
- Address the key question: for Christians, what kind of king is Jesus? Jesus' idea of kingship seems to be that to be in his kingdom, a person has to serve others, particularly those who are most vulnerable and in need. Taking specific current examples, what would be different if all leaders followed this model? Talk about whether this is a good model of leadership and if there are good alternative models; talk about what gets in the way of people bringing justice; consider examples from other faiths and non-religious individuals/groups who work to bring justice and fairness.

Unit U2.7 Why do Hindus try to be good? [Karma/dharma/samsara/moksha]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc.

Understand the impact:

- Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways

Make connections:

- Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus
- Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Recall learning about Brahman (God, Ultimate Reality) and *atman* (eternal self) in Unit L2.7. Remember that Hinduism is very diverse, and so there is hardly anything that we can say ‘all Hindus believe ...’ However, the ideas of *dharma*, *karma*, *samsara* and *moksha* are commonly held, although described in a range of ways.
- Explore the Hindu story from the Mahabharata, the ‘man in the well’ (www.indianetzone.com/50/man_well.htm) in a creative way; this presents one picture of the way the world is for a Hindu worldview: the *atman* is trapped in the physical body and wants to escape the terrible dangers, but the man is distracted by the trivial pleasures instead of trying to get out. This is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth. Use this to set the scene for learning about *karma*, *samsara*, etc. below.
- Explore Hindu ideas of *karma* – the law of cause and effect, and how actions bring good or bad *karma*. Connect this with Hindu beliefs about *samsara* – the cycle of life death and rebirth travelled by the *atman* through various reincarnations, to achieve *moksha* (release from the cycle of *samsara*, and union with Brahman). Find out how and why the game of ‘snakes and ladders’ links with Hindu ideas of *karma* and *moksha*. Reflect on how these beliefs offer reasons why a Hindu might try to be good – to gain good *karma* and a better reincarnation, and ultimately release from *samsara*.
- Explore Hindu ideas about the four aims of life (*purusharthas*): *dharma*: religious or moral duty; *artha*: economic development, providing for family and society by honest means; *kama*: regulated enjoyment of the pleasures and beauty of life; *moksha*: liberation from the cycle of birth and rebirth/reincarnation. Compare these with pupils’ goals for living. Connect with the idea of *karma* – pursuing these aims contribute to good *karma*; doing things selfishly or in ways that harm others brings bad *karma*.
- Hindus might describe life as a journey towards *moksha*; Hindu life is also part of a journey through different stages (*ashramas*), each with different duties. Look at the different *dharma*/duties Hindus have at the four ashramas: student, householder, retired person, renouncer. How does the *dharma* for these stages help Hindus to be good? Compare with the duties pupils have now, and ones they think they will have at later stages of life.
- Consider some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. *ahimsa* (non-violence) and *satya* (truthfulness). Connect these with ideas of *atman/karma* (all living beings have an eternal self/atman and so deserve to be treated well; learning the truth and speaking truthfully are ways of worshipping God).
- Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.
- Consider the value of the idea of *karma* and reincarnation: what difference would it make to the way people live if everything they did carries good or bad *karma*, affecting future rebirths? If no one escapes from this law of justice, how does that change how we view injustice now? Talk about how different people respond to this idea, including non-religious responses and the ideas of pupils themselves. What difference would it make to how they live? Why?

Unit U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/Iman/Ibadah]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. *Tawhid*; Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet)

Understand the impact:

- Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways

Make connections:

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Darlington today
- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Note that this unit builds on two previous units on Islam (1.6, L2.9) and some thematic study (e.g. 1.8, L2.12), so start by finding out what pupils already know. Recall key concepts: *ibadah*, *Tawhid*, *iman* (see Guidance p.142)

- Set the context, using the information in the 2011 census (see Guidance p.146). Ask pupils how many Muslims they think there are in Britain and in your local area. This unit explores what it is like to be one of these Muslims. Talk about the fact that there are different Muslim groups. The largest group (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi. Find out how many Sunni/Shi'a/Sufi mosques there are in your area.
- Give an overview of the Five Pillars as expressions of *ibadah* (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: *Shahadah* (belief in one God and his Prophet); *salat* (daily prayer); *sawm* (fasting); and *zakah* (almsgiving). Introduce *Hajj* (pilgrimage): what happens, where, when, why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.
- Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (*ummah*). Investigate how they are practised by Muslims in different parts of Britain today. Consider what beliefs, practices and values are significant in pupils' lives.
- Find out about the festival of Eid-ul-Adha, at the end of *Hajj*, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail.
- Consider the significance of the Holy Qur'an for Muslims as the final revealed word of God: how it was revealed to the Prophet Muhammad by the Angel Jibril; examples of key stories of the Prophets (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus); examples of stories and teachings, (e.g. Surah 1 *The Opening*; Surah 17 – the Prophet's Night Journey); how it is used, treated, learnt. Find out about people who memorise the Qur'an and why (*hafiz*, *hafiza*).
- Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (model practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.
- Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of *sadaqah* (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy.
- Investigate the design and purpose of a mosque/*masjid* and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.

*Note: Many Muslims say the words 'Peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to PBUH when written down.

Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them

Understand the impact:

- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

Make connections:

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Note that this unit builds on two previous units on Judaism (1.7, L2.10) and some thematic study (e.g. 1.8, L2.11, L2.12), so start by finding out what pupils already know.

- Find out about some contemporary Jews, both local and global. Use this to reflect upon the diversity of the Jewish community. Find out about local Jewish communities (www.jewishgen.org/jcr-uk/england_geographic.htm and www.jewishgen.org/jcr-uk/London/london_boroughs.htm)
- Recap prior learning about Jewish beliefs about God in ‘the Shema’, including belief in one God and the command to love God with all their heart, soul and might. Recall where it is found (Deuteronomy 6:4–9), how it links to beliefs about God and its use in the *mezuzah*. Learn about Orthodox use of the Shema in the *tefillin*. (Note: some Jews do not write the name of God out fully, instead they put ‘G-d’ as a mark of respect, and so that God’s name cannot be erased or destroyed.) Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings). Use some texts that describe these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a *siddur*, a daily prayer book).
- Find out about how a *Sefer Torah* (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.
- Talk about the Jewish holy book – the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi’im (the Prophets), Ketuvim (the Writings). (Note the overlap with the Christian Old Testament.) Look at some examples of texts and stories from these different parts of the Tenakh. Find out about the place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.
- Build on prior learning: e.g. Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7. Note how much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover, and the laws that were then given – and are still followed by the Jewish community today: the Torah contains 613 commandments (*mitzvot*), including the Ten Commandments. One group of these *mitzvot* deals with which foods may or may not be eaten. Find out about kosher food laws and how they affect the everyday lives of Jewish people. Note that not all Jews keep all these laws.
- Explore the fact that there is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way. Find out some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.
- Explore two synagogues: one Orthodox (e.g. www.birminghamsynagogue.com) and one Progressive (e.g. www.bpsjudaism.com). Compare them and find out similarities and differences: objects found in them: e.g. ark, *Ner Tamid*, *bimah*; layout, services (bit.ly/2m3QWwg for a comparison). Find out about the place of the synagogue in the life of the Jewish community.
- Reflect on the value of ritual and tradition in Jewish communities, comparing its value in schools, families and other communities.

Unit U2.10 What matters most to Humanists and Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')

Understand the impact:

- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections:

- Raise important questions and suggest answers about how and why people should be good
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?
- Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do some Christians think this is a good explanation of why humans are good and bad? Note that not everyone agrees with this idea. Other faith traditions have different explanations. People who are non-religious may just say that people have developed with a mix of good and bad. Humanists are one group of non-religious people (see Guidance p.145); they say that humans should work out their own way of being good, without reference to any 'divine being' or ancient authority: they say people can be 'good without god'.
- Talk about how having a 'code for living' might help people to be good.
- Look at a Humanist 'code for living', e.g. Be honest; Use your mind to think for yourself; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?
- Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? Give some examples.
- Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?
- Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family/friends/Xbox/pets/God/food/being safe/being clever/being beautiful/being good/sport/music/worship/love/honesty/human beings. Get pupils to consider why they hold the values they do, and how these values make a difference to their lives.
- Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?
- Consider similarities and differences between Christian and Humanist values. They often share similar values but the beliefs behind them are different – see Unit U2.11 for more. What have pupils learned about what matters most to Humanists and Christians?

Unit U2.11 Why do some people believe in God and some people not?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God

Understand the impact:

- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

Make connections:

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

During this unit, take the opportunity to find out what pupils already know from previous study, and build on that prior learning. Their understanding of what God is like as far as Christians, Jews and Muslims are concerned should be reasonably developed by now.

- Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census (see Guidance p.146). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words ‘theist’ (believes in God), ‘agnostic’ (cannot say if God exists or not) and ‘atheist’ (believes there is no god).
- To explore the key question, ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like and where they get their ideas from. Revisit some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would ‘he’ make to the way people live? Investigate a range of viewpoints on the question, from believers to atheists.
- Compare the sources of authority of Christians (e.g. Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g. individual conscience, some philosophers and other thinkers).
- Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don’t believe) because of their home background; religious experience – many people say they have experienced a sense of ‘the presence of God’ or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.
- Recall and build on learning from Unit U2.2 to explore how and why Christians still believe in God in an age of science. Many Christians would say that they want to find out more about the world and how it works – doing science is part of their response to belief in God as Creator. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples).
- Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.
- Explore what impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice.
- Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. Get pupils to reflect upon their own views and how they view people with different beliefs than their own.

Unit U2.12 How does faith help people when life gets hard?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences

Understand the impact:

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

Make connections:

- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc.
- Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103 and happierhuman.com/benefits-of-gratitude).
- Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Use the story of Job in the Jewish and Christian scriptures.
- Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.
- Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement.
 - Christianity:** Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven.
 - Hinduism:** law of *karma* affects the reincarnation of the individual *atman*, pinning it to *samsara*, the cycle of life death and rebirth, until it can escape (*moksha*) and be absorbed back to Brahman.
 - One **secular/non-religious** view about what happens after death, e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final.
- Compare ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs, and how they might be important to the living.
- Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.
- Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times?
- Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.

Programme of Study and planning steps

What do students gain from RE at this key stage?

Students should extend and deepen their knowledge and understanding of a range of religions and beliefs, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and beliefs in systematic ways. They should draw on a wide range of subject-specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and beliefs have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

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Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to ...

<p>A. make sense of a range of religious and non-religious beliefs</p>	<p>B. understand the impact and significance of religious and non-religious beliefs</p>	<p>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>
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End of key stage outcomes

More specifically students should be taught to:

<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied 	<ul style="list-style-type: none"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today
<ul style="list-style-type: none"> taking account of context(s), explain how and why people use and make sense of texts/ sources of authority differently 	<ul style="list-style-type: none"> show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today 	<ul style="list-style-type: none"> evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world
<ul style="list-style-type: none"> in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas 		<ul style="list-style-type: none"> respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

These general outcomes are related to specific content within the unit outlines on pp.95-112.

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Sikhs and Buddhists**. Pupils should also encounter non-religious worldviews such as Humanism, and may encounter other religions and worldviews in thematic units where appropriate.

Unit key questions

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3.1 What does it mean for Christians to believe in God as Trinity? [God]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [<i>Iman/ibadah/Akhlaq</i>]
3.2 Should Christians be greener than everyone else? [Creation]	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land] <i>Optional unit for schools teaching Judaism at GCSE</i>
3.3 Why are people good and bad? [Fall]	3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/ <i>Panth</i>]
3.4 Does the world need prophets today? [People of God]	3.13 What difference does it make to be non-religious in Britain today?
3.5 What do people do when life gets hard? [Wisdom]	3.14 Good, bad; right, wrong: how do I decide?
3.6 Why do Christians believe Jesus was God on Earth? [Incarnation]	3.15 How far does it make a difference if you believe in life after death? <i>Christians, Muslims, Hindus, non-religious worldviews</i>
3.7 What is so radical about Jesus? [Gospel]	3.16 Why is there suffering? Are there any good solutions? <i>Christians, Hindus/Buddhists, non-religious worldviews</i>
3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [<i>Buddha/dhamma/sangha</i>]	3.17 Should happiness be the purpose of life? <i>Christians, Buddhists, non-religious worldviews</i>
3.9 Why don't Hindus want to be reincarnated and what do they do about it? [<i>Samsara/moksha/Brahman/atman/karma/dharma</i>] <i>Optional unit for schools teaching Hinduism at GCSE</i>	3.18 How can people express the spiritual through the arts? <i>Religious and non-religious worldviews</i>

There are sufficient questions here to have one per half-term in a three-year KS3. Teachers should select the questions that they think will work best for their school and context, ensuring a balanced programme that enables students to build on prior learning and gain a coherent understanding of the religions and beliefs studied. The suggested content in the unit outlines on the following pages include key information that is also found in the GCSE specifications. Teachers should see KS3 learning as laying the foundations for learning at KS4 and beyond.

Planning steps

Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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Step 1: Unit/key question

- Select a unit/key question from p.90.
- Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

Step 2: Use learning outcomes

- Use the learning outcomes from column 1 of the unit outlines on pp.95-112, as appropriate to the age and ability of your students.
- Being clear about these outcomes will help you to decide what and how to teach.

Step 3: Select specific content

- Look at the suggested content for your key question, from column 2 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that students achieve the learning outcomes.

Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you ...?' statements.
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want students to know, be able to understand and do as a result of their learning.
- These 'I can'/'You can'/'Can you ...?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Step 5: Develop teaching and learning activities

- Develop active learning opportunities, using some engaging stimuli, to enable students to achieve the outcomes.
- Be clear about the knowledge you want them to gain, integrating it into their wider understanding in RE and life. Be clear about the skills you want students to develop.
- Make sure that the teaching and learning activities allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding.



KS3 units of study

Unit 3.1 What does it mean for Christians to believe in God as Trinity? [God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

<p>Learning outcomes (intended to enable students to achieve end of key stage outcomes):</p>	<p>Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.</p>
<p>Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts • Show understanding of different types of text that talk about God as ‘Father, Son and Holy Spirit’, and how these can be read (narrative, prayer, letter, and so on) • Make links between the concept of Trinity and the roles and actions of God through the ‘big story’ of the Bible <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how the Christian community respond to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols, etc., in churches <p>Make connections:</p> <ul style="list-style-type: none"> • Evaluate their learning and express a view, giving a coherent account and offering reasons for their responses: Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them? 	<ul style="list-style-type: none"> • Clarify what Christians mean by the term ‘God’. Consider the inadequacy of the view that God is ‘an old man in the sky’ as far as Christians are concerned. • Explore biblical views of God as Trinity through three key texts, noting the different kinds of texts: God the Father and Creator: Psalm 104:5–14; God the Son: Romans 5:6–8; God the Spirit: Galatians 5:22–23. Compare with Christian statements of belief in the Trinity in the Apostles’ Creed, for example. Compare this view of God with the ‘old man in the sky concept’: note differences. Reflect on what differences there might be in Christian practice without belief in God as Trinity. • Reflect on the ‘big story’ of the Bible, from Creation and Fall to Salvation and the kingdom of God (see Guidance on p.139). Note the role of God at each stage (e.g. God as Creator; Son as Saviour; Spirit as Comforter to Christians). Construct a theological ‘timeline’ of these stages by finding and using artworks that express these ideas. • Imagine how a church called ‘Holy Trinity Church’ might be appropriately decorated and used. Use art, architecture, symbol, signs, rituals and actions that reflect beliefs about God as Father, Son and Holy Spirit. How do Christians express and communicate their belief in God as Trinity, including use of symbols in art? • Explore what this belief in God as Trinity teaches Christians. If God is like this, what should Christians be like? Christians say all three persons of the Trinity love and serve each other in a mutual relationship. Ask the class to suggest at least five examples of how Christians should live and act in the light of this teaching (for example, follow Jesus’ example in love, self-sacrifice and obedience; allow the Holy Spirit to work in their lives, and so on). • What difference would it make if Christians only believed in one person of the Trinity? Add to students’ earlier discussion. Ask them to articulate reasons and arguments why most Christians worship God as Trinity, on the basis of their learning in this unit. Ask students to express their own responses to the idea, with reasons, evidence and argument.

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Unit 3.2 Should Christians be greener than everyone else? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative
- Explain the concepts of Creation and stewardship in Christianity
- Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities

Understand the impact:

- Give some examples of how Christians have responded to the idea of stewardship, as a community and individually
- Show how Christians have used Genesis 1 and 2 to guide how they treat the environment

Make connections:

- Offer a justified response to the question of whether Christians should be better stewards than everyone else
- Respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Consider the place, genre and purpose of Genesis 1 (e.g. as a narrative that originated among a small group in the Middle East c.4,000 years ago; as a prelude to a longer drama; viewed differently as a possibly mythic/poetic/historical or proto-historical text). Look at the text to explore how interpretations can lead to different ideas.
- Examine the place of human beings in Genesis 1 and 2 and what they reveal about the role of God and the place of human beings in Creation – their capacities and responsibilities. Examine the Christian idea of stewardship that arises from these passages.
- Consider what stewardship might have looked like 2,000 years ago, 200 years ago, and today: how would the guidelines for stewardship change over those changing contexts? Are there implications for how Christians apply the Bible today?
- Explore some Christian responses to the call for stewardship in Genesis 1 and 2, e.g. Eco Church Awards. Look at other examples of good stewardship of the Earth and its resources from beyond the Christian community – e.g. use of scientific advances to make life better in terms of protecting crops, responding to disease etc.
- Collect examples of good and bad stewardship; reflect on whether Christians have been *good enough* stewards. How might Christians respond to a challenge from their Creator about the state of the environment and human attitudes to it?
- Explore the different context from the early audiences for the Genesis accounts (e.g. at the mercy of the environment) and today (e.g. for many in the west, we are distanced from the Earth that sustains us). What difference does that make to how people read Genesis and respond to the idea of a Creator?
- Consider how far Christians and non-religious responses to the environment are effective and sufficient for the future. Weigh up and evaluate the key question, using evidence and argument: Should Christians be greener than everyone else because of their beliefs about God, Creation and stewardship? Or do all humans have an equal responsibility on behalf of future generations?

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Unit 3.3 Why are people good and bad? [Fall]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain how the idea of ‘the Fall’ is found in the text of Genesis 3, and that this is a significant part of the ‘salvation narrative’ of the Bible
- Explain the nature of the texts in Genesis 1, 2 and 3; give at least two examples of how they have been interpreted differently by Christians and explain why
- Give reasons and arguments for why most Christians view humans as ‘fallen’, using examples

Understand the impact:

- Explain the impact of Genesis 3 and how belief in the Fall has affected the treatment of women
- Show how Christians have responded to the idea of being ‘fallen’, in the church community and personal living, for example, through confession, forgiveness, and seeking a holy life

Make connections:

- Give a coherent account of how being ‘fallen’ has influenced how people live and behave
- Evaluate personally and impersonally how far this helps to make sense of the world.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Reflect on why human beings are both good and bad, considering example of what Pascal called ‘the glory and wretchedness’ of humanity.
- Investigate the different presentations of God in Genesis 1 (Elohim – powerful, eternal, transcendent) and 2 (Yahweh – personal, parental, immanent). Explore what it means for Christians to believe that humans are made ‘in the image of God’ (Genesis 1:27).
- Contrast the relationship between God and humans in Genesis 1 and 2 with the story of ‘the Fall’ in Genesis 3 – read it, hot-seating characters, and recording how the relationships change as a result of the actions of the man and the woman. Consider the type of text this could be (e.g. history, myth) and what difference that makes to how people interpret it.
- Examine the mainstream Christian view that this account expresses a truth about the human condition – that humans are ‘fallen’, people’s character is spoiled by sin, and the relationship between humans and God is seriously damaged, so that something needs to be done to put it right, according to Christians. Consider how persuasive this account is in terms of explaining why humans are both good (‘image of God’) and bad (‘fallen’).
- Explore some consequences of belief in fallen human nature: if humans are fallen, what evidence is there for this? Build on examples from the start of this unit, and Unit 3.2; include additional case studies e.g. gender issues: how has male language dominated the language about God (King, Lord, Father etc) and what impact has this had on the role, place and treatment of women? Consider some examples of the general role of women through history; consider role of women priests in Anglican Church as a specific example. How far can the idea of ‘fallen human nature’ explain gender inequality?
- Show how the idea of ‘the Fall’ leads to the belief that humanity needs to be saved – rescued by God; and how this leads to belief in Jesus as Saviour – repairing the effects of sin. Explore examples of how Christians acknowledge their ‘sinfulness’ and need for a Saviour, so they can receive forgiveness and reconciliation (e.g. Roman Catholic practice of confession).
- Explore alternative explanations for human nature: e.g. Hindu ideas of karma/samsara; psychological accounts such as Freud’s; sociological accounts such as Durkheim; evolutionary accounts; Humanist accounts of human responsibility. How effective are these at explaining why humans are good and bad?

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Unit 3.4 Does the world need prophets today? [People of God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the place and role of the prophets in the Bible, including the 'big story' salvation narrative of the Bible
- Explain the messages Isaiah and Amos transmitted

Understand the impact:

- Discuss what a modern-day prophet would do and say, with examples, evidence and argument

Make connections:

- Offer a view as to how far Isaiah and Amos's messages are valuable today
- Offer a view as to whether the modern world needs prophets, who they might be, and how students themselves might respond to them.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Consider some examples of people who have changed the world for the better; are there any common traits or qualities of these people?
- Introduce the role of the prophet in the Hebrew scriptures/Old Testament: reminding the People of God of their covenant responsibilities to their God. One significant call from the prophets of Israel and Judah was for justice. Explore some prophetic texts that call for justice (e.g. Amos 5:6–24; 8:4–10). Work out what must have been going on – present an account of 'what's wrong with the world' in relation to Amos' experience. Consider why the behaviour Amos saw runs contrary to God's covenant with his people, according to the Bible (see the Ten Commandments Exodus 20). Compare these accusations from eighth-century BCE with behaviour in the world today. Does the world need prophets today?
- Look at Isaiah 2:15. Consider why the prophet called for peace-making then, and give reasons why some would say it is a call worth heeding today too. What steps could or should people take to bring peace?
- The Jewish and Christian idea of a prophet is one who sees things as they are, denounces what is wrong and announces God's good news. Find out about some recent or living Christians who perform this prophetic role, such as Dietrich Bonhoeffer, Martin Luther King, Maria Gomez or Shane Claiborne. What did they denounce and announce and why? How did they communicate, and what impact did they have? Connect with contemporary world issues and events. Who are the equivalent prophetic voices from other religious or non-religious communities? Compare their motivations.
- Consider what the biblical prophets might say about our current culture and ways of living. What would Amos say about, for example, treatment of the elderly, child refugees, asylum seekers, migrants, bankers' bonuses, sexism, racism, the environment, faith and commitment, if he were around now? As well as denouncing, what might Amos or Isaiah *announce* today and why?
- Reflect on the need for people to champion justice and truth; whose responsibility is this? Comment in the context of a country of declining religious adherence, such as secular UK, and in a world of growing religious commitment.

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Unit 3.5 What do we do when life gets hard? [Wisdom]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence

Understand the impact:

- Give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about meaning in life, suffering and wisdom, and the key concepts studied

Make connections:

- Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

Note the overlap with Unit 3.16 *Why is there suffering?*

- Explore examples of evils and types of suffering in the world. Consider some questions: Which evils and suffering are our own fault? Should God be blamed for evil? If there is a great, all-loving God, why is the world so terrible for so many? Does a wise life avoid evil or attack it? Can religion help to reduce evil or does it contribute to it?
- Explore the ancient biblical book of Job to see how it responds to the existence of suffering and how someone should respond to it. What is the image of God that is conveyed in the text? How does it depict the relationship between Job and God? What is its message about evil and suffering? What comforts does the book offer the Jewish or Christian reader today?
- Examine the ancient context of the story and decide how it can translate to today's world. Consider what a twenty-first-century version of the book of Job would look like.
- Explore different ways Christians respond to the challenge of evil and suffering. Here are some examples:
 - *Apologetics*: what arguments do Christians use to counter the charge that evil means God does not exist, and to persuade people that their God is all-loving, despite the presence of evil and suffering?
 - *Action*: instead of philosophical arguments, many Christians argue that the response to suffering should be love and action. Find out about ways in which local Christians respond to examples of suffering in their neighbourhood and further afield.
- Debate some of these issues, drawing on learning about Job and Christian responses today, e.g. use debate statements such as 'Innocent suffering means that there cannot be a God'; 'God is beyond understanding, so why God allows suffering is also beyond human understanding'; or 'Instead of arguing about evil and suffering, Christians should just get on with overcoming it with love and care'.
- Recall the view of many Christians that evil and suffering was ultimately dealt with through Jesus' sacrifice on the cross. Ask some Christians how that helps them deal with it.
- Write responses to the unit question, 'What do we do when life gets hard?' Answer from a variety of different perspectives, including a Christian and an atheist response. Weigh up how satisfying, persuasive or feeble each response is, giving reasons and evidence. Can they articulate their own response to suffering?

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Unit 3.6 Why do Christians believe Jesus was God on earth? [Incarnation]

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Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like
- Explain how the Bible uses different types of text (for example, the Gospels) and language (such as, metaphor) to communicate ideas about Jesus as God incarnate
- Suggest meanings of the selected texts, explaining their ideas with reasons and evidence

Understand the impact:

- Show how Christian worship reflects Christian beliefs in Jesus as God incarnate
- Comment on the different ways in which Christians express worship of God

Make connections:

- Reflect on the value of belief in Jesus as God incarnate for Christians in the world today
- Comment on how far the world today could benefit from a saviour, offering their own reasons and justifying their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Recap students' learning about the nature of God in Christian belief, including the Bible's use of metaphors and similes to express some of these ideas.
- Look at the episode of Moses and the 'burning bush' (Exodus 3) and the name for God found here: 'I am who I am'. Use this as background for the seven 'I am' statements John's Gospel applies to Jesus. Connect this with prior learning about Jesus as God, as one member of the Trinity.
- Read the 'I am' statements ('I am the bread of life' (John 6:35, 48, 51); 'I am the light of the world' (8:12, 9:5); 'I am the door of the sheep' (10:7, 9); 'I am the good shepherd' (10:11, 14); 'I am the resurrection and the life' (11:25); 'I am the way, the truth and the life' (14:6); 'I am the true vine' (15:1)). Consider in what ways these metaphors relate to the particular time and context of John's readers: what significance did water, bread, shepherd, light, etc., have? Consider how Christians might interpret these metaphors today and what they find out about Jesus from them.
- Find out about the seven 'signs' in John's Gospel (i.e. changing water into wine (2:1–12); healing the royal official's son (4:46–54); healing the paralytic at Bethsaida (5:1–15); feeding the crowd in Galilee (6:1–15) – links with 'I am the bread of life'; walking on the Sea of Galilee (6:16–21); healing the blind man in Jerusalem (9:1–7) – links with 'I am the light of the world'; raising Lazarus to life at Bethany (11:1–3, 17–44) – links with 'I am the resurrection and the life'). What do these add to the picture of Jesus? How do these ideas relate to Christian belief in the person and role of Jesus as God?
- Explore how contemporary Christian worship music uses metaphor and simile to communicate belief in Jesus as God, and God as Trinity (e.g. www.worshipcentral.org/music). Compare these styles of worship with other music (e.g. Christian heavy metal such as Stryper) and other forms of worship, e.g. Quaker, Pentecostal, and Anglican cathedral worship. What do they communicate about the nature of Jesus and God, and what effect do they have on worshippers?
- Comment on the central importance of belief in Jesus as God incarnate and Saviour for most Christians today, in the light of students' learning in this unit.
- Reflect on whether or not students think the world could do with a 'saviour' today. If so, how and why might such a 'saviour' offer guidance, direction, sustenance, wisdom, protection, life, hope, and so on? Explore a Humanist alternative argument that we need to be our own 'saviours' and not think there is any external source of 'salvation'.

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Unit 3.7 What is so radical about Jesus? [Gospel]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence
- Consider which interpretations are appropriate, and why

Understand the impact:

- Give reasons and examples to explain how far Christians respond to the teaching of Jesus
- Explain how Christians use Jesus' teaching to guide their actions/behaviour

Make connections:

- Express an account of the implications for the modern world of Jesus' treatment of the marginalised
- Respond to the challenges of Jesus' teaching about love and justice, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Explore the background contexts of Gospel accounts on Jesus' relationship with 'sinners' and with the religious authorities (e.g. Mark 2:15–18 and Matthew 23:1–12). What do these texts suggest were the attitudes of the religious authorities to 'sinners', and how was Jesus' attitude different?
- Explore other texts which articulate Jesus' concerns, as far as the Gospel writers saw it (e.g. Mark 11:15–19 and Luke 4:16–12). In the context of the 'big story' or 'salvation narrative' of the Bible, what was Jesus' 'good news'? (I.e. in the context of the 'big story' of Creation, Fall and God's rescue attempts leading to his offer of salvation in Jesus, what was Jesus' message and what did he offer those who seemed outside the system at the time? See Guidance p.139 for the 'big story'.) In what ways were Jesus' message and actions radical?
- Explore a range of ways in which Christians try to put Jesus' message of 'good news' into action, such as putting the needs of the outcasts and vulnerable first (e.g. poor, ill, refugees, asylum seekers etc) or challenging injustice and hypocrisy where they encounter it (e.g. challenging governments and corporate greed) e.g. the role of Street Pastors, the Salvation Army, the Society of St Vincent de Paul, L'Arche, Jubilee Debt Campaign, liberation theology; World Vision, World Relief; individuals like William Tyndale, Elizabeth Fry, Olaudah Equiano, John Sentamu. Consider whose actions were most radical.
- Consider how Christians might respond to challenges such as: *You can't call yourself a Christian if you are not serving the marginalised. Christianity is basically a call for radically loving action.*
- Summarise five ways Christians could put Jesus' teaching into action in the world today. Add five more of students' own ideas for ways for bringing love and justice to the world, drawing on ideas from other faiths and from non-religious traditions. Reflect on the challenge of putting these ideas into practice, and how far they would be prepared to follow this guidance. Building on prior learning in Unit 3.3 about 'fallen' human nature, account for why people often know the good we should do but do not always do it.

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Unit 3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/Dharma/Sangha]

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Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Describe how the life of the Buddha led to his teachings (*dhamma*)
- Explain the Buddhist *dhamma* (i.e. universal truths, noble truths, noble path)
- Compare some varieties of Buddhist traditions and describe how they relate to the *dhamma*

Understand the impact:

- Give reasons and examples to explain how and why Buddhists put their beliefs into action in different ways (e.g. ordained/lay; meditation in Tibetan/Zen)
- Show how Buddhist teachings guide them in making moral decisions (e.g. non-violence, vegetarianism)

Make connections:

- Offer an account of what difference it makes that overcoming *dukkha* and attaining enlightenment is achievable by anyone without supernatural help, giving reasons
- Evaluate how far the ideas of the Buddhist *dhamma* help students to make sense of the world and their own experience.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Explore the key events in the life of the Buddha and how they led him to seek enlightenment.
- Examine some key texts used within Buddhist traditions to teach central Buddhist teachings, e.g. Dhammacakkappavattana, the Karaniya Metta Sutta and the Mangala Sutta.
- Explore the *dhamma*: the key teachings of the Buddha and the impact these have on Buddhists today:
 - The Three Marks (or Characteristics) of Existence
 - the Four Noble Truths
 - the Middle Way: the Noble Eightfold Path (Moral Conduct, Meditation and Wisdom)
- Explore what difference these ideas make to everyday life for Buddhists e.g. connect Buddhist ideas about suffering with the practices of the four Brahma Viharas (loving-kindness, compassion, sympathetic joy and equanimity), mindfulness and meditation.
- Read and explore some stories or wise sayings from the Pali Canon, e.g. a dramatic story in Majjhima Nikaya 86 (the second book of the Sutta Pitaka) where the Buddha persuades Angulimala, a mass-murderer, to stop killing and harming, after which Angulimala becomes a monk and eventually an *arahant* (enlightened being). Explain what the Buddha is saying about wisdom, justice and strength in this story.
- Explore some Buddhist symbols and artefacts beyond statues of the Buddha (*rupas*): e.g. lotus flower, *stupa*, bells, *mala* beads, prayer wheel, prayer flags, singing bowls, *mudras* (hand gestures)
- Introduce the Sangha – traditionally the term applying to the Buddhist community of ordained monks and nuns (bhikkus and bhikkhunis), but occasionally used to apply to all Buddhists. Explore the relationship between the Sangha and the lay-community. How do Buddhists apply the five precepts for lay people, and the additional precepts for monks and nuns? Outline the different schools in Buddhism (e.g. Mahayana, Theravada). Introduce some diverse perspectives on Buddhism in British Buddhist communities. Compare the outlooks of a traditional perspective (e.g. Thai Forest, Tibetan, Pure Land or Zen) with a recent perspective (e.g. Triratna). Find out what it means to be Buddhist in a British context. Consider ways in which ‘engaged Buddhism’ promotes peace and justice, e.g. using the teachings and example of Thich Nhat Hanh.
- Compare Buddhist ethics with Humanist ethics. Is Buddhism an early form of Humanism?
- Investigate what it is about Buddhism that makes it attractive to Westerners. Analyse how it is marketed and used in marketing. Evaluate whether its interpretation as a philosophy makes it ‘acceptable’ to a secular media or society.
- Compare the place of Right Mindfulness as part of the Noble Eightfold Path with secular mindfulness that is popularly taught and practised outside of Buddhist practice. What are the similarities and differences? To what extent is modern secular mindfulness based on ethics? Compare the goals of secular mindfulness and Buddhist Right Mindfulness. Why is it called Right Mindfulness?
- Weigh up the unit key question: how and why do the Buddha’s life and teachings have meaning for people today? Give examples, reasons and evidence.

Unit 3.9 Why don't Hindus want to be reincarnated and what do they do about it?

[Samsara/karma/moksha/dharma/Brahman/atman] Optional unit for schools teaching Hinduism at GCSE.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the importance of the key beliefs studied (e.g. *karma*, *samsara*, *moksha*) for Hindu ways of living

Understand the impact:

- Give reasons and examples to explain how and why Hindus put their beliefs into action in different ways (e.g. paths to *moksha*; aims in life; *varnas*)
- Show how Hindu beliefs and teachings guide them in making moral decisions (e.g. non-violence, vegetarianism)

Make connections:

- Give a coherent account of why a Hindu would not want to be reincarnated, and what they might do about it
- Evaluate how far the ideas of *karma* and *samsara* help students to make sense of the world and their own experience.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

Check out upper KS2 Unit 2.7 and reinforce or build on prior learning, e.g. the story of 'the man in the well' from the Mahabharata is a good starting point for this unit too.

- Explore Hindu ideas about *samsara*, *karma* and *moksha*. What is the problem that causes the individual eternal self (*atman*) to be trapped within the cycle of life, death and rebirth (*samsara*)? Examine how the law of *karma* governs reincarnation. Consider how endless reincarnations is not an appealing prospect, and hence the desire to escape from *samsara*.
- Explore some of the ways Hindus can escape from *samsara* and attain *moksha*, e.g. *karma* yoga (path of unselfish action); *bhakti* yoga (path of devotion to God); *jnana* yoga (path of knowledge); *astanga* yoga (path of meditation).
- Explore Hindu ideas about the four aims of life (*purusharthas*): *dharma*: religious or moral duty; *artha*: economic development, providing for family and society by honest means; *kama*: regulated enjoyment of the pleasures and beauty of life; *moksha*: liberation from the cycle of birth and rebirth.
- Explore British Hindu teenagers' lives, their multiple identities and thoughts about their traditions. Investigate what they think about goals in life, connecting with *dharma*, *artha*, *karma* and *moksha*. Compare similarities and differences with the diverse lives of students in your class.
- Analyse sacred texts dealing with *dharma*, such as passages from the Bhagavad Gita or the Ramayana. Explore the idea of *dharma* and *varna* in modern Indian and British Hindu communities. Evaluate this system of social organisation.
- Explore Hindu commitments to non-violence (*ahimsa*), harmlessness and vegetarian food. Contrast this with some Western attitudes. Evaluate the proposition that the Hindu path is our best hope in the battle to protect the environment.

Unit 3.10 What is good and what is challenging about being a Muslim teenager in Britain today?

[*Iman/ibadah/akhlaq*]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the importance of the key beliefs studied (e.g. *iman*, *ibadah*, *akhlaq*) for Muslim ways of living in Britain today

Understand the impact:

- Give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions)
- Show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today

Make connections:

- Give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

Check out upper KS2 Unit 2.8 and reinforce or build on prior learning – do not simply repeat material e.g. Five Pillars. Revise the key concepts of *iman* (faith), *ibadah* (worship and belief-in-action) and *akhlaq* (character and moral conduct). Explore how they are shown through the following ideas:

- Discuss the question: *what is British Islam?* E.g. find examples of British Muslims creating contemporary media forms, such as British Muslim TV, whose tagline is 'confidently Muslim and comfortably British'. Use their programme list to see how British Muslims are exploring their faith in a Western context.
- Find out about the different Muslim traditions represented in your area. Set the context, using the information in the 2011 census (see Guidance p.146). Look at the different mosques and communities near you. Make use of local voices, either through visitors or using the BBC archives.
- Explore some of the similarities and key differences between the groups, e.g. Sunni/Shi'a: six articles of faith in Sunni Islam *Tawhid*, angels, revealed books, prophets, the Day of Judgment, predestination); five roots of Usul ad-Din in Shi'a Islam (*Tawhid*, prophethood, guidance, resurrection); Five Pillars of Sunni Islam and Ten Obligatory Acts of Shi'a Islam.
- Look at Muslim artists who tackle Islamophobia, such as American photographer Ridwan Adhami (www.ridwanadhami.com). How do artists challenge stereotypes? Conduct a media survey for a week; gather evidence of stereotypes of Muslims students find in the media. How could British Muslim teenagers combat stereotypes about them? How do they?
- Be prepared to address the question of violent fundamentalist groups commandeering Islam, such as IS and Boko Haram, etc. Be prepared to discuss mainstream Muslim rejection of their actions e.g. bit.ly/2njxg3
- Examine the term '*ijtihad*' to consider some different approaches to Islam in the modern world. *Ijtihad* is the intellectual effort of qualified scholars to employ reason and analysis of authoritative sources (Qur'an and Sunnah) to find legal solutions to new and challenging situations or where sources are ambiguous on issues. Some Muslims argue that the time for *ijtihad* is past and Muslims should live according to traditional ways; some Muslims argue that it is the duty of all Muslims to engage in *ijtihad*. Find out the arguments for different views on this continuum. Consider how far the requirement for submission in Islam incorporates the highest intellectual effort, and that submission does not bypass the brain. Consider how far this applies to all religions and beliefs. Reflect on how much effort students put into working out their own ideas.

Unit 3.11 What is good and what is challenging about being a Jewish teenager in Britain today?

[God/Torah/the People and the Land] Optional unit for schools teaching Judaism at GCSE.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the importance of the key beliefs studied for Jewish ways of living in Britain today (e.g. identity, Shabbat, *tzedaka*)

Understand the impact:

- Give reasons and examples to explain how and why Jews put their beliefs into action in different ways (e.g. Orthodox and Progressive traditions)
- Show how beliefs and teachings guide Jews in responding to the challenges of life in Britain today

Make connections:

- Give a coherent account of the challenges and opportunities of being a Jewish teenager in Britain today, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

Check out upper KS2 Unit 2.9 and reinforce or build on prior learning.

- Find out how young British Jews live out their religion; and what it is that gives Jewish teenagers their sense of identity; (e.g. their experience of being part of varied communities – Orthodox/Progressive; within their family; at synagogue/*shul* and *cheder*; through rituals and celebrations of Shabbat; through festivals such as Pesach/Passover and Yom Kippur).
- Find out how young British Jews see themselves (e.g. part of a strong but diverse tradition; part of a tradition that encourages debate and discussion; confident in their freedom to be Jewish while holding different views of God and tradition – such as place of secular Jews).
- Explore Jewish belief in a covenantal relationship with God as his ‘Chosen People’ (or ‘Favoured People’), with reference to how this is explained in the Torah, which documents the history and moral code of the Jews as God’s chosen people, e.g. Deuteronomy 14:2. Although Jews say that God stands in relationship with all his creation, having the Torah means that Jews have certain roles. What are these in relation to other groups, e.g. Leviticus 19:34? What are particular Jewish requirements, e.g. keeping kosher and Shabbat? What are Jewish requirements when it comes to social justice, e.g. *tzedaka*? How does being Jewish make a difference to people’s lives?
- Explore diversity within Judaism e.g. religious diversity (Orthodox/Progressive), cultural diversity (Ashkenazi/Sephardi), and how this can lead to differing practice. Discuss: How important are change, continuity and growth within the history of Judaism?
- Learn about Jewish theological responses to the *Shoah* (Holocaust). Analyse the idea that ‘theodicy is impossible after Auschwitz’. Articulate what actions we should take to prevent any similar event from ever being possible again. Challenge students – are they active in fighting prejudice?
- Consider the part the concept of nationhood has played in the life of the Jewish community, exploring the beliefs, teachings and attitudes towards the Promised Land. Debate: How far is it possible to separate religion from nationality? Evaluate the arguments.
- Find out about recent rise in anti-Semitism (e.g. reports from cst.org.uk). Talk about causes and effects of this. Consider the impact on the lives of young British Jews; reflect on how society could and should overcome racist and intolerant attitudes.

Unit 3.12 How are Sikh teachings on equality and service put into practice today? [God/the Guru/Panth]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the key beliefs of Sikhism (e.g. about God and the Gurus; *Nam Simran*, *Kirat karna* and *Vand chhakna*) and their importance for Sikhs living in Britain today
- Explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live

Understand the impact:

- Give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways (e.g. compare Kartarpur to UK today; choice to become *amritdhari* or not)
- Show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today (e.g. call for equality and service)

Make connections:

- Offer an account of the value and impact of Sikh practice of service and equality in the UK today
- Comment on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Find out how and why Sikhs remember God: use stories of Guru Nanak, including his disappearance and revelation of God; use Guru Nanak's words in the Mool Mantar and analyse what these say about Sikh beliefs about God. Explore Guru Nanak's teaching about equality, exemplified in the community he founded at Kartarpur. What implications did this teaching have for Muslims and Hindus at the time?
- Examine how the teachings and lives of Guru Nanak and the Gurus guide Sikh living today. Explore examples of how are they put into practice by Sikhs (e.g. impact of *sewa* (loving action); equality of women; *langar* meal; *gurdwara* open to all). How are these teachings communicated in the Guru Granth Sahib?
- Find out about a Sikh's three duties: *Nam Simran* (meditation on God's name), *Kirat karna* (hard work) and *Vand chhakna* (sharing, charitable giving). Discover how these can be fulfilled in the *gurdwara* and how the *gurdwara* helps Sikhs in their relationship with God.
- Explore the Sikh path of life, from being self-centred (*manmukh*) to being God-centred (*gurmukh*), overcoming the ego (*hauma*) by living according to the will of God (*hukam*); how this enables a person to escape from the cycle of life, death and rebirth (*samsara*) and achieve liberation (*mukti*).
- Find out about what it means to be *amritdhari* Sikh: the obligations (*rahit* – 5 Ks, prayer) and prohibitions (*kurahit* – prohibitions such as not cutting hair, no harmful drugs, no adultery, etc). Consider the implications of being *amritdhari* at school. Note that there is diversity in Sikh practice and that not all Sikhs are *amritdhari*.
- Consider the questions of Sikh identity in modern British culture, from religious and sociological perspectives. Investigate what it means to be a young Sikh in Britain today.
- Read the annual 'British Sikh Report (BSR)' online, a quantitative analysis of the attitudes and actions of the British Sikh community. List the ways Sikhs view life in Britain as good, and ways Sikhs make a positive difference to life in Britain. Devise a diagram of the multiple identities of British Sikhs.
- Find out about Gurmurkhi, the language developed by Guru Nanak so people from all castes could read the Sikh scriptures. The 2014 BSR notes that only 26% of British Sikhs can understand Gurmurkhi or Punjabi (2014, p.23). To what extent is this a challenge for Sikh teenagers: are they losing touch with their roots, or putting down new ones?

Unit 3.13 What difference does it make to be non-religious in Britain today?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain what is meant by the terms ‘atheist’ and ‘agnostic’, and give reasons for the range of views that can be covered by these terms (e.g. SBNR, ‘nones’, Humanists, etc.)
- Explain what sources of authority non-religious people might use and why, to decide how to live

Understand the impact:

- Give reasons and examples to explain how and why non-religious people put their beliefs into action in different ways (e.g. from indifference through to hostility to religion; from seeking riches to activism)
- Show how Humanist beliefs/principles guide some non-religious people in making moral decisions

Make connections:

- Offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK
- Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Look at the 2011 Census results (headlines in Guidance p.146; key information from Office for National Statistics bit.ly/2jvyrbw). Note how many people are recorded as ‘not religious’, and the diverse breakdown of these ‘nones’, as they are sometimes called: – including atheist, agnostic, Humanist and Jedi ...). Comment on these numbers and the changes from 2001.
- Examine the *Understanding Unbelief* report from the University of Kent (see research.kent.ac.uk/understandingunbelief/reports). Note some of the varieties of names non-religious people adopt, and some of the values that are important to non-religious people around the world. Explore some explanations for diversity among non-religious people in the UK and beyond.
- Use the 2012 Theos Report *Post-Religious Britain? The Faith of the Faithless* (www.theosthinktank.co.uk/in-the-news/2012/12/05/britains-faithless-do-have-faith-after-all) to find out more about the varied beliefs of atheists, the ‘non-religious’ and those who never participate in religious services (e.g. 11% of atheists describe themselves as Christian; 15% believe in life after death, etc.). Reflect on this information and try and give reasons for the diversity.
- Explore the identity of people who are ‘spiritual but not religious’ (SBNR) (e.g. via work of Linda Woodhead, see Guardian Comment is Free, May 2012 bit.ly/2mofcqS). Describe some beliefs and practices that might characterise this group.
- Consider alternative non-religious rituals, such as the Sunday Assembly. Investigate non-religious ceremonies e.g. weddings, funerals and namings (www.humanism.org.uk/ceremonies/find-a-celebrant). To what extent do non-religious people replicate the practices of religion, without the supernatural, and why? Look at the ideas of Alain de Botton, who looks to retrieve the personal and community benefits of religion without the supernatural elements (see *Religion for Atheists*, 2012).
- Find out about Humanist beliefs, as presented by Humanists UK and any local groups. Invite a Humanist in to talk about being ‘godless’ ‘Happy Humanists’. Explore the arguments they offer for living a life without religion, and the key ideas and beliefs that are at the heart of this non-religious worldview (e.g. the Universe as a natural phenomenon best understood through science; the importance of making this life meaningful without belief in any kind of afterlife; the importance of using human reason, empathy, compassion and respect when deciding how to act; see understandinghumanism.org.uk/ for ideas and resources)
- Consider the range of beliefs encompassed by the term ‘non-religious’, from the ‘SBNRs’, through some agnostics who may be indifferent to religion, to some atheists who seek to persuade people of the falsehood of religious beliefs. Find some examples of people with this range of views, perhaps including some of your students. To what extent is it fair to describe the ‘non-religious’ in relation to religion?

Unit 3.14 Good, bad; right, wrong: how do I decide?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong
- Explain how and why people use and make sense of different sources of authority in deciding how to live

Understand the impact:

- Show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions
- Give reasons and examples to explain why people come to different views on moral issues

Make connections:

- Offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions)
- Evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Examine the key terms: ethics, morality, absolute morality, relative morality, and how beliefs, values and principles act as a guide for moral decision-making, using case studies and moral dilemmas. Allow students to reflect upon their own process of moral decision-making throughout this unit.
- Consider where people get their moral values from e.g. society; family; conscience; religion; explore which have most authority and why.
- Explore how Christians, Buddhists, Sikhs or Muslims decide what is right and wrong, through looking at teachings and codes for living in Christianity and at least one other religion; how these are applied to everyday living and social issues; reflect on the practice of virtue as well as the application of laws.
- **Christianity:** Teachings of Jesus: Sermon on the Mount (Matthew 5–7); Two Great Commandments (Matthew 22:36–39); The Golden Rule (Matthew 7:12); Sheep and the Goats (Matthew 25 v31–46). Consider humanity from a Christian perspective of being at once ‘fallen’ and ‘in the image of God’. How do they affect Christian ideas about how to be good?
- **Sikhism:** Meditation on God’s name *Nam Simran*; honest work (*Kirat karna*); sharing (*Vand chhakna*); service to others (*sewa*) regardless of colour, caste, class or creed; obeying God’s will.
- **Buddhism:** The Five Moral Precepts and the four Brahma Viharas. Find out what ‘good’ involves in Buddhist communal life. What approach to living do Buddhist principles demand? Some Buddhists might prefer the term ‘wise’ to ‘good’, and ‘unwise’ to ‘bad’ or ‘evil’. The Buddha frequently described actions as skilful (good) or unskilful (bad). Discuss what difference it makes to strive for ‘wisdom’ rather than ‘goodness’.
- **Islam:** Muslim teachings in the Qur’an e.g. righteousness comes from iman, assenting to the seven key beliefs (2:177); some things forbidden by Allah (7:33); fasting *sawm* in the Five Pillars; *ihsa* (excellence, doing what is good; from the Hadith of Gabriel). Consider the importance of submission in Islam and how this affects moral decision-making. Consider why Ibrahim’s willingness to sacrifice his Ismail made him the perfect Muslim. For Muslims, what is the necessity and benefit of submission to Allah?
- **Non-religious:** Compare religious moral rules with non-religious moral principles. For example, enquire into non-religious ethicist Peter Singer’s charity ‘The Life you can Save’. Singer is not inspired by God to be good; debate how far God or religion encourages and inspires loving actions.
- Reflect upon what students have learned about their own ways of thinking and deciding about moral issues.

Unit 3.15 How far does it make a difference if you believe in life after death?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Explain the key beliefs about life after death in at least two traditions
- Explain how and why Christians interpret biblical sources about life after death differently (e.g. Protestant/Catholic)

Understand the impact:

- Show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked
- Give reasons and examples to explain why people have different views on the idea of life after death

Make connections:

- Offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions)
- Evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Consider a range of reasons people give for belief in life after death (e.g. religious teachings, religious and near-death experiences, desire for justice to offset unjust world, etc.). Reflect on the persistence of this belief and consider why it is so enduring. The charity Christian Aid often runs the tagline ‘we believe in life before death’. Discuss which is more important, this life or a possible one to come? To what extent does one affect the other?
- Examine and compare a range of beliefs and teachings about death. Here are some examples:
 - **Christian** ideas: explore some Christian teachings (e.g. resurrection appearances of Jesus, such as in Luke 24; John 5:24–25, 28–29; John 14:1–7; 1 Corinthians 15:51–56; Revelation 21:1–4; the Nicene Creed states the Christian belief in a life after bodily death). What do these teachings say about what life after death is like? How do Christians interpret them differently? Consider how different Christian traditions offer different ideas about life after death, e.g. purgatory, heaven, hell, eternal soul or bodily resurrection. Explore the kinds of music, hymns and songs used at Christian and secular funeral services. What do the words used tell us about different beliefs about life and life after death in Britain today?
 - **Muslim** ideas about Paradise, *akhirah* and the Day of Judgment (e.g. resurrection of the body, Qur’an 56.60–61; accounting for actions, Qur’an 23.99–100; standing before God as Judge, Qur’an 35.18; deeds recorded in Book of Life, Qur’an 17.13–14; heaven and hell, Qur’an 32.17. Treatment of the body, burial, etc.
 - **Buddhist** teachings on *samsara*, *kamma* (karma), rebirth and *nibbana* (nirvana); the roles of the *arahant* (*arhat*) and *Bodhisatta* (*Bodhisattva*).
 - **Sikh** ideas of immortality of the soul, reincarnation and *mukti*.
 - **Humanist** ideas: this life is all there is, the human person is annihilated at death, and so the only kind of immortality is by remembrance, which is limited. Humanists UK affirms Humanist ethics ‘for the one life we have’. Humanists think the lack of an afterlife is a reason to make the most of this life. Reflect on whether ‘one life’ is a liberating or terrifying notion.
- Consider the effects of these beliefs on the lives of individuals and communities, e.g. impact of beliefs about rewards/punishments on moral choices, and implications of believing that there is no judgement after death. How far does the idea of an afterlife help religious people live a good earthly life? Is existence a state of suffering, an ordeal to endure on a path to eternal happiness, or a chance to achieve one’s goals and hopes?

Unit 3.16 Why is there suffering? Are there any good solutions?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Compare and explain two religious views of why humans suffer
- Explain at least two solutions to suffering offered by religious traditions

Understand the impact:

- Show how some religious and non-religious beliefs and teachings affect how people respond to suffering
- Give reasons and examples to explain why people respond to suffering in different ways (e.g. reject God; seek to heal the world)

Make connections:

- Offer a coherent account of the causes of suffering and the solutions offered by at least one religious tradition
- Evaluate how far it is the case that religions exist to help humans cope with suffering, fear and despair, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Explore questions raised by the experience of suffering, in relation to God, the world, human life and life after death. Explore different causes and types of suffering: emotional, physical, existential. Consider how suffering differs around the world, e.g. compare relative poverty to absolute poverty. Consider the phrase ‘first world problems’ – do students suffer from these? Is suffering a natural human state, wherever we live and whatever we have?
- Explore Old Testament accounts of why we suffer. Link with Unit 3.3 and the story of the ‘Fall’ in Genesis 3. Explore some Christian understandings of how sin is the root cause of human problems. Read some Proverbs, e.g. Proverbs 10:1 and 22:1. If we follow these instructions (work hard, don’t be greedy, be obedient, etc.) will we avoid suffering? Compare to Job, who demands to know why the righteous suffer. Explore the story of Job (build on Unit 3.5). Read God’s answers in e.g. Job 38:2–11. How far is Job happy with this response and why? How do Christians respond to Job’s example? Can students suggest alternative answers to Job as to why good people suffer?
- In the New Testament, Jesus says his followers should alleviate suffering. In Matthew 25:31–46 Jesus explains that when ‘you help one of my brothers/sisters, you help me’. Is there suffering because humans do not help each other? Explore examples of Christians who seek to alleviate suffering.
- Explore a philosophical approach: how can a good God allow suffering? Many people argue that God cannot be good, or that God does not exist. How do Christians see the death and resurrection of Jesus (the ‘crucified God’, says Jurgen Moltmann) as an answer to the challenge of the problem of suffering?
- Explore Buddhist explanations of the suffering as *dukkha* (sometimes translated as ‘unsatisfactoriness’) (First Noble Truth). We cause *dukkha* through craving (Second Noble Truth). Look for examples of how craving brings *dukkha* in the lives of individuals. How far does this reflect students’ own experience?
- Find out about the Buddhist solution to suffering: cessation of craving (*tanha*) through following the Noble Eightfold Path (Third and Fourth Noble Truths). How does the Noble Eightfold Path offer a map to escape the jaws of *dukkha*? Consider how far humans are responsible for causing discontentment *and* overcoming it.
- Link with Unit 3.15 and evaluate how far Christian, Buddhist and Humanist beliefs about life after death affect their views on suffering.
- Ask students to summarise each religious teaching, e.g. behave well and trust God (Old Testament), get your hands dirty; follow Jesus (New Testament); stop wanting what you cannot have (Buddhism). Evaluate each and express students’ own responses to the question: Are there any good solutions to suffering?

Unit 3.17 Should happiness be the purpose of life?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Compare and explain different ways to happiness (e.g. Christian, Buddhist and non-religious)
- Explain how people use different sources of authority in deciding what the purpose of life is

Understand the impact:

- Show how beliefs and teachings can affect people's views on whether or not it is important to achieve happiness

Make connections:

- Offer a coherent account of the value of happiness as the purpose in life, weighing up religious and non-religious views, including their own
- Evaluate how far these ideas and beliefs about happiness help students to make sense of the world, offering reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Explore what people mean by 'happiness'. There are different ways we use the term (e.g. happiness as pleasure, as an emotion, as life satisfaction, as flourishing, or as a term linked to a more transcendent view of meaning and purpose). Decide which might be most easily measured when governments want to promote happiness and which view of happiness might be most satisfying.
- **Christianity:** explore what the Bible says: compare the happiness that comes from a life lived in relationship with God (e.g. Psalms 2:12, 32:1–2) to the happiness that comes from acting to make the world better (e.g. Psalms 41:1, Matthew 5:9). Consider how far the commands in Matthew 22:37–39 encapsulate Christian ideas of happiness. Is Christianity concerned with happiness on Earth or joy and contentment in heaven? Is there some other purpose that is more important?
- **Buddhism:** explore the unsatisfactoriness of life: *dukkha*. Find out whether the teachings of the Buddha can be understood as above all a search for happiness, through relinquishing craving. Compare a Buddhist idea about mundane happiness (resulting from good actions) and 'supramundane' happiness (freedom from all greed, hatred and delusion).
- **Non-religious worldviews:** find out about the secular *Action for Happiness* organisation, promoting mindfulness, celebration of life, community action. How does a religious idea of 'the good life' compare to a non-religious view? Compare secular views of how to gain happiness from positive psychology (see e.g. www.actionforhappiness.org/10-keys-to-happier-living). To what extent does the positive psychology 'happiness movement' offer a secular version of religion? Explore contrasting existentialist or nihilist responses about the struggle or meaninglessness of existence.
- Consider how religious or spiritual happiness is attained: e.g. through acting in the world (such as the actions of Bodhisattvas), or through prayer and contemplation? Compare to a consumerist or materialist pursuit of happiness. Consider if attaining happiness is morally acceptable: can we evaluate the sort of happiness aimed for, and say one is morally better than another?
- Reflect on where people attain happiness – the future or the here and now. Is it plausible to say that 'heaven' and 'hell' are found in daily existence in our outlook and mood? Reflect on the Buddhist idea of impermanence – that everything changes, which means neither good nor bad experiences last. Compare this to a Humanist view that no one can be happy while others suffer (e.g. Peter Singer). Are these ideas of 'heaven' as states of mind attainable here on Earth? Compare to a Christian vision of heaven, and debate whether spiritual happiness is preferable to earthly, physical happiness.
- Consider whether students see happiness as the purpose of life, or whether there are higher goals.

Unit 3.18 How can people express the spiritual through the arts?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable students to achieve end of key stage outcomes):

Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Compare and explain at least two ways to describe 'the spiritual'
- Explain how and why music and art are important ways of expressing the spiritual

Understand the impact:

- Show how people express spirituality in different ways (e.g. through art, music, activism)
- Give reasons and examples to explain how music and art can help people understand big ideas in their tradition

Make connections:

- Offer a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves
- Evaluate how far growing up in a tradition will shape the way someone sees all aspects of life, offering insights, reasons and justifications for their responses.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable students to achieve the outcomes.

- Explore a range of definitions of 'spiritual' and 'spirituality', including students' ideas. Investigate what some people mean by 'living a spiritual life' or being a spiritual person.
- **Muslims:** explore ways in which Muslim art overcomes the prohibition on picturing God and still express faith *and* activism, belief *and* ethical ideals e.g. British Muslim artist and activist Ali Omar Ermes. How far did Muhammad himself combine social ethics, activism and faith?
- **Christians:** learn that Christians represent Jesus in Christian art because *he* represented himself as a human in becoming incarnate (e.g. John 1:14). Explore diverse cultural or ethnic depictions of Jesus. Why do Christians want to portray Jesus as the same type of person as them? What does this tell us about what Jesus is to Christians? How do artists convey Jesus as God and human?
- **Buddhists:** find out about sand *mandalas*, representations of the Universe to aid meditation in Tibetan Buddhism. Watch a video to see how the *mandalas* are destroyed, to remind Buddhists of the all-important teaching of impermanence. Make a *mandala* (with pasta and rice). How difficult is it for students to destroy their own *mandala*? Why is impermanence an important idea in Buddhism?
- **Jews:** listen to some *klezmer*, the music of Ashkenazi Jewish communities, played at joyful events (*simcha*) such as weddings. The music, a mixture of religious phrases, lively folk tunes and mournful, wordless passages evoking the human voice, is designed to make people want to dance, to feel joy, sadness and hope. The *Hasidim* (ultra-Orthodox Jews) used *klezmer* to attain joyful connection with God. Explore whether the human experiences of love, longing and joy are central to spirituality. Consider whether spiritual experiences are always positive.
- **Sikhs:** explore why music takes central stage in Sikh worship, and how it is used as a way to alter the emotional state to reach a better understanding of God. The scriptures are written in 60 different melodies that each establish a mood. E.g. Raag Asa (inspiration and courage); Raag Asavari (enthusiasm). Explain why music can be seen as a spiritual form of expression.
- Examine these methods of expressing and exploring the spiritual beyond words. How far do music and the visual arts access the spiritual dimension (including Rudolf Otto's idea of the *mysterium tremendum et fascinans*), in a way rational thought and discussion cannot?
- Express creatively their own sense of the spiritual, and use art, music, poetry, text to express personal reflections on key themes e.g. God, incarnation, salvation; justice, impermanence, hope.

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RE in KS4 and 5: 14–19 statutory requirements

RE for 14s–19s

Statutory requirements

All state-funded schools must teach RE to all students on school rolls, including all those in 14–19 education (unless withdrawn by their parents, or, if 18 or over, they withdraw themselves). It is important that teaching enables suitable progression from the end of Key Stage 3, in varied ways that meet the learning needs of all students. All students can reasonably expect their learning will be accredited, and **this agreed syllabus requires that all 14–16 students must pursue an accredited course** in Religious Studies or Religious Education leading to a qualification approved under Section 96 (see p. 12). The agreed syllabus does not require that every individual student be entered for this examination: that is a matter for schools.

Appropriate modes of accreditation include nationally accredited courses in RE such as GCSE and A level RS, and a wide range of enrichment courses and opportunities, such as the Extended Project Qualification. Good practice examples include many schools where all students take GCSE RS courses at 16, since these qualifications are an excellent platform for 14–16 RE. Note that teachers must ensure that RE in these phases accord equal respect to religious and non-religious worldviews. Following a GCSE course does not automatically fulfil this (see p. 11). ('Equal respect' does not entail equal time.)

70 hours of tuition or 5% of curriculum time across Key Stage 4 is the normal requirement by which students can achieve the standards of the GCSE short course in Religious Studies. This is the minimum benchmark for RE provision at Key Stage 4 for schools using this syllabus. 140 hours of tuition is needed for GCSE RS Full Courses, in line with other GCSE subjects.

Schools should provide opportunities for those who wish to take A-levels, alongside core RE for 16–19s. The minimum requirement is ten hours of core RE across Year 12–13.

What do students gain from RE at this age?

All students should extend and deepen their knowledge and understanding of religions and worldviews (including non-religious worldviews), explaining local, national and global contexts. Building on their prior learning, they appreciate and appraise the nature of different religions and worldviews in systematic ways. They should use a wide range of concepts in the field of Religious Studies confidently and flexibly to contextualise and analyse the expressions of

religions and worldviews they encounter. They should be able to research and investigate the influence and impact of religions and worldviews on the values and lives of both individuals and groups, evaluating their impact on current affairs. They should be able to appreciate and appraise the beliefs and practices of different religions and worldviews with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions. They should be able to use different disciplines of religious study to analyse the nature of religion.

Specifically students should be taught to:

- Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions
- Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts
- Develop coherent and well-informed analyses of diversity in the forms of expression and ways of life found in different religions and worldviews
- Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies
- Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value
- Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others
- Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy
- Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally
- Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.

RE in special schools

RE in special schools

The vision of this agreed syllabus is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND).

RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts, and all teachers are teachers of pupils with SEND. Good-quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. RE provision for different groups of pupils will vary but all pupils should be included in RE.

For pupils with Complex Learning Difficulties and Disabilities (CLDD)

- Good RE begins from the unique individuality of the pupils, and provides rich experiences of religion and spirituality.
- Calm and peaceful space in RE can enable learners to enjoy their RE time individually.
- RE can enable pupils with the most complex of needs to develop awareness of themselves, their feelings, their emotions and their senses.

For pupils with Severe Learning Difficulties (SLD)

- Multi-sensory approaches bring the possibility of introducing spiritual experiences.
- RE makes a contribution to pupils' social development through story, music, shared experience and ritual.
- RE can enable pupils to develop their relationships with other people and their understanding of other people's needs.

For pupils with Moderate Learning Difficulties (MLD)

- RE can provide insight into the world of religion and human experience, especially when tough questions are opened up.
- RE can provide opportunities for pupils to participate in spiritual or reflective activity.
- RE can enable pupils to make links with their own lives.

For pupils with Emotional and Behavioural Difficulties (EBD)

- RE can enable pupils to address deep issues of concern in helpful ways through exploring spiritual material and seeing how others have tackled difficult experiences.
- RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions.
- RE can assist in the development of pupils' maturity and self-awareness.

Planning for RE in special schools

The law says that the agreed syllabus is to be taught to pupils with SEND 'as far as it is practicable'. Given the complex and individual needs of pupils in special schools, it is important that teachers avoid a 'deficit model' of planning, where the syllabus is watered down, adapting a few units of work, or teaching units for 4–6s to 7–11s or 11–14s. Instead, we should draw on the key ideas of 'discovering, exploring, connecting and responding' from this agreed syllabus. Special school RE should explore authentic and central concepts from religions, on the basis of what will connect with pupils' experiences and enable them to respond.

The ‘Five Keys’ planning model

This syllabus recommends a model devised by Anne Krisman,¹² teacher at Little Heath School in the London Borough of Redbridge. She advocates five keys for planning in RE for SEND.

1. **Connection – what links can we make with our pupils’ lives?** Creating a bridge between pupils’ experiences and the religious theme.
2. **Knowledge – what is the burning core of the faith?** Selecting what really matters in a religious theme, cutting out peripheral information.
3. **Senses – what sensory elements are in the religion?** Looking for a range of authentic sensory experiences that link with the theme.
4. **Symbols – what are the symbols that are most accessible?** Choosing symbols that will encapsulate the theme.
5. **Values – what are the values in the religion that speak to us?** Making links between the values of the religious theme and the children’s lives.

This simple but profound approach enables teachers to use this agreed syllabus as a source of information for religious themes and concepts, but then to plan RE so that pupils can explore and respond, promoting their personal development by making connections with core religious concepts and their own experiences.

The planning model looks like this:

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Key	Focus	Activities
Connection What links can we make with our pupils’ lives?		
Knowledge What is at the burning core of the religion?		
Senses What sensory elements are in the religion?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> In this column, each question is answered with pointers to activities. </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> In this column, teaching and learning activities are given. </div>
Symbols What are the symbols that are the most accessible?		
Values What are the values in the religion that speak to us?		

A more detailed explanation of Anne Krisman’s approach, with supporting examples, can be found here: www.reonline.org.uk/supporting/re-matters/news-inner/?id=15291

On the next page is an example of the Five Keys planning model in action. Schools do not need to follow this particular format, but should reflect on each of these five areas in their planning.

¹² Little Heath School’s RE features in Ofsted’s good practice resources, which give more details of the Five Keys approach, and some examples of pupil responses. See tinyurl.com/ao4ey4q

Example of Five Keys planning model

Based on Unit U2.8 (What does it mean to be a Muslim in Britain today?), linked with Unit L2.9 (How do festivals and worship show what matters to a Muslim?), choosing to focus on Eid-ul-Fitr and Ramadan.

Key	Focus	Activities
Connection What links can we make with our pupils' lives?	What times are special to us? What food do we like to eat? What does the moon look like?	<ul style="list-style-type: none"> • Create pictures of pupils with speech bubbles saying what times are special to them, e.g. birthdays, Christmas, holidays. • Ask each other what food they like to eat and tell the class what they have found out. • Look at different pictures of the moon, e.g. surface, crescent, full.
Knowledge What is at the burning core of the religion?	Muslims give up food (fast) during daylight hours during Ramadan. It makes them think of poor people and they give charity (<i>zakah</i>). When the new moon comes, it is Eid-ul-Fitr and they celebrate.	<ul style="list-style-type: none"> • Act out getting up early in the morning to alarm, eating, saying no to food, feeling hungry but happy, going home, looking for stars in sky, eating a date. • Look at pictures of poverty and talk about what signs there are that this community/place is poor. Make a charity box with moon and stars on. • Read <i>Ramadan Moon</i> and talk about what the family does for Ramadan and Eid.
Senses What sensory elements are in the religion?	Eating of dates to end fast (<i>iftaar</i>). The prayer mat. Listening to Arabic prayers. Washing (<i>wudu</i>).	<ul style="list-style-type: none"> • Experience eating dates and Indian sweets. • Feel different prayer mats while listening to Islamic prayers. Watch film of children praying. • Show how you wash hands. Watch film of children doing <i>wudu</i> before they pray.
Symbols What are the symbols that are the most accessible?	The moon and the stars. Word 'Allah'. Word 'Muhammad'*.	<ul style="list-style-type: none"> • Create moon pictures out of silver paper, add onto Arabic prayers (see <i>Ramadan Moon</i>). • Recognise the words 'Allah' and 'Muhammad' and say how special they are to Muslims. • Create pictures using stencils of the words 'Allah' and 'Muhammad' in Arabic, adding gold and making them look beautiful, while listening to <i>nasheeds</i> (devotional songs).
Values What are the values in the religion that speak to us?	Doing things that are hard. Thinking of poor people. Giving to charity (<i>zakah</i>). Being with family.	<ul style="list-style-type: none"> • Try to complete something that is hard e.g. a jigsaw puzzle and everyone says well done. • Make a collection around the school or make something to sell for charity, e.g. ice cream or cakes. • Make 3D dolls of happy Muslim families in traditional clothes.

*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.

How can we assess pupils' progress?

Assessment, achievement and attainment

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

Assessment in this agreed syllabus is related to end of phase expectations.

- In RE, at 7, 11 and 14, pupils should show that they know, understand and apply the concepts, skills and processes specified in the Programmes of Study. In addition, this syllabus offers a mid-way marker for end of Year 4, age 9, to help show pupils' progress through KS2.
- The end of phase outcomes are set out on pp.18-19 and repeated within each section of the syllabus. These allow teachers to see how they represent progress in relation to knowledge, understanding and skills. Within each unit outline, learning outcomes are presented that relate to the end-of-phase outcomes. Whilst the end of key stage outcomes are general, the unit learning outcomes are specifically related to the content (knowledge and skills) required to address the key question.

The learning outcomes for each unit are expressed in relation to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact, making connections).

- Note that the spiral nature of the curriculum means that pupils will encounter some of the same concepts in different questions at different key stages. Exploring the same concepts again, from a different perspective and using different materials, is essential to support pupils' ability to connect ideas and develop a coherent understanding of religion and belief, consolidating and embedding learning.

The learning outcomes in this syllabus support teachers in assessing whether pupils are on track to meet end of phase and end of key expectations.

- Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question outline will help teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills.
- Schools need to be able to track progress of pupils. Using the unit learning outcomes as stepping stones towards the end of phase outcomes will allow teachers to track progress across a year group. This is not the same as giving pupils a 'level'. Teachers will know that pupils' understanding at the start of a topic will necessarily dip as they encounter new

material. Where a key question is building on previous learning (which will become more and more evident as the syllabus is implemented over the long-term), pupils will start with some prior knowledge. Building upon this will help pupils to make more progress.

- An example of summative assessment that could be reported for accountability purposes within the school year would be to make a judgement of that pupil's performance at the end of a unit of work. A teacher could use her/his professional judgement and look at work samples, recall discussions and other responses to teaching and learning and then record whether a pupil is (for example) emerging, meeting expectations or exceeding the specific unit outcomes.
- Schools will need to adapt the information they gain from the learning outcomes to whichever tracking system their school uses. Schools are encouraged to avoid mechanical 'tick-boxing' exercises and focus their assessment on supporting individual pupils to develop their knowledge, understanding and skills in RE.

The unit and end of phase learning outcomes support teachers' planning for all pupils.

- Teachers in RE should plan their approach to the whole key stage with the learning intentions of the end of the phase/key stage in clear view.
- Using the learning outcomes for each key question is also essential when planning learning activities for pupils. Classroom activities should enable pupils to build up knowledge and understanding, in a variety of ways, allowing pupils plenty of opportunities to achieve the outcomes. Through the unit, teachers should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching.
- The learning outcomes may be broken down further into smaller 'I can' statements by teachers when planning lessons and learning activities for pupils (see p.126 for examples).
- Setting high expectations early in the key stage, in terms of the matters, skills and processes of RE is most likely to enable pupils to reach the highest possible standards for all groups of pupils.

The end of key stage statements can be used for reporting to parents.

- As with all subjects of the curriculum, parents are entitled to expect an annual report which clearly describes the progress and achievement of each child in relation to the Programme of Study in RE.
- Good RE reporting is individual, positive, criterion-referenced, accurate and diagnostic.

Using unit and end of phase outcomes for assessing pupils' learning:

Below are some examples to show what kind of response a pupil might give to show that they have achieved the unit learning outcomes.

End of phase outcome: KS1:	Unit outcomes Unit 1.1 God	Examples of pupil-friendly 'I can'/'You can'/'Can you ...?' statements
<p>Making sense of beliefs</p> <ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	<p>'I can'/'You can'/'Can you ...?'</p> <p>...explain how the parable of the Lost Son teaches Christians about God's love and forgiveness (e.g. Christians say God is like the father in the story. The father forgives his son, even after the son runs off to do his own thing. The father runs to his son – he wants him back. God wants people to turn back to him too: he is ready to forgive. Christians say God is loving not angry.)</p>
<p>Understanding the impact</p> <ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<p>'I can'/'You can'/'Can you ...?'</p> <p>... say why Christians pray and say sorry to God for forgiveness (e.g. Christians know they go their own way and think, say and do bad things – they sin even though they want to be good. They believe God is very willing to forgive if they are sorry.)</p> <p>... explain why Christians try to forgive others (e.g. Jesus teaches that Christians should love like God does, including forgiving those who do wrong. This is like the father in the parable.)</p>
<p>Making connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	<p>'I can'/'You can'/'Can you ...?'</p> <p>... talk and ask questions to explore the meaning of the story for me (e.g. Who am I most like in this story? Do I think it is good to say sorry? I don't believe in God/I'm not sure about God, but is there something for me in this story?)</p> <p>... give a reason for my ideas (e.g. I like the father because he lets his son make his own mistakes/because he is generous and forgiving. I don't know who I am like in the story but I'd like to be kind. I don't believe in God/I'm not sure about God, but I think that it is good to say sorry and to forgive others who say sorry. I think the brother is jealous and that messes up his love for his family.)</p>

These example 'I can' statements are only a sample, indicating stepping stones towards pupils achieving the highlighted unit outcomes. Teachers can develop their own, as long as they stay close to the unit outcomes.

The example pupil statements are also only a sample. They are not intended to be the complete answers. They illustrate the kind of response that is appropriate at each phase. The language is not written in the way pupils might express the ideas themselves, but it is indicative of the kind of content teachers might expect to hear in pupils' responses.

Support materials for this syllabus includes additional sample 'I can' statements for a selection of units.

Unit outcomes

The following pages set out all the end of unit outcomes for Years 1–6. These will help to show how pupils are expected to make progress towards the end of phase outcomes.

KS1 unit outcomes:

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End KS1 Pupils can ...	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians Recognise that stories of Jesus’ life come from the Gospels 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying ‘sorry’, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> Give at least one example of what Christians do to say ‘thank you’ to God for Creation 	<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter
<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Christian/ Jewish Creation story and the world they live in. 	<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

End KS1 Pupils can ...	1.6 Muslims	1.7 Jews	1.8 Sacred places	1.9 World and others	1.10 Belonging
<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet* show what Muslims believe about Muhammad 	<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people
<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action 	<ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community 	<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural Earth Say why Christians and Jews might look after the natural world 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)
<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.

Lower KS2 unit outcomes:

End LKS2 Pupils can ...	L2.1 Creation	L2.2 People of God	L2.3 Incarnation/God	L2.4 Gospel
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

End LKS2 Pupils can ...	L2.5 Salvation	L2.6 Kingdom of God	L2.7 Hindus & God	L2.8 Hindus in Britain
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now 	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God 	<ul style="list-style-type: none"> Identify the terms '<i>dharma</i>', '<i>Sanatan Dharma</i>' and 'Hinduism' and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)
<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

End LKS2 Pupils can ...	L2.9 Muslims	L2.10 Jews	L2.11 Stages of life	L2.12 Make the world better
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) 	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place
<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) 	<ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action
<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Upper KS2 unit outcomes:

End UKS2 Pupils can ...	U2.1 God	U2.2 Creation	U2.3 Incarnation	U2.4 Gospel
<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives
<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	<ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.

End UKS2 Pupils can ...	U2.5 Salvation	U2.6 Kingdom of God	U2.7 Hindus	U2.8 Muslims
<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view. 	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Darlington today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.

End UKS2 Pupils can ...	U2.9 Jews	U2.10 Humanists and Christians	U2.11 Why believe in God	U2.12 Life gets hard
<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God 	<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives
<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. 	<ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

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Guidance

Guidance

Core concepts in world religions

This syllabus has identified some core concepts that are at the heart of the religions taught. Religions are complex and so any selection is going to be limited, but we think that these are all concepts that are central, so that if pupils get a good grasp of them, it will support their learning about that religion.

Buddhism

Buddhism was founded by Siddhartha Gautama, who lived in India in the sixth-century BCE. He spent his life in the search for answers to the questions posed by human suffering, desire and the search for happiness. Siddhartha reached enlightenment at the age of 35 and was given the title 'Buddha', or 'enlightened one'. He developed the Middle Way of growing in wisdom, morality and mindfulness, and built up a large following of disciples.

The Buddha is greatly honoured for his teaching, but is not worshiped as God. There is diversity between Buddhist traditions: most do not pray to Buddha, although some do; some see Buddhism as a religion, whereas others prefer to see it as a philosophy and way of life.

The Three Treasures (Refuges)

Buddhists take refuge in three treasures:

- the **Buddha** (the inspiration of this enlightened being and his teachings)
- the **dhamma** (the teaching of the Buddha)
- the **sangha** (the community of Buddhists)

The Four Noble Truths

These are four tenets that all Buddhists accept:

- Life involves suffering (or 'unsatisfactoriness' – **dukkha**). It is not difficult to see that there is suffering and unhappiness in life, both in the world at large and within a person.
- The cause of suffering is desire (**tanha**). People do not like suffering and unhappiness: it is what they want to move away from. To do this, people need to understand and remove its causes.

- It is possible to end suffering (**nirodha**) by replacing craving and desire with inner satisfaction. The point at which this is achieved is called **nibbana** (nirvana), a state of peace and happiness. This is a goal that all can move towards.
- Following the Eightfold Path (see below) leads to **nibbana** (nirvana) and the cessation of suffering. This is the path of growth and development that enables people to cultivate the positive in all aspects of life. An individual takes responsibility to make progress along this path. There is no external judgement in Buddhism. People move at their own pace, and achieve enlightenment by their own heroic attempts.

The Noble Eightfold Path

This is a practical guide to living within the teachings of the Buddha in every aspect of life:

Steps to wisdom (knowing in a 'Buddha-like' way)

1. Right understanding
2. Right thought

Ethical steps (treating the world and others in a 'Buddha-like' way)

3. Right speech
4. Right action
5. Right livelihood

Mental steps (approaching life in a 'Buddha-like' way)

6. Right effort
7. Right mindfulness
8. Right concentration

The Five Precepts or Principles

The following principles guide most Buddhists' ways of living:

- To refrain from destroying or harming living beings
- To refrain from taking that which is not freely given (stealing)
- To refrain from sexual misconduct (improper sexual behaviour)
- To refrain from incorrect speech and deceiving
- To refrain from intoxicants that lead to loss of mindfulness or carelessness.

Buddhist philosophy and practices

- Buddhism teaches the law of *kamma* (*karma*), where every thought or action sows the seed of a positive or negative nature. This connects with teaching about rebirth.
- Meditation is practised throughout Buddhist traditions, although styles vary.
- Whilst Buddhist monks and nuns are often highly visible, most Buddhists follow the path as lay people. The community shares the task of alleviating suffering, supports its monks and nuns, recognises and supports its leaders and celebrates such festivals as Wesak, remembering the birth, enlightenment and death of the Buddha.
- Many Buddhists do not attend temples, but practise meditation and chanting in shrines in their homes or gardens. Use of shrines, paintings and iconography is common but varied.

Enlightenment

The unifying doctrine of the various Buddhist traditions is the enlightenment experience of the Buddha. Enlightenment is not a place but a state of being, based on wisdom and compassion. It is hard for ordinary humans to comprehend, but is the end result of an attempt to master the truth for oneself. In Buddhist scriptures there are examples of almost-instantaneous enlightenment and of enlightenment taking many lifetimes.

Unless someone gains enlightenment, Buddhism teaches that she or he will continue to be re-born. Most traditions see the goal for a Buddhist to be *nibbana* (*nirvana*), where one breaks out of the cycle of rebirth. Some traditions emphasise the Bodhisattva principle, whereby an arahat (an enlightened being) puts others before him or herself in order to help and support all sentient beings in all realms. Some Buddhists strive for full Buddhahood.

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Christianity

Key concepts:

Christians do not all agree about the details of these key concepts, and there is real diversity within and between denominations. These descriptions below do, however, represent a broad, mainstream view of Christian belief. Taken together, they tell the ‘big story’ of the Bible – from Creation to the kingdom of God:

God: Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.

Creation: Christians believe the Universe and human life are God’s good creation. Humans are made in the image of God.

Fall: Christians believe humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called ‘sin’, and Genesis 3 gives an account of this rebellion, popularly called ‘the Fall’. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment.

This idea that humans are ‘fallen’ and in need of rescue (or salvation) sets out the root cause of many problems for humanity.

People of God: Many Christians say that the Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. For Christians, the plan appears to end in failure with the people of God exiled, and then returning, awaiting a ‘messiah’ – a rescuer.

Incarnation: For Christians, the New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.

Gospel: Christians believe that Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour – particularly the weak and vulnerable – as part of loving God.

Salvation: For Christians, Jesus’ death and resurrection bring about the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

Kingdom of God: Christians accept that this does not mean that no one sins any more! The Bible talks in terms of God’s ‘kingdom’ having begun in human hearts through Jesus. The idea of the ‘kingdom of God’ reflects God’s ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God’s rule is fulfilled at some future point, in a restored, transformed heaven and Earth. Meanwhile, they seek to live this attractive life as in God’s kingdom, following Jesus’ example, inspired and empowered by God’s Spirit.

Note:

Not all Christians understand or emphasise these concepts in the same way. For example, some Christians do not place such an emphasis on ‘the Fall’. However, this account of these concepts presents a mainstream understanding of the ‘big story’ of the Bible. If pupils grasp this account of these concepts and this relationship between them, it serves as a good foundation for exploring some of the wider diversity of Christian views.

Sources of authority:

One of the main sources of authority for Christians is the Bible.

- *For Roman Catholic Christians*, the Bible's authority is balanced alongside the teachings and traditions of the Church – the Church indicates how to interpret the Bible, for example.
- *For most Protestant Christians* (e.g. Church of England, Baptist, Methodist, Pentecostal, etc.), the Bible is the key source of authority. Churches do guide their members in how to read, understand and apply the Bible's teachings, but the Bible is more authoritative than the church guidance. In general, Protestants believe that 'ordinary' Christians should have access to it and be able to interpret it for themselves, rather than be told what it means.

The Bible is a collection of different books (66 in the Old Testament and 27 in the New Testament).

These encompass all kinds of different types of text, including legal codes, historical reports, poetry, prayers, fictional stories such as parables, letters and prophetic texts containing warnings from God about what might happen if people carry on disobeying God, for example. These different types of texts all need to be interpreted appropriately (you don't look for historical accuracy in a poem, for example).

Christians read the Bible differently:

- *Conservative readings*: Some Christians regard the Bible as the inspired Word of God, containing ultimate truth communicated from the Creator to all people. Christians who have this view are more likely to regard the Gospels as presenting what Jesus actually said, and describing events that actually happened as they are depicted in the text. They are likely to believe that Jesus did perform miracles and did rise from the dead. Globally, the majority of Christians have a view like this, although this does not mean that they read all the texts literally – they recognise that different types of text require different ways of reading.
- *Liberal readings*: Other Christians see the Bible more as a collection of human writings, containing great wisdom about how people respond to life. This means that they may question the historical claims of some of the texts, and instead look for general truths and teachings about human experience. For example, they may question whether the Gospels give historical accounts of what Jesus actually said or did; they might argue that the Gospels reflect the teachings of the early Christian Church many years after Jesus. Some Christians with this liberal viewpoint

might say that Jesus did not rise from the dead – the idea of resurrection is a metaphor for a transformed life rather than a historical or future reality.

Globally, this liberal approach is a minority view among Christians, although it is more prevalent among Christians in the UK and Europe than it is in North and South America, for example.

These are not the extreme ends of a continuum, but they do represent something of the variety of views.

Hinduism

Dharma

The key concept of *dharma* frames a Hindu's life. It describes Hindu social and moral duty. Hindus aim to live in conformity with their *dharma*, and aiming to maintain this will inform all or many aspects of their life. *Dharma* varies according to the personal path individual Hindus have taken and the circumstances of life.

Brahman

Brahman represents the concept of God in Hinduism. Brahman is seen as the source of all life, the sum total of all souls in the Universe, present in every living thing and the 'place' or state of being that is *moksha*. Brahman is too infinite to be understood by the human intellect, but humans can come to Brahman, the Ultimate, through the many Hindu deities – gods and goddesses – all of whom represent an aspect of Brahman's character or being. Other deities through whom Brahman is worshiped are Lord Vishnu, Lord Shiva, Lord Ganesh (or 'Ganpati'), Goddess Lakshmi, Goddess Parvati, Goddess Sarasvati and Durga Mata.

Atman

The *atman* refers to the 'eternal self' or 'soul', the 'essence' of a single being. When the body dies, the *atman* moves into a new body in the process known as *samsara*, or reincarnation. Hindus believe Brahman is present in the *atman*, which is in all living things, and the elements – earth, air, fire and water.

Karma

The *atman* returns to the Earth in another body according to the law of *karma*. This translates as 'action' or 'deed', but its wider meaning is 'cause and effect'. *Karma* refers to the sum of a Hindu's actions, which will determine his or her future existences. A life lived in accordance with one's *dharma* means future reincarnation in a body with more potential to reach Brahman/*moksha*.

Samsara

Samsara describes the cycle of birth, death and rebirth (reincarnation). The life one is born into depends on how the previous life has been lived, or how far the individual kept or performed his or her *dharma*. There is no personal judgement of the individual. Together, the laws of *karma* and *samsara* provide cosmic, but impersonal, balance.

Moksha

Moksha describes the ultimate goal of all Hindus: liberation from the cycle of *samsara* and the constant pain of rebirth. There are different ways to attain *moksha* and one path says that by following one's *dharma*, one slowly achieves more and more favourable births. *Moksha* is sometimes described as a drop of water meeting the ocean, as the *atman* is finally reunited with Brahman.

Islam

Tawhid (sometimes spelled tawheed)

Tawhid is the oneness of Allah (God). Islam teaches absolute monotheism – there is only one God. To regard anyone or anything as being equal to Allah, or even a partner with Allah, is described as *shirk* and is absolutely forbidden. The Muslim confession of faith, the *Shahadah*, declares: ‘There is no god except Allah (God)’. This is not just an abstract theological statement but one that is worked out in many ways. Allah cannot be represented in art, so the geometrical designs so prominent in Islamic culture are a reflection of the unity and beauty of Allah. Using the 99 Names of Allah is helpful in exploring the nature of Allah in Islam (see unit 1.7, for example).

Iman

Iman is faith, the believer’s response to God. Faith is expressed primarily in acceptance of Muhammad as the final messenger of God (in the words of the *Shahadah*, ‘There is no god except Allah; Muhammad* is the messenger of Allah’) and of Al-Qur’an as the revealed word of God. ‘Qur’an’ means ‘reciting’ and is the definitive guide for all Muslims.

Ibadah

Muslims use this single word for both worship and any action that is performed with the intention of obeying Allah. Thus worship and belief in action are inextricably linked by language. This concept includes the Five Pillars of Islam, which help Muslims to ensure that their lives are dedicated to the worship of Allah. As the whole of life is worship, no special emphasis is placed on any one aspect of obligation.

The Five Pillars

The compulsory Five Pillars provide a structure for the daily spiritual life of a Muslim. There are two main groups of Muslims, Sunni and Shi’a. Sunni Muslims accept the importance of these five. Shi’a Muslims also accept their importance, but may not refer to them by the same name and also regard some additional acts as obligatory.

- *Shahadah* is the declaration of faith: ‘There is no god except Allah; Muhammad is the messenger of Allah.’
- *Salat* is ritual prayer carried out five times a day.
- *Zakat* is an annual gift for charity, usually 2.5 per cent of income.
- *Sawm* is fasting from food and water during the daylight hours of the month of Ramadan.
- *Hajj* is pilgrimage to Makkah, to be made at least once in a lifetime if possible.

Akhlaq

Akhlaq is a term that cannot be translated by a single English equivalent. It means behaviour, morality, manners, attitudes, and the social ethical codes by which Muslims should live. Included are aspects of family and social life and also issues for the whole of humanity, e.g. the possibility of an Islamic social and economic order, which is a viable alternative to both capitalism and communism.

*Note: Many Muslims say the words ‘Peace be upon him’ after saying the name of the Prophet Muhammad. This is sometimes abbreviated to PBUH when written down.

Judaism

God

Jews believe in one Creator God who cares for all people. Jews worship God, saying blessings and thanks, and believe that they are the chosen people. Many Jewish people avoid saying and writing God's name, and so in a Jewish context, it might be printed as 'G-d'.

The Jewish prayer, the Shema, begins with words that are a fundamental expression of Jewish belief: 'Hear, O Israel: The LORD our God is one LORD; and you shall love the LORD your God with all your heart, and with all your soul, and with all your might' (Deuteronomy 6:4–5).

Parts of the Shema are written on a *mezuzah* (parchment on which religious text is written, which is generally placed inside a small decorative box) and attached to the doorposts of Jewish homes, to be remembered each time it is passed. Parts of the Shema are also placed inside *tefillin*, the prayer boxes worn on the head and left arm of many Jews, especially Orthodox and Conservative, when they pray.

The Torah

The Torah, meaning teaching, instruction or law, is the main Jewish holy book. The term is used in a wider sense to mean the first five books of the Hebrew Bible (the same in content as the Old Testament of the Christian Bible) and the Talmud – oral law or 'Oral Torah' explaining the Torah. The Torah contains the Ten Commandments given to Moses and the 613 *mitzvot* or the Jewish laws/commandments (*halakha*) that observant Jews obey. It also focuses on the Jews' relationship with God and contains songs, prayers and wise sayings.

The whole Hebrew Bible includes:

- the TeNaKh, 'written Torah', which consists of the Torah (law; the first five books), Nevi'im (Prophets) and the Ketuvim (Writings)
- the Talmud, or oral law, which is made up of the Mishnah (the first writing down of this oral law in about 200 CE) and the Gemara (a commentary on the Mishnah)

The Torah is held in great esteem and kept in a special place in the synagogue called the 'Ark'. A weekly portion is read aloud in the Shabbat synagogue service and there is an annual cycle of readings, culminating in the festival of Simchat Torah ('rejoicing in the Torah'). Torah scrolls are taken from the Ark and carried or danced around the synagogue seven times.

Many Jews regularly study the Torah – to do so is to worship God.

The People and the Land

The family and home are very important in Jewish life. Shabbat, or the Jewish day of rest, starts at sunset on Friday and lasts until three stars appear in the sky on Saturday. Friday nights are special, involving time at the synagogue, prayers, a meal with family and friends and the chance to rest, discuss and focus on God. Whilst Jewish practice of Shabbat may vary across the different traditions, the coming together of families every weekend, and the wider community for Shabbat services, has been at the heart of Jewish community life for centuries. The instructions in the Shema to 'teach these laws thoroughly to your children, speak of them when you sit in your house' are obeyed as part of Shabbat. Shabbat celebrates the seventh day of creation – the day of rest – and is called 'the day of delight' in some Jewish traditions. Refraining from work is seen by many as a release from the pressure of modern life rather than a restriction.

'Kashrut' is the body of Jewish law dealing with the foods that are fit to be eaten. These laws, found in the Torah, have existed for more than 3,000 years and continue to play an important part in the daily lives of many observant Jews. Food that meets the demands of kashrut is called 'kosher' (fit). 'Keeping kosher' involves eating only certain animals that have been killed in a special way, and using separate sets of kitchen utensils for milk and meat products, which must not be mixed. Food that is forbidden is *trefah* or *treyf* ('torn').

The land of Israel is at the heart of Jewish identity for Jews all over the world. Israel is the land promised to Abraham and his descendants by God, where Jews lived for hundreds of years, and is the site of the last remaining wall of the Jewish Temple today. In 70 CE Roman invaders largely destroyed the Temple and threw the Jewish people out of their homeland. They remained exiled until the State of Israel was declared in 1948, following the Second World War and the Nazi Holocaust. During the centuries of Jewish exile various settlers, including many Muslims, came to live in the area around Jerusalem, Palestine. The land is now an area of far-from-resolved conflict between Israel and Palestine.

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Sikhism

Although the youngest of the world religions, Sikhism (or *Sikhi* – the preferred term by an increasing number of Sikhs) currently has the fifth largest following in the world. According to the 2011 census, there are 423,000 Sikhs in Britain. This constitutes 0.8 per cent of the total population of England and Wales. The majority of Sikhs are of Punjabi origin and speak Punjabi as either their mother language or second language. The Punjab, which is translated as the ‘land of the five rivers’ is situated in the northern part of India. Most Sikh places of worship, known as the *gurdwara*, have facilities for teaching youngsters to learn the Punjabi language orally and in reading and writing. Increasingly, there is a steady influx of non-Punjabis into the *Panth*, especially in the USA. The word *Panth* is important and is indicative of the global Sikh community – Punjabi and non-Punjabi. The term ‘Sikh’ comes from the word ‘*sikhna*’ which means ‘to learn’; hence a Sikh is a learner.

The Guru Granth Sahib, which is held in esteem as the eternal Guru for the *Panth* can be regarded as unique amongst the World Scriptures in that it contains the hymns of individuals from a number of religious traditions. Alongside the writings of the ten Sikh Gurus, the Guru Granth Sahib also contains the religious compositions of Hindu and Muslim *Sants* (holy individuals). The composition of the Guru Granth Sahib (originally compiled in 1604 CE as the *Adi Granth*) also echoes the words uttered by the first Guru, Nanak, after his revelation where he is believed to have disappeared under water for three days. The *Janamsakhis* (birth testimonies of Guru Nanak) state that on reappearing at the bank of the river, Guru Nanak spoke the following words:

‘There is no Hindu, there is no Muslim, so whose path shall I follow? I shall follow God’s path. God is neither Hindu nor Muslim, and the path which I follow is God’s.’

For Sikhs, this indicates the unity of God: that God is beyond all religious divisions. Hence the teachings of Guru Nanak, and the following Gurus, were tolerant towards the two dominant faiths (Hinduism and Islam) of the time. Alongside Sikh terms for God such as ‘Satnam’ and ‘Waheguru’, the terms ‘Allah’ and ‘Ram’ are also used in the Guru Granth Sahib. The emphasis is on the liberation of *all* human beings, regardless of caste or faith. The Sikh place of worship, *gurdwara*, is open to all. An important feature of the egalitarian principles of Sikhism are clearly portrayed through the distribution of *karah parshad* and *langar* in the *gurdwara*. The concept of eating together illustrates that all visitors to the *gurdwara* are equal.

Sikhs believe that God is *Karta Purkh*, the Creator of all existence, but is eternal, the First Cause. The concept of God’s eternity is essential in Sikhi and is expressed through the steel bracelet, the *Kara*, which is one of the five Ks, the essential articles of faith for an initiated (*amritdhari*) Sikh. For Sikhs, the world was created and designed so that human beings could form a loving relationship with God. It is described as the *karam bhoomi*, the ‘action ground’ where human efforts and Divine Grace will enable the *gurmukh* (the God-orientated individual) as compared to the *manmukh* (the egoistic individual) to experience the formless Divine, which is immanent especially within the human heart. Hence the human birth is regarded as the ‘golden opportunity’ as the only realm through which the soul can escape the cycle of reincarnation and achieve *mukti* (liberation from rebirth).

There are three basic tenets of faith to be expressed through one’s everyday living according to Sikhi. These are:

1. *Nam Simran*: Meditation/recitation on the Name of God.
2. *Kirat karna*: to work hard and earn an honest day’s living. Sikhs are encouraged to take part in charitable events.
3. *Vand chhakna*: to share one’s food and earnings with the less fortunate.

Non-religious worldviews

RE is not just for the religious, but for all pupils. Most pupils in schools in Britain today do not identify very closely, if at all, with a religious community, and so it is appropriate that RE should include consideration of some of the alternatives to religion which exist in our society. It is clear that it is not only religious people who take ethics seriously; there are various philosophies and approaches to life that have nothing to do with any particular religion, but call followers to lives of love and unselfishness.

These living belief systems can be grouped together as ‘non-religious worldviews’ or ‘ethical life stances’. Their forms are often eclectic, but include everything from rationalist atheism and agnosticism, through post-Marxist accounts of humanity, to postmodern spiritualities or life stances. People who feel at home with such descriptions do not all identify formally with Humanism, but Humanists UK articulate perhaps the most visible and organised non-religious ethical life stance to be seen in the nation’s public life.

Humanism

Humanism has a long history, and many great intellectuals from past centuries have influenced the modern Humanist tradition. These figures would include thinkers from classical civilisation such as Epicurus and Seneca, as well as enlightenment philosophers from Thomas Paine through John Stuart Mill to Bertrand Russell. Notable contemporary Humanists in the UK include such public figures as Richard Dawkins, Stephen Fry, A.C. Grayling, Tim Minchin, Philip Pullman and Polly Toynbee.

Though relatively few Humanists belong to a Humanist organisation (in the 2011 Census just over 15,000 people identified themselves specifically as Humanists), the ideas of Humanism are very influential in the UK today, and many people recognise themselves when they hear Humanism described.

With an approach to life based on humanity and reason, Humanists recognise that moral choices are properly founded on human nature and experience alone. We value the truth, and consider facts as well as feelings in reaching a judgement. Humanists reject the idea of any supernatural agency intervening to help or hinder us. Humanists UK

Humanists are people who:

- believe primarily in humanity
- hold that human nature is a remarkable product of the Universe, but not the product of any divine creation, and that the human race can expect no help from any gods
- place their confidence in the power of human reason, goodwill and science to solve the problems that face us, and reject the power of prayer or worship
- accept the limitations of a lifetime and notice that we live on in the memories of others and in our achievements, but reject all ideas of rebirth, resurrection or eternal life
- when it comes to ethics, believe that their own reasoned sense of goodness and happiness should guide them to decide what is right for themselves and others
- are often concerned for the greatest happiness for the greatest number
- think it is best to make ethical decisions by looking at the individual case, not just by applying a hard-and-fast rule
- have often been active in working for human rights and get involved in a variety of social and ethical issues

Those who identify themselves as Humanist may have special secular welcomes for a new baby, wedding ceremonies based on Humanist ideals and non-religious funerals. They may celebrate festivals in a secular way, whether this means joining in New Year celebrations with relish, or marking United Nations Day.

Ethically, Humanism is often personal and individual, liberal, tolerant and rationally based. Humanists may be in favour of free choice in matters such as euthanasia or divorce, and may emphasise virtues such as truthfulness, generosity, democracy, tolerance, justice and co-operation. Humanists try to put the ‘Golden Rule’ into action: treat other people as you would like them to treat you.

E.5 The demographics of religion and belief in Darlington, the region and the nation

The 2011 Census information sets the demographic context for the county, the region and the nation. This will be updated with the 2021 Census, but the data still have relevance today. We intend to educate pupils for their current life, whether in a village, town or city, but also for a plural nation and a diverse world. The purpose of RE includes enabling pupils to be ready to live well in a wider world: the region, the nation, the global community.

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CENSUS 2011:	Population	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	Religion not stated
North East	2,596,886	1,753,334	6,316	7,772	4,503	46,764	5,964	6,668	607,700	157,865
		67.5%	0.2%	0.3%	0.2%	1.8%	0.2%	0.3%	23.4%	6.1%
Darlington	71,122	307	317	45	971	361	310	25,415	25	6,716
		67.4%	0.3%	0.3%	0.0%	0.9%	0.3%	0.3%	24.1%	6.4%
County Durham	369,715	1,001	607	208	1,934	609	1,525	107,281	136	30,362
		72.0%	0.2%	0.1%	0.0%	0.4%	0.1%	0.3%	20.9%	5.9%
Tyne and Wear	718,130	3,333	5,015	3,900	27,654	3,171	2,685	275,116	250	65,821
		65.0%	0.3%	0.5%	0.4%	2.5%	0.3%	0.2%	24.9%	6.0%
England	53,012,456	31,479,876	238,626	806,199	261,282	2,660,116	420,196	227,825	13,114,232	3,804,104
		59.4%	0.5%	1.5%	0.5%	5.0%	0.8%	0.4%	24.7%	7.2%
England and Wales	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	4,038,032
		59.3%	0.4%	1.5%	0.5%	4.8%	0.8%	0.4%	25.1%	7.2%

This table selects data for religious affiliation from the 2011 Census, providing a context for RE in Darlington and the surrounding region. Diversity is not always evident in every part of the county or the region, but pupils might learn much from seeing this regional picture and understanding it. Some parts of the region are not as diverse as others, but the region still reflects a range of religious and non-religious worldviews.

Note that the British Social Attitudes Survey gives a different national picture, with around 50% of people saying they have no religion, compared with around 25% in the 2011 Census. See their report for 2018, noting the changes over the past decades on p.5 of the report. https://bsa.natcen.ac.uk/media/39293/1_bsa36_religion.pdf Note, however, that the BSA Survey and the Census ask different questions about religion, so the results are not immediately comparable.

Darlington Agreed Syllabus 2022 sample long-term plan: Model 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
FS2	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Note: this model allows systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas and Easter close to the appropriate time of year.

How RE promotes spiritual, moral, social and cultural development

The ongoing place of SMSC in education

What we now call Spiritual, Moral, Social and Cultural development (SMSC) has always been part of education. The notion of developing not just academic and practical skills in the emerging generation but also self-knowledge, moral courage, a capacity for imaginative sympathy for others, and so on, has long been a desired outcome of education. Over the decades this has been incorporated in a number of policies such as Every Child Matters and Community Cohesion, terms which refer to the sort of person an education system hopes to create.

SMSC has been the way this wider development of the whole person has been expressed in education policy since the 1944 Education Act. The 2013 National Curriculum articulates the purpose of education like this:

Every state-funded school must offer a curriculum which is balanced and broadly based¹³ and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life*

Ofsted 2019 Inspection Handbook

The 2019 Ofsted Inspection Handbook that guides inspectors in applying the Education Inspection Framework has this to say about how spiritual, moral, social and cultural development play a part in inspection judgements:

‘Before making a final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, ...’ (Paragraph 166)

Attention to spiritual, moral, social and cultural development in the current framework for inspection has often led to mention of good practice in relation to RE in inspection reports. The new framework specifically mentions religious education in this section, which should clarify expectations. (See paragraphs 216 and 219)

www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook

RE: a key contributor but not the only vehicle for SMSC

In terms of RE, there are two specific points to note. Firstly, although RE does make an enormous contribution to SMSC development it is a *whole-school* responsibility. RE lessons should support the school’s overall ethos; they may offer more in the way of spiritual or moral education than other subjects and RE teachers may enjoy working on SMSC-related projects with other colleagues, but every subject and every teacher have a duty to promote pupils’ SMSC development.

Secondly, the increased priority of SMSC since September 2014 should not mean more work for the average RE teacher. RE lesson content, skills and resources are already rich in SMSC. You may conduct a quick audit to gain an overview of your SMSC provision, or when creating a new display you may decide to give it an SMSC focus, but you should not have to produce more than the high-quality RE you already produce.

The next two pages contain tips and ideas for each category of SMSC. Use them as a checklist for an audit, to start a discussion in a staff meeting, or when selling a new RE project to your senior leaders. Many activities in your classroom will meet more than one of these criteria. You should not be reinventing the wheel, but realising how much SMSC you already provide.

¹³ See Section 78 of the 2002 Education Act, which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.

Activities for spiritual development in RE

The ‘spiritual’ should not be confused with ‘religious’. Spiritual development refers to the aspects of the child’s spirit which are enhanced by school life and learning, and may describe the ‘spirit’ of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of the school. RE can support this by promoting:

- **self-awareness:** offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others
- **curiosity:** encouraging pupils’ capacity for critical questioning, such as by keeping big questions in a ‘question box’ or as part of a wall display, and allowing time and space where these questions can be addressed to show that they are important
- **collaboration:** utilising lesson techniques which engender group collaboration and communication such as Community of Enquiry/P4C, circle time, debates, Socratic Circles or group investigations
- **reflection:** providing a space to reflect on pupils’ own values and views, as well as those of others, and to consider the impact of these values
- **resilience:** promoting a spirit of open enquiry into emotive or complicated questions, in order to learn how to cope with difficult ideas when they arise in the future
- **response:** exploring ways in which pupils can express their responses to demanding or controversial issues
- **values:** promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others
- **appreciation:** encouraging pupils’ ability to respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity

Activities for moral development in RE

Moral development is about exploring and developing pupils’ own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways:

1. **Valuing others:** in exploring the views of others, young people are well-prepared in RE to appreciate the uniqueness of all humans and their moral value, and to act in the world and towards others accordingly.
In the classroom: offer activities which enable teamwork and trust and require empathy. Welcome speakers or visit places of worship to learn from people of different backgrounds; explore case studies centring on forgiveness, generosity and other beneficial social moral values; use puppets, toys or persona dolls with younger children to develop their sense of moral connection with others.
2. **Moral character development:** RE offers a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly and demonstrate resilience. RE should present pupils with the challenge of responding in real and concrete ways to some of moral questions they face.
In the classroom: encourage your pupils to take part in whole-school endeavours to enlarge their characters. Involve them in establishing appropriate moral codes for classroom, school and the wider community. Suggest participation on the school council or the school play, in sport, music and debates, to contribute to charity events or take part in mentoring or ‘buddy’ schemes.
3. **Moral diversity:** activities in RE lessons should help pupils feel confident when taking part in debates about moral issues. Debates and discussions should prepare pupils for the fact that there will always be disagreement on matters of morality and their right of expression is balanced by a responsibility to listen to the views of others.
In the classroom: choose age-appropriate topics which allow exploration of different moral outlooks such as religious texts about right and wrong, codes for living, treatment of animals and the environment, gender roles in religion, religious views of homosexuality, and so on.

Activities for social development in RE

Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside. In the RE classroom, such social situations may include exploring:

- **shared values:** opportunities to consider values which are or should be part of society, such as those associated with right and wrong, treatment of others or diversity
- **idealised concepts:** topics which require reflection on the abstract concepts our society is built on, such as justice, fairness, honesty and truth, and specific examples of how they affect our common life, such as in relation to how people treat each other in the classroom and school, issues of poverty and wealth, crime and punishment
- **moral sources:** a chance to reflect on *where* ideas about how we should behave come from, whether religious or non-religious texts, teachings or traditions, in order to more fully understand social and behavioural norms
- **influences:** opportunities to explore and reflect on the great influence on individuals of family, friends, the media and wider society, in order to understand how our behaviour is affected for good or ill
- **social insight:** a chance to acquire insight into significant social and political issues which affect individuals, groups and the nation, such as how churches and gurdwaras may contribute practically to needs in their local communities, or how some religious and non-religious charities fight to change government policies where they are unjust
- **role models:** teachers should model the sort of behaviour we expect of our children and young people, and RE should explore role models, from the famous like Desmond Tutu, to the many local examples in the school and its community
- **experiential learning:** pupils should have opportunities to embody for themselves expected behavioural and social norms, whether through class discussions, group work and ongoing behaviour expectations, or through special events such as school visits or drama workshops

Activities for cultural development in RE

There are two meanings associated with ‘cultural’ development, and RE embodies both of them. Firstly the term refers to the pupils’ own home culture and background, whether religious or not, and secondly the term describes our national culture. Schooling should prepare all young people to participate in Britain’s wider cultural life, whatever their own background. Cultural development could be evident in RE in two major ways:

1. **Own culture:** RE is the perfect subject in which to explore Britain’s rich diversity of religious, ethnic and geographical cultures. Although all children share Britain’s common life, cultural diversity is part of that life and no child should feel their cultural background is a barrier to participation. Some common RE activities which promote children’s understanding of communities and cultural groups, including their own, could include the following:

In the classroom: explore food, festivals, music, art, architecture and other forms of religious and cultural expression. Where possible, visit areas with a strong cultural flavour to observe shops, cafés, people and houses. Some parents may be willing to come and talk about their home culture, or send personal artefacts to school with their children such as books, photos or clothes. Students who belong to a particular cultural group should be encouraged to share their experiences in class discussion, give a talk or even an assembly.
2. **Wider culture:** schooling is a preparation for adult life in terms of behaviour and expectations as well as in achieving qualifications. This wider cultural education prepares children for adulthood.

In the classroom: cultural education is found whenever children make sense of the world around them and explore why we act the way we do. Provide opportunities for participation in classroom and whole-school events, including art, music, drama, sport, activism and serving others; explore what it is like to encounter difficulties in learning and relationships, and be open about the sorts of behaviours that are expected.

RE and British Values

From September 2014, school inspection in England explores and judges the contribution schools make to actively promoting British Values. RE can make a key educational contribution to pupils' explorations of British Values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.

Questions about whether social and moral values are best described as 'British Values' or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for the purposes of teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole-school issue.

Mutual tolerance

Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

Democracy

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The rule of law

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

Individual liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Developing knowledge, skills and attitudes in RE

Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. The following skills are important in RE, and are reflected in many agreed syllabus programmes and approaches. You should plan to enable pupils to make progress with these skills, as appropriate in each key stage.

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
<p>Investigating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • asking relevant questions • knowing how to use different types of sources as ways of gathering information • knowing what may constitute evidence for understanding religion(s). 	<ul style="list-style-type: none"> • Ask increasingly deep and complex questions about religion. • Use a widening range of sources to pursue answers. • Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. • Evaluate a range of responses to the questions and issues they study.
<p>Reflecting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • reflecting on religious beliefs and practices and ultimate questions • reflecting upon feelings, relationships, and experiences • thinking and speaking carefully about religious and spiritual topics. 	<ul style="list-style-type: none"> • Describe how action and atmosphere makes them feel. • Experience the use of silence and thoughtfulness in religion and in life. • Take increasing account of the meanings of experience and discern the depth of questions religion addresses. • Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
<p>Expressing – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • explaining concepts, rituals and practices • identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media. 	<ul style="list-style-type: none"> • Explain what words and actions might mean to believers. • Articulate their own reactions and ideas about religious questions and practices. • Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. • Explain in words and other ways their own responses to matters of deep conviction.
<p>Interpreting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • drawing meaning from, for example artefacts, works of art, poetry and symbols • interpreting religious language • suggesting meanings of religious texts. 	<ul style="list-style-type: none"> • Say what an object means, or explain a symbol. • Use figures of speech or metaphors to speak creatively about religious ideas. • Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. • Clarify and express the role of interpretation in religion and life.
<p>Empathising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<ul style="list-style-type: none"> • See with sensitivity how others respond to their actions, words or behaviour. • Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. • Imagine with growing awareness how they would feel in a different situation from their own. • Identify thoughtfully with other people from a range of communities and stances for life.

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
<p>Applying – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • using RE learning in new situations • making the association between religions and individual community, national and international life • identifying key religious values and their connections with secular values. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. • Make increasingly subtle and complex links between religious material and their own ideas. • Apply learning from one religious context to new contexts with growing awareness and clarity. • Synthesise their learning from different religious sources and their own ideas.
<p>Discerning – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • developing insight into personal experience and religion • exploring the positive and negative aspects of religious and secular beliefs and ways of life • relating learning to life • making thoughtful judgements about the personal value of religious beliefs and practices. 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions. • Weigh up the value religious believers find in their faith with insight, relating it to their own experience. • Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
<p>Analysing – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. • Analyse the religious views encountered with fairness, balance, empathy and critical rigour.
<p>Synthesising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. • Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. • Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
<p>Evaluating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. • Weigh up with fairness and balance the value they see in a range of religious practices. • Evaluate skilfully some religious responses to moral issues, and their own responses.

Developing attitudes

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following attitudes are to be fostered through the agreed syllabus:

a) Curiosity and wonder – in RE this includes:

- developing imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their interest in and capacity to respond to questions of meaning and purpose
- exploring the nature of religious practices and teachings
- being willing to look carefully at ‘the other’ and be open to learning from it
- following mysterious and profound lines of thinking through, to see where they lead.

b) Commitment – in RE this includes:

- understanding the importance of commitment to a set of values by which to live one’s life
- willingness to develop a positive approach to life
- the ability to learn, while living with certainty and uncertainty.

c) Fairness – in RE this includes:

- listening to the views of others without prejudging one’s response
- careful consideration of other views
- willingness to consider evidence, experience and argument
- readiness to look beyond surface impressions
- developing the courage to pursue fairness.

d) Respect – in RE this includes:

- being sensitive to the feelings and ideas of others
- developing skills of listening and a willingness to learn from others, even when others’ views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- recognising the rights of others to hold their own views
- avoidance of ridicule
- discerning between what is worthy of respect and what is not
- appreciation that religious convictions are often deeply felt.

e) Self-understanding – in RE this includes:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people
- developing the capacity to discern the personal relevance of religious questions
- deepening awareness of the role of belief and tradition in identity and culture.

f) Open mindedness – in RE this includes:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- developing the confidence in one's own identity to appreciate the identity of others
- willingness to seek new truth through learning
- openness to points of view different from one's own.

g) Critical mindedness – in RE this includes:

- a willingness to examine ideas, questions and disputes about religious and spiritual questions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith
- the development of attitudes that distinguish between such things as superstition or prejudice and such things as conviction, personal commitment and faith
- the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.

h) Enquiry – in RE this includes:

- a desire to seek after the truth
- developing a personal interest in ultimate or metaphysical questions
- an ability to live with ambiguities and paradox
- the desire to search for the meaning of life
- being prepared to reconsider existing views critically
- being prepared to acknowledge bias and prejudice in oneself
- willingness to value insight and imagination as ways of perceiving reality.

Models of curriculum provision

This syllabus allows flexibility in RE provision and it is for schools to decide how RE should be delivered, ensuring that there is continuity and progression in learning across key stages, and that annual reports of pupils' progress can be provided.

Primary schools will have different approaches to meet different requirements. They may use the following approaches or a combination of them:

- teaching RE as a separate subject either timetabled on a weekly basis or delivered in blocks of time at different points in the school year (ensuring the requirements of the agreed syllabus are met)
- teaching RE within whole-school topics which bring together a number of subject areas (note: if this approach is followed it is essential that RE is planned to meet the objectives of the agreed syllabus)
- teaching some religions separately, or systematically – there are several units that enable this
- teaching RE units thematically i.e. teaching units which draw on more than one religion to explore a religious concept such as sacred books, worship or life as journey – there are units that take a thematic approach
- organising a rolling programme of study units, in order to meet the needs of schools with mixed-age classes, with units planned so that the pitch and expectations for each unit are matched to the different ages and abilities within the class. (For example a mixed Year 3 and 4 class may be taught a sequence of RE units over a two-year cycle, year A and year B, ensuring learning outcomes and activities are carefully planned to meet pupils' different ages and abilities)
- in small schools, the emerging, expected and exceeding learning outcomes in each unit mean that it is also possible to use a spiral curriculum in which the same RE unit is taught across all classes, ages and abilities at a given time, planned so that pitch and expectations are matched to different ages and abilities across the key stage
- some schools use an 'RE week' or an 'RE day' to focus learning, then follow up the 'big experience' with linked lessons over several weeks. Such 'big events' planning is demanding of teachers, but can help the whole school to focus and develop the subject. A day is about five hours, so is not, of course, a substitute for a term's work. The key to success is clarity about the RE learning that is planned.

Planning to ensure continuity and progression

Continuity can be achieved if planning starts from the agreed syllabus and careful attention is paid to what has been taught before and what is likely to follow.

Progression is the development of knowledge and understanding, skills, concepts and attitudes in a key stage and in relation to previous and subsequent key stages. It is achieved through building on earlier learning. It is not just about accumulation of knowledge but concerns a developing ability to deepen understanding by making use of reflective, interpretative and evaluative skills. Pupils should increasingly be challenged to discover the underlying messages of the teaching behind religious traditions, stories, artefacts and ceremonies.

Progression is characterised by the provision of opportunities for pupils to:

- extend their knowledge and understanding of religions and beliefs
- extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms
- deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose
- explore fundamental questions of beliefs and values in relation to a range of contemporary issues.

Continuity and progression can be achieved when pupils have increasingly challenging opportunities to:

- appreciate the importance of religion in the lives of many people
- grow in understanding of the influence of belief on behaviour, values and attitudes
- consider their own beliefs, values and attitudes
- consider religious perspectives on contemporary social and moral issues.

CABINET
5 JULY 2022

DOLPHIN CENTRE MECHANICAL AND ELECTRICAL REPLACEMENT – RELEASE OF CAPITAL

Responsible Cabinet Member -
Councillor Kevin Nicholson, Health and Housing Portfolio

Responsible Director -
Dave Winstanley, Group Director of Services

SUMMARY REPORT

Purpose of the Report

1. To request the release of capital funding to undertake the final phase of mechanical and electrical maintenance works to update the Dolphin Centre and to undertake general condition repairs to the pool.

Summary

2. The Dolphin Centre is the Council's only indoor leisure facility providing a range a health and wellbeing activities as well as a key leisure and social venue in the town centre. Its town centre location contributes significantly to the town centre footfall and vice versa. There are strong links to the Council Plan and all the Council's portfolios, particularly Health and Economy.
3. The Dolphin will have been open for 40 years later this year and as with any building requires periodic investment to keep the facility operating and compliant with statutory requirements. Key products and services include:
 - (a) 25 metre swimming pool with diving boards, slides, training pool and toddler pool
 - (b) Water education programme and delivery of Key Stage 2 swimming to primary schools in Darlington
 - (c) Modern gym facilities with 2000 members, casual users and college curriculum usage. The team are GP referral qualified and local GPs refer into our team to support health improvement and rehabilitation
 - (d) Fitness class programme and on-site private partner delivering licensed classes
 - (e) Sports Hall facilities, equivalent to two 5 aside courts
 - (f) Recently refurbished and extended soft play facilities
 - (g) Recently installed 5 lane bowling alley occupying what was underused squash courts

- (h) Catering and hospitality including a Bistro, café and pavement café generating up to £1m income per year
 - (i) Indoor events programme including sporting events, concerts, weddings and more
 - (j) A number of partners based in the Dolphin Centre including Connect Health who deliver the muscular skeletal contract on behalf of the NHS, Darlington Amateur Swimming Club, Darlington College, Fitlab class provider to name a few
4. A phased approach has been taken to replacing the old mechanical and electrical installations and equipment within the Dolphin Centre with the first phase taken place in 2015/16. It is proposed to deliver the third and final phase of the replacement programme over the next 18 months which will cover the remaining areas within the Dolphin Centre, which are detailed in this report.

Recommendations

5. It is recommended that Members:
- (a) Release capital of £2.2m as detailed in this report to carry out phase 3 of the replacement programme of the mechanical and electrical installations and equipment in the Dolphin Centre.
 - (b) Release capital of £325k to undertake localised repairs of the pool tank.

Reasons

6. The recommendations are supported by the following reasons:
- (a) To replace ageing and obsolete mechanical and electrical equipment to ensure the operational requirements of the centre.
 - (b) Undertake general asset condition repairs identified through inspections and surveys.

Dave Winstanley
Group Director of Services

Background Papers

No background papers were used in the preparation of this report

Ian Thompson : Extension 6628
CD

S17 Crime and Disorder	The content of this report will not impact on crime and disorder.
Health and Wellbeing	The Dolphin Centre is the Council's key facility in providing opportunities for residents to participate in an active and healthy lifestyle.
Carbon Impact and Climate Change	There will be a positive impact on carbon reduction as a result of installing modern and efficient mechanical and electrical plant and equipment.
Diversity	No individual is adversely affected as a result of this report.
Wards Affected	Park East
Groups Affected	No group will be adversely affected as a result of this report.
Budget and Policy Framework	There is no impact on the Council's budget or policy framework.
Key Decision	This is not a key decision.
Urgent Decision	This is not an urgent decision.
Council Plan	The Dolphin Centre contributes to a number of the priorities in the Council Plan.
Efficiency	There is no impact on the Council's efficiency agenda as part of this report.
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers.

MAIN REPORT

Information and Analysis

7. The Dolphin Centre is the Council's only indoor leisure facility providing a range a health and wellbeing activities as well as a key leisure and social venue in the town centre. Its town centre location contributes significantly to the town centre footfall and vice versa. As the role of town centres continue to change with greater emphasis on leisure and social activities, the contribution the Dolphin Centre makes to the town centre will continue to increase. There are strong links to the Council Plan and all the Council's portfolios, particularly Health and Economy.
8. The Dolphin Centre opened in November 1982 and this year will have been open for 40 years. There have been numerous interventions and changes to the building over the years, the most significant in 2006 which resulted in substantial remodelling of the building, however limited work was carried out on the mechanical and electrical installations at that time. Therefore in 2012/13, Space Architects and Kyoob, mechanical and electrical engineers, were engaged to undertake a detailed study of the Dolphin Centre.
9. Following this study, a phased approach to the replacement and upgrading of the mechanical and electrical installations has taken place with phase 1 being delivered in 2015/16 covering the pool, gym, wet changing village and a number of other smaller areas. This work also included replacement windows in the pool hall, replacement suspended ceiling in the pool hall and refurbished wet changing village. The cost of this work was £2.7m.
10. The next phase of the mechanical and electrical replacement programme took place in 2021 as part of the installation of the Bowling Alley, covering the bowling alley, soft play, changing rooms, first floor meeting spaces and the former registrar's area. The value of this work was

£1.7m.

11. The final phase of work needs to be carried out over the next 18 months, which will cover the following areas:
 - (a) The space heating and ventilation within the basement plant office/storage areas (Plantroom 1);
 - (b) The Central Hall 'run around' coil (which is to help with ventilation);
 - (c) The Building Management System (controls systems) across the whole site;
 - (d) Control panels located within several plantrooms (plantroom 1, 10, 2 and 7);
 - (e) Several of the existing supply air handling units located within several plantrooms (plantroom 1, 9, 10 and 5);
 - (f) Several of the existing extract units located within several plantrooms (plantroom 9, 10 and 7);
 - (g) The existing lighting and emergency lighting installation within the Sports Hall;
 - (h) The electrical installation within the Basement Plantroom and Ancillary Staff Areas;
 - (i) The two existing Standby Generators;
 - (j) Associated build and repair works as a result of the above.
12. In addition to the above mechanical and electrical works, there are some localised works required to the pool tank which will also be carried out. This is to be funded from a revenue contribution to capital and requires £325k to be released.
13. Depending on the final solution for the pool repairs it may be necessary to close the pool for a short period, there may also be the requirement for localised restrictions or short closures of some spaces as work is carried out on the M+E installations. The project manager will work with the selected contractor to minimise any impact on customers.

Financial Implications

14. In the MTFP for 2022/23, an allocation of £2.2m was included in the MTFP capital programme to carry out this work and a revenue contribution to capital provision has been made of £325k to cover the localised pool repairs.

Procurement Advice

15. All procurement activity will be in line with the Public Contracts Regulations 2015 and the Council's Contract Procedure Rules. Where possible pre-existing approved contracts or frameworks will be used in the first instance.

**CABINET
5 JULY 2022**

OBJECTIONS TO TRAFFIC REGULATIONS ON DUKE STREET

Responsible Cabinet Member - Councillor Andy Keir, Local Services Portfolio

Responsible Director - Dave Winstanley, Group Director of Services

SUMMARY REPORT

Purpose of the Report

1. To advise members of the outcome of a Public Inquiry into objections received as the result of proposed changes to traffic restriction orders in Duke Street and to seek approval to proceed with the proposal.

Summary

2. Tees Valley Combined Authority (TVCA) have developed the Tees Valley Local Cycling and Walking Investment Plan (LCWIP) which identifies priority corridors for investment in measures to encourage increased levels of cycling and walking. For Darlington the first priority is the West Park and Faverdale to Darlington Town Centre route.
3. The first phase provides the route nearest to the town centre connecting the Woodland Road/Hollyhurst Road junction to the town centre via Woodland Road, Outram Street and Duke Street. The Woodland Road section is currently under construction, but objections were received to the Duke Street section.
4. Officers went through an extensive process of consultation and scheme revision to reach the design of the scheme. Consultation was initiated by TVCA in December 2020. This was supplemented by additional local consultation with more than 800 properties and businesses receiving a letter and asking for their views.
5. A total of 150 people responded to an online questionnaire, which represents an excellent response rate. Overall the results were very positive:
 - (a) 77% supported the Duke Street scheme either fully or partially;
 - (b) 65% supported the Woodland Road scheme either fully or partially;
 - (c) 68% supported the Outram Street scheme either fully or partially;
6. The original design was amended to address some of the issues raised in the consultation and the revised plans were subject to further consultation in April 2021. The legal orders required to amend the waiting, parking and moving restrictions parts of the scheme were consulted in May 2021.

7. Initially there were 17 objections to the changes on Duke Street primarily from businesses on Duke Street. We carried out further consultations with the businesses and after this period of consultation and the feedback on the revised design, amendment to the Traffic Regulation Order was statutorily advertised with a closing date for objections of 21 October 2021. Three formal objections were received.
8. Further discussions with these three objectors have taken place and minor modifications to the scheme agreed in principle to address some of their concerns.
9. The objections necessitated that they be considered at a Public Inquiry. This Public Inquiry took place on 30 March 2022 and was adjudicated by the Planning Inspectorate. The Inquiry considered the three formal objections to the order. It also considered three further written objections that were triggered following the notification of the enquiry being published and one verbal objection at the inquiry.
10. The recommendation of the inspector, which is shown at **Appendix A**, was that that the order could be made with some minor additions and amendments and that by inference the objections should be set aside.

Recommendation

11. It is recommended that Members note the outcome of the Public Inquiry, set aside the objections to the legal order and authorise officers to proceed with the proposed changes to restrictions.

Reasons

12. The recommendations are supported by the following reasons:
 - (a) The scheme complies with Council policy as set out in the current Local Transport Plan.
 - (b) The Council is committed to providing a safer walking and cycling network to encourage the use of sustainable travel modes.

Dave Winstanley
Group Director of Services

Background Papers

There are no background papers.

Andy Casey : Extension 6701
LC

S17 Crime and Disorder	There are no direct implications
Health and Wellbeing	The introduction of safer walking and cycling routes aimed at encouraging more people to walk and cycle, and in so doing lead healthier lifestyles and benefit from improved well-being ,both physically and mentally.
Carbon Impact and Climate Change	Introducing the infrastructure and regulations to encourage more people to make sustainable travel choices will have a positive impact on climate change.
Diversity	There are no direct implications
Wards Affected	Park East
Groups Affected	All
Budget and Policy Framework	This decision does not represent a change to the budget and policy framework
Key Decision	This is not a key decision
Urgent Decision	This is not an urgent decision
Council Plan	This decision supports the safe and sustainable themes in the Council Plan.
Efficiency	There are no direct implications
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

13. In July 2020 the Department for Transport (DfT) launched 'Gear Change: A bold vision for cycling and walking' and 'Cycle Infrastructure Design Local Transport Note 1/20', which clearly set out the Government's commitment to a radical change in the provision of walking and cycling infrastructure. This is to be delivered through the development of Local Cycling and Walking Investment Plans (LCWIP). These are intended to deliver the value of cycling and walking in terms of physical health and mental wellbeing; the positive benefits to the environment in terms of better air to breathe and reduced noise pollution; and the positive impact on the economy for businesses in local streets is well documented.
14. The Strategic Transport Plan for the Tees Valley sets out how it will achieve a world class transport system. This includes as one of its seven key themes and investment packages, 'making cycling and walking the natural choice for shorter journeys'. Tees Valley Combined Authority (TVCA) have developed the Tees Valley Local Cycling and Walking Investment Plan (LCWIP) which identifies priority corridors for investment in measures to encourage increased levels of cycling and walking and achieve this key theme.
15. For Darlington the first priority is the West Park and Faverdale to Darlington town centre route as this route has the potential to increase the propensity to cycle. The first phase provides the route nearest to the town centre connecting the Woodland Road/Hollyhurst Road junction to the town centre via Woodland Road, Outram Street and Duke Street. The Woodland Road section is currently under construction, but objections were received to the Duke Street section.
16. LTN1/20 Cycle Infrastructure Design is the national guidance that cycle routes should meet and it sets the following requirements that all cycle routes should meet.
 - (a) Coherent – planned and designed to allow people to reach their day to day destinations easily along routes that connect, are simple to navigate and are of a consistently high quality;
 - (b) Direct – at least as direct as – and preferably more direct – than those available for private motor vehicles;
 - (c) Safe – the infrastructure must be safe and be perceived to be safe so more people feel able to cycle;
 - (d) Comfortable – good quality, well maintained, smooth surfaces with adequate width for the volume of users, minimal stopping and starting and avoiding steep gradients;
 - (e) Attractive – deliver public spaces that are well designed and finished in attractive materials and be places that people want to spend time using.
17. A number of alternative route options were considered at the feasibility stage, but these were discounted as they did not meet these criteria. Duke Street was selected as the best route option as it provided a better route for cyclists and was already heavily used by sustainable travel modes with around 7,000 pedestrian movements a day.

18. Once Duke Street was identified as the most appropriate route, a review of the traffic conditions established the most appropriate protection that was required for cyclists in relation to vehicle volume and speed. This design also had to consider the functions of the street i.e. a busy retail area. Alternative design options have been considered but these have to comply with LTN1/20 as well as support access and use by all traffic. There have been a number of amendments to the scheme as the result of consultation.
19. The proposed scheme incorporates the following features:
 - (a) A permanent reduction in the speed limit to 20mph, designed to be self-enforcing through the construction of three vertical features (speed tables) at the junctions of Stanhope Road, Larchfield Street and Raby Terrace;
 - (b) Increased conspicuousness of the Larchfield Street junction through the use of coloured materials, signs and lines;
 - (c) Retention of pedestrian guardrail at the Larchfield Street junction;
 - (d) The permanent restriction of vehicular traffic to one-way, from west to east;
 - (e) The closure of the Outram Street junction to vehicular traffic but retaining pedestrian and cycle access/egress to Outram Street;
 - (f) The provision of a contraflow, lightly segregated cycle lane;
 - (g) The provision of on street limited waiting parking spaces including disabled parking bays;
 - (h) The provision of off-street parking at Winston Street West (already completed by separate TRO in advance of the scheme);
 - (i) The provision of loading bays, three on Duke Street (two to operate as loading bays until 10:00am and then revert to limited waiting parking) and one to operate all day as loading only); and one on Barnard Street
20. A plan of the proposed scheme is shown at **Appendix B**.

21. There were three formal objections to the Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021. These were as follows:

Respondent	Objection
Business 1 Duke Street	There will be no access for disabled patients to be dropped off and picked up on Duke Street (outside our premises). This will cause extreme unnecessary inconvenience in access both to the front and rear of the property.
Business 2 Outram Street	You are not giving me any opportunity for access for my clients who are elderly or unable to walk far to be dropped off outside the clinic. It has been an issue already for parking.
Business 3 Duke Street	<p>We see no logic to blocking Outram street end on to Duke Street - No Benefit or Reason. No accidents so not a requirement. Not required for road safety?</p> <p>We believe this will affect the through flow of traffic around the town centre.</p> <p>The loading bays need to be loading bays only, as already and for months now the loading bays are occupied by cars parking stopping to shop leaving no space for larger vans etc which then have no choice block the flow of traffic. To make loading bays pay and display from 10.00 am will cause chaos. Every building in the street is occupied either by a business, shop or restaurant and deliveries are a regular throughout the day.</p> <p>Why is the parking on one side in the west end of the street and on the alternative side on the east side of the street.</p> <p>Any parking bays need to be clearly identified spaces as motorists take up too much space for their vehicle if bays are not clearly marked, as is current situation.</p> <p>Not enough parking at all compared to present, will affect business and town business and Darlington economy</p> <p>We see very few cyclists, so why is this required</p> <p>The one-way traffic continues to have traffic going the wrong way.</p>

22. We have proposed minor amendments to the scheme to provide an additional eight parking spaces in Outram Street made up of disabled and limited waiting bays address the issues raised by businesses one and two.

23. Business three raised a number of concerns around the detail of the scheme and enforcement of restrictions. The closure of Outram Street is required to provide a safe route for cyclists to access the section of cycle route along Woodland Road. Other options were considered during the design process, but this route was considered the safest and most convenient route.
24. The Council's Civic Enforcement Team and the Police have powers to enforce on-street restrictions such the loading bays and moving traffic issues such as obstruction. An additional 24 off-street parking spaces have been provided off Barnard Street as a result of the scheme.
25. The objections necessitated that they be considered at a Public Inquiry on 30 March 2022, adjudicated by the Planning Inspectorate. The Inquiry considered the three formal objections to the order listed above with the exception of the objection from Business three which withdrew their objection on the morning of the inquiry. It also considered three further written objections that were triggered following the notification of the enquiry being published and one verbal objection at the inquiry.
26. These further objections are listed below.

Objection 1 at Inquiry Duke Street	There will be an impact on the business on Duke Street due to the limited provision for parking and loading/unloading close to the shop and the reduction in through traffic.
Objection 2 at Inquiry East Raby Street	East Raby Street, Raby Terrace and Powlett Street have become rat runs since the one way system has been put in place. In the case of East Raby Street, there has been an increase in noise pollution, speeding vehicles, exhaust pollution, wear and tear on the road, illegal parking, litter and HGVs loading and unloading on the residential street. This has affected physical and mental health.
Objection 3 at Inquiry Duke Street /Larchfield Street	The junction of Larchfield Street and Duke Street is an accident blackspot. Existing signage is not effective and the 20mph limit is not adhered to. Safety barriers are not sufficient. The introduction of a cycle lane will increase the chance of accidents. The small increase in cyclists does not justify the removal of car parking and the effect on businesses. Concern is expressed about potential structural damage to the building on the corner of Larchfield Street and Duke Street from vehicles involved in accidents.
Objection 4 at Inquiry Powlett Street	There is concern about the impact of the Order on surrounding streets, in particular Powlett Street. It was questioned whether the cycle lane should be on the north side of Duke Street.

27. There is a loading bay on the frontage of the business of objector one and the latest proposals maximise the provision of parking.
28. The level of traffic in East Raby Street, Powlett Street and Raby Terrace remains relatively low.
29. The scheme incorporates additional safety measures at the Larchfield Street/Duke Street junction. It has been the subject of an independent safety audit and we have acted on the recommendations of the report. We will continue to monitor this junction once these additional measures are in place.
30. The recommendation of the Public Inquiry (Appendix A) was that the order should be made subject to modifications as detailed below:
31. The following should be added to the order:
 - (a) The following length of road to be designated a disabled parking place from 8.00am-6.00pm with a maximum wait of three hours, and no return within an hour:
Outram Street - the west side, from a point 17.8m north of its junction with Duke Street northwards for a distance of 12m.
 - (b) The following lengths of road to be designated as limited waiting for two hours (with no return within an hour) 9.00am-5.00pm Mon-Sat:
Outram Street - the east side, from a point 5.8m north of its junction with Duke Street northwards for a distance of 24m
Outram Street - the west side, from a point 5.8m north of its junction with Duke Street northwards for a distance of 12m

Amendments

32. The following amendments should be made to the order:
 - (a) Amend Schedule 13 of the Order to clarify that the “no right turns” from Larchfield Street and Raby Terrace into Duke Street are for traffic heading south and to add a “no right turn” from Barnard Street into Duke Street for traffic heading south.
 - (b) Amend Schedule 14 of the Order to clarify that the “no left turns” from Larchfield Street and Raby Terrace into Duke Street are for traffic heading north

Outcome of Consultation

33. The scheme has been the subject of extensive consultation and engagement. An initial consultation was led by TVCA as the Transport Authority with responsibility for delivering the Tees Valley Cycling and Walking Investment Plan and managing the funding allocated by the Department for Transport. The consultation started on Monday 14 December 2020 and ran until 3 February 2021.
34. In Darlington, it was decided to supplement the TVCA consultation with local communications. As it was not possible to hold face to face events due to Covid-19

restrictions, letters were delivered to over 800 residential properties and businesses on Duke Street, Outram Street, Woodland Road and surrounding streets on 10 and 11 December. 100% of premises were included. A press release was issued and social media posts reminded people that the consultation was open.

35. 150 people responded to an online questionnaire with the majority of people using a car/taxi/motorbike or walking with lower numbers of cyclists and bus users. Overall the results were very positive:
 - (a) 77% supported the Duke Street scheme either fully or partially;
 - (b) 65% supported the Woodland Road scheme either fully or partially;
 - (c) 68% supported the Outram Street scheme either fully or partially;
 - (d) 38% of respondents already walk or cycle along sections of the route, but of the remainder 57% would be encouraged to do so as a result of the scheme;
 - (e) 88% supported the 20mph speed limit; and
 - (f) 65% supported the opening of Winston Street West car park.
36. There were lots of individual comments about many aspects of the scheme, both supportive and against the scheme. These were reviewed as part of the next stage of the design process.
37. There were also submissions on behalf of stakeholders including Royal National Institute for the Blind (RNIB), Darlington Association on Disability, Arriva North East, Darlington Green Party, Darlovelo, Darlington Forest Project, Durham Police and a group of young people in an event organised by Youth Participation. Comments related to specific technical details around the design to ensure that the needs of disabled people can be met as far as possible;
 - (a) Specific technical details around the design to ensure that the needs of cyclists can be met as far as possible;
 - (b) The design of the bus stops, in particular the views of Arriva, Darlovelo and RNIB, in relation to the guidance issued in LTN1/20;
 - (c) The removal of mature trees; and
 - (d) How would the project be monitored and deemed 'a success'.
38. These comments were also reviewed as part of the next stage of the design process. Comments received were also recorded and reviewed as part of the Equalities Impact Assessment.
39. In April 2021 revised plans were issued having taken into account the comments received during the initial consultation. A press release was issued and an article appeared in the local press. A letter and a copy of the plans were distributed to the stakeholders and local

residents and businesses for information. This covered the same area as the original consultation and a further 800 letters were delivered. The letter contained advice that a legal process would follow and that they could discuss the scheme by contacting the Principal Highway Design Engineer. Although this was not part of the formal consultation process we did still receive further complaints, comments and questions which are detailed as part of the consultation outcomes.

40. Officers consulted residents and businesses directly impacted by this proposal in May 2021 with a further letter and plan of the legal orders. Letters were also sent to over 800 properties in the wider area to advise them of the legal order process and how they could object. The proposal has also been statutorily advertised in the press, following delegated authority to progress a traffic order.
41. Following the advertising of the legal notices, the Council received:
 - (a) No objections to the legal orders for Winston Street car park and the car park was duly opened on 28 May 2021;
 - (b) No objections for the proposals for Woodland Road and Outram Street;
 - (c) And 17 objections to the proposals for Duke Street.
42. After 17 objections were received to the Traffic Regulation Order amendment further consultation was undertaken with the businesses that objected and they were invited to face to face meetings. Representatives from seven businesses attended and provided very detailed feedback. This was used to revise the design further including:
 - (a) One way street with contraflow cycle lane, with a 1m buffer between cyclists and parking to maintain safety for cyclists and drivers and pedestrians existing the vehicles;
 - (b) 20mph speed limit with three rather than two raised tables to limit speed;
 - (c) Closure of Outram Street to motorised vehicles but access retained for cyclists, which enables:
 - (i) Two loading bays on the south side of Duke Street rather than one, but only until 10:00am (at the request of the businesses);
 - (ii) Eight short stay parking spaces on the south side of Duke Street, rather than four on the north side; and
 - (iii) Seven additional short stay parking spaces after 10:00am until midnight utilising the loading bays
43. This design forms the basis of the Order scheme. Letters were sent out in August to the residents and businesses in the Duke Street and Outram Street area. This included the revised design and an invitation to provide comments and/or attend a drop in face to face event on 1 September 2021. This was a public event which was also publicised by a press release and information on the Council website.

44. Feedback was again mainly positive with:
- (a) Five supporting the proposals,
 - (b) Three neutral,
 - (c) Two raising issues/worries.
45. After this period of consultation and the feedback on the revised design, the amendment to the Traffic Regulation Order was statutorily advertised with a closing date for objections of 21 October 2021. Three formal objections were received. These are detailed above along with four further objections received as part of the Public Inquiry.

Financial Implications

46. The scheme is part of the Woodlands Road LCWIP scheme which is the subject of a £1.7m funding agreement with TVCA.

Legal Implications

47. The Order meets both the relevant statutory purposes of Section 1 and conforms to the Council's Section 122 duty (Road Traffic Regulation Act 1984).

Equalities Considerations

48. An Equality Impact Assessment has been carried out and there are no outstanding issues.

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Report to Darlington Borough Council

by Kevin Ward BA (Hons) MRTPI

an Inspector appointed by Darlington Borough Council

Date 26 April 2022

Road Traffic Regulation Act 1984

Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021

Inquiry held on 30 March 2022

Ref: DPI/N1350/22/1

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Case details

The Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021

- This Order is proposed under Sections 1, 2, 4, 32, 35, 45, 46, 47, 49, 51, 53 and 84 of the Road Traffic Regulation Act 1984.
- The Order proposes to amend:
 - a) The Darlington Borough Council (Prohibition and Restriction of Waiting and Loading) Consolidation Order 2019 (as amended);
 - b) The Darlington Borough Council (On Street Parking Places) Consolidation Order 2019 (as amended); and
 - c) The Darlington Borough Council (Moving Traffic) Consolidation Order 2019 (as amended)
- The Order would affect Duke Street, Outram Street, Larchfield Street, Barnard Street and Raby Terrace in Darlington.
- It would amend no waiting and no loading/unloading restrictions, the provision of disabled parking places, loading bays and pay and display parking places.
- It would make Duke Street one way eastwards from its junction with Stanhope Road North to its junction with Raby Terrace and introduce no right turns and no left turns from Larchfield Street and Raby Terrace into Duke Street.
- It would prohibit all vehicles from the southern end of Outram Street at the junction of Duke Street and would extend the 20mph speed limit to the entire length of Duke Street.

Summary of Recommendation: That the Order be made subject to modifications.

Preamble

1. I have been appointed by the Order Making Authority, Darlington Borough Council (the Council) to hold an Inquiry into the proposed Order, to consider objections to and representations in support of the Order and to submit a report to the Council with my recommendation.
2. The Inquiry was held on 30 March 2022 at the Dolphin Centre, Darlington. I carried out unaccompanied visits to the highways affected by the Order and the surrounding area on 25 March 2022 and after the close of the Inquiry on 30 March 2022. Statutory requirements in relation to the publication and notification of the Order and consultation on it have been complied with. The requirement for notification of the Inquiry was also complied with.
3. There were three objections to the Order. One of these, from **NAME REMOVED** was withdrawn by email on the morning of the Inquiry. I was provided with a

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copy of the email at the Inquiry. Following the notification of the Inquiry, three additional objections were received.

4. One of those who objected following the notification of the Inquiry, **NAME REMOVED**, spoke at the Inquiry, as did **NAME REMOVED**, who had not submitted a written objection.
5. Prior to the Inquiry, the Council put forward a modification to address some of the concerns of objectors. This would provide for short stay and disabled parking places at the southern end of Outram Street¹. The Council also put forward a modification to clarify the operation of the no left turn and no right turn from Larchfield Street and Raby Terrace. In the interests of consistency and clarity, the need for a similar modification relating to a no right turn heading south from Barnard Street into Duke Street was also discussed at the Inquiry. I deal with these modifications in more detail below.
6. As part of Covid-19 social distancing measures a temporary 20mph speed limit, one way operation and widened northern footway along Duke Street were introduced in 2020. These were active at the time of the Inquiry with signage in place and temporary barriers used to widen the northern footway.
7. This report sets out a brief description of the highways affected and the surrounding area, a summary of the cases for the Order Making Authority and objectors (those who spoke at the Inquiry and those who relied on written submissions), my conclusions and recommendation. Lists of those who spoke at the Inquiry and relevant documents are appended.

Description of the highways affected and the surrounding area

8. Duke Street is a commercial street with a range of businesses including shops, restaurants, cafes, takeaways, estate agents, hairdressers, legal and other business services. It is well used by pedestrians and provides a link from the Queen Elizabeth Sixth Form College and residential areas into the Town Centre. As noted above it has been subject to temporary measures since 2020 as a response to the need for social distancing due to Covid-19. On-street short stay parking is available in unmarked bays for much of the southern side of Duke Street, there are loading bays and some disabled parking places. There is a small privately owned pay and display car park with access off Duke Street.
9. Outram Street runs between Duke Street and Woodland Road to the north. It is closed to vehicular traffic at the junction with Woodland Road and at a point

¹ There is a typographical error in the modification document submitted by the Council in that it refers to Outram Street rather than Duke Street in part b). I have corrected that in my recommendation.

Report to Darlington Borough Council on the Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021 – DPI/N1350/22/1

approximately halfway along its length. There are a small number of commercial properties at the junction with Duke Street but otherwise it is a residential street. Larchfield Street runs north/south and crosses Duke Street. It contains a mix of residential, commercial and community uses. Barnard Street is a short street which runs north from Duke Street providing access to commercial and community uses and the Council owned car parks at Winston Street. Raby Terrace runs north/south and crosses Duke Street. It contains some commercial uses, access to rear service yards and access to the car parks at Winston Street.

10. To the north, south and west of Duke Street, the area is largely made up of residential streets of terraced housing. Stanhope Park and the Queen Elizabeth Sixth Form College sit to the west and to the east Skinnergate marks the start of the Town Centre.

The case for the Order Making Authority

11. The Order will help to promote and facilitate cycling and walking. It is consistent with the Government's commitment to a radical change in the provision of cycling and walking infrastructure set out in "Gear Change – A bold vision for cycling and walking" published by the Department for Transport. It has been designed in line with guidance set out in Local Transport Note 1/20 "Cycle Infrastructure Design", also produced by the Department for Transport.
12. One of the key themes and investment packages of the Strategic Transport Plan for the Tees Valley is to "make cycling and walking the natural choice for shorter journeys". To achieve this the Tees Valley Combined Authority and five local authorities (including Darlington Borough Council) have developed a Local Cycling and Walking Infrastructure Plan. In Darlington the first priority is to complete the cycling and walking route from the north-west urban fringe to Darlington Town Centre. The Order will facilitate the route nearest to the Town Centre, connecting the Woodland Road/Hollyhurst Road junction to the Town Centre via Woodland Road, Outram Street and Duke Street.
13. The Council has carried out extensive consultation, taken into account comments received and amended the proposals to accommodate the views of local residents and businesses.
14. The Order is part of the Council's ongoing duty under Section 122 of the Road Traffic Regulation Act 1984 Act to secure the expeditious, convenient, and safe movement of vehicular and other traffic (including pedestrians) and provide suitable and adequate parking facilities on and off the highway.
15. The Order achieves three of the qualifying purposes under Section 1(1) of the Road Traffic Regulation Act 1984.

Qualifying purpose a) - for avoiding danger to persons or other traffic using the road or any other road or for preventing the likelihood of any such danger arising

16. The design of the scheme has taken account of a road safety audit and the Road Safety Assessment Report for the Duke Street/Larchfield Street junction. The 20mph limit for the whole of Duke Street will reduce traffic speeds and conflict between vehicles and between persons and vehicles. Raised speed tables, including one at the junction of Duke Street and Larchfield Street will help to enforce the speed limit.
17. There will be priority pedestrian crossings over all side roads and crossing points on Duke Street will be identified with tactile surfacing. There will be a contraflow, segregated cycle lane. The junction at Larchfield Street will be more conspicuous through the use of the raised speed table, coloured surfacing, lines and signage and the pedestrian guardrail will be retained.

Qualifying purpose c) - for facilitating the passage on the road or any other road of any class of traffic (including pedestrians)

18. The scheme has been designed to ensure that all traffic is able to access Duke Street. Pedestrians and cyclists have been prioritised with a contraflow cycle lane, widened northern footway and pedestrian crossing points. Specific locations for loading and parking are provided so that the carriageway is not obstructed. The loading and parking places will be well located in relation to businesses on Duke Street. The cycle lane needs to be on the south side of Duke Street to join up with Stanhope Road South.
19. It is acknowledged that the Order would result in a reduction of parking places on Duke Street. The Council has proposed a modification to the Order to create an additional eight parking places at the southern end of Outram Street, including two disabled parking places. This would result in the overall number of parking places being increased slightly. In addition, the Winston Street South Car Park which was brought back into use in 2021 provides a further twenty four parking places. This modification would make specific provision for parking places to support businesses operating near the junction of Outram Street and Duke Street.

Qualifying purpose f) - for preserving or improving the amenities of the area through which the road runs

20. The one way operation of Duke Street will reduce the number of vehicles using it and along with other measures it will encourage walking and cycling. The widened northern footway will facilitate groups of pedestrians.

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21. Whilst the Council recognises that there will be an increase in traffic on surrounding streets, this is not likely to be significant and will be dispersed over a number of streets. The effect on surrounding streets and the operation of permit parking schemes will be kept under review.

The case for objectors

NAME REMOVED

22. Strong objection is expressed over the closure of Outram Street and the ability for disabled patients to be dropped off and picked up at the health clinic on Duke Street. Significant inconvenience will be caused.

NAME REMOVED

23. Objection is raised, in particular concerning the closure of Outram Street and the effect on access to the clinic for clients who are elderly or unable to walk. There will be an impact on businesses, and this has not been taken into account.

NAME REMOVED

24. There will be an impact on the business on Duke Street due to the limited provision for parking and loading/unloading close to the shop and the reduction in through traffic.

NAME REMOVED

25. East Raby Street, Raby Terrace and Powlett Street have become rat runs since the one way system has been put in place. In the case of East Raby Street, there has been an increase in noise pollution, speeding vehicles, exhaust pollution, wear and tear on the road, illegal parking, litter and HGVs loading and unloading on the residential street. This has affected physical and mental health.

NAME REMOVED

26. The junction of Larchfield Street and Duke Street is an accident blackspot. Existing signage is not effective and the 20mph limit is not adhered to. Safety barriers are not sufficient. The introduction of a cycle lane will increase the chance of accidents.
27. The small increase in cyclists does not justify the removal of car parking and the effect on businesses. Concern is expressed about potential structural damage to the building on the corner of Larchfield Street and Duke Street from vehicles involved in accidents.

NAME REMOVED

28. There is concern about the impact of the Order on surrounding streets, in particular Powlett Street. It was questioned whether the cycle lane should be on the north side of Duke Street.

Inspector's conclusions

29. I have taken full account of the evidence before me, the objections made in writing, the oral submissions at the Inquiry and my own visits to the highways affected and the surrounding area.
30. The Order provides an important element of the wider strategy to facilitate and encourage walking and cycling, providing a link into the Town Centre. The one way operation of Duke Street is likely to reduce vehicular traffic use and the 20mph limit, raised speed tables, widened footway and other measures will make it more attractive to cyclists and pedestrians. For practical reasons, the cycle lane will be appropriate running contraflow on the south side of Duke Street so that it joins up effectively with Stanhope Road South.
31. Duke Street and the surrounding streets will continue to be accessible by vehicles and adequate provision for loading/unloading close to businesses will remain. Subject to the modification relating to the southern end of Outram Street, adequate parking places, including disabled parking places will be provided in appropriate locations close to shops and other businesses.
32. The overall function of Duke Street as a thriving and lively commercial street will not be unduly affected. Indeed, the proposals will make it a more attractive environment for pedestrians and cyclists and are likely to improve the appearance and amenity of the area.
33. The raised speed table at the Larchfield Street and Duke Street junction along with measures to make the junction more conspicuous and the 20mph limit are likely to improve highway safety and reduce the scope for damage compared with the current situation.
34. The Council's suggested modification for additional wording on the operation of the no left turns and no right turns from Larchfield Street and Raby Terrace is required for clarity, as is a modification in relation to a no right turn heading south from Barnard Street into Duke Street.
35. Some traffic that will have previously used Duke Street prior to the operation of the one way system will inevitably be displaced to surrounding streets. However, this is likely to be dispersed over a number of streets and I am

Report to Darlington Borough Council on the Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021 – DPI/N1350/22/1

satisfied that the Council will monitor the situation and review the approach to the use of parking permits etc.

36. The Order (as modified) will achieve qualifying purposes a), c) and f) under Section 1(1) of the Road Traffic Regulation Act 1984. It will also allow the Council to satisfy its ongoing duty under Section 122 of the Road Traffic Regulation Act 1984 to secure the expeditious, convenient, and safe movement of vehicular and other traffic (including pedestrians) and provide suitable and adequate parking facilities on and off the highway. There are significant advantages to the Order which clearly outweigh any modest disadvantages.

Recommendation

37. I therefore recommend that the Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021 be made subject to the following modifications:
- i) Add to the Order
 - a) The following length of road to be designated a disabled parking place from 8am-6pm with a maximum wait of 3 hours, and no return within an hour:
Outram Street - the west side, from a point 17.8m north of its junction with Duke Street northwards for a distance of 12m
 - b) The following lengths of road to be designated as limited waiting for 2 hours (with no return within an hour) 9am-5pm Mon-Sat:
Outram Street - the east side, from a point 5.8m north of its junction with Duke Street northwards for a distance of 24m
Outram Street - the west side, from a point 5.8m north of its junction with Duke Street northwards for a distance of 12m
 - ii) Amend Schedule Thirteen of the Order to clarify that the “no right turns” from Larchfield Street and Raby Terrace into Duke Street are for traffic heading south and to add a “no right turn” from Barnard Street into Duke Street for traffic heading south. Amend Schedule Fourteen of the Order to clarify that the “no left turns” from Larchfield Street and Raby Terrace into Duke Street are for traffic heading north.

Kevin Ward

Inspector

Report to Darlington Borough Council on the Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021 – DPI/N1350/22/1

Appendix A: Appearances at the Inquiry

For Darlington Borough Council:

Piers Riley-Smith Of Counsel

Who called

Sue Dobson Transport Planning Manager, Darlington Borough Council

For the objectors:

NAME REMOVED Local businessperson

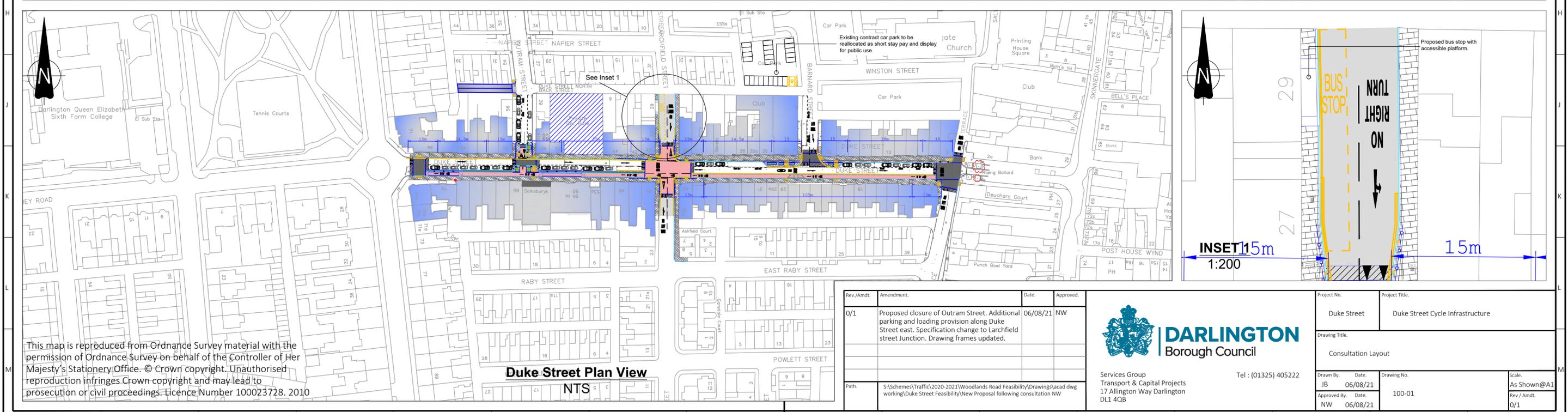
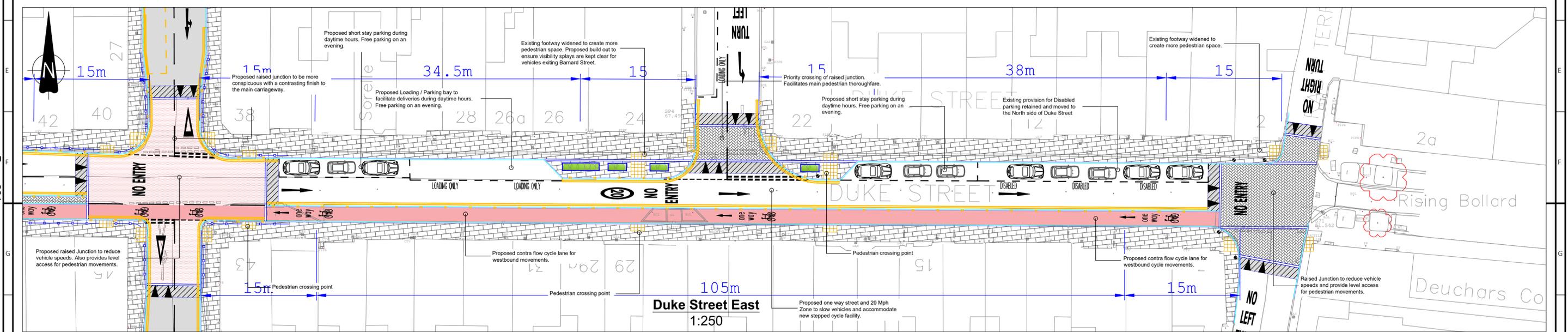
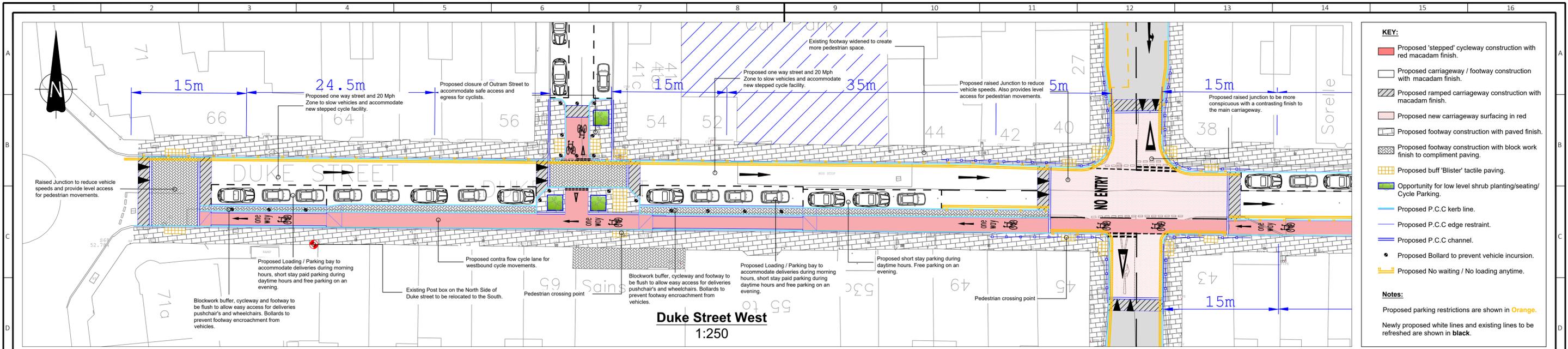
NAME REMOVED Local resident

Appendix B: Documents submitted in advance of the Inquiry

- 1 Darlington Borough Council Road Traffic Restrictions (Amendment No.8) Order 2021
- 2 Notice of proposals
- 3 Statement of Reasons
- 4 Location plan
- 5 Plans showing restrictions proposed
- 6 Letter to residents/businesses regarding proposals
- 7 Press release regarding proposals
- 8 The Darlington Borough Council (Prohibition and Restriction of Waiting and Loading) Consolidation Order 2019 (as amended)
- 9 The Darlington Borough Council (On Street Parking Places) Consolidation Order 2019 (as amended)
- 10 The Darlington Borough Council (Moving Traffic) Consolidation Order 2019 (as amended)
- 11 Spreadsheet of responses to proposals
- 12 Copies of the three objections to the Order
- 13 Proposed modifications to the Order submitted by the Council
- 14 Plan showing modified proposals for Outram Street/Duke Street junction
- 15 Statement of case from Council
- 16 Copies of the three additional objections received following notification of the Inquiry
- 17 Gear Change – A bold vision for cycling and walking
- 18 Local Transport Note 1/20
- 19 Tees Valley Local Cycling and Walking Infrastructure Plan
- 20 Tees Valley Strategic Transport Plan
- 21 Road safety audit and plan
- 22 Road safety assessment report
- 23 Proof of evidence from Sue Dobson

Appendix C: Documents submitted at the Inquiry

- 24 E mail withdrawing objection from **NAME REMOVED**
- 25 List of appearances and opening submission on behalf of Council
- 26 Closing submission on behalf of Council



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Rev/Amdt	Amendment	Date	Approved
0/1	Proposed closure of Outram Street. Additional parking and loading provision along Duke Street east. Specification change to Larchfield street Junction. Drawing frames updated.	06/08/21	NW

DARLINGTON
Borough Council

Services Group
Transport & Capital Projects
17 Allington Way Darlington
DL1 4QB

Tel: (01325) 405222

Project No.	Duke Street	Project Title	Duke Street Cycle Infrastructure
Drawing Title	Consultation Layout		
Drawn By	JB	Date	06/08/21
Approved By	NW	Date	06/08/21
Drawing No.	100-01	Scale	As Shown@A1
Rev / Amdt	0/1		

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CABINET
5 JULY 2022

WEST CEMETERY DRAINAGE

**Responsible Cabinet Member -
Councillor Andy Keir, Local Services Portfolio**

**Responsible Director -
Dave Winstanley, Group Director of Services**

SUMMARY REPORT

Purpose of the Report

1. To request the release of funding for additional drainage works within West Cemetery.

Summary

2. As part of the Crematorium and Cemetery works concerns were raised regarding the drainage of the site through the planning process. A significant drainage system has been installed as part of the scheme. However, there remained concerns about one specific location. The MTFP 2022/23 made provision for a capital allocation of £250,000 to enable drainage improvement works within West Cemetery burial extension land focused on the pond/habitat area to minimise the potential of flooding to the some of the adjacent gardens of properties on Salutation Road.
3. The existing drainage within the old burial ground has been inspected and repair work carried out as necessary. In addition, as part of the new build chapel underground storage tanks have been installed to manage the flow of surface water from the new development. Land drains have also been installed along the boundary of properties on Salutation Road which will all have a positive impact to reduce potential flooding. However, the final area that requires investigation, design and implementation of a solution to further minimise any potential flooding is the pond/habitat area which backs onto properties on Salutation Road.
4. This report seeks approval to release capital to undertake investigates and any identified solutions in a phased approach

Recommendation

5. It is recommended that Members release capital of £250,000 as detailed in this report to carry out additional design and drainage works within West Cemetery.

Reason

- 6. The recommendation is supported by the following reason: to minimise the risk of flooding from the site to residential properties.

**Group Director of Services
Dave Winstanley**

Background Papers

- i. 8 October 2019 Cabinet : Darlington Crematorium Refurbishment
- ii. 9 March 2021 Cabinet : Darlington Crematorium Refurbishment – Cost Update
- iii. 8 February 2022 Cabinet : Medium Term Financial Plan – Investing In and Delivering Success for Darlington

Ian Thompson : Extension 6628
CD

S17 Crime and Disorder	There is no impact on crime and disorder as a result of this report.
Health and Wellbeing	There is no impact on health and wellbeing as a result of this report.
Carbon Impact and Climate Change	There is no impact on climate change as a result of this report.
Diversity	There is no impact on diversity as a result of this report.
Wards Affected	West Cemetery is located in Hummersknott Ward, however residents will use the facility from all Wards.
Groups Affected	No group is affected any differently as a result of this report.
Budget and Policy Framework	This decision does not represent a change to the budget and policy framework.
Key Decision	No
Urgent Decision	No
Council Plan	There is no impact on the Council Plan as a result of this report.
Efficiency	There is no impact on the Councils efficiency agenda as a result of this report.
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

7. As part of the Crematorium and Cemetery works concerns were raised regarding the drainage of the site through the planning process. A significant drainage system has been installed as part of the scheme. However, there remained concerns about one specific location.
8. The aim of the design work and any proposed works is to further reduce the flood risk to adjoining properties on Salutation Road. Having reviewed the recent topographical and underground services survey information the drainage engineers have been able to identify that the area behind the properties where a pond was created a number of years ago is a low point forming a depression with an area of standing water. This depression sits lower than the care facility to the west, the allotment land to the north and the chapel site to the east/northeast (all potentially contributing to the surface water collected in this depression). The properties on Salutation Road are below the level of this pond and as such if this pond and the land floods there is evidence of flooding.
9. From the site/ground investigations on the recent Chapel site, infiltration or simple soakaways will not work effectively as a method of surface water disposal. It should be noted however that the contributing surface water effect to this pond/habitat area will be significantly reduced due to the Chapel site development with a large area now being positively drained.
10. The proposed work for the pond/habitat area will be split in to two stages prior to a decision to carry out physical site work. Stage 1 further investigation and options appraisal and stage 2 subject to the outcome of the initial work detailed design and delivery.
11. It is anticipated that work will take place later this year to tie in with the burial land extension and associated drainage. As a result of all the drainage work being carried within the cemetery and new development the risk of ongoing flooding to properties on Salutation Road that have previously experienced flooding to their gardens will be significantly reduced.

Financial Implications

12. An allocation of £250,000 is approved within the current MTFP for further drainage works within West Cemetery.

Procurement Advice

13. All procurement activity will be in line with the Public Contracts Regulations 2015 and the Council's Contract Procedure Rules. Where possible pre-existing approved contracts or frameworks will be used in the first instance.

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**CABINET
5 JULY 2022**

CLIMATE CHANGE PROGRESS

**Responsible Cabinet Member -
Councillor Alan Marshall, Economy Portfolio**

**Responsible Director -
Ian Williams, Chief Executive**

SUMMARY REPORT

Purpose of the Report

1. To update Cabinet on progress towards the Council's net zero target.

Summary

2. Following the Council's Climate Emergency Declaration in July 2019, a Sustainability and Climate Change Lead Officer was appointed in late January 2020.
3. The Climate Change Strategy was adopted in July 2020 and, working with lead officers across the Council, an action plan was produced and adopted in October 2021.
4. Milestones have been developed and these will be used by the newly appointed (in April) Climate Change Officer to monitor progress.
5. A trajectory of 30% reduction in the Council's emission every five years was agreed at Cabinet in October 2021.
6. Council emissions for 2021/22 were 6,592 tonnes/CO₂.
7. The emissions reported are made up of the energy use in council buildings; business mileage; fleet emissions, and streetlighting and signs.
8. The Council does not currently measure emissions from our supply chain or from waste. It is important to fully comprehend both of these areas, so are working towards a greater understanding.
9. The district heating network feasibility study has been completed and the report received from the consultants. It has been determined that, owing to a number of factors, the risk to the Council from taking either of the two potential options forward is too great to proceed at this time.
10. BEIS has asked the Council to take part in a heat network zoning pilot to help test the government's approach to designating heat network zones.

11. Team resources have now doubled with the new Climate Change Officer arriving in April and a work plan for the year has been produced.
12. The Sustainable Darlington webpage and Sustainability and Climate Change intranet page have been updated and will be used to share information with residents and staff. It is planned to include a youth tab on the Sustainable Darlington page, working with young people to produce content.

Recommendation

13. It is recommended that Cabinet acknowledges the report.

Reasons

14. The recommendation is supported by the following reasons:-
 - (a) As a public organisation the Council has a duty to meet its obligation in reducing its carbon footprint and achieve its net zero target.
 - (b) With increasing public pressure to act on climate change, the Council is at risk of significant reputation damage if it fails to deliver on our stated commitment to dealing with the Council's contribution to climate change.

Ian Williams
Chief Executive

Background Papers

No background papers were used in the preparation of this report.

Margaret Enstone: Extension 6229

S17 Crime and Disorder	There is no expected impact on Crime and Disorder in Darlington.
Health and Wellbeing	According to the WHO, climate change is the greatest threat to global health in the 21st century. This report is a progress report of our journey to becoming a carbon neutral council.
Carbon Impact and Climate Change	The Council has recognised the need to consider the carbon impact of the decisions it makes. This report is a progress report of our journey to reducing our carbon emissions and adapting our services to the unavoidable effects of climate change.
Diversity	Climate change affects everyone, but it has a disproportionate impact on areas of deprivation. This report demonstrates how the Council are addressing its own carbon emissions and resilience, giving us the ability to demonstrate through good practice what other people can do themselves
Wards Affected	This report covers how the Council is addressing its own carbon emissions and resilience. It will not affect any particular ward.
Groups Affected	This report covers how the Council is addressing its own carbon emissions and resilience. It will not affect any particular group.
Budget and Policy Framework	This report does not represent a change to the budget and policy framework
Key Decision	No
Urgent Decision	No
Council Plan	This report has no particular implications for the Council Plan
Efficiency	Our approach to reducing emissions will mean that resources are used more efficiently
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

15. Following the Council's Climate Emergency Declaration in July 2019, a Sustainability and Climate Change Lead Officer was appointed in late January 2020. The Climate Change Strategy was adopted in July 2020 and working with lead officers across the Council, an action plan was produced and adopted in October 2021. An independent benchmark review has scored us well above the national average.
16. Milestones have been developed and these will be used by the newly appointed (in April) Climate Change Officer to monitor progress. A trajectory of 30% reduction in the Council's emission every five years was agreed at Cabinet in October 2021.

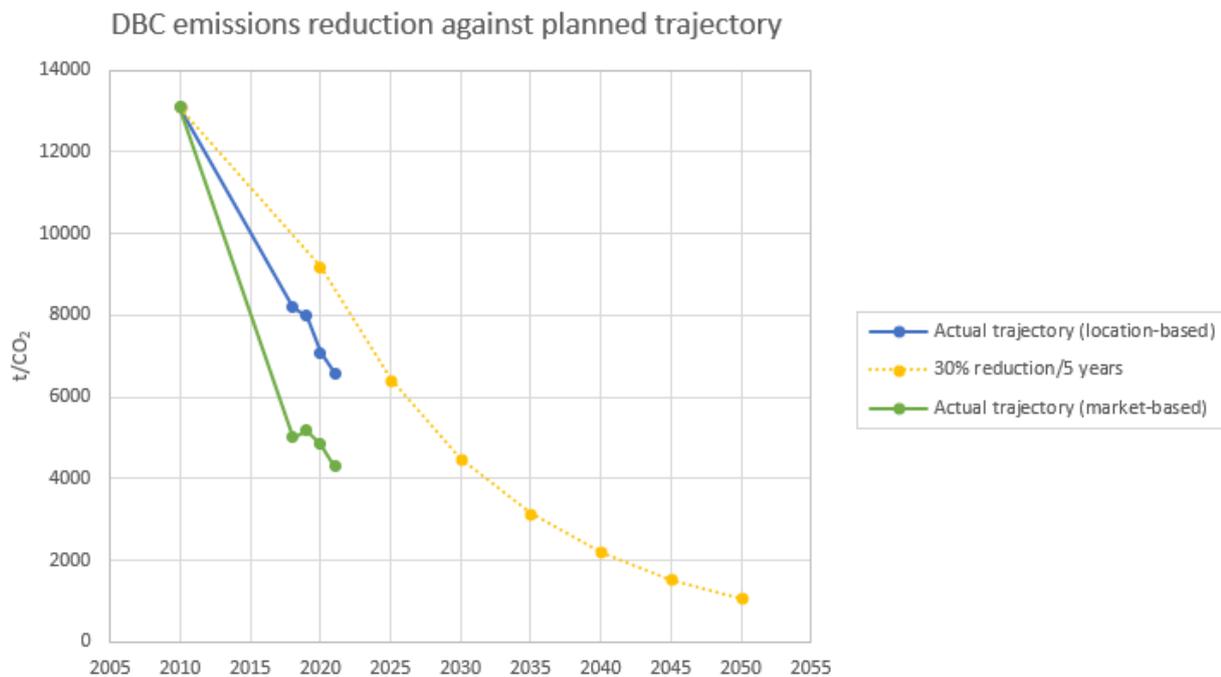
17. Emissions to date:

	2010/11	2018/19	2019/20	2020/21	2021/22
	t/CO ₂				
Streetlighting	3,487	759	596	515	458
Corporate Estate	7564	5,928	5,907	5,014	4864
Business Travel	2,050	1,509	1,482	1,426	1270
Total	13,101	8,196	7,985	6,955	6,592
Total estimated working from home emissions/tCO ₂ e				125	

18. Electricity generation from the solar panels on the roof of the Town Hall:

	2010/11	2018/19	2019/20	2020/21	2021/22
	Generation	Generation	Generation	Generation	Generation
	kWh	kWh*	kWh	kWh	kWh
Total		1,008	7,846	7,362	9,440

19. Trajectory:



20. In 2020/21 the Council was able to make an estimate of emissions from home working. During the past year, more people have returned to the office, for at least part of the week and not always consistently, which makes that calculation harder.

21. The emissions reported include the energy use in council buildings (not including council homes as the Council does not control how residents use the energy); business mileage; fleet emissions, and streetlighting and signs. Reporting emissions from the Council’s supply chain is optional under the Greenhouse Gas Protocol and officers do not currently measure these emissions. However, it is important to understand what these emissions are, and the Council is partnering with a consultant to help identify where the supply chain emissions are coming

from. Understanding this will give the Council the opportunity to both influences widely and be innovative in greenhouse gas management.

22. The emissions from waste disposal are not currently collected. Currently it is not possible to separate out the tonnage of waste from only Council buildings and disposal is dealt with in different ways. With the current collection regimes, it is almost impossible to separate Council waste from third party waste and until this is achieved, the Council cannot report these emissions in a clear and transparent way.

District Heat Network

23. In 2019, the Department for Business, Energy, and Industrial Strategy (BEIS) funded an energy masterplan document for Darlington, which recommended a feasibility study be carried out for two areas: Town Centre and Central Park.
24. Funding has been received BEIS' Heat Network Development Unit, with matched funding from the TVCA to carry out this feasibility. The techno-economic results show that, for the Town Centre, a significant grant would be required over and above capital and operational expenditure to recoup a minimal Internal Rate of Return (IRR) after 40 years. Added to this, there are significant archaeology issues in the ground where most of the route of any pipework would be placed which could significantly delay any construction. In addition, the consultants who carried out this study suggest that a minimum depth of 1.5-2m would be appropriate for a water source heat pump. There is no data available for the exact location of the pump, but daily mean levels at South Park and at John St do not reach this depth.
25. The above infrastructure constraints in addition to risk of gaining a sufficient number of potential customers for a heat network, has led to the conclusion that the Town Centre option is too much of a risk for the Council now, but could be looked at again in the future.
26. The Central Park option requires less gap funding to give a positive IRR. However, given the need for sufficient customers on a currently empty site and the lack of surety of commercial investment putting the entire risk on the Council, it is not recommended that the Council should proceed with the Central Park option at this time either.
27. BEIS has also asked us to take part in their heat network zoning pilot project. Heat network zones were announced in the government's Energy White Paper, Heat & Buildings Strategy and Net Zero Strategy. They are areas where heat networks are the lowest cost low carbon energy source for the end user. The Council is one of 28 pilots across the country and is helping to test the government's approach.

Teamwork Plan

28. Now that the team resources have doubled, the team is in a stronger position to help lead positive actions within the Council. A work plan for the year has been produced, which includes:
 - (a) A strategy review to take account of work that has developed across the Council such as the housing and climate change strategy
 - (b) Determining supply chain emissions and a plan to deal with them

- (c) Understanding what our waste emissions are
- (d) Monitoring and reporting on actions in the action plan
- (e) Developing our adaptation approach
- (f) Developing our offsetting approach
- (g) Working with young people
- (h) Developing our communications internally with Members and staff and externally with residents and business

Climate change fund

- 29. £100k was allocated in the Medium-Term Financial Plan to help fund projects that will help the Council meet its targets.
- 30. It has been difficult to persuade teams to apply for the funding, but support has been arranged for three projects so far:
 - (a) Additional paper recycling boxes – these boxes have been in constant use during the recent clear out, and by replacing those that had broken or gone missing, and staff have been encouraged to recycle again.
 - (b) Let's Do Digital – funding enabled the team to expand its original plans to support residents facing digital exclusion. They have also been able to provide refurbished mobile phones to care leavers.
 - (c) Benji Bin – funding was provided to enable the team to engage with schools, create adverts and a social media campaign.
- 31. Approximately £10,000 will be used to carry out work on understanding supply chain emissions from the fund.

Communications

- 32. The Sustainable Darlington page on the council's website has been reviewed to bring it up to date and increase the information available.
- 33. A series of blogs and are inviting internal and external contributors has commenced.
- 34. A youth page will be added, and officers are working with the Young People's Opportunity & Involvement Worker to make sure that young people are involved in writing and developing it.
- 35. Access to the sustainability and climate change intranet page has now been gained to ensure information to staff is up to date.

Financial Implications

36. Chief Officers Board has recently approved the creation of a Green Initiative Reserve which will help to capture and ring-fence savings arising because of the implementation of green initiatives.

Legal Implications

37. There are no legal implications.

HR Implications

38. The report does not affect the terms and conditions of any staff or change their duties.

Estates & Property Advice

39. The report does not affect the Council's land holdings or involve a lease, or license or any transfer or purchase of land.

Procurement Advice

40. The report does not involve any purchase over £100k.

Equalities Considerations

41. Climate change affects everyone, but it has a disproportionate impact on areas of deprivation.

Consultation

42. This report is a progress report for the Council's commitment to reducing its carbon emissions and increasing its resilience to the impacts of climate change. No public consultation has been carried out.

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**CABINET
5 JULY 2022**

IMPROVEMENTS TO CONISCLIFFE ROAD

Responsible Cabinet Members – Councillor Alan Marshall, Economy Portfolio

Responsible Director – Ian Williams, Chief Executive

SUMMARY REPORT

Purpose of the Report

1. To gain Cabinet approval for the allocation of £700,000 from the Tees Valley Indigenous Growth Fund (IGF) for improvements to Coniscliffe Road which will act as a catalyst for economic growth and town centre recovery, creating a vibrant social space, to encourage and retain footfall in the town centre.

Summary

2. The report sets out the proposed strategic interventions which would contribute to the development of a café culture, moving away from the declining, traditional retail space, and enhance the feeling of safety, wellbeing, and ownership of the space. In addition, the improvements will encourage more people to visit and spend their leisure time and money in the area's cafes/ shops, in turn benefitting the local economy by supporting businesses, jobs, tax revenues, etc.
3. In 2019 the Council was allocated £10m from the Tees Valley Indigenous Growth Fund with a further £2m being allocated in 2022. It is proposed to utilise this funding to invest in the upgrading of Coniscliffe Road to create a focal point for outdoor dining and hospitality together with a social space for local people and visitors to the town.

Recommendations

4. It is recommended that Cabinet:-
 - (a) Support the upgrading and improvement works to Coniscliffe Road set out in this report, to meet a range of aspirations: accommodating pavement café culture, strengthening green infrastructure, promoting active travel – cycling and walking, supporting local businesses and creating a safe, attractive, and working streetscape for the future.
 - (b) Allocate £700,000 from the Tees Valley Indigenous Growth Fund for upgrading and improvement works in Coniscliffe Road and note that a further £240,000 will be match funded through Darlington's Town Board Fund.

- (c) Designate the works required as a non-strategic procurement.

Reasons

- 5. The recommendations are supported by the following reasons:-
 - (a) To contribute to the further economic wellbeing and vitality of the Town.
 - (b) To comply with the Council’s Procurement Rules.

**Ian Williams
Chief Executive**

Background Papers

- (i) Groundwork - Skinnergate, The Yards and Coniscliffe Road

Mark Ladyman: Extension 6306

S17 Crime and Disorder	This paper supports and complements the actions detailed in the Darlington Town Centre Footfall Strategy to reduce ASB in the Town Centre.
Health and Well Being	No direct impacts
Carbon Impact and Climate Change	No direct impacts
Diversity	No direct impacts
Wards Affected	All
Groups Affected	All
Budget and Policy Framework	This decision does not represent a change to the budget and policy framework. Any works highlighted in the report will be met through Tees Valley Indigenous Growth Fund.
Key Decision	No
Urgent Decision	No
Council Plan	The report supports the Council Priority of Growing Darlington’s Economy
Efficiency	The report aims to utilise the Councils and partner resources in a collective more efficient manner.
Impact on Looked After Children and Care Leavers	Does this report impact have no impact on Looked After Children or Care Leavers - No

MAIN REPORT

Information and Analysis

Growing Darlington's Hospitality and Retail Economy

6. This Council together with many local authorities across the country have been working with local business to explore measures that can be put in place to help hospitality businesses get up and running again following the Covid 19 pandemic and the restrictions that were imposed. These actions have included relaxing existing licensing requirements and the promotion of measures how town centres can be used differently to enable businesses to operate in outside settings.
7. In 2020 and in response to social distancing requirements the Council actively promoted the development of outdoor hospitality settings in the town centre with the provision of safe seating areas and temporary road closures to allow businesses to operate safely and effectively. The main areas which benefited from this initiative were Skinnergate and Coniscliffe Road east of West Street. These temporary arrangements have proved very popular with businesses and customers however the temporary measures are time limited and if the Council wishes to continue with the promotion of outdoor hospitality settings a permanent solution is required.
8. To assist in the development of a permanent solution the Council employed the services of Groundwork to develop concept designs and deliver community planning events and consultation with local stakeholders for the Skinnergate, The Yards and Coniscliffe Road areas of Darlington. The proposals for Skinnergate and the Yards will form part of the Town Fund intervention programme however Coniscliffe Road is outside of the original project scope and would require additional funding to deliver the proposed scheme. Project costings have been carried out and it is estimated that the overall project will require funding of £940,000. It is therefore recommended that £700,000 from the TVCA Indigenous Fund is used resource the scheme and associated improvements. A further £240,000 will be matched funded through Darlington's Town Board Fund.

Groundwork - Skinnergate, The Yards and Coniscliffe Road

9. Groundwork was appointed in 2021 to develop initial concept designs and carry out a consultation process focusing on the whole length of Skinnergate, Post House Wynd, Buckton's Yard, Clarks Yard, Mechanics Yard, and Coniscliffe Road east of West Street (referred to as 'the area') including reference to the function of adjoining streets and key destinations off the area including Duke Street, Northumberland Street, Grange Road and Houndgate.
10. The first step of the process was to analyse the existing layout and function of the streets and working closely with Council officers to develop concept designs to take to public consultation. The officer steering group included DBC's Highway Design Engineers, Transport Policy Officer, Traffic Manager, Towns Fund programme manager, Assistant Director for Economic Growth, Public Transport Officer and Town Centre Partnership and Events Manager. This group was able to give context for the design, highlight current issues, outline aspirations for the project and provide professional advice to ensure that

the final designs would be deliverable. The initial designs were also shared with elected members and the Town Centre Reference Group.

11. Once concept designs were agreed, the aim of the consultation was to engage with as many people as possible who live, work or visit the area, including local residents and businesses. Key stakeholders were also contacted to provide input, including bus operators, cycle groups and disability groups.
12. Key Design Points: Coniscliffe Road:
 - (a) Pedestrianisation of the east end of Coniscliffe Road: emergency access only
 - (b) Two-way access to Hogarth Court
 - (c) Redirected bus route made permanent
 - (d) Two-way cycling access permitted
 - (e) Pavement café areas
 - (f) Pocket Park
 - (g) Widened footpaths
 - (h) Street trees planted into extended tree pits where possible
 - (i) Raised planting containers
 - (j) Planters providing hostile vehicle mitigation
13. Analysis of the first phase consultation results was used to amend the concept designs. A second phase of consultation followed this.
14. The report (**Appendix A**) provides an overview of the design development, consultation, processes undertaken and the results of the feedback from residents, businesses and the wider community. It provides detail of the concept designs, the rationale behind the designs and subsequent changes to the designs, feedback from the consultation and finally recommendations for the Council, based on this feedback from people who engaged.
15. Following the consultation process several engineering/delivery options were considered that captured the feedback from stakeholders. The proposed option is detailed in **Appendix B** with a budgetary project cost of £940,000.

Financial Implications

16. Overall cost of the scheme is £0.940m, of which, £0.700m to be funded from the TVCA Indigenous Fund and £0.240m will be matched funded through Darlington's Town Board Fund.

Procurement Advice

17. All procurement activity will be carried out in line with the Public Contracts Regulations 2015 and the Council's Contract Procedure Rules.

Consultation

18. A comprehensive consultation and engagement process has been carried out by Groundwork.

Skinnergate, The Yards and Coniscliffe Road

CONCEPT DESIGN AND CONSULTATION REPORT



Commissioned by Darlington Borough Council
September 2021 - March 2022



Groundwork was commissioned to undertake design work and a consultation exercise with the public and businesses in the Skinnergate, The Yards and Coniscliffe Road areas of Darlington between September 2021 and March 2022.

Reference: TV377

Prepared by: Lisa Taylor

Reviewed by: Matt Machouki, Michele Maccallam

Tel: 01642 815663

Address: Unit 14, Welbury Way, Aycliffe Business Park, Newton Aycliffe, DL5 6ZE

Date of report: 31/03/2022

Groundwork Team:

Consultation: Lucy Chapman, Lisa Taylor, Natalie Whitworth, Kelly Potts, Nathan Stephenson

Design: Matt Machouki, Michele MacCallam, Mark Knight, Dale Woodcock, Lucas Robinson, Amanda Speare, Helen Ball

Business Development: Lisa Stephenson

Client steering group

Christopher Mains, Noel Walecki, Jake Campbell, Mark Ladyman, Sue Dobson, Paul Ibbertson, Andrew Casey, Katy Tate, Gill Hutchinson, Alex Nicholson, Michael Bowron, Kay Gamble

Disclaimer

This report has been prepared by Groundwork NE & Cumbria for Darlington Borough Council as part of the Skinnergate, The Yards and Coniscliffe Road Project.

Whilst every effort has been made to ensure the information provided verbally and through this document is appropriate and accurate, Groundwork reserve the right to amend their conclusions and recommendations should further or more detailed information become available.

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Executive Summary

A significant investment has been secured from the Towns Fund to develop Skinnergate and The Yards. Building upon the work that has already been undertaken in the historic yards, the aim of the project is to transform the town centre streets into a vibrant hub for future generations by increasing footfall to businesses, accommodating street cafes, improving greenery and green space, and prioritising pedestrians and cyclists. Proposals and scheme designs look at improving the public realm, capturing uplift for the local economy and aim to better meet the needs of disabled people.

Groundwork were appointed to develop initial concept designs and carry out an extensive consultation process focusing on improvements to the overall public realm in Skinnergate and The Yards and Coniscliffe Road.

Key issues raised by stakeholders were:

- Access for businesses for loading / unloading
- Accessibility for those with visual impairments or physical disabilities
- Contraflow cycle lane needed
- Parking
- Reduce cars, make safer for pedestrians
- Outdoor shelter / canopies for outdoor seating/cafes
- Location of bins
- Better signage
- Vehicles parking on the pavement
- Better lighting

Positive responses demonstrated that people are extremely passionate about the area and want to see investment to improve key areas infrastructure.

In particular, they liked the idea of:

- Development of Café Culture
- Trees, planters and improvement of green spaces
- Pedestrianisation

The final concept designs incorporated the following features:

Coniscliffe Road:

- Pedestrianisation of the east end of Coniscliffe Road with emergency access only
- Two-way access to Hogarth Court with turning head and loading area
- Redirected bus route made permanent
- Two-way cycling access permitted along full length
- Cycle parking
- Pavement café areas
- Pocket park with trees and seating
- Widened footpaths
- Street trees planted into extended tree pits where possible

- Raised planting containers
- Planters to provide hostile vehicle mitigation
- Suggested materials palette
- Suggested street furniture
- Bollards to prevent vehicles parking on the footways

Skinnergate and The Yards:

- Extend vehicle restriction hours (10am – 12 midnight)
- No parking allowed on the streets (access to private car parks permitted at designated times)
- Small squares to highlight key architectural buildings
- Pavement café areas
- Performance and meeting areas at junctions of Skinnergate and Duke Street and Post House Wynd
- Art installations to highlight entrances to The Yards
- Street trees in planting pits where possible
- Raised planting containers
- Street furniture
- Widening pavements
- Cycling provision including designated contra-flow lane at west end of Duke Street
- Cycle parking
- Raised tables and table build outs between Bell's Place and Bondgate
- Suggested materials palette
- Suggested street furniture
- Bollards to prevent vehicles parking on the footways

Introduction

In August 2021, Groundwork North East and Cumbria was awarded the tender to develop concept designs and deliver community planning events and consultation with local stakeholders for the Skinnergate, The Yards and Coniscliffe Road areas of Darlington on behalf of Darlington Borough Council (DBC).

A significant investment has been secured from the Towns Fund to develop Skinnergate and The Yards. Building upon the work that has already been undertaken in the historic yards, the aim of the project is to transform the town centre streets into a vibrant hub for future generations by increasing footfall to businesses, accommodating street cafes, improving greenery and green space, and prioritising pedestrians and cyclists. Any proposals will look at improving the public realm and capturing uplift for the local economy. Scheme designs will also seek to better meet the needs of disabled people.

Groundwork were appointed to develop initial concept designs and carry out a consultation process focusing on the whole length of Skinnergate, Post House Wynd, Buckton's Yard, Clarks Yard, Mechanics Yard, and Coniscliffe Road east of West Street (referred to as 'the area') including reference to the function of adjoining streets and key destinations off the area including Duke Street, Northumberland Street, Grange Road and Houndgate.

The first step of the process was analysis of the existing layout and function of the streets and working closely with the client group to develop concept designs to take to public consultation. The client steering group included DBC's Highway Design Engineers, Transport Policy Officer, Traffic Manager, Towns Fund programme manager, Assistant Director for Economic Growth, Town Centre Reference Group, Public Transport Officer and Town Centre Partnership and Events Manager. This group was able to give context for the design, highlight current issues, outline aspirations for the project and provide professional advice to ensure that the final designs would be deliverable.

Once concept designs were agreed with the client group, the aim of the consultation was to engage with as many people as possible who live, work or visit the area, including local residents and businesses. Key stakeholders were also contacted to provide input; including bus operators, cycle groups and disability groups.

Analysis of the first phase consultation results was used to amend the concept designs. A second phase of consultation followed this.

This report provides an overview of the design development, consultation, processes undertaken and the results of the feedback from residents, businesses and the wider community. It provides detail of the concept designs, the rationale behind the designs and subsequent changes to the designs, feedback from the consultation and finally recommendations for the Council, based on this feedback from people who engaged.

Project Scope

The study area included the whole length of Skinnergate, Post House Wynd, Buckton's Yard, Clarks Yard, and Mechanics Yard, including reference to the function of adjoining streets. Coniscliffe Road was included within the study area to explore the possibility of retaining some of the benefits of partial closure of the street during the lockdown period.

Desktop research was undertaken in Autumn 2021 to identify the boundaries of the targeted consultation and the businesses and residences in that area. This allowed us to identify and initiate discussions with relevant stakeholders including local residents, businesses and other interested parties, such as cycle and disability groups, to gain greater insight into how stakeholders use the area and to start to identify potential issues and concerns as well as people's suggestions and ideas.

Stage 1 Concept Designs

Following site visits by the design team in the proposed areas and analysis of the existing opportunities and constraints, initial Streetscape concept design proposals were developed for Skinnergate and The Yards and Coniscliffe Road by Groundwork's Landscape Architects in consultation with Darlington Borough Council highway design engineers and traffic managers.

Opportunities and constraints identified:

- Prioritise pedestrian access and needs of people with disabilities
- Safe unimpeded route for visually impaired people
- Maintain trader access
- Connectivity of cycle routes
- Carriageway space for contraflow cycling and all other functions of the street
- Bus routes – Coniscliffe road
- Traffic restrictions
- Hostile vehicle attack
- Loading bays
- Servicing for waste collection
- Takeaway access
- Residential access
- Extend the improvements to The Yards and strengthen the links with Skinnergate
- Lighting provision
- DfT's Manual for Streets and LTN 1/20 Cycle Infrastructure Design

The preliminary designs attempted to take into account the above issues whilst also reflecting the ambition to revitalise the streets. The designs aimed to accommodate pavement café culture, increase green infrastructure, highlight key buildings, strengthen links to The Yards and support local businesses. They break up the linear nature of Skinnergate by creating small squares that also highlight key historic buildings and create a vehicle free section and pocket park on Coniscliffe Road.

Visualisations were created to illustrate proposals within the concept designs; including Coniscliffe Road pocket park, Coniscliffe Road pavement cafes, Skinnergate Quaker meeting House, Skinnergate Buckton's Yard entrance and Skinnergate Duke Street junction. Designs and visualisations were reviewed and signed off by Darlington Borough Council Prior to consultation with stakeholders.



Mood boards were also created to be used at consultation events to help stakeholders visualise combined cycle, pedestrian and vehicle options for the highway, ideas for pavement cafes; street trees, planters and pocket parks; seating; lighting; and safety.

Key Design Points: Coniscliffe road:

- Pedestrianisation of the east end of Coniscliffe Road: emergency access only
- Two-way access to Hogarth Court
- Redirected bus route made permanent
- Two-way cycling access permitted
- Pavement café areas
- Pocket park
- Widened footpaths
- Street trees planted into extended tree pits where possible
- Raised planting containers
- Planters providing hostile vehicle mitigation





Key Design Points: Skinnergate and The Yards:

- Extend vehicle restriction hours (10am – 12 midnight)
- No parking allowed on the streets (access to private car parks permitted at designated times)
- Small squares to highlight key architectural buildings
- Performance meeting space created at the junction of Skinnergate and Duke Street
- Pavement café areas
- Street trees in planting pits where possible
- Raised planting containers
- Street furniture
- Widening pavements
- Cycling provision including contra-flow lane at west end of Duke Street
- Art installations to highlight entrances to The Yards



Design rationale for road widths and contraflow cycle provision on Duke Street and Skinnergate:

- Space between buildings in town centres is limited. Local priorities will help determine road layout.
- Accommodating pavement café culture, incorporating green infrastructure and enabling cycle connection to the wider cycle network have been identified as objectives for Skinnergate.
- A single width carriageway with wider footways maximises space for pedestrians, pavement cafes and green infrastructure.
- Cycle Infrastructure Design Guidance, LTN 1/20, July 2020, Sections 7.3.4 states: 'Permitting contraflow cycling in one way streets and using point closures to close certain streets to motor vehicle through traffic will generally provide a more direct route for cyclists and should always be considered. On quiet low speed streets, there may be no need for a cycle lane, enabling cyclists to use narrow streets in both directions. Where there is good visibility cyclists and on-coming drivers should be able to negotiate passage safely. Contraflow cycling should be signed in accordance with the advice in the Traffic Signs Manual.'
- Cycle Infrastructure Design Guidance, LTN 1/20, July 2020, Sections 7.3.5 states: 'Where speed is low in urban areas, contraflow cycling without a dedicated cycle lane has been found to be successful even on narrow streets with on-street car parking. The following minimum carriageway widths are recommended: 2.6m with no car parking; 3.9m based on car passing cycle, no car parking; 4.6m with car parking on one side of the road; 6.6m with car parking on both sides of the road.'
- Groundwork proposes for consultation that car parking be removed from Skinnergate and a 3.9m width carriageway be available, based on car passing cycle.
- The area is already a 20mph zone.
- Restricted access hours will further enable safe cycling.
- Groundwork proposes for consultation that all traffic is prohibited between 10am and 12pm, allowing loading and services before 10am.
- Single level paving is proposed with consideration for placing of street furniture at a distance from the carriageway further enabling safe cycling.

Alternatives:

- Contraflow cycle lane could be introduced on Duke Street with removal of planters/trees on the south of the carriageway.
- Contraflow cycle lane could be introduced on Skinnergate but would impact on space available for pavement cafes and green infrastructure.
- No contraflow cycling allowed on Skinnergate between 12pm and 10am. Hard to enforce and potential for conflict.
- Existing restriction kept and no contraflow cycling allowed. Again, hard to enforce and potential for conflict.

Design Themes

A themed approach was taken to the design process:

✔ **Green Streets:**

Introducing pocket parks, planters and street trees all help create greener streets, allowing us to connect to nature and allowing nature to help us with cleaner air, storm water retention, shade in the summer and increased biodiversity. All helping to reduce our carbon footprint.

✔ **Healthy Streets:**

A pedestrian and cycle zone with connectivity to the wider cycling network encourages healthier, active travel and helps reduce pollution.

✔ **Vibrant Streets:**

Accommodating the developing pavement cafe culture within an attractive and safe environment. Using single level paving to give a more pedestrian friendly experience.

✔ **Safe streets:**

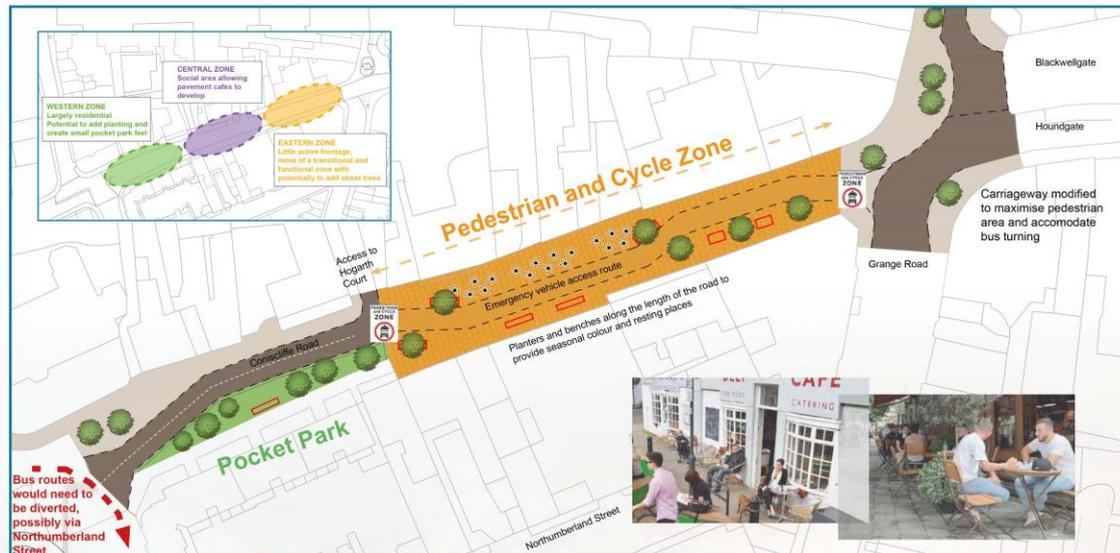
Tactile paving and contrasting stone colour to mark the emergency vehicle and cycle access route. Protection provided with heavy planters and bollards where required. A 20mph limit along with a prohibited access area make the street safer for all.

✔ **Working Streets:**

Reinforcing the area as a destination will lead to increased footfall and people staying for longer helping to support local business. Provision of loading space could include small vans delivering to Coniscliffe Road outside of the pedestrian zone.



Coniscliffe Road



Green Streets:

Introducing pocket parks, planters and street trees all help create greener streets, allowing us to connect to nature and allowing nature to help us with cleaner air, storm water retention, shade in the summer and increased biodiversity. All helping to reduce our carbon footprint.

Healthy Streets:

A pedestrian and cycle zone with connectivity to the wider cycling network encourages healthier, active travel and helps reduce pollution.

Vibrant Streets:

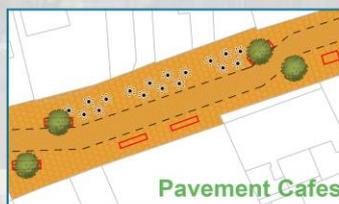
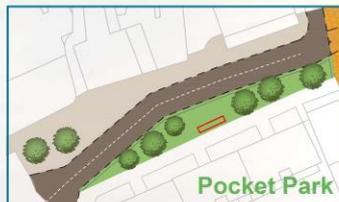
Accommodating the developing pavement cafe culture within an attractive and safe environment. Using single level paving to give a more pedestrian friendly experience.

Safe streets:

Tactile paving and contrasting stone colour to mark the emergency vehicle and cycle access route. Protection provided with heavy planters and bollards where required. A 20mph limit along with a prohibited access area make the street safer for all.

Working Streets:

Reinforcing the area as a destination will lead to increased footfall and people staying for longer helping to support local business. Provision of loading space could include small vans delivering to Coniscliffe Road outside of the pedestrian zone and larger vans to Grange Road.



Skinnergate & The Yards



Green streets:

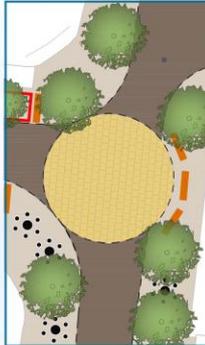
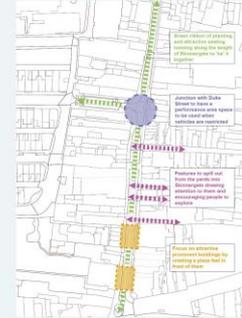
Street trees and planters along the length of Skinnergate create a green ribbon that is both attractive and helps to make the town centre more environmentally friendly.

Healthy and Safe Streets:

Pedestrian and cycle friendly with restricted traffic access and a permitted cycle contraflow connecting to the wider cycle network. Quality surfacing on a single level with tactile and contrasting road edging allow safe access for all.

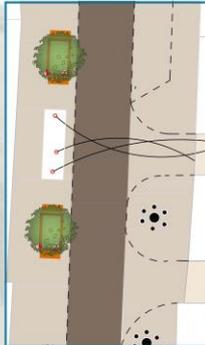
Working Streets:

Loading space where required with time allocated for deliveries for local businesses. These spaces could be used for outdoor seating in times traffic is restricted from the area.



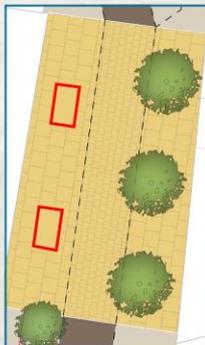
Vibrant street culture:

Junction with Duke Street to have an informal performance area to be used when vehicles are restricted. Benches and street trees will create an attractive place to meet and spend some time.



Highlighting the yards:

Striking artistic installations to highlight the entrances to the yards, each one to have a distinct character to encourage people to explore.



Small squares:

Small squares to highlight prominent buildings like the Quaker House and Mechanics Institute. Paving on one level with a tonal change from the road either side. Street trees and large benches will complete the picture and with restricted traffic access at times will create a 'plaza' type feel to these spaces.



Video Production

Two videos were commissioned to bring the project to life and give residents and businesses a flavour of the project and the rationale behind the proposed changes. These included walkthroughs of the streets integrating photomontages at key points to reimagine a transformed street. Commentary from interviews with designers and Town Centre manager explained some of the objectives and ambitions of the project

Skinnergate and The Yards film:

<https://www.youtube.com/watch?v=l0KX1dMzufe>

Coniscliffe Road film

<https://www.youtube.com/watch?v=olnrhw0m9xE>

Video Screenshot



The videos were uploaded to YouTube on November 3rd 2021. From upload to the end of March 2022, between them, the videos had an amazing **1391** views, with a breakdown of **635** views for the Skinnergate video and **756** views for the Coniscliffe Road Video.

Traffic and Movement Surveys

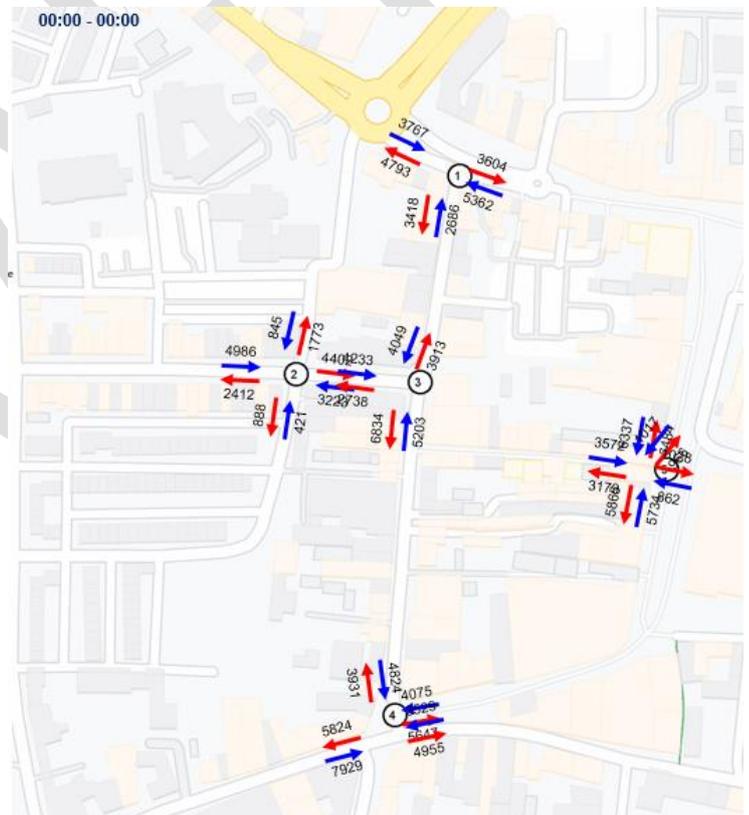
Provided by Tracsis, two movement surveys were carried out to gain a greater understanding of the amounts and types of traffic on Skinnergate, The Yards and Coniscliffe Road. The surveys counted vehicles, cycles and pedestrians. Surveys took place for 24 hours on:

- Saturday 25th September 2021
- Thursday 30th September 2021

The following 5 sites were used for the traffic and movement surveys

- Site 1 Bondgate / Skinnergate
- Site 2 Raby Terrace / Duke Street / Raby Terrace / Duke Street
- Site 3 Skinnergate / Duke Street
- Site 4 Skinnergate / Blackwellgate
- Site 5 High Row / Post House

Full data from Traffic and Movement surveys is available in Appendix 1



The data shows that in all 5 survey sites on both days, pedestrians dominate the traffic particularly between 12:00 and 15:00. In vehicle counts, cars dominate the vehicle type.

As might be expected Site 1 shows the greatest percentages of vehicles on both days, while site 5 is pedestrian-dominated. There is a trend for slightly more vehicles on the weekday.

LGVs were more prevalent on the weekday and the highest percentage were seen on sites 1 and 2. Cycle numbers were low in all areas on both days and averaged out at approximately 1% of traffic. Vehicles of the category OGV2 and Bus/Coach were the least prevalent on both days.

Site 5 shows the highest number of pedestrians on both days with almost identical figures of 98.71% of traffic on the Saturday and 98.70% on the Thursday.

Looking at site 3, the junction of Skinnergate and Duke Street:

Firstly, not surprisingly, there is a direct correlation with the number of vehicles and the restricted access times. The number of vehicles falls to below 5 per interval (15 minutes) between 10am and 5pm. The reverse is true of pedestrian numbers, with the largest footfall occurring between these hours.

On Saturday 25th the overall number of pedestrians is larger and the curve a more even spread between 10am and 4pm, between around 200 and 400 people per interval (ppi), dropping to a steady 100 to 150 ppi between 4pm and 11pm.

On Thursday 30th however, we see fewer pedestrians, between 100 and 300 ppi on the whole between 10am and 4pm, but with a significant peak of over 600 ppi at lunchtime around 1pm. In the evening numbers fall below 100 ppi after 5pm and generally below 50 ppi after 8pm.

It is clear though, that this is a busy intersection for pedestrians and supports the view that something more could be made of this area as a potential destination as a meeting place or informal performance area.

Vehicle traffic on the evenings is worth noting as the proposals include restrictions on vehicles in the evenings. On Saturday 25th between 5pm and 10pm shows a steady flow of 20 to 30 vehicles per interval (vpi). On Thursday 30th a similar flow between 5pm and 7.30pm, then dropping to between 5 and 15 vpi until midnight.

On Saturday 25th we see the busiest time for goods vehicles between 7am and 10am (no more than 4 per vpi) and a steady low number throughout the evening between 5pm and 2pm, then sporadically through the night. Thursday 30th morning between 6am and 10am is busier, with four intervals of 10 vpi. However Thursday evening is quieter.

Restrictions to delivery vehicles has been a concern of some consultees, as has vehicles for evening trade such as take-aways and taxis. Consideration will need to be given to exemptions to the restrictions and balanced against the increased trade from visitors due to a traffic free environment.

Stage 1 Consultation

Consultation Activities

During Stage 1 of the consultation process, Groundwork completed a varied range of consultation methods in order to reach a wide cross-section of the public that would be impacted by or have an interest in the proposed changes.

This included:

- ✔ Door knocking / Face-to-face visits focused on businesses in the proposed area to find out any issues they may currently have and gain feedback on the proposed plans
- ✔ Information posted to all businesses in the proposed area that were unavailable at face-to-face visits
- ✔ Outdoor face-to-face consultation events
- ✔ Virtual consultation events
- ✔ Walkarounds in the area
- ✔ Consultation with key stakeholders, e.g. Cycle group, transport, disability group
- ✔ Online survey/questionnaire
- ✔ Facebook and online promotion

Consultation Meetings

Meetings with Darlington Borough Council steering group were held regularly during the design period and issues around access restrictions, carriageway widths, materials, cycle use, loading arrangements and impacts on bus routes were considered in developing the design.

Examples of feedback from the transport team include:

Coniscliffe Road Feedback:

“We suggest keeping the west end of the street open to two-way traffic so that residents can retain access to Hogarth Court. This will create a significant traffic free area but there needs to be some thought as to how loading/servicing can be achieved for those premises that effectively become ‘land locked’ away from the highway”

Skinnergate Feedback:

“This narrow street has to function as adopted highway with loading/servicing, access, emergency access, parking as well as pedestrian and cycling facilities”

Meeting with Darlington cycle groups on 06.12.21

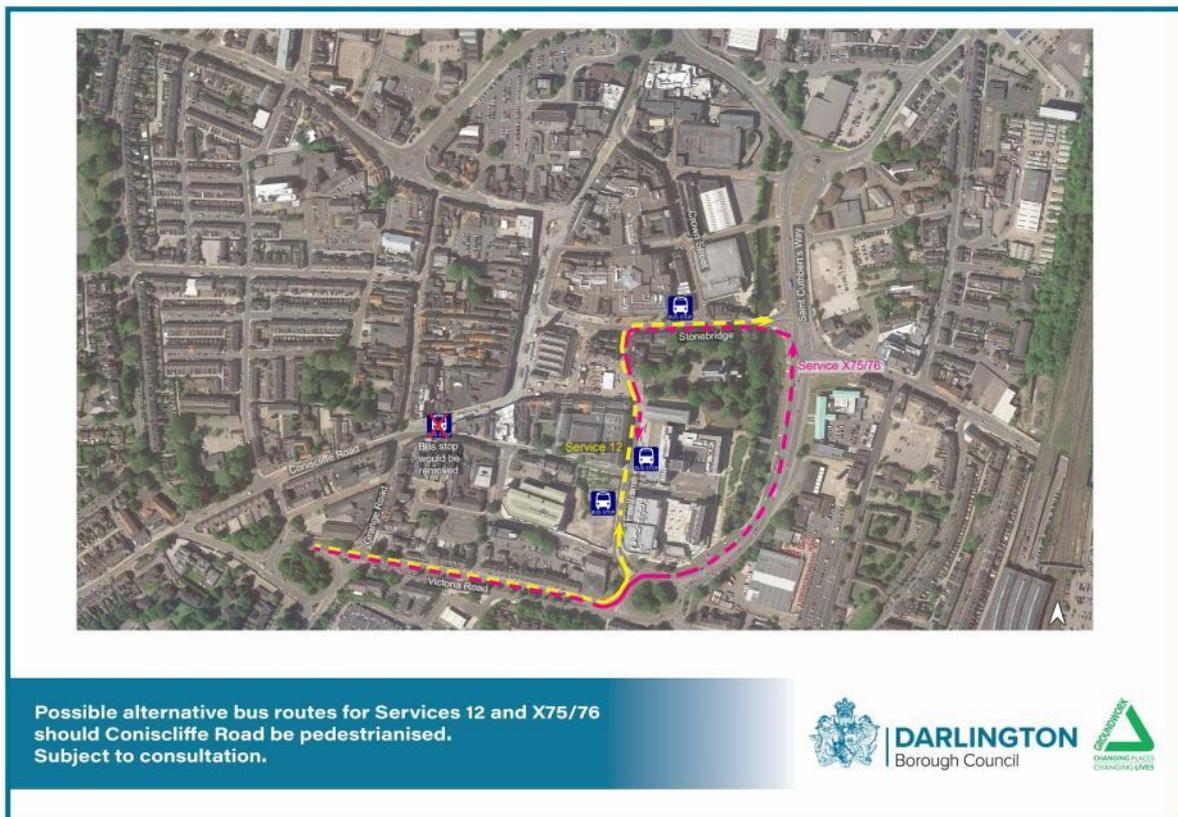
Feedback was positive with support for the idea of restricted traffic, contraflow cycling and removal of parking. Concerns were raised around the transition at the junctions either end of Coniscliffe Road and at the junction between Duke street and Raby Terrace. Also this highlighted the need to include cycle parking.

Meeting with Darlington Association on Disability (DAD) on 16.11.21

Some issues were raised around areas within the plans that would cause issues for people with disabilities including highlighted problems with narrow pavements and lack of crossing points at north end of Skinnergate, uneven surfacing, access for disabled residents during restricted hours and difficulties crossing at junction of Skinnergate, Grange Road and Houndgate.

Meeting with Arriva 29.11.21

Meeting with Arriva to discuss possibility of permanently re-routing buses from Coniscliffe Road. Arriva were happy with the idea and agreement was reached for alternative routes for Services 12 and X75/76 via Victoria road.



Public Consultation Methods

An online survey was created using Microsoft Forms to provide a quick and simple virtual tool to obtain stakeholder's feedback and for the information submitted to be analysed. A QR code and clickable link were made available for easy access. (See Appendix 2 for full survey).

The survey was promoted in the videos and through social media as well as hard copies distributed to businesses.

Groundwork's Community Team visited all businesses within the target area to discuss the proposals and gain feedback on specific locations or issues they felt were important within the proposals.

Skinnergate

There are both occupied and vacant properties on Skinnergate. There are a wide range of businesses and traders including services such as a dental practice, dry cleaning, hairdresser/barbers, care services; retailers including butchers, chemists and charity shops; entertainment including bingo and betting shops; and food retailers such as pubs, restaurants, takeaways, sandwich shops, etc. The Groundwork team visited the businesses on approximately 3 occasions to make sure that everyone had been spoken to and had an opportunity to have their say on the proposals. Where we were unable to make contact with the organisation, we left information.

Approximately **65** businesses reached.

Coniscliffe Road

The section of Coniscliffe Road within our target area is a mix of largely business properties with a few residential properties/flats. There are a wide range of businesses including accountants, property management and financial planning; shops/retailers such as a hairdressers, stove & fireplace centre and newsagents; and food retailers such as bars, pubs and restaurants. The Groundwork team visited the businesses to make sure that everyone had been spoken to and had an opportunity to have their say on the proposals. Where we were unable to make contact with the resident or organisation, we posted information.

Approximately **44** businesses reached.

Feedback from businesses received was generally very positive and in support of the proposals with some general queries and some ideas on improvements for the area.

Comments included:

"Lighting on the front of the Quakers house would lighten up the whole street"

"Who will maintain the flower beds"?

"Where would the emergency access route be if we pedestrianised the place"?

"It would be nice if both ends of the street (Skinnergate) get the same support, as developments and activities often take place at the end that leads on to Grange Road

Public Consultation Activities:

Friday 5th November

Walkaround on Skinnergate and The Yards to discuss the changes people would like to see.
Attended by 2 people including MP and business owner

Thursday 11 November, 5-7pm

Virtual consultation for stakeholders to review streetscape design inspirations and provide feedback
Attended by 8 local business owners

Friday 12 November

Walkaround on Skinnergate and The Yards with a landscape architect to discuss the changes people would like to see.
Attended by 2 local business owners

Tuesday 9 November, 12-2pm

Walkaround on Skinnergate and The Yards with a landscape architect to discuss the changes you'd like to see
Attended by 1 local resident

Saturday 13 November, 10am-2pm

Drop-in session outside Quaker meeting House for stakeholders to review mood boards, design inspirations and give feedback.
45 people stopped to have their opinion on mood boards with all feedback recorded

Saturday 20 November, 10am-2pm

Consultation in Market Square, outside the Dolphin Centre for people to discuss the changes they'd like to see.
20 people stopped to have their opinion on mood boards with all feedback recorded



Streetscape Questionnaires

Using Microsoft Forms, two Streetscape questionnaires were produced. One targeted Skinnergate and The Yards and the other Coniscliffe Road.

Similar themes came out in the feedback for both surveys and a brief overview for the key issues identified through both surveys is detailed below:

Key Issues Identified

Areas for concern or that need to be addressed

- Access for businesses for loading / unloading and emergency services
- Accessibility for those with visual impairments or physical disabilities
- Contraflow cycle lane needed
- Residents parking
- Reduce cars, make safer for pedestrians
- Outdoor shelter / canopies for outdoor seating/cafes
- Location of bins
- Better signage
- Vehicles parking on the pavement
- Better lighting

Key Positives from initial plans

- Development of Café Culture
- Trees, planters and improvement of green spaces

Facebook

Information regarding the project, consultation events, the video and concept designs were shared regularly throughout the life of the project from November 2021 until March 2022 on Groundwork North East and Cumbria's Facebook Page. Groundwork NE & Cumbria have **3458** people who like the Facebook page and **4113** followers.

Impact of the posts:

According to Facebook, **reach** is the number of unique users who had any content from a Facebook Page or about a page enter their screen. Posts about this project reached **36, 267** people.

Facebook **engagement** is any action someone takes on a Facebook Page or a post. The most common examples are reactions (including likes), comments and shares, but it can also include saves, viewing a video or clicking on a link. Posts about this project engaged **2807** people.

There were **99** comments made. Comments largely tended to be around Darlington in general, or the specific area in question as opposed to about the concept designs, and included:

"More independents. Love the Market Hall revamp"

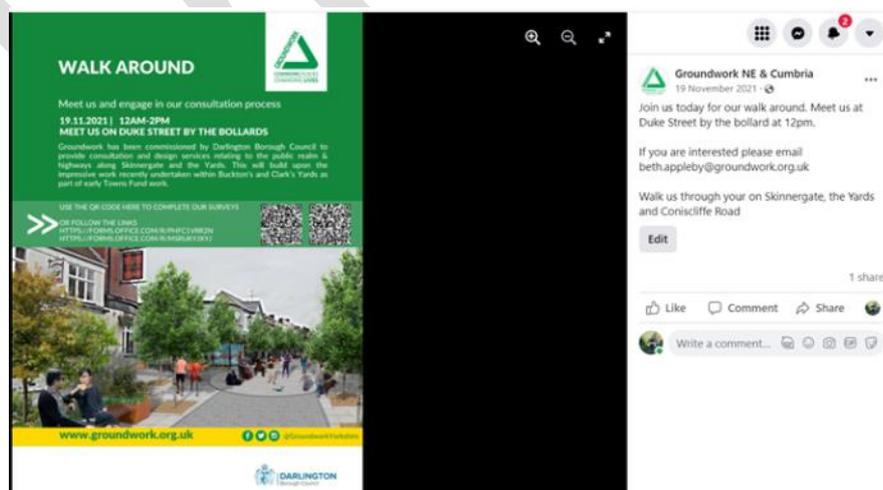
"Get the buses/cars/taxis out of the centre"

"Why pay to park in Darlington when you can go to Teeside park to get all the same high street names. If you want independents, you can go to Richmond. Darlington has become a town of nail bars, betting, fast food and charity shops"

Posts were shared to a number of local organisations Facebook pages and groups, including Darlington Borough Council, Darlington Libraries, Harrogate Conservatives, Neighbourhood Watch and various local residents' groups such as North Lodge Park.

There were **74** reactions to posts with only around **5 (7%)** of those being negative.

Example Facebook post:



(Data correct to 25.03.22)

Streetscape Questionnaires

Skinnergate and The Yards Streetscape Consultation

Headline Statistics

Total Responses = 159

93 respondents (60%) answered **DL3** for the first half of their postcode

94 people (60%) identified as **women**, 56 (36%) identified as **men**, and 6 people answered that they'd **prefer not to say**

18 people (12%) defined themselves as having a disability

The majority of people visit the area for recreation or social purposes with 126 people visiting for shopping, 108 passing through, 99 social and 52 for nightlife. Only 14 people stated they were visiting for work.

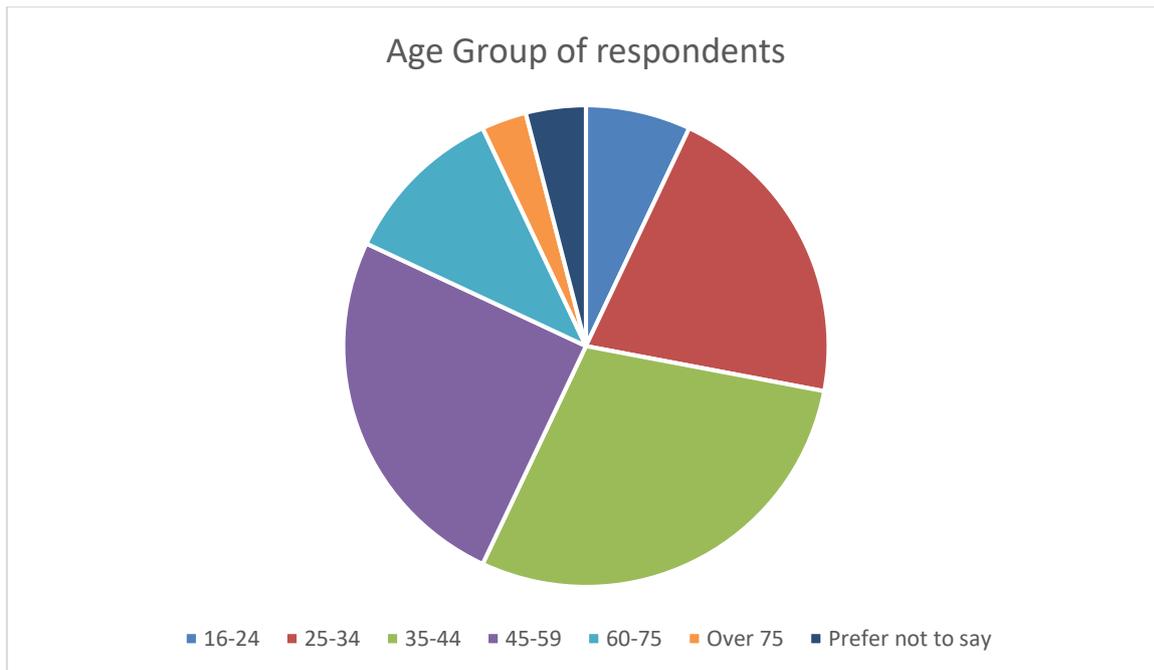
When asked about what changes they would like to see to Skinnergate and The Yards, the majority of respondents (actual percentage listed) stated they would like to see an **increase** in the following areas:

- Pedestrian access **67%**
- Street cafes **76%**
- Pocket parks **80%**
- Planting and street trees **88%**
- Seating areas **84%**
- Performance Spaces **62%**
- Sheltered Spaces **76%**
- Creative Spaces and artwork **78%**
- Recycling facilities **68%**
- Improved lighting **80%**
- Accessible surfacing **62%**
- Vehicle restrictions **64%**
- Wi-Fi **70%**
- CCTV **74%**

The only area where respondents had a higher percentage of responses to **stay the same** was the following:

- Safer cycling **47%**

There were no areas where the majority vote was to decrease changes.



Do you have any comments of the overall appearance of Skinnergate and The Yards?

- Clarks yard has seen a great revival with independent shops that are a destination to visit. The new plants and colourful seating have really made it look inviting and unique
- The recent improvements to The Yards have been really good. Lifting the mood in the area. It's not consistent though so a great start but a cohesive approach is required
- Skinnergate is looking very tatty with insufficient seating and greenery
- It was much better when the pavement cafes were there - should be a permanent feature- would make the area nicer with a cafe/bar culture
- The work that has been done on some yards (eg Clark's Yard) - looks great - continuing this in the other yards would encourage use. It would be good to have more trees/other planting in Skinnergate. And limit traffic as much as possible - once business loading/unloading has been done at the beginning of the day

Are there areas specifically you would like to comment on?

- The parking. It needs sorting for both customers and businesses
- Lighting and safety at night. The Yards can be very dark and there's little protection
- Would be a great street for more street cafe outdoor eating & drinking
- Too much area devoted to cars. The area needs to be pedestrianised with facilities for cycling, for example cycle lanes and cycle parking. Walking around the area is dangerous as there are not enough provisions for pedestrians. Cars are treated as king and everyone else needs to cope. The focus needs to totally switch and cars kept completely out of the centre of Darlington
- Removal of all parking along Skinnergate would be a bad move. High row is already pedestrianised. Bus routes have moved. People's routes have been significantly limited if they rely on others or have reduced capabilities themselves
- The road surface is very difficult to cycle along. Contraflow cycling at times vehicles are allowed feels dangerous

What you would/would not like to see with regards to the Streetscape?

- It should be easy to navigate so it is inclusive for those with mobility issues and the visually impaired
- Pedestrianised streets and street cafes/bars would be great
- Be bold. Darlington needs to be bold and provide less car infrastructure and massively increase public transport and pedestrianisation and cycling infrastructure across the town centre area and routes into the town centre
- There is a lot of tree planting proposed, can we ensure these trees will not grow too large and cause issue down the line? Where will deliveries to the premises park / load? If one is blocking the street do they just have to queue? This will be problematic. I have mentioned, removal of parking would reduce my use of the area
- The plans look fantastic! Would improve the whole area and make it more pleasurable to walk and use
- I would like to see access and facilities for cyclists and pedestrians improved. Also provision of more cycle parking, located close to shops / cafes

DRAFT

Coniscliffe Road Streetscape Consultation

Headline Statistics

Total 112 Responses

71 respondents (64%) answered **DL3** for the first half of their postcode

60 people (54%) identified as women, 41 (37%) identified as men, 2 (2%) people identified as non-binary and 1 person (1%) answered prefer not to say

9 people (8%) defined themselves as having a disability

The majority of people visit the area for recreation purposes with 85 people stating they visited for social reasons, 73 for nightlife, 61 passing through and 48 people visiting for shopping. Only 14 people stated they were visiting for work.

When asked about what changes they would like to see to Skinnergate and The Yards, the majority of respondents (actual percentage listed) stated they would like to see an **increase** in the following areas:

- Pedestrian access **81%**
- Safe Cycling **63%**
- Street cafes **89%**
- Pocket parks **96%**
- Planting and street trees **91%**
- Seating areas **94%**
- Performance Spaces **67%**
- Sheltered Spaces **68%**
- Creative Spaces and artwork **75%**
- Recycling facilities **62%**
- Improved lighting **73%**
- Accessible surfacing **75%**
- Vehicle restrictions **68%**
- Wi-Fi **70%**
- CCTV **73%**

There were no areas where the majority response was to **stay the same** or to **decrease** changes.

What are the barriers / issues for people using Coniscliffe Road?

- The one way road is a bit useless and it's just a bit of a waste of space so I welcome any improvements, all I would say is to be respectful to the homeowners in the street so they don't end up with large groups of teens out the front of their homes
- Better if there was no access for vehicles
- As a business owner I am very keen on a permanent solution for a pavement café. Not just for the positive aspect for the business but for our community of customers who have loved being able to sit outside. All of the businesses have been lobbying for this for many years and the support we received from the council arranging the pavement cafes the past two years has been such a help. The street is a very pleasant road into town but could be so much better. The initial artistic impressions shows how much better it could be
- I live nearby and Coniscliffe Rd is my main walking route into town. I love the idea of a pocket park, trees and greenery. I also like the idea of permanent pedestrianisation with the cafes, bars and restaurants offering all year round outdoor seating
- CARS!!! They are pollutants, obviously the road works as a mode of transport for them, but why should cars have right of way in a town centre??? They come round the corners fast sometimes too

Do you have any comments of the overall appearance of Coniscliffe Road?

- It could be so much nicer and build on the cafe culture aspects, with some greenery
- It would be lovely to see more greenery and a more relaxed pedestrian feel. The growing street cafe vibe is a real attraction
- The road colour need lightening similar to the artists impressions is look light vibrant and cleaner. I believe that there needs to be more flowers, more lighting making the street look very pretty and inviting and I think extending the pathways and adding outdoor dining sections are a great idea
- It's a lost road that has potential to build revenue if it was accessible and inviting. The road prevents this

Are there areas specifically you would like to comment on?

- The bars, cafes, restaurants should be allowed all year facilities to be set up outside. The trade for them was much higher with passing people. Would be fantastic to do all year more euro town centre style with centres less shopping focussed
- The streets need to be turned over to people NOT people in their cars and their cars
- I would like to see the whole of Coniscliffe Rd, Grange Rd and Skinnergate pedestrianised. With lots of greenery, trees and flowers, however the most important thing for me is that the changes are in keeping with the character and history of the town and are, and NOT a repeat of the hideous monstrosity that is now High Row
- Yes I would oppose changing the current lay out of the road as it is vitally important that my business is able to take deliveries and have access outside of the showroom for my teams of engineers. My suppliers deliver to me every single day at any time
- Junction Grange Rd / Houndgate & Skinnergate can be confusing for drivers & cyclists. Also off putting to pedestrians

Stage 2 Consultation

Review of Stage 1

Following consultation with local stakeholders and having gained preliminary feedback regarding the initial concept designs, the Project Team and the Landscape Design team collated the information from the initial consultation stage and surveys to highlight key issues. The issues and potential solutions were discussed with Darlington client group and a number of revisions proposed.

Revised concept designs were created following review of the first phase of consultation and these were used for Phase 2 of consultation.

On the request of Darlington Borough Council, Phase 2 of the consultation was focused around engaging with any businesses within the target area that had not been reached in Phase 1 and those businesses upon which the proposed changes would impact on most to identify any concerns and overcome any issues identified with amendments to plans where feasible.

Concept Design Amendments

Concept designs were amended following the first phase of consultation.

- ✔ Towards the northern end of Skinnergate, the street is very narrow with no scope to widen the footpaths. Instead, raised tables were added alongside the build-outs and at junctions to make easier pedestrian crossing and to help reduce traffic speed
- ✔ The area on Skinnergate at the end of Post House Wynd was highlighted and a performance/ meeting area created to strengthen the link between the two streets
- ✔ Pavement widened at junction of Skinnergate, Houndgate and Grange Road and a raised table introduced for the whole junction area to reduce the vehicle carriageway, slow traffic and make pedestrian crossing easier
- ✔ A designated cycle lane was introduced towards the junction of Duke Street and Raby Terrace to filter cyclists joining the proposed cycle lane on the rest of Duke Street
- ✔ On the western end of Coniscliffe Road the entrance has been reduced in width and angled more centrally than the previous version to better facilitate cycles continuing west along Coniscliffe Road or turning into Larchfield Street. There would also be a central island on this junction, to be finalised in the drawing up of detailed designs
- ✔ Cycle parking was now also shown on both streets
- ✔ A turning head was added to Coniscliffe Road at the entrance of Hogarth Court to allow for vehicle access (including refuse lorries) and loading space for businesses

Skinnergate & The Yards



Green streets:

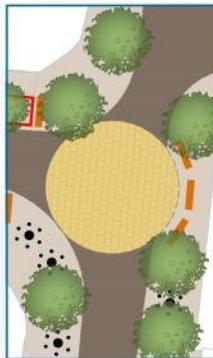
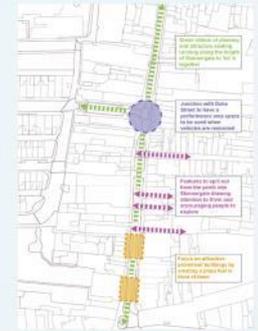
Street trees and planters along the length of Skinnergate create a green ribbon that is both attractive and helps to make the town centre more environmentally friendly.

Healthy and Safe Streets:

Pedestrian and cycle friendly with restricted traffic access and a permitted cycle contraflow connecting to the wider cycle network. Quality surfacing on a single level with tactile and contrasting road edging allow safe access for all.

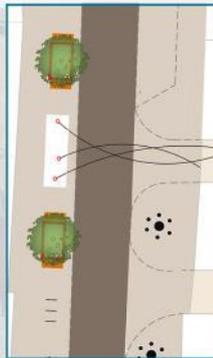
Working Streets:

Loading space where required with time allocated for deliveries for local businesses. These spaces could be used for outdoor seating in times traffic is restricted from the area.



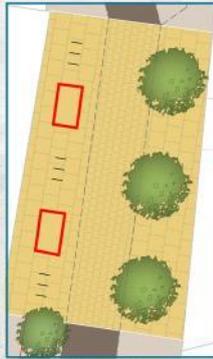
Vibrant street culture:

Junction with Duke Street to have an informal performance area to be used when vehicles are restricted. Benches and street trees will create an attractive place to meet and spend some time.



Highlighting the yards:

Striking artistic installations to highlight the entrances to the yards, each one to have a distinct character to encourage people to explore.



Small squares:

Small squares to highlight prominent buildings like the Quaker House and Mechanics Institute. Paving on one level with a tonal change from the road either side. Street trees and large benches will complete the picture and with restricted traffic access at times will create a 'plaza' type feel to these spaces.

Coniscliffe Road



Green Streets:

Introducing pocket parks, planters and street trees all help create greener streets, allowing us to connect to nature and allowing nature to help us with cleaner air, storm water retention, shade in the summer and increased biodiversity. All helping to reduce our carbon footprint.

Healthy Streets:

A pedestrian and cycle zone with connectivity to the wider cycling network encourages healthier, active travel and helps reduce pollution.

Vibrant Streets:

Accommodating the developing pavement cafe culture within an attractive and safe environment. Using single level paving to give a more pedestrian friendly experience.

Safe streets:

Tactile paving and contrasting stone colour to mark the emergency vehicle and cycle access route. Protection provided with heavy planters and bollards where required. A 20mph limit along with a prohibited access area make the street safer for all.

Working Streets:

Reinforcing the area as a destination will lead to increased footfall and people staying for longer helping to support local business. Provision of loading space could include small vans delivering to Coniscliffe Road outside of the pedestrian zone.



The following engagement took place:

Window Display

To ensure that the Phase 2 designs reached as many people as possible in the area, vinyl posters were displayed in a prominent position in the window of an empty property on Skinnergate next door to the Quaker Meeting House.

Displayed on the information was the QR code, details of the link to the online survey and dates for walkabouts with the Groundwork Project team.



Skinnergate, The Yards & Coniscliffe Road Public Realm and Highway Overview

Darlington Borough Council have exciting plans to regenerate and improve the experience of living in, working in, or visiting our town centre. Improvements to Skinnergate and Coniscliffe Road, funded from the Towns Fund, are part of this vision and will complement the recently undertaken and on-going improvements to the Yards.

Darlington Borough Council and Groundwork have been asking you, the people of Darlington, for your thoughts. These concept designs have been developed to reflect your views.

The vision is for a vibrant, healthy and green town centre that works for all businesses, residents and visitors. Making space for pavement cafes, introducing more trees, plants and seating will help make these streets more attractive for people to visit and to linger once here.

Restricting access to vehicles will make for a safer, pedestrian-friendly environment. Parking will be removed from Skinnergate to allow for wider pavements and small squares.

These aspirational designs, incorporating quality materials, will give the streets an uplift and highlight some of the valuable existing architectural heritage, within this conservation area.

Strengthening the links between Skinnergate and all the Yards is an important aim to create a whole area community for people to enjoy.

Pedestrianisation of the western end of Coniscliffe Road will allow café culture to thrive. This will mean a permanent change for the bus routes as illustrated below

Benefits

Safer

by limiting vehicular access and removing parking



More Social

by expanding seating and outdoor cafe spaces



Greener

to transform the feel of the street and help combat climate change



More Vibrant

further enhancing the town centre's appeal and future prosperity



Proposed bus routes:



Main changes

- No parking in Skinnergate
- Vehicle access restrictions extended
- Pedestrianise east end of Coniscliffe Road
- Pocket park at west end of Coniscliffe Road
- Permanent changes to bus route
- Small social spaces along Skinnergate
- Permanent spaces for outdoor cafes
- Trees, planters and seating

We really welcome your feedback. Let us know your thoughts by completing our survey:

Go to:

forms.office.com/r/aEDFtpizYM

or

Scan me using your smart device



Survey closes **Monday 15th February**

Want to speak in person? Come meet us outside the Quaker House on:

Wednesday 26th January 11am - 1pm
Saturday 29th January 11am - 1pm
Thursday 3rd February 12pm - 2pm

For more information please contact Natalie Whitworth

Phone: 07577 344 731

Email: natalie.whitworth@groundwork.org.uk



Virtual, online and Social Media networks

The concept designs and questionnaire were shared widely on social media platforms and virtually including;

- ✔ Groundwork North East's Facebook page
- ✔ Relevant Darlington Facebook pages and networks. e.g. River Tees Rediscovered, Darlington South Park Foundation, Darlovelo, etc.
- ✔ Emailed out via professional networks such as Tees Valley Rural Action
- ✔ Shared on LinkedIn.

On 14th January, 2022, a progress update was emailed to the client group with amended designs.

Face-to-face Engagement with residents and businesses

Initially, three walkaround sessions were organised to engage with the public and businesses to discuss the designs. However, to reach more people, it was felt that it was necessary to organise more sessions and the activity was increased to 6 walkarounds in total.

Groundwork's team visited all addresses in the target area to discuss the plans with a focus on targeting those businesses that we hadn't already reached during phase one and also those who the plans would impact on most, to ensure they had the opportunity to have their voices heard and raise any concerns. People were encouraged to view the large plans on the window display

If residents or businesses were not available, information was posted.

Meetings held by Groundwork Team

10th January 2022 – virtual meeting with portfolio holders, Councillors' Keir and Marshall, to discuss the designs in detail and obtain feedback on the proposed plans.

27th January 2022 - face-to-face meeting with the Town Centre Reference Group to present the plans, discuss feedback from Phase one and obtain any additional feedback from group members including Darlington Borough Council employees, councillors and business owners.

25th January 2022 - meeting with Darlington Association on Disability to discuss the Phase 2 designs.

29th March 2022 – meeting to discuss considerations around creating safer streets and how to consider both the risk and the fear of violence against women.

Informal meetings took place with local businesses including H Taylor & Sons (butcher), and discussions were logged on the Microsoft Forms survey and included within the survey results.

Summary of Phase 2 feedback

Darlington Association on Disability

Bells Place

Concern that the raised table at end of Bells Place would be off the desire line. Currently drop kerbs and levels allow crossing in line with pavement. Suggested it would be better if whole of that junction area was a raised table.

Skinnergate Junction

- Open areas can be disorientating for partially sighted people - no building line and no kerb line to follow
- Needs to be made physically impossible to prevent parking/ deliveries in this area
- Could the pavement be extended further in front of Bar One across junction to make it difficult for traffic to turn into this area?
- Crossing points need some thought to fit with desire lines and tactile paving would be needed

Coniscliffe:

- Concern that vehicles will park/ deliver/ pick up or drop off on the pavement on the north side
- Suggested moving the pocket park north and the carriageway south keeping the existing bollards on the south pavement
- Parking in Hogarth Court and St Augustine's court is an issue, with pedestrian access to Coniscliffe Road from both

Victoria Road was given as an example of an area where widened pavements have become a problem with vehicles pulling on to the pavement for deliveries requiring retrofitting of bollards to resolve.

Town Centre Reference Group

Coniscliffe Road

- At Bar 1 there is no seating areas. To be addressed /reviewed

Skinnergate

- Query raised kerb near Taylors the Butchers
- Construction in c1993 was a concrete base. Will this be dealt with through the proposals as it has a knock on effect with electrics & power cuts. This would be an issue if not resolved and future work is needed
- Query of the benefits of the cost for improvements and impact of construction on businesses on Skinnergate as it isn't currently too bad. However, Coniscliffe Road would be transformed

Meeting regarding Safer Streets and how to consider both the risk and the fear of violence against women

- Ensure lighting is as bright as possible and above minimum recommended ratings
- Avoid tall trees that can provide a lot of dark areas
- Ensure that trees are trimmed back, so that there are no dark spots where CCTV can't see
- Minimise placing trees on a corner where it can prevent people from seeing others
- Removal of taxi rank would be a key area for concern for the safety of women as women would have to walk out of a visible well lit area into one that is much quieter and could feel less safe

Email received from Graham Wakeman (Counter Terrorism Security Advisor for Durham & Darlington)

Graham stresses the importance of Hostile Vehicle Mitigation (HVM) measures at both Coniscliffe Road and Skinnergate and states that “Mitigation requires serious consideration when protecting the public in public spaces and the forthcoming Protect Duty (Also known as Martyn’s Law) will require a range of owners, primarily Local Authorities, of Publicly Accessible Locations (PAL’s) deemed to be in scope, to consider the risk of a terrorist attack and take proportionate and reasonable measures to prepare for and protect the public from such an attack”. These comments will need to be taken into consideration during the detailed design stage.

Skinnergate and The Yards & Coniscliffe Road Streetscape Consultation Questionnaire

The Stage 2 questionnaire was much shorter with only a total of 7 questions. 4 of the questions were targeted specifically at the changes proposed in the concept designs and responses are detailed below.

Headline Statistics

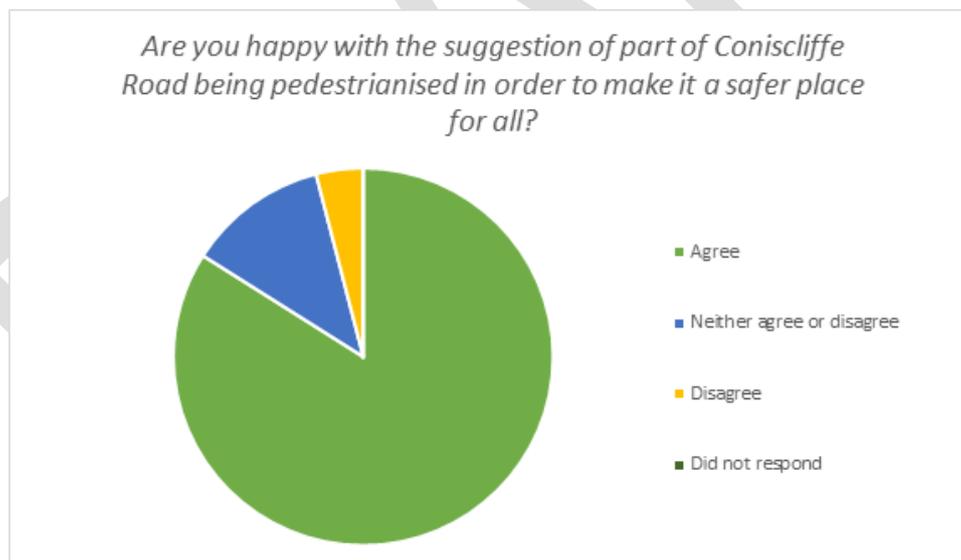
69 questionnaires completed

40 respondents (60%) answered DL3 as the first three digits of their postcode

16 people (26%) identified themselves as local businesses

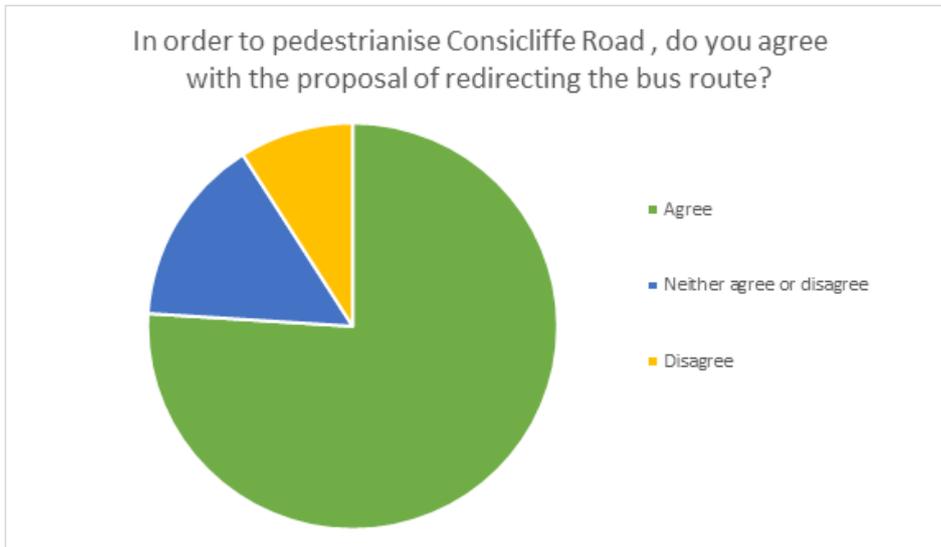
In response to the question: “Are you happy with the suggestion of part of Coniscliffe Road being pedestrianised in order to make it a safer place for all?” (emergency vehicles exemption) an overwhelming 84% of people agreed.

56 people (84%) Agreed
8 people (12%) Neither agreed nor disagreed
3 people (4%) Disagreed



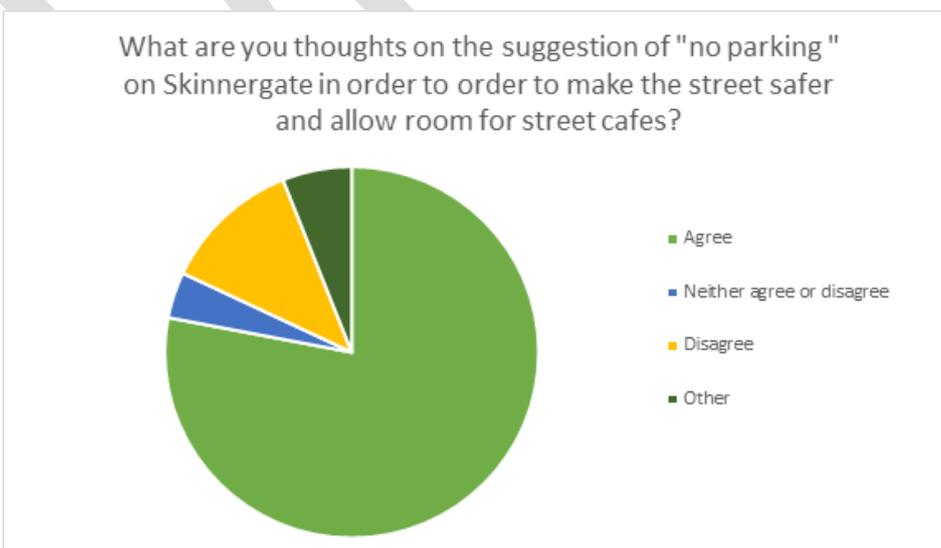
In response to the question *“In order to pedestrianise Coniscliffe Road , do you agree with the proposal of redirecting the bus route on Coniscliffe Road”?* 76% of people agreed to the proposal.

51 people (76%) Agreed
 10 people (15%) Neither agreed nor disagreed
 6 people (9%) Disagreed



In response to the question *“What are you thoughts on the suggestion of "no parking" on Skinnergate in order to make the street safer and allow room for street cafes”*, again there was a majority of 78% in favour.

53 people (78%) Agreed
 3 people (4%) Neither agreed nor disagreed
 8 people (12%) Disagreed
 4 people (6%) Other



Other Comments:

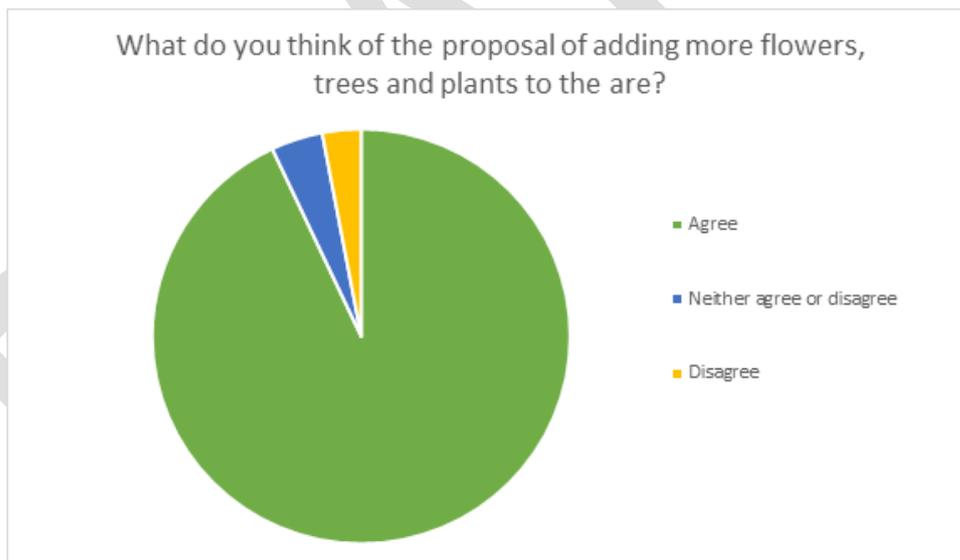
“No parking is fine.... this allows us to put seating our without having to contend with parked cars. However for those businesses who use services like Just eat, it will make it harder for drivers to get to the shops to pick up orders. Having the barrier up from 10am, seems to affect some businesses more than others (e.g. we tell companies they cant get down after 10....then they cant promise delivery....yet we see delivery vans go down all day everyday...some vans even getting out and moving pavement cafe furniture to get past, without putting the furniture back in place.”

“General no parking except businesses”

“Needs to have business access”

In response to the question **“What do you think of the proposal of adding more flowers, trees and plants to the area”?**, an overwhelming 93% agreed.

63 people (93%)	Agreed
3 people (4%)	Neither agreed nor disagreed
2 people (3%)	Disagreed



Comments

Feedback comments were varied and ranged from people in full agreement with the changes, to some concerns over the impact of changes, to some additional questions or suggestions.

Key comments are listed below:

Positive Feedback

- Positive direction in making the area more attractive and useable
- I believe that the proposed innovation will help Darlington flourish and business thrive from the benefits. Darlington is becoming the place that people want to live
- The plans look fantastic and will make this area of town more welcoming and appealing to visit
- Really like the plans pleased cyclists have been taken into consideration cars should not be allowed
- The more greenery and permanent pavement cafes the better
- At the moment this part of Darlington is a pedestrianised area dominated by car drivers with extensively rutted and broken paving. It is failing. Less room and priority for cars in our Town is a clear trend, practised by top brand cities and towns and it is critical that our small northern town follows this trend in an attempt to boost revenues for local businesses (yes really!!) and reduce the social economic and health costs imposed by car domination
- I am all in favour of greening our streets and handing them over to people not cars!
- Really like the outside seating and feel it could become a great meeting place for friends

Concerns

- Access of vehicles for business owners
- It is the maintenance of these flowers and plants which need to be agreed
- There needs to be a drop off place near Uno Momento for disabled access as Darlington is not very flat
- We need to allow more parking and less restrictive access to Skinnergate to promote footfall
- Happy with the plans in general. The key issue is unloading as there is no rear entrance for deliveries ... happy if loading bay would sit close to door used for delivery. Wouldn't want changes to affect trade by impacting on the ability for people to pull up outside and pop into the shop to purchase items
- Agree with the plans to improve safety for pedestrians and cyclists but need to ensure clear lanes can be enforced if vehicles are allowed down

Additional Suggestions

- Building frontages on Skinnergate need some attention, as the whole street looks tired and unappealing. This will help to attract more customers
- This proposal should be open to more detailed discussion. There are other areas and issues in the town that should be high priority than tarring up this area to keep the "blow ins" from London happy. "Levelling up" should be about more than important things
- A lot of businesses would brighten up the front of their shop fronts if given grants to cover costs of paint etc., or even if the council painted them. Whatever gets done, I think each business should get consulted as to what's going to be happening outside their property. Also that the work that goes ahead doesn't affect trade

- Add an enclosed dog park to town and Darlington would be well on its way to being a better town
- More info required on Coniscliffe pedestrian scheme to comment
- Mechanics Yard seems to be the odd one out; needs a total refurb and House of Fraser should contribute towards this
- Would we be getting some plants up to the bollard on the little part of duke street that joins Skinnergate
- Public Electric bike hire/ or scooters like other towns and cities
- Need to consider infrastructure i.e. underground power and make sure it is designed in such a way that future proofs Skinnergate

DRAFT

Stage 2 Design Amendments

Following the Phase 2 consultation further amendments were made to the designs.

The junction of Skinnergate, Grange Road and Houndgate has been redrawn with a much narrower running carriageway. This should give room for seating outside Bar One and keep access routes clear in all directions. Bollards have been added to prevent this area becoming an 'informal' drop off/delivery area. George Pybus (D.A.D.) made a suggestion that the disused bus stop on Houndgate could be a good loading bay.



On Coniscliffe, allowance has been made for seating space outside Dr Inks on the south side opposite Hash after consultation response. We'll need to work with DBC highways engineers on the exact layout here that balances the needs of both Hash and Dr Inks best.

The pavement on the south side of the pedestrian area isn't wide enough for the trees, benches and cycle parking so these have been removed or relocated.

Again, more bollards have been added to protect pavement areas.

There is also an alternative plan with the pocket park relocated to the north side of Coniscliffe Road. The park on the north would have the advantage of being on the sunny side of the road.



In addition, paving materials palette and street furniture suggestions have been suggested.

The Streetlife furniture gives a good range of products including benches, planters and combinations of the two. The timber tops fit with those used in High Row. We could pick up on some of the colours of painted benches in The Yards by powder coating the metal sections of the planters in some places. Perhaps just on the areas where we are creating small squares.

With regard to paving materials, we have been looking at the possibility of retaining areas of yorkstone and some of the carriageway on Skinnergate. If we extend the pavement with more yorkstone to create the wide pedestrian areas we want, we could consider leaving or re-using the carriageway blocks. In the areas where we want to create small squares we could take the carriageway blocks and replace with yorkstone. A grey granite tactile strip could be used to delineate the running carriageway.

Skinnergate & The Yards



Green streets:

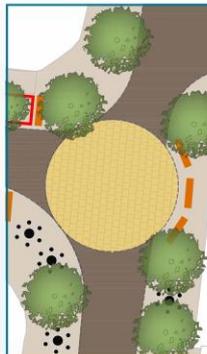
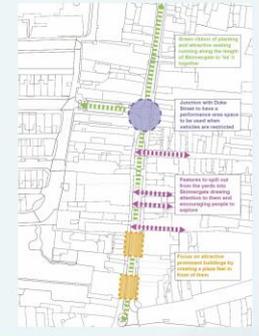
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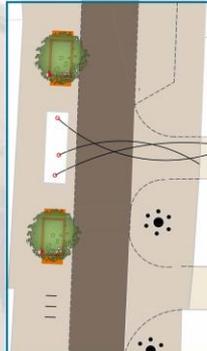
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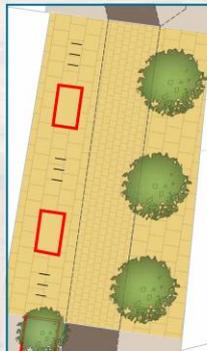
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Highlighting the yards:

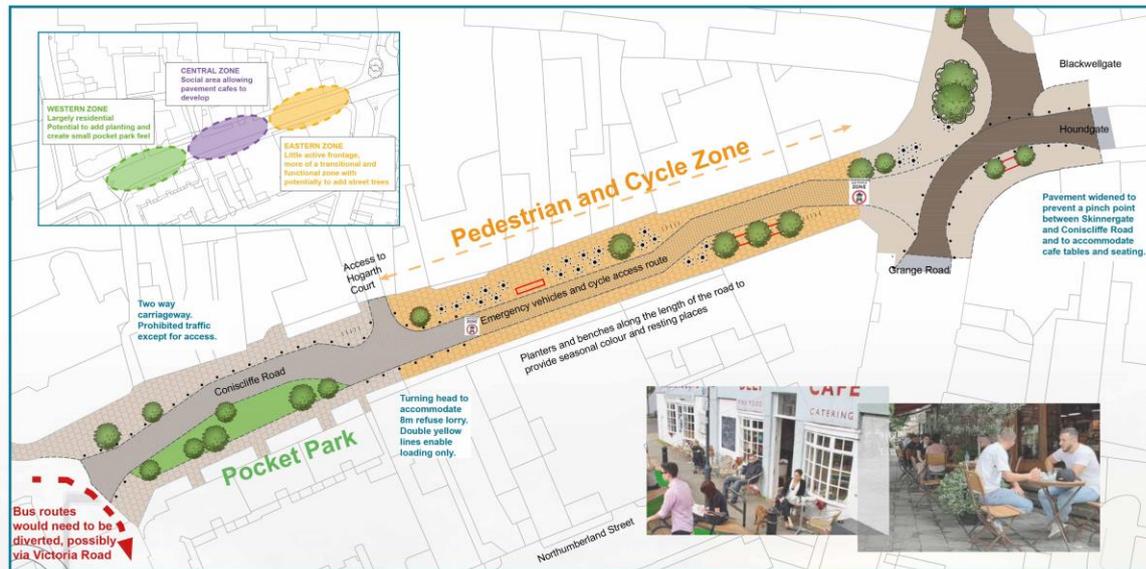
Striking artistic installations to highlight the entrances to the yards, each one to have a distinct character to encourage people to explore.



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Coniscliffe Road



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Traffic restrictions along with quality surfacing on a single level, with tactile and contrasting road edging, allow safe movement for all.

Working Streets:

Reinforcing the area as a destination will lead to increased footfall and people staying for longer, helping to support local businesses. Provision of a turning head at Hogarth Court allows access for refuse lorries and loading space to enable small vans to deliver outside of the pedestrian zone.



Economic Impact Assessment

Skinnergate and The Yards are at the historic heart of town and in the past were prominent retail thoroughfares. More recently the area has suffered from several years of persistent voids and a high turnover of retail units. The emerging Local Plan identifies the area as being within the primary shopping zone. However, given current patterns and downward trends of retail use in town centres it is likely that the amount of retail frontage currently available may reduce. Yet as echoed in the recent Levelling Up White Paper, this highlights need and provides opportunity to find a new vision and purpose for town centres; which are rapidly becoming community meeting places rather than only retail hubs and an opportunity to use refreshed design, culture and the arts as a driver for cultivating a sense of place.

The Yards and Wynds adjacent to Skinnergate reflect the town's medieval street pattern with several prominent burgage plots. They are a hidden gem and are greatly underplayed. There is an opportunity through careful investment and working with local traders to improve the floor space of these routes, improve the lighting and shop frontages as a driver to promote an improved offer, increasing footfall.

An improved public realm along Skinnergate, will complement enhanced shopfronts through the area, and a strategy which looks to draw in residential to the centre, creating a vibrant social space, to encourage and retain footfall in the town centre.

An Economic Impact Assessment examines the effects of a project or proposed policy change on the economy. Economic Impact Assessments can provide evidence of how economic activity of an area could be enhanced through town centre renewal, enticing increased footfall and business opportunities.

What economic impact assessment is and why it is valuable

As stated by the International Association for Impact Assessment; the effects of investment projects/ townscape renewal on the economy and population of an area are important for local decision makers. Impact assessment categorises these effects, or socioeconomic impacts, as economic impacts (boosting income, employment, business activity, earnings) and fiscal impacts (changes in revenues/costs of local government jurisdictions).

A full economic impact assessment can estimate the changes in employment, income, and levels of business activity (typically measured by gross value added (GVA)) or the return of investment (ROI) that may result from a project/investment. Socio-economic impact assessments (SEIA) can also be undertaken to help understand potential impacts of a proposed change, and likely responses of those impacted if the change occurs. This understanding can be used to minimise negative and maximise positive impacts of any change, such as public realm enhancements, changing traffic flows, changing access as is proposed here. A wide range of methods are used in SEIA, with their selection and application tailored to meet particular requirements (Socio Economic Impact Assessment Toolkit 2005).

As stated in 'Economic Benefits: Metrics and Methods for Landscape Performance Assessment' economic impact or 'benefits' are defined through their intimate connections with nature, justice, and time. This definition demonstrates how economic benefits exist within environmental and social conditions, but they also must be lasting and sustainable. As one of the three pillars of sustainable development (environmental, social, and economic), economic benefits have been examined by a number of studies within landscape architecture. For instance, an urban forest provides multi-faceted environmental benefits (e.g., improved air quality, reduced urban heat island effect, better urban habitat) and these ecosystem services generate economic benefits. Other economic outcomes would also benefit local businesses, who may see more customers as a result of their business' proximity to an 'urban oasis'; and may attract qualified workers who appreciate

higher concentrations of green infrastructure; and may find that their property value has increased (Wang, Yang, Li & Binder 2016).

Placing monetary and social values on the landscape and its characteristics is challenging due to the complexity of components to take into account when analysing landscapes. One needs to consider landscape ecology principles and non-market valuation methodologies along with landscape types, their attributes and the public's preferences for these landscapes to quantify their attributes (Economic valuation of landscapes: combining landscape ecology and environmental economics methodologies, Abstract for Agricultural Economics Society Annual Conference, Dublin, March 2009).

The data/resource is not available to undertake such a detailed economic/ socio-economic impact assessment on the granular level required to estimate potential improvements in GVA and a value for ROI for Skinnergate and The Yards at this stage. However, evidence from extensive research give an indication of the economic and social gain that landscaping investments in the public realm can have.

The value of landscaping in the UK

Oxford Economics found that ornamental horticulture and landscaping in the UK made an estimated £24.2 billion contribution to national GDP in 2017 including its 'multiplier effects' and £5.4 billion tax revenues were generated. This was driven by spend in the industry, its supply chain and, importantly relevant to proposed enhancements to Skinnergate, increased retail and tourism activity (The economic impact of ornamental horticulture in the UK 2018). Additional social ROI (SROI) from investment in landscape enhancements were found to include profound benefits for mental, physical and social health and wellbeing, stimulating more physical activity and cultural engagement, easing stress and anxiety disorders, promoting social cohesion and reducing crime. Reviews of evidence in this area demonstrate the economic value of these health and social benefits are worth many billions of pounds.

Introducing more green infrastructure (trees, planters etc) into urban environments can also provide a broad range of crucial 'ecosystem services' benefits. These can include

- absorbing carbon dioxide
- absorbing air and noise pollution
- alleviating storm surges and flood risks
- reducing urban heat islands
- mitigating extremes of temperature
- sustaining wildlife and biodiversity through the provision of essential nature 'steppingstones' in urban environments

The presence and proximity of natural features adds an estimated £131 billion to the value of the UK's housing stock, according to ONS. This figure captures some of the value that we place on access to green infrastructure in urban environments.

Analysis: Landscape Design in Town Centre Renewal: Skinnergate and The Yards

It is clear from the research and consultation findings that by making an environment, or the public realm, more attractive and pleasant to be in, more people will naturally want to go there and stay for longer and spend more money. This increase in 'dwell' and 'spend' times act as a catalyst for economic growth. If renewal schemes reflect local and market needs, town centre renewal can lead to town centre economic growth and recovery following impacts of the Covid pandemic and increased working from home on some town centres.

It is implicit from the desk based research and consultation results that enhancing the urban public realms as proposed in the Landscape designs will increase the quality, enjoyment and attraction of the area. This in turn will have various social benefits and SROI, increasing dwell time, and spend in the local area leading to an ROI with increased GVA in both the retail and tourism/café culture sectors. A greener, more attractive environment should, in theory, increase footfall and business opportunities to expand current operations and attract new ones to any voids.

Groundwork's proposals and Darlington's vision for the Towns Fund and Town Centre Strategy

Darlington Towns Fund Vision is:

“Through targeted capital investment and by taking advantage of our unique passenger railway heritage and our growth potential we will ensure Darlington has a strong economic and sustainable future which builds on its sense of place and offers opportunities for all”

Outcomes:

- Enhanced townscape and regeneration
- Development of historic yards/wyndes at the heart of town
- Public realm and signage improvements
- Shop front and premises enhancements
- Focused transformation of the area to provide a mixed and vibrant people space

The plans fit perfectly with the wider vision for of the Towns Fund and Town Centre Strategy as the overall aim of the concept designs for Skinnergate, The Yards and Coniscliffe Road is to act as a catalyst for economic growth and town centre recovery, creating a vibrant social space, to encourage and retain footfall in the town centre.

The majority of people that visit the area already do so for shopping, social reasons and the night life. Key design elements that will retain and attract more people to the study area to increase the time and money spent there (dwell time) include:

- Reducing cars, make it safer for pedestrians
- Pavement cafes and bars to encourage 'cafe culture'
- Improved lighting and signage, leading to 'safer streets'
- Trees, planters and improvement of green spaces

Such enhancements would not only contribute to the development of a Café Culture, moving away from the declining, traditional retail space, and enhance the feeling of safety, wellbeing and ownership of the space. As evidenced, this in turn encourages more people to visit and spend their leisure time and money in the area's cafes/ shops, in turn benefitting the local economy by supporting businesses, jobs, tax revenues, etc.

Conclusion

Consultation Summary

Extensive consultation was carried out by Groundwork to gather feedback on concept designs for investment in improvements to the overall public realm in Skinnergate and The Yards and Coniscliffe Road.

We have had good engagement with the businesses and community throughout this consultation. On our walkarounds, the response from businesses was in the most part very positive. There were some negative responses or queries that we were able to answer or use to inform amendments to our designs.

Meetings with groups such as Darlington Associated on Disability (DAD) and Darlo Velo were really useful in gathering important information.

We had a good response to the three questionnaires with a total of **340** completed. The public consultations were less well attended which could have been affected by an increase in Covid cases meaning we largely had to run sessions outside which were at the mercy of the weather. The Stage 2 window display proved to be a really positive tool in raising the profile of the work and obtaining feedback through a quick scan of the QR code.

The concept plans have given stakeholders an opportunity to give detailed comments and enabled them to influence final designs. People want to see the town centre streets to become a vibrant hub for future generations by increasing footfall to businesses, accommodating street cafes, improving greenery and green space, and prioritising pedestrians and cyclists.

The element of the concept plans that gave rise to the most queries or negative comments was the idea of pedestrianising the streets and no parking being made available. However, this was also a change favoured by many respondents.

To conclude, the key issues raised by stakeholders were:

- Access for businesses for loading / unloading
- Accessibility for those with visual impairments or physical disabilities
- Contraflow cycle lane needed
- Parking
- Reduce cars, make safer for pedestrians
- Outdoor shelter / canopies for outdoor seating/cafes
- Location of bins
- Better signage
- Vehicles parking on the pavement
- Better lighting

People are extremely passionate about the area and want to see investment to improve key areas infrastructure. In particular, they liked the idea of;

- Development of Café Culture
- Trees, planters and improvement of green spaces
- Pedestrianisation

Design Summary

The designs for this project aim to meet a range of aspirations: accommodating pavement café culture, strengthening green infrastructure, promoting active travel – cycling and walking, supporting local businesses and creating a safe, attractive and working streetscape for the future. While there is inevitably restricted street space in the medieval core of Darlington's town centre and sometimes conflicting interests, the design team have tried to incorporate these aspirations within this space as effectively as possible. There are still detailed design work and construction specifications to consider but the final concept design has enabled meaningful consultation and forms a good basis for the next design phase.

The concept plans were amended after the first stage consultation and again after the second stage in response to feedback from businesses, residents and stakeholder groups. Vehicle access to business and residential properties during restricted periods remains a challenging issue, which will rely, to a large degree, on town centre management. Consideration of the needs of people with disabilities and other vulnerable groups will continue through into the detailed design stage: positioning of lighting, cameras, street trees and demarcation of safe pedestrian zones through paving materials.

The final designs have incorporated the following features:

Coniscliffe Road:

- Pedestrianisation of the east end of Coniscliffe Road with emergency access only
- Two-way access to Hogarth Court with turning head and loading area
- Redirected bus route made permanent
- Two-way cycling access permitted along full length
- Cycle parking
- Pavement café areas
- Pocket park with trees and seating
- Widened footpaths
- Street trees planted into extended tree pits where possible
- Raised planting containers
- Planters to provide hostile vehicle mitigation

Skinnergate and The Yards:

- Extend vehicle restriction hours (10am – 12 midnight)
- No parking allowed on the streets (access to private car parks permitted at designated times)
- Small squares to highlight key architectural buildings
- Pavement café areas
- Performance and meeting areas at junctions of Skinneragte and Duke Street and Post House Wynd
- Art installations to highlight entrances to The Yards
- Street trees in planting pits where possible
- Raised planting containers
- Street furniture
- Widening pavements
- Cycling provision including designated contra-flow lane at west end of Duke Street
- Cycle parking
- Raised tables and table build outs between Bell's Place and Bondgate

Groundwork will present the findings of the consultation to Darlington Borough Council in April 2022. These findings will then be shared publicly by Darlington Borough Council. This concludes the concept design and consultation project delivered by Groundwork.

Darlington Borough Council will use this report and the feedback included in it to plan the next stage. The information in this document will be used to support any future funding applications.

Technical Appendices

- Appendix 1 Traffic and Movement Survey
- Appendix 2 Copies of surveys and consultation materials
- Appendix 3 Copies of marketing materials, press coverage
- Appendix 4 Copy of survey data (anonymized)

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**CABINET
5 JULY 2022**

INGENIUM PARC – PROPOSAL TO MARKET AND DISPOSE OF LAND FOR DEVELOPMENT

Responsible Cabinet Member – Councillor Alan Marshall, Economy Portfolio

Responsible Director – Ian Williams, Chief Executive

SUMMARY REPORT

Purpose of the Report

1. The purpose of this report is to seek approval to market the land at Ingenium Parc as shown cross hatched on the attached plan at **Appendix 1** and to seek preferred developers. A report will be submitted back to Cabinet with recommendations once offers and expressions of interest have been received and analysed.

Summary

2. The land is in the ownership of the Council and is allocated for employment uses. An access road funded through TVCA to open the site has been constructed but developers are now required to bring forward plot(s) for potential occupiers.
3. This may be by direct sale or Expressions of Interest through the NEPO portal with a view to selecting a Preferred Developer. Scheme proposals will be requested together with indicative land values.
4. It is anticipated that further infrastructure in the form of additional road, sewers and utility services may be required to open later phases for development. If this is the case and for the Council to remain procurement compliant it is considered advisable for the Council to market plots on an "Open Tender" basis in line with the Public Contracts Regulations 2015 and the Council's Contract Procedure Rules.

Recommendations

5. It is recommended that:
 - (a) Cabinet agrees to the disposal of plots on a direct sale and to marketing the land to seek Expressions of Interest if required.
 - (b) Delegated Authority is given to the Chief Executive to negotiate provisional disposal terms, with the final terms being reported to a future meeting of Cabinet.

- (c) The Assistant Director Law and Governance be authorised to enter into any necessary agreements to facilitate the above-mentioned developments.

Reasons

6. The recommendations are supported by the following reasons:
- (a) To promote new development and Economic Growth.
 - (b) To facilitate future expansion of Ingenium Parc and ensure the availability of development land for employment related uses.

Ian Williams
Chief Executive

Background Papers

No background papers were used in the preparation of this report.

Guy Metcalfe : Ext 6725

S17 Crime and Disorder	The report has no implications for crime and disorder
Health and Well Being	The report has no implications for health and well being
Carbon Impact and Climate Change	There is potential for any new Building to be easily accessible by sustainable transport modes which will help ensure the carbon footprint of the development is acceptable.
Diversity	No implications
Wards Affected	Eastbourne ; Sadberge and Middleton St George ; Hurworth
Groups Affected	All
Budget and Policy Framework	The resolutions in this report will not make changes to the Budget and Policy framework.
Key Decision	No
Urgent Decision	No
Council Plan	Supports the Council Plan by bringing jobs potentially to Darlington, and facilitating development
Efficiency	The workload resulting from the recommendations in this report assumes resources at existing levels.

MAIN REPORT

Information and Analysis

7. The Council-owned land amounts to circa 16.40 Ha (40.51 acres) as shown cross hatched on the plan at Appendix 1. It is a key employment site and located within Darlington's Eastern Urban Fringe. It is accessed from Salters Lane to the south of the existing Cummins factory off Yarm Road.
8. Enabling infrastructure to unlock the land has been provided by Tees Valley Combined Authority and the Council is now looking for developer(s) with a view to attracting manufacturing and industrial units and to provide infrastructure and services so that the wider site is development ready in the future.
9. These proposals will increase the supply of employment opportunities within Darlington and will be an excellent addition to support Darlington's growing economy.
10. The Business Growth and Investment Team have received enquiries for land for business re-location/development. It is therefore proposed that officers seek to attract developers to bring plots forward for development and also to consider seeking Expressions of Interest if required.
11. Once a preferred developer has been provisionally identified, a report will be submitted back to Cabinet for consideration of options and terms.

Legal Implications

12. As this proposal concerns the sale of land, the Council must ensure that it complies with S.123 of the Local Government Act 1972. Save for the above there are no legal implications arising from the proposal in this report at this stage, though legal implications may arise following title investigations.

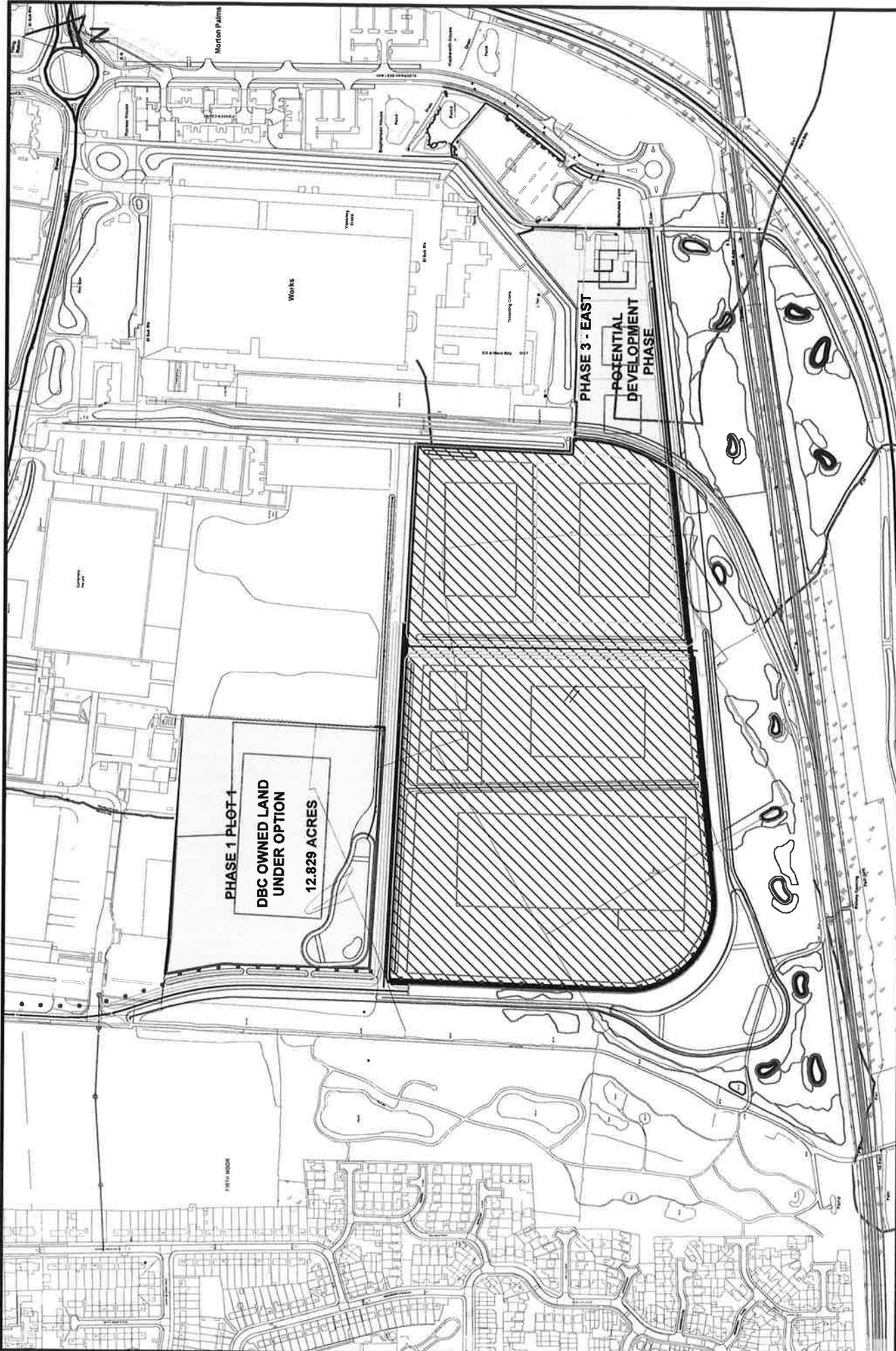
Planning Comment

13. The site in question is allocated for employment related uses subject to the grant of detailed planning permission.

Finance Comment

14. TVCA are entitled to be repaid £1.6m grant used to carry out the infrastructure works from any capital receipts generated from the site. The actual value of capital receipts will not be known until after submission of developer expressions of interest.
15. The Council opted to tax on the land in August 2019 and any subsequent sales will be subject to VAT.
16. Any costs involved in marketing the site will come either from within existing revenue budgets or be netted from the capital receipt.

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DARLINGTON BOROUGH COUNCIL ECONOMIC GROWTH GROUP ESTATES & PROPERTY TOWN HALL, FEETHAMS, DARLINGTON, Co. DURHAM, DL1 5QT	Project Title: INGENIUM PARC - 16.40 Hectares Hatched	Ref: AT A4
	Drawing Title: INGENIUM PARC - 16.40 Hectares Hatched	Scale: 1 : 5000 Date: 17/06/22 Drawn: RMH Area: 40.51 Acres Licence Number: 100023728, 2022

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CABINET
5 JULY 2022

COLLECTION OF COUNCIL TAX, BUSINESS RATES AND RENT 2021-22

**Responsible Cabinet Member -
Councillor Scott Durham, Resources Portfolio**

**Responsible Director -
Elizabeth Davison, Group Director of Operations**

SUMMARY REPORT

Purpose of the Report

1. To provide Members with an update on the collection of Council Tax, Business Rates and Council rents during 2021-2022 and to seek approval for the write-off of debts over £500 that are considered to be irrecoverable.

Summary

2. The Collection of Council Tax, Business Rates and Council rents during 2021-2022 has continued to be a significant challenge due to the Covid 19 pandemic. Normal recovery and enforcement activities have been restricted with Courts only taking on a limited numbers of cases and the recovery of some debts delayed.
3. However, despite the challenges, a total of £118.4 million has been collected in 2021-22, as follows:-
 - (a) £66.0 million of Council Tax.
 - (b) £26.8 million of Business Rates.
 - (c) £25.6 million of Council rents.
4. Approval is being sought to write-off a total of £859,531 of debts in respect of individual cases exceeding £500 for the financial year 2021-22, where it has become apparent that no further steps can be taken to recover the sums due, as follows:-
 - (a) £466,524 of Council Tax
 - (b) £138,794 of Business Rates
 - (c) £17,407 of former Council tenant arrears
 - (d) £122,822 of Housing Benefit overpayments
 - (e) £113,984 of sundry debts.

Recommendation

- 5. It is recommended that Cabinet:
 - (a) Consider the contents of the report, and
 - (b) Approve the write-off of £859,531 for debts over £500, subject to further steps for recovery being taken, wherever possible, if and when contact with the debtor is made.

Reasons

- 6. The recommendations are supported by the following reasons :-
 - (a) The collection of Council Tax, Business Rates and Council rents underpins the Council’s MTFP.
 - (b) The write-off of irrecoverable debts enables the Council’s accounts to be maintained in accordance with Financial Procedure Rules.

Elizabeth Davison
Group Director of Operations

Background Papers

No background papers were used in the preparation of this report.

Anthony Sandys: Extension 6926

S17 Crime and Disorder	This report has no implications for crime and disorder
Health and Wellbeing	There are no issues which this report needs to address
Carbon Impact and Climate Change	There are no issues which this report needs to address
Diversity	There are no issues which this report needs to address
Wards Affected	The proposal effects all wards
Groups Affected	The proposal effects all groups within the community
Budget and Policy Framework	The report does not represent a change to Council’s budget or policy framework.
Key Decision	The proposal does not represent a key decision
Urgent Decision	This is not an urgent item
Council Plan	This report supports the Council plan to maximise income through robust income collection processes
Efficiency	This report does not contain proposals but refers to ongoing initiatives to increase income
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

Council Tax

7. During 2021-22, a total of £67.9 million of Council Tax was due, of which £64.5 million was collected (or 94.9%). In addition, £1.5 million of Council Tax arrears relating to previous years was collected in 2021-22. This compares to £61.9 million collected in 2020-21 (or 95.8%) and £1.2 million of Council Tax arrears.
8. The collection of Council Tax during 2021-22 was a significant challenge due to the Covid 19 pandemic. Courts were only taking on a limited numbers of cases, which meant that the Council has been unable to obtain liability orders for a number of unpaid Council Tax debts, preventing any enforcement action, such as attachment of earnings and deductions from benefits from being taken. As a result, Council Tax arrears (excluding costs) have increased from £5.6 million in March 2021 to £6.8 million in March 2022.
9. However, despite the challenges, the Council is still expecting to collect the target of 99% of Council Tax due for 2021-22. A summary of Council Tax collection from 2012 is given at table 1 below and shows that collection rates remain high and arrears are well managed.

Table 1: Council Tax collection summary

Year	Council Tax (£,000)				Percentage Collected to date
	Due	Collected	Written-off	Outstanding	
2012-13	41,277	40,902	360	15	99.1%
2013-14	44,676	44,179	479	18	98.9%
2014-15	46,307	45,698	575	34	98.7%
2015-16	47,896	47,202	642	52	98.6%
2016-17	50,262	49,517	649	96	98.5%
2017-18	53,319	52,466	662	191	98.4%
2018-19	57,207	56,227	549	431	98.3%
2019-20	60,169	58,994	207	968	98.0%
2020-21	61,723	60,052	56	1,615	97.3%
2021-22	67,933	64,455	82	3,396	94.9%

10. However, some of the older outstanding debts have been identified as irrecoverable and approval for write-off is being sought. A total of £466,524 Council Tax debts over £500 have been identified for write-off in 2021-22. This represents 0.69% of the Council Tax due to be collected in 2021-22. Details of the proposed Council Tax debts over £500 to be written-off are given at table 2 below.

Table 2: Proposed Council Tax debts over £500 to be written-off 2021-22

Reason for write-off	Value
Bankruptcy/Debt Relief Order	£237,575
No longer financially viable	£144,788
No forwarding address	£37,980
Debt over 6 years old	£13,538
Council Tax Support	£9,785
Official error	£9,704
Deceased	£7,845
Hardship	£5,309
Total write-off	£466,524

11. Details of the reasons for the write-off of debts are as follows:

- (a) **Bankruptcy/Debt Relief Order** – these are debts where the debtor has been made bankrupt, insolvent or is subject to a Debt Relief Order, and there are no assets left to recover the debt.
- (b) **No longer financially viable** – these are debts where all reasonable steps to recover the amounts have been taken, but it is no longer financially viable to proceed further. For example, this could be as a result of information from an Enforcement Agent, advice from Legal Services or the debtor being in prison.
- (c) **No forwarding address** – these are debts where all reasonable steps have been taken to trace the debtor, but their current whereabouts are not known. If contact is made in the future, the debt will become recoverable again.
- (d) **Debt over 6 years old** – these are debts where all reasonable steps to recover the amounts have been taken, but it is no longer financially viable to proceed further and the debt is over 6 years old.
- (e) **Council Tax Support** – these are debts which are actively being collected through the maximum deductions allowable from the debtor’s DWP benefits, but where the debtor has multiple debts outstanding.
- (f) **Official error** – these are debts caused as a result of an error made by the Council or another official organisation, such as the Department for Work and Pensions (DWP), and the debt is irrecoverable.
- (g) **Deceased** – these are debts where the debtor is deceased and there are no assets left in the estate.
- (h) **Hardship** – these are debts where further recovery action would cause hardship to the debtor.

12. Members should also be aware that, for the same period, £227,046 has been authorised for write-off in respect of sums of less than £500. A summary of the write-offs for 2021-

22, including credits written back, is given at table 3 below.

Table 3: Council Tax write-off summary 2021-22

Classification	Value
Debts over £500 written-off	£466,524
Debts under £500 written-off	£227,046
Credits written back	-£124,790
Debts written-off reversal*	-£37,830
Credits written back reversal**	£1,267
Total net write-off	£532,217

13. *Debts written-off reversal: These are debts previously written-off that have been reversed back to recover following successful contact with the debtor.

14. **Credits written back reversal: These are credits previously written back that have been reversed back to refund following successful contact with the creditor.

Business Rates

15. During 2021-22, a total of £27.3 million of Business rates was due, of which £26.8 million was collected (or 98.1%). This compares to £17.6 million collected in 2020-21 (or 97.0%). The reason for the large difference is that over £7 million of additional Business Rates reliefs were awarded in 2020-21 to support businesses in Darlington through the Covid 19 pandemic.

16. As with Council Tax, the collection of Business Rates during 2021-22 was a significant challenge due to the Covid 19 pandemic. However, Business Rates arrears (excluding costs) have decreased slightly from £1.1 million in March 2021 to £1.0 million in March 2022.

17. Despite the challenges, the Council is still expecting to collect the target of 99% of Business Rates due for 2021-22. A summary of Business Rates collection from 2012 is given at table 4 below and shows that collection rates remain high and arrears are well managed.

Table 4: Business rates collection summary

Year	Council Tax (£,000)				Percentage Collected to date
	Due	Collected	Written-off	Outstanding	
2012-13	32,351	31,770	573	8	98.2%
2013-14	33,265	32,672	575	18	98.2%
2014-15	33,556	33,120	436	0	98.7%
2015-16	34,091	33,760	327	4	99.0%
2016-17	35,778	35,339	419	20	98.8%
2017-18	33,822	33,430	356	36	98.8%
2018-19	34,170	33,773	290	107	98.8%
2019-20	33,566	33,349	59	158	99.3%
2020-21	18,790	18,587	20	183	98.9%
2021-22	27,261	26,770	4	487	98.2%

18. However, some of the older outstanding debts have been identified as irrecoverable and approval for write-off is being sought. A total of £138,794 Business Rates debts over £500 have been identified for write-off in 2021-22. This represents 0.51% of the Business Rates due to be collected in 2021-22. Details of the proposed Business Rates debts over £500 to be written-off are given at table 5 below.

Table 5: Proposed Business Rates debts over £500 to be written-off 2021-22

Reason for write-off	Value
Bankruptcy	£135,583
No longer financially viable	£3,211
Total write-off	£138,794

19. Members should also be aware that, for the same period, £4,097 has been authorised for write-off in respect of sums of less than £500. A summary of the write-offs for 2021-22, including credits written back, is given at table 6 below.

Table 6: Business Rates write-off summary 2021-22

Classification	Value
Debts over £500 written-off	£138,794
Debts under £500 written-off	£4,097
Credits written back	-£1,917
Debts written-off reversal	-£101,517
Credits written back reversal	£25,329
Total net write-off	£64,786

Council Rents

20. During 2021-22, a total of £26.21 million of Council rent was due and £25.56 million was collected (or 97.5%). The amount of rent arrears has increased slightly from £630,488 in March 2021 to £702,786 in March 2022. In addition, £142,837 of former tenant arrears was also collected.
21. Housing Services are committed to help tenants to maintain a tenancy through prevention, support and debt recovery and make all reasonable attempts to recover debts and provide practical advice and assistance to tenants facing difficulties with their rent payments.
22. Recovery action for current tenant rent charges includes letters, home visits, emails, text message and phone calls. Under normal circumstances, court action is taken to regain possession of the property as a last resort action but this has been restricted during 2021-22 due to the Covid 19 pandemic. A supportive stance in relation to rent collection has been taken throughout 2021-22 to assist tenants to maintain their tenancy.
23. However, former tenant debts, including rechargeable repairs, may be written-off where recovery is uneconomical to the Council or the tenants whereabouts remain unknown for over a year despite all reasonable tracing efforts being made. Current tenant arrears are only written-off where the tenant is subject to the Debt Respite Scheme (Breathing Space), Debt Relief Orders, Bankruptcy or Individual Voluntary Arrangements.
24. Approval is being sought to write-off a total of £17,407 of former tenant rent arrears over £500, where all reasonable recovery efforts have been exhausted. This represents 0.07% of Council rents due to be collected in 2021-22. Details of the proposed former tenant rent arrears over £500 to be written-off are given at table 7 below.

Table 7: Proposed former tenant rent arrears over £500 to be written-off 2021-22

Reason for write-off	Value
Deceased	£5,150
Legal Services advice	£4,078
Debt Relief/Bankruptcy	£3,458
No forwarding address	£1,975
No longer financially viable	£1,797
Debtor in residential care	£949
Total write-off	£17,407

25. Members should also be aware that, for the same period, £26,974 has been authorised for write-off in respect of sums of less than £500. A summary of the write-offs for 2021-22, including credits written back, is given at table 8 below.

Table 8: Former tenant arrears write-off summary 2021-22

Classification	Value
Debts over £500 written-off	£17,407
Debts under £500 written-off	£26,974
Credits written back	-£1,777
Net write-off	£42,604

Housing Benefit Overpayments

26. During 2021-22, a total of £532,722 Housing Benefit overpayments were identified and £568,423 was collected (or 106.7%). The amount of outstanding Housing Benefit overpayments has therefore reduced from £1.99 million in March 2021 to £1.78 million in March 2022.
27. Approval is being sought to write-off a total of £122,822 of Housing Benefit overpayments over £500, where all reasonable recovery efforts have been exhausted. This represents 6.17% of all Housing Benefit overpayments due to be collected in 2021-22. Details of the proposed Housing Benefit overpayments over £500 to be written-off are given at table 9 below.

Table 9: Proposed Housing Benefit overpayments over £500 to be written-off 2021-22

Reason for write-off	Value
Official error	£47,800
No longer financially viable	£45,747
Deceased	£10,833
Bankruptcy/Debt Relief Order	£10,522
Hardship	£6,125
No forwarding address	£1,795
Total write-off	£122,822

28. Members should also be aware that, for the same period, £20,789 has been authorised for write-off in respect of sums of less than £500. A summary of the write-offs for 2021-22 is given at table 10 below.

Table 10: Housing Benefit overpayments write-off summary 2021-22

Classification	Value
Debts over £500 written-off	£122,822
Debts under £500 written-off	£20,789
Total write-off	£143,611

Sundry Debt invoices

29. During 2021-22, a total of £30.114 million of new sundry debts were raised and £28.036 million was collected (or 93.1%). The amount of outstanding sundry debts has therefore increased from £7.635 million in March 2021 to £9.546 million in March 2022.
30. Approval is being sought to write-off a total of £113,984 of sundry debts over £500, where all reasonable recovery efforts have been exhausted. This represents 0.38% of all sundry debts due to be collected in 2021-22. Details of the proposed sundry debts over £500 to be written-off are given at table 11 below.

Table 11: Proposed sundry debts over £500 to be written-off 2021-22

Reason for write-off	Value
Deceased	£46,620
No longer financially viable	£67,364
Total write-off	£113,984

31. Members should also be aware that, for the same period, £53,276 has been authorised for write-off in respect of sums of less than £500. A summary of the write-offs for 2021-22 is given at table 12 below.

Table 12: Sundry debts write-off summary 2021-22

Classification	Value
Debts over £500 written-off	£113,984
Debts under £500 written-off	£53,276
Total write-off	£167,260

Financial Implications

32. From April 2013, following the introduction of the Non-Domestic Rates Retention scheme, the Council has become liable for its proportion (49%) of the bad and doubtful debts with the remainder being shared between Central Government (50%) and the Durham and Darlington Fire Authority (1%). This has been allowed for in the Council's accounts. Provision for bad and doubtful Council Tax debt has already been made in the Council's accounts so that the write-offs as recommended have no additional financial impact on the Council.
33. Financial regulations require authorities to make an annual assessment of the extent to which any money owed to the Council is likely to prove irrecoverable and make adequate provision in their accounts. The financial implications of writing-off the proposed former tenant arrears debt has therefore, already been taken into account in the Housing Revenue Account.

34. In respect of Housing Benefit overpayments, the DWP has recognised that in a system as complex as the Housing Benefit scheme, errors will occur. The DWP provide incentives for local authorities to minimise the number of these errors. As a result, local authorities receive subsidy depending on the type of overpayment.
35. Official error overpayments are subsidised at 100%, therefore these overpayments will be fully reimbursed by the DWP. All other eligible overpayments are funded at 40% subsidy, most of which are then successfully recovered. There will be no financial impact on the Council's current revenue budget as provisions have been made in the previous year.
36. For sundry debts, a provision is made in the accounts for bad debts on a monthly basis and reflected in budgets. Debts over one year old are provided for on a 100% basis, so the write-off outlined above will have no adverse effect on the MTFP. Debts of less than one year old may also be provided for and the decision of how much to provide is taken in consultation with the manager responsible for the service.

**CABINET
5 JULY 2022**

**QUARTER 4 – COUNCIL PLAN 2020-23 – DELIVERING SUCCESS FOR DARLINGTON
PERFORMANCE REPORT**

**Responsible Cabinet Member –
Councillor Jonathan Dulston, Leader and all Cabinet Members**

**Responsible Director -
Chief Officers Executive**

SUMMARY REPORT

Purpose of the Report

1. To present an overview of progress towards achieving the key outcomes of the Council Plan 2020-23 – Delivering Success for Darlington.
2. The report covers performance in and to the end of the last two quarters of the previous financial year, from October 2021 to March 2022.

Summary

3. Delivering Success for Darlington is the Council Plan and it sets out the vision for the borough: *“Darlington is a place where people want to live and businesses want to locate, where the economy continues to grow, where people are happy and proud of the borough and where everyone has the opportunity to maximise their potential.”* The Plan is structured around the following priorities:
 - (a) Growing Darlington’s Economy
 - (b) Maximising the Potential of our Young People
 - (c) Working with Communities to Maximise their Potential
 - (d) Supporting the Most Vulnerable in the Borough
 - (e) A dedicated workforce who are proud to serve the borough and an accessible, effective and engaged council
4. The Performance report appended to this report outlines council performance up to the end of the final quarter of the 2021/22 financial year and is structured around the Council Plan, with:

- (a) A high-level update on overall progress, across all portfolios, towards the overarching vision and priorities highlighted above.
- (b) An update on each Cabinet portfolio area, highlighting progress against key actions and relevant key performance indicators

Recommendation

- 5. It is recommended that Cabinet consider progress against the Council Plan 2020-23, as set out in the performance report in the **Appendix**.

Reasons

- 6. The recommendation is supported as the purpose of the report is to update Cabinet on the progress in implementing the Council Plan priorities.

Chief Officers Executive

Background Papers

- (i) The Council Plan 2020-23 - Delivering Success for Darlington

Neil Bowerbank: Extension 6052

S17 Crime and Disorder	A number of performance indicators and key actions relating to crime and disorder are monitored as part of Council Plan performance reporting
Health and Well Being	The Council Plan outlines a number of key actions and priorities relating to improving the health and wellbeing of local residents, and so the performance report includes updates on how the Council has continued to support this over the first half of 2021/22.
Carbon Impact and Climate Change	Progress towards the Council’s climate change plan is outlined in the Council plan performance report.
Diversity	Equality measures are monitored as part of the Council Plan performance monitoring process
Wards Affected	All
Groups Affected	All
Budget and Policy Framework	This report outlines progress against the Council Plan and is intended to be used to help inform strategic priorities going forward.
Key Decision	No
Urgent Decision	No
Council Plan	This report outlines progress against the Council Plan.
Efficiency	The report highlights staff an organisational effectiveness in terms of meeting the key actions and priorities laid out in the Council Plan.
Impact on Looked After Children and Care Leavers	As Looked After Children and Care Leavers are highlighted as corporate priorities in the Council Plan, the performance report includes updates on how the Council has continued to support these groups over the second half of 2021/22.

MAIN REPORT

Information and Analysis

7. The majority of measures in this performance report demonstrate progress towards achieving the council's strategic priorities, with the remaining measures demonstrating progress towards specific key actions aligned with individual portfolios as defined in the Council Plan 2020-23.
8. In most cases, progress against individual strategic priorities relies on action and support from services spanning multiple portfolios.

Growing Darlington's Economy

9. In terms of delivering more sustainable, well-paid jobs across the borough:
 - (a) Despite employment levels fluctuating during the COVID pandemic, the number of people employed (including self-employed) now appears to be increasing. In general, business confidence improved during the latter stages of 2021, resulting in investment returning and growth plans commencing. This resulted in demand for new employment increasing.
 - (b) The number of employees in Darlington continues to grow. As confidence returns, many employers, large and small, have recruited new staff to cope with increasing service and product demand.
 - (c) The number of Darlington residents claiming benefits for the reason of unemployment continues to fall – a trend which is mirrored in both regional and national statistics. The reduction in claimant count will be directly influenced by the growth in employment opportunities, as the economy recovers from the impacts of pandemic.
 - (d) The long-term UC claimant count in Darlington continues to fall. As the economy recovers from the impacts of pandemic, new job opportunities emerge, and consumer confidence increases, the availability of local employment opportunities has been considerably improved, providing opportunities for long-term claimants to return to the labour market.
 - (e) Darlington resident median weekly incomes increased in 2021. The general long-term trend shows Darlington median weekly earnings for residents are, and continue to be, in line with regional trends.
10. The characteristics of the Borough contribute to creating the right conditions to attract more people to work, live and enjoy the Borough:
 - (a) The number of fly tips (large and small) is reducing, falling from 3,411 in 2020/21, down to 2,963 this year. The work that has been taking place as part of the back lanes project has had a positive impact on the amount of side waste left out in back lanes.

- (b) Performance of street cleansing teams remains high with an average of 93.6% of small and large fly tips removed within their target time.
 - (c) The cleanliness of the town centre has continued to remain at a very high standard during the second half of 2021/22,. For most months, a 100% pass rate achieved, and all other months were well above the 90% pass rate.
 - (d) Purple flag re-accreditation was successful in demonstrating that Darlington town centre is safe and vibrant, well-managed, and supports the night time economy. Both crime and ASB were down on pre COVID levels within the town centre.
 - (e) Overall, recorded crime is 13% lower than the same period pre-pandemic, in 2019/20. Some types of reported crime have increased, for example violence against the person, largely due to the easing of COVID-19 restrictions. The Council is working with Durham Constabulary and other partners to help address these issues and continue monitoring crime rates.
 - (f) The rate of reported antisocial behaviour incidents across the borough has decreased by 12% compared to the same period last year. However, the Council continues to be proactive in addressing issues.
 - (g) We continue to invest in road safety education, publicity and training in partnership with organisations such as the police and fire service. Through our Local Transport Plan we continue to invest in speed management and casualty reduction schemes.
11. During Q4 our programme of A road resurfacing schemes was completed with the final scheme being the A68 at junction 58. Our continued investment in road maintenance has seen an overall improvement in the A road network, with the percentage of the A road network which needs to be considered for maintenance falling to 1.3%, significantly below the national and northeast averages.
12. Our continued investment into maintenance of B and C class roads has resulted in an improvement in the quality of the highway network. The Percentage of non-principal roads where maintenance should be considered (B + C) is now at 5% which as an improvement over 2021 and better than the national average.

Maximising the Potential of our Young People

13. 79.4% (27) of our schools in Darlington, that have recently been inspected by OFSTED, are rated Good or Outstanding. 83% of schools and 75% of secondary schools are now rated Good or Outstanding.
14. The Council's Young People's Engagement and Justice Service (YPEAJS) had 37 young people referred to the service for diversionary disposals, i.e. Pre-Caution Disposals in 2021/22. Over the same period, the team has achieved a 97% success rate in terms of young people not reoffending following engagement with the service.
15. The 18-24 year old claimant count in Darlington continues to fall, now standing at 7%. As the economy recovers from the impacts of pandemic, combined with an array of new jobs

in the local economy, such as Amazon, Student Loans Company and the hospitality sector generally, young people now have improved opportunities to find employment.

Working with Communities to Maximise their Potential

16. The Council continued to provide targeted COVID support where it was most needed. Business grants were distributed at pace, vaccine clinics were organised for the homeless community, and the COVID bus continued to visit communities making it more convenient for people to get vaccinated.
17. The 'Let's do digital' initiative (loan of iPads and distribution of refurbished PC's, tablets, and phones) continues to develop with a steady flow of old devices being donated, refurbished, and distributed. Work is underway with some schools and voluntary groups to help identify people in most need of the devices, and some care leaves have been provided with phones. August 2022 marks the first full year of the two year initiative, at which point a mid-term of appraisal of the project will be carried out.
18. The School Uniform shop continues to see a growth in demand as more people become aware of the service. During the winter there was a targeted campaign for winter coats, hats, scarves, gloves and boots. 775 customers visited the school uniform shop between October 2021 and March 2022, with a total of 2,597 items being given out. In the same period just over 3,000 items of uniform, coats and shoes were donated from the community of Darlington.
19. The number of active street champions continues to rise steadily, with 416 registered in March 2022. The voluntary work carried out by local Street Champions is critical in helping to maintain a clean borough, supporting the work of Street Scene, and helping to achieve the Council's primary ambition of supporting economic growth by ensuring Darlington is an attractive place to live, work and play.

Supporting the Most Vulnerable in the Borough

20. The number of older residents admitted to permanent residential or nursing care remains significantly below pre-pandemic levels. These measures reflect the ongoing work of Adult Social Care to, wherever possible, support people to maintain their independence and remain in their own homes with support.
21. Of the 415 individuals who completed a reablement package since April 2021, 207 had no ongoing care needs. This current performance of 49.9% is an improvement from the same period in 2020/21 (48.1%).
22. We continue to deliver adult social care services which are focused on preventing and reducing need, improving people's independence and providing care and support where needed. Examples include provision of advice, occupational therapy, assessments, crisis support, safeguarding, increasing use of assistive technology, and maintaining strong relationships with the voluntary sector.
23. We were successful in securing grant funding to distribute to care homes and care services in Darlington. This will enable providers to purchase IT equipment and licenses to support

interaction with people living with dementia in care home, extra care, and day care settings, and people with complex learning disabilities in care home and day care settings.

24. Adult Social care continue to benefit from strong established relationships across Management and Practitioners with both Voluntary Sector and Health colleagues. These relationships enable us to support Darlington residents in preventing admission and expediting discharge. Social Workers work alongside health colleagues in all the Teams, and are co-located in terms of RIACT. This joint approach to assessment, provision and support, enables us to identify the best solutions to peoples assessed needs and along with community and voluntary sector provision, deliver effective outcomes in keeping people in their own homes and independent as long as possible. Adult Social Care staff understand the importance of connectedness and as we move to a more integrated approach we are well positioned to respond collectively to the needs of our residents.

A dedicated workforce who are proud to serve the borough and an accessible, effective and engaged council

25. The Council's new Workforce Strategy and Plan was agreed in July 2021, with roll out commencing in October 2021. Briefings have taken place to ensure that the strategy is promoted and that the core values are embedded into every day working practices. Priorities within the plan that have been delivered include commencement of the new agile working processes, and supporting staff's wellbeing and mental health. Monitoring and evaluation of the success of the strategy has commenced with some early positive signs coming through staff feedback. The results of the 2021 employee survey were very positive with most areas where comparison was possible, improving on the previous survey result.

Adults Portfolio

26. Darlington has a very low number of people (46) with mental health needs requiring paid support. The Mental Health team within Adult Social Care work closely with the local Trusts and the Primary care Network/GPs to prevent escalation or reduce the need for intervention.
27. Since April 2021, 234 out of 290 Assistive Technology Toolkit Referrals assigned to Lifeline resulted in equipment being provided (80.7%). This is above the equivalent figures for the past two years (78.1% in 2020/21 and 73.9% during 2019/20.).
28. As of the end of March 2022, 96.5% of 752 clients using social care were receiving self-directed support. Darlington typically exceeds both the national and regional averages for this measure, reflecting the strong ethos of the Council's Adult Social Care team of taking a strengths-based approach to support residents in need. We maximise service users' choice and control over the services they receive, to ensure these best suit peoples' particular needs and preferences.
29. As of the end of March 2022, 100% of 94 carers using social care received self-directed support. Darlington exceeds both the national and regional average for this metric, and reflects how all carers, who are in receipt of a commissioned service, now have a personal budget. This enables them to maximise their independence and choice, to support their wellbeing and ensure they are able to access the support that best suits their needs.

Children and Young People Portfolio

30. Children and young people with Special Educational Needs and Disability (SEND) have continued to receive excellent services throughout 2021/22, including:
 - (a) Increasingly more children with SEND are attending Darlington mainstream schools.
 - (b) The proportion of Darlington pupils with an Education, Health and Care Plan (EHCP) attending mainstream school settings in the borough has been steadily increasing since 2016/17 and are now significantly above average for neighbouring authorities but remains below the national average.
 - (c) The percentage of new Education and Health Care Plans (EHCPs) issued by Darlington within twenty weeks (including exceptions) has consistently been above the national average since 2015.
31. Over the last 9 months, the Strengthening Families, Protecting Children programme has continued to be embedded across Darlington Borough Council's Children's Services, utilising relational practice to ensure timely interventions which support families to stay together and reduce the need for children to come into care.
32. 99 children and young people ceased to be in care in 2021/22. This is an increase when compared with the 80 children who ceased in 2020/21, a small decrease from 2019/20 (102 children) and an increase on 2018/19 (86 children).
33. The majority of Darlington children in care at the end of March 2022 were in foster placements (190), 36 were placed with parents, 35 were living in supported residential accommodation and 12 were placed for adoption. The proportion of children placed for adoption or with in-house foster carers has been positively increasing.
34. There are currently 55 approved foster care families and we have recruited a further 9 foster care families during the year. A comprehensive marketing and recruitment campaign for the fostering service has been designed and signed off via the Corporate Parenting Panel. This is a multi-faceted approach designed to promote the service with the general public and boost numbers of residents expressing an interest in becoming a foster carer and providing greater choice of placements and homes for children who need them.
35. The repurposing of our existing children's homes remains ongoing with a plan to move one of our existing homes into a new property by the Autumn and re-purposing the existing property to provide earlier targeted support and so avoid escalating pressures and support needs. This service will support young people and work with the whole family in a relational way to address emerging needs and pressures and so reduce the risk of family breakdown.
36. The proportion of Darlington care leavers Not in Education, Employment or Training (NEET) has positively remained low with 23.1% at the end of 2021/22, which is below the most recently available national and regional averages. This low number of NEET care leavers is particularly inspiring given the impact of COVID-19, which has generally led to

increases in NEETs nationally, and reflects the considerable work undertaken by the Care Leavers service, including Job Centre Plus and businesses in Darlington to increase opportunities.

37. Referrals to the Youth Employment Initiative (YEI) have continued to grow, month on month during 2021/22 with young people continuing to move into education, employment, and training. Having an embedded Job Centre Plus Youth Adviser within the service is working well, helping increase client numbers over the period with local employment opportunities also rising.
38. Four Darlington secondary schools were included in the Department for Education One Vision schools initiative. These schools were partnered with high-performing institutions and given bespoke support to raise standards. Three of these schools have been inspected since being part of the One Vision initiative and all have moved from a Requires Improvement to a Good judgement.
39. The In2 cohort participated in a social music making project over a 10 week period, learning how to play colourful plastic instruments, leading to a performance alongside a band, for peers, teachers, and parents. The groups have now moved onto a literacy project involving self-portraiture and collage, poetry writing, song writing, and filmmaking.
40. The Holiday Activity and Food (HAF) programme funded by Department of Education is now firmly established at multiple settings across Darlington and is thriving. 630 children were directly engaged in the 8 x 3day programmes over the Easter School holidays at West Park Academy, Eastbourne Sports Complex, Firthmoor CC, Redhall, Longfield Academy, Skerne Park Academy and Middleton St George. Special sessions were also delivered at the 4motion Bike centre at West Park.

Economy Portfolio

41. The Towns Fund continues to deliver in its objectives and work has been completed in the various yards along Skinnergate. Engagement work and consultation (carried out by Groundwork) on proposals to improve Skinnergate and Coniscliffe Road have proved extremely successful with the proposals coming to cabinet for agreement in the summer.
42. Work on the Northern Echo building continues with architects appointed to work with client departments (Darlington College and DBC Learning and Skills) to developed Adult Skills Hub on the ground floor. This is anticipated to be open in 2023.
43. We are receiving a great deal of enquiries into the availability of land and buildings for business expansion and relocating. One particular development which may assist in meeting this demand is the current application for the development of circa. 300,000 sq.ft of commercial space.
44. At Central Park, construction of the new Innovation Central development continues on programme with completion set for August 2022. At Ingenium Park, drainage works are underway with Phase 1 now complete and Phase 2 due to commence in the summer. Faverdale Business Park has now been actively advertised to the market.

45. The Government Property Agency (GPA) continues to invest in Feethams House to accommodate Her Majesty's Treasury, with the first cohort of officials to be relocating into the building in early June 2022. Furthermore, the GPA has concluded its exercise in identifying a permanent location for the Darlington Economic Campus. A vacant site at Brunswick Street has been chosen as the preferred site and discussions with the developers, architects and the Council's planning department has commenced on the proposals for 110,000 sq.ft grade A office building.
46. The Local Plan was successfully adopted in February 2022. Our new Local Plan sets out what the opportunities are for development in the area, and what types of development will and will not be permitted and in which locations.
47. Officers together with elected members and partners are currently organising Darlington Business Summit for autumn 2022. This will replace the former Darlington Business Week and aims to be more interactive with various opportunities for local businesses to promote both their services and goods.
48. TVCA continues to invest into the Teesside International Airport. TVCA have now relocated to the airport and the Council have supported the development of the airport through the granting of various planning approvals to facilitate its continued development.
49. A housing and climate change strategy is being developed and we are working with the Tees Valley Combined Authority on both an electric vehicle charging strategy and a bus service improvement plan.
50. Work is continuing to improve the efficiency of our corporate buildings, with increased capacity for solar panels on the Town Hall roof and improved controls for the heating system. As we move to blended working, business travel is still reduced as we have become used to online meetings.
51. Our tree planting commitment is well on the way to being achieved, with more than 15,000 trees planted.

Health and Housing Portfolio

52. Despite COVID, the Public Health team has continued to progress with a number of other priorities:
 - (a) Securing suicide prevention funding to promote 'Postvention' work with partners and distributing information and training across the borough.
 - (b) Coordinating a local Mental Health prevention funding opportunity.
 - (c) Delivered 'Make Every Contact Count' training to frontline services and partners across the borough, using a train the trainer approach, and developing a range of toolbox talks to support delivery.
 - (d) Delivery of the Healthy Lifestyle Survey to 8,400 local pupils across 32 Darlington schools including a new section on COVID-19 impacts.

- (e) Beginning work to re-procure the 0-19 Service.
 - (f) Continuing to develop a joint application for a local Mental Health Prevention Concordat.
 - (g) Successfully gaining the Supplemental Substance Misuse Treatment and Recovery Grant (SSMTR) to expand the number of treatment places for substance misuse for both adults and young people.
 - (h) Reestablishment of the toothbrushing scheme in reception and primary schools.
 - (i) Commissioning of a joint oral health needs assessment in conjunction with neighbouring Tees Valley local authorities.
53. Visitor numbers to the Dolphin Centre have continued to grow throughout the year following the reopening of facilities and the recovery of the business post COVID-19 restrictions. Quarter 4 has seen a large increase in the events programme and reengagement of on-site partners including the introduction of new partners. The gym and Dolphin Centre memberships have also continued to rise during this quarter. Visitor numbers in April 2021 were 14,000, rising to just under 620,000 at the end of Q4.
54. All of Darlington Borough Council's social housing stock continued to meet the Decent Homes Standard in 2021-22, demonstrating the ongoing commitment and good work of the Housing and Building Services teams over the course of the COVID pandemic.
55. Rent collection rates for Council housing in 2021-22 is slightly below target and performance in the previous year. However, over £25.5 million was collected and rent arrears remain within expected levels. Housing officers continue to promote help and guidance to tenants needing support, make affordable repayment plans with customers, and assist with benefit claims and budgeting skills. The number of tenants, at 1,750, in receipt of Universal Credit (UC) is at its highest level since UC was introduced, however average rent arrears for tenants receiving UC is lower than the regional average.
56. The number of people presenting to the Council's Homelessness services remains high as a result of the ongoing pressures as a result of the COVID pandemic. Presentations in 2021/22 have increased by 33% compared to the previous year. To cope with the additional demand, we have increased the number of temporary accommodation units by 36%, from 11 to 15, as well as purchasing and refurbishing 4 empty properties to provide 8 new units of accommodation. Officers have also successfully bid for additional funding through the government's Rough Sleeper Initiative to recruit 4 additional staff to deliver a range of support and advice services to homeless people.
57. Feedback amongst Lifeline service users remains positive, with the service recognised as providing excellent value for money. There were over 9,380 emergency response call-outs to elderly and vulnerable customers in 2021-22.

Local Services Portfolio

58. The footfall in Darlington town centre has increased in comparison to 2020/21 figures and continues to follow this trend for 2022/23 period. The events team have continued to

schedule a variety of events and town centre animation to encourage visitors to the town centre, with the Christmas Lights switch on, Ice sculpture trail, and Food festival leading to significant increases in visits.

59. Darlington has welcomed a number of new independent retailers to the town centre and the continued programme with the Towns Fund is improving shop fronts within the Skinnergate and Yards areas.
60. Work has continued through the period with partners to develop the 2025 celebrations programme. The council has allocated £1m to the Bicentenary of the Stockton and Darlington Railway, and £500K for the restoration of Locomotion No.1 replica. Stockton Borough Council and the TVCA have also allocated similar funds for the Bicentenary programme.
61. Work has continued this year, developing and finalising the proposals for the Darlington Rail Heritage Quarter project putting in place all the approvals including planning and Cabinet for a start in early May 2022.
62. Major refurbishment works are underway at Darlington Library. Services are temporarily operating on a much smaller scale, however, all stock is available to select from our website, app, over the telephone or in person at the central or branch library, and we continue to offer a free Home Delivery Service to those aged 60 and over.
63. Cockerton Library is thriving following its modest refurbishment in November. The team are actively engaging with the community to encourage use from local schools, groups, and residents. Schools are making regular visits, and a weekly Story and Craft, and a Lego Club is underway.
64. Key updates from the programme of works across Tees Valley to improve transport links include continued lobbying for funding for key road projects, development of local railway stations, developing enhanced partnerships with bus operators to secure improved services, development of cycling and walking schemes including work on Duke Street and Woodland Road, and feasibility of electric vehicle charging.

Resources Portfolio

65. The Medium Term Financial Plan (MTFP) for 2022-26 was approved by Council in February 2022 and provides a balanced budget for the life of the plan. This plan allows investment in Darlington and in its residents of over £100 million per year, capital investment of £157 million, and creates the conditions and opportunities for growth.
66. The 2021-25 Medium Term Financial Plan (MTFP) is expected to show an improved position from the original plan at the year end, this is despite in year pressures from COVID 19 and inflationary increases.
67. The West Park housing joint venture, which is part of a larger scheme and will be completed over a seven year period, is progressing well with sales buoyant and only six of the properties available in 2022 left to sell. The Neasham Road joint venture has commenced with infrastructure works in progress on site, and all properties available for

sale in 2022 are sold. The Council's out-of-borough joint venture with Esh Group is still in its infancy however all properties available for sale in 2022 are sold.

68. The percentage of Business Rates collected in-year in 2021-22 was slightly above the Council's target of 98.0%. £26.8 million was collected in 2021-22 by Revenues and Benefits officers, exceeding the amount collected for the previous year by £9.7 million. The overall collection rate of 99% is still on course to be met.
69. The spend with Darlington-based suppliers has increased from Quarter 2 by 3% and remained stable through Quarter 3 and 4, which equates to £33.2M for the 12-month period. This reflects the continued engagement with the local supply chain, advertising opportunities via the Council's website and social media.
70. Average daily visits to the corporate website are down slightly on the previous 6 months as COVID restrictions ease and people are no longer seeking localised information. However, average visits are still up by over 1,000 a day compared to pre-pandemic levels.
71. Following a comprehensive assessment of the corporate website, the number of online transactional services is now at 176. This will be used as the baseline for future performance reporting.

Stronger Communities Portfolio

72. Darlington Cares activity continues to recover after the impact of Covid on volunteering levels. A networking event was held in March celebrating its 10th year of operation. Four new members have joined in the last quarter including Amazon.
73. The Bread and Butter Thing (TBBT) has gone from strength to strength over the past year with eight hubs now operating across Darlington. A strong team of volunteers with a working total of 4,850 volunteer hours, have supported the growth of the scheme which has been critical to families in making life affordable. As of March 2022, TBBT have given out 24,487 bags, which equates to 294,000kg of food or 700,000 meals.
74. Following a review, the Civic Enforcement team continues to focus on three key areas of work: anti-social behaviour, environmental crime and parking enforcement. There has been a particular focus in recent months on back lanes and environmental crime.
75. The easing of COVID restrictions has provided the opportunity for more staff to receive the corporate equality and diversity training, with in person sessions now underway and being delivered flexibly around working patterns. To date, over 1,000 of the current workforce has received the training, and 76% of councillors have participated in at least one of the bespoke sessions.

Darlington Borough Council

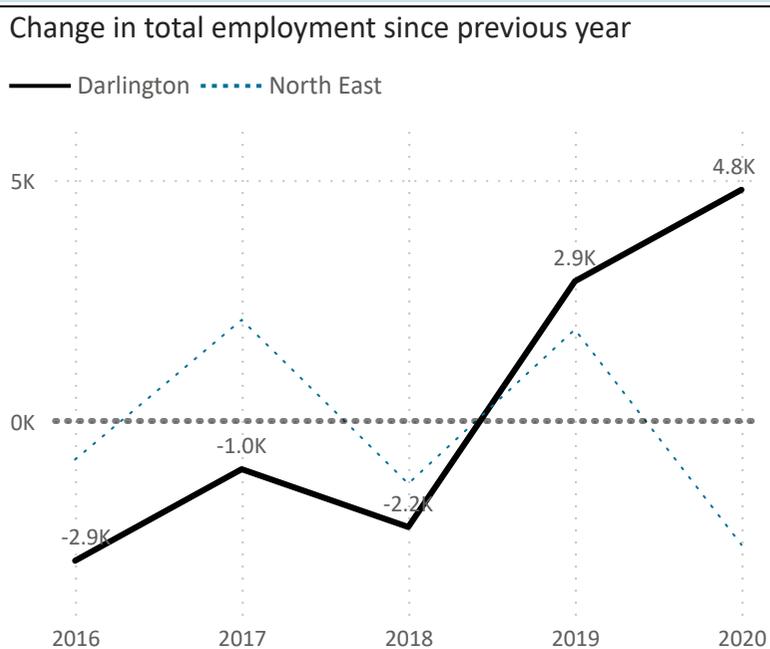
Council Plan Performance Management Report 2021/22

This report outlines council performance up to the end of the final quarter of the 2021/22 financial year.

The performance report is structured around the Council Plan, with:

- A high-level update on progress towards the overarching corporate priorities outlined in the beginning of the Council Plan document to highlight areas of strategic significance:
 - Growing Darlington's Economy (pages 2-14)
 - Maximising the Potential of our Young People (pages 15-17)
 - Working with Communities to Maximise their Potential (pages 18-19)
 - Supporting the Most Vulnerable in the Borough (pages 20-22)
 - Supported by a Dedicated Workforce (page 23)
- Sections on each Cabinet portfolio area highlighting progress against key actions and relevant key performance indicators:
 - Adults (pages 24-26)
 - Children and Young People (pages 27-33)
 - Economy (pages 34-36)
 - Health and Housing (pages 37-42)
 - Local Services (pages 43-45)
 - Resources (pages 46-49)
 - Stronger Communities (pages 50-54)

1.1 Delivering - More sustainable well-paid jobs



This measure shows the difference in total employment (both Public and Private) compared to the same point 12 months previously, in order to show the number of jobs created in Darlington within the last year. As can be seen, the number of new additional employment opportunities increased again in 2020, in contrast to the regional and national picture where job opportunities fell due the initial impacts of the pandemic.

[Mark Ladyman: Assistant Director - Economic Growth](#)

Number of people employed including self-employed

Year	Month	Darlington
2019	June	48,600
	September	49,600
	December	48,700
2020	March	48,800
	June	48,400
	September	48,600
2021	December	48,900
	March	47,900
	June	49,600
	September	49,200
	December	49,900

Despite employment levels fluctuating during the covid pandemic, the number of people employed (including self-employed) now appears to be increasing. In general, business confidence improved during the latter stages of 2021, resulting in investment returning and growth plans commencing. This resulted in demand for new employment increasing.

[Mark Ladyman: Assistant Director - Economic Growth](#)

Number of employees

Year	Month	Darlington
2019	June	42,400
	September	43,500
	December	42,300
2020	March	43,400
	June	43,300
	September	43,300
2021	December	44,000
	March	42,900
	June	44,200
	September	44,100
	December	44,700

The number of employees in Darlington continues to grow. As confidence returns, many employers, large and small, have recruited new staff to cope with increasing service and product demand.

[Mark Ladyman: Assistant Director - Economic Growth](#)

1.1 Delivering - More sustainable well-paid jobs

Median weekly all residence based earnings

Year	Darlington	England	North East
2012	348	412	374
2013	382	421	382
2014	387	422	387
2015	402	429	395
2016	437	442	405
2017	416	454	416
2018	415	466	420
2019	440	483	438
2020	428	484	439
2021	487	509	463

Darlington resident median weekly incomes increased in 2021. The general long-term trend shows Darlington median weekly earnings for residents are, and continue to be, in line with regional trends.

Mark Ladyman: Assistant Director - Economic Growth

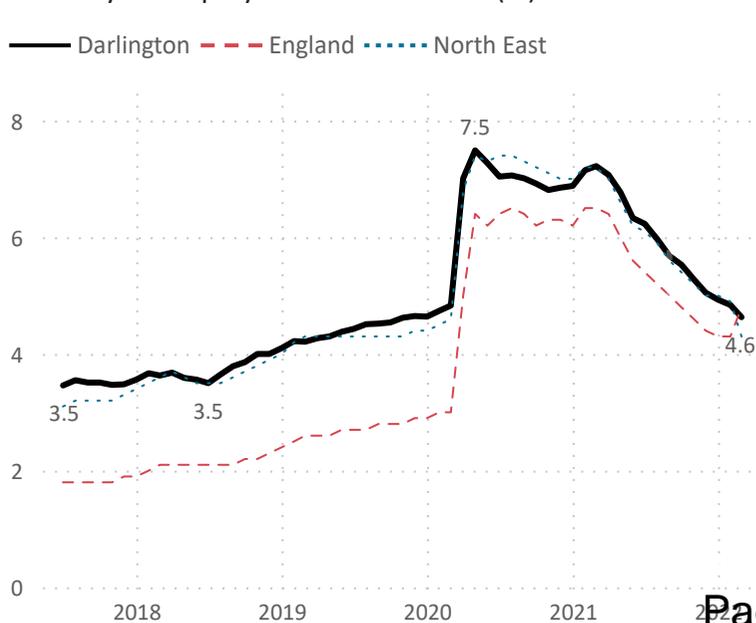
Median weekly all employee based earnings

Year	Darlington	England	North East
2012	366	412	372
2013	330	421	379
2014	422	422	390
2015	437	429	395
2016	435	442	403
2017	423	451	417
2018	433	466	418
2019	454	483	438
2020	435	485	436
2021	457	510	458

Darlington employee median weekly incomes increased in 2021. Whilst Darlington median weekly earnings for employees have increased since 2014, the rate of increase has been slower than elsewhere and so fallen from being in line with the national average, to being in line with neighbouring authority areas.

Mark Ladyman: Assistant Director - Economic Growth

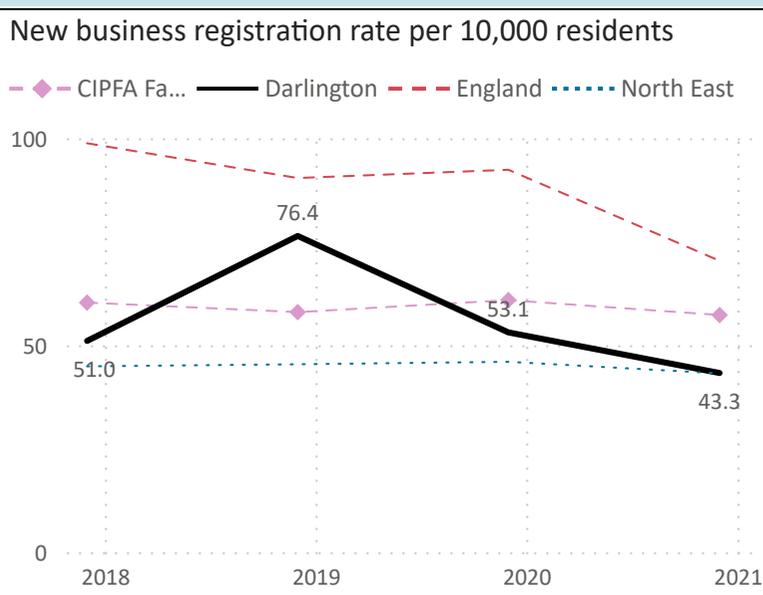
Monthly unemployed claimant count (%)



The number of Darlington residents claiming benefits for the reason of unemployment continues to fall – a trend which is mirrored in both regional and national statistics. The reduction in claimant count will be directly influenced by the growth in employment opportunities, as the economy recovers from the impacts of pandemic.

1. GROWING DARLINGTON'S ECONOMY

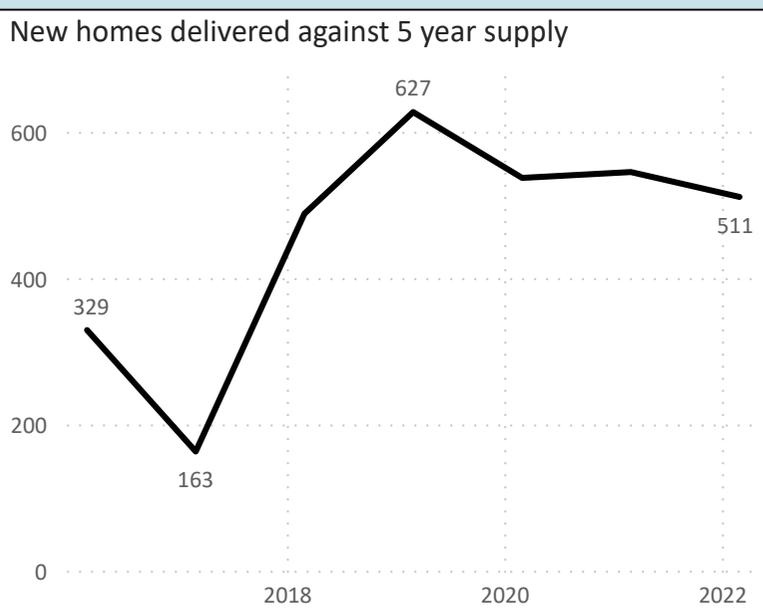
1.2 Delivering - More businesses



New business formation numbers have fallen in Darlington in both 2020 and 2021, due to the impacts of Covid-19 pandemic and resulting limited opportunities for new enterprises. As the economy recovers, numbers of new business formations will increase.

Mark Ladyman: Assistant Director - Economic Growth

1.3 Delivering - More homes



The Local Plan was adopted in February. It was hoped this would result in a number of planning applications to promote economic growth. Whilst the number of completions remains high and above Local Plan targets at 511 for the year 2021/22, the Government announced in March 2022 that Darlington was part of the Nutrient Neutrality catchment area of the River Tees. The impact of this is that no new permissions for housing developments can be granted until it can be demonstrated to the satisfaction of Natural England that any development would not increase the release of nutrients (Nitrogen) into the River Tees or its tributaries. This will delay the granting of planning permissions which ultimately will impact on housing delivery.

Mark Ladyman: Assistant Director - Economic Growth

1.4 And we will support economic growth by keeping the borough - Clean

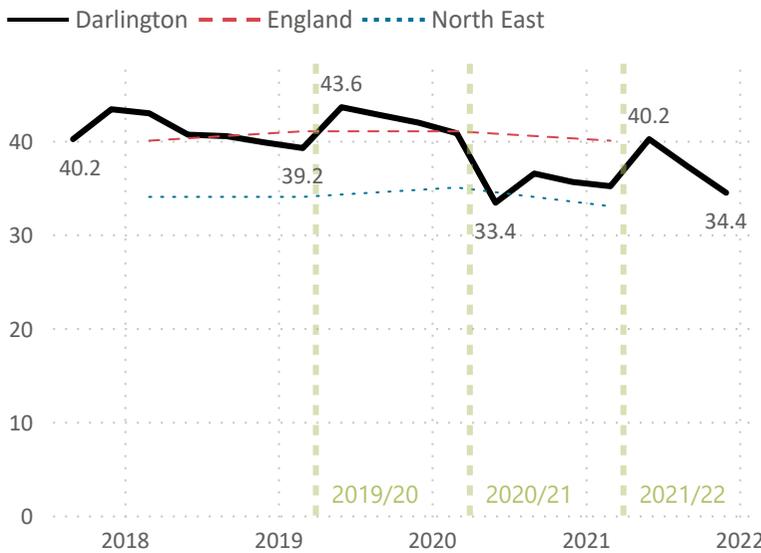
Percentage of complaints about refuse on private land investigated and completed within 42 days (except where there is non-compliance with enforcement action taken)

Year	Month	Darlington
2021	June	91.2%
	September	89.5%
	December	90.0%
2022	March	90.2%

Environmental Health investigate complaints of accumulations of refuse on private land and in financial year 2021/2022 received 354 service requests. In the first instance, for the majority of cases involving refuse accumulations in yards / gardens, a Community Protection Warning is issued requiring disposal of the refuse in a proper manner and these have proved to be successful. For those case where the refuse has not been removed enforcement action is considered prioritising refuse which is causing a public health nuisance e.g., putrescible household refuse. The timescale within the target has been extended from 28 to 42 days to allow a longer period of time to be given to those responsible to dispose of the accumulation of refuse.

1.4 And we will support economic growth by keeping the borough - Clean

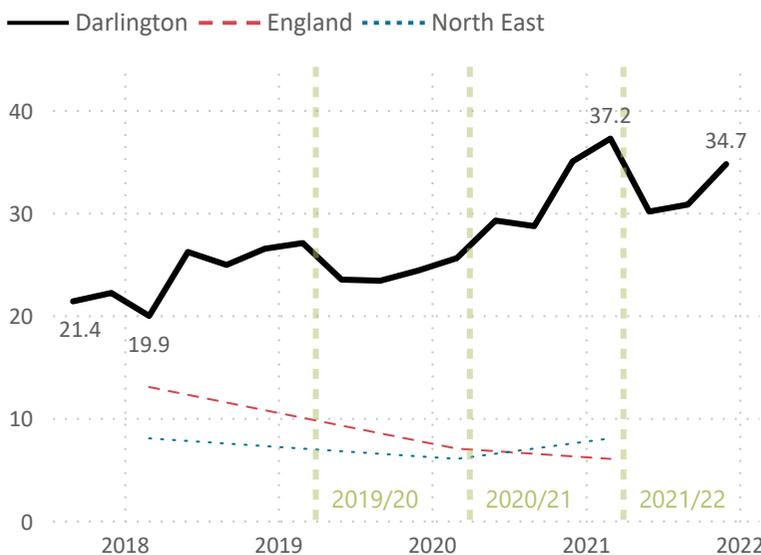
Percentage of household waste that is collected that is either reused, recycled or composted



Data for the proportion of local household waste reused, recycled or composted is only available up Quarter 3 of this year, as the information is reported through a national system which has a lag as data is verified. The Quarter 3 data shows a decrease from Quarter 1 from 40.2% to 34.4% for the first 9 months of the year. The reduction is due to some previous errors in reporting that have been picked up as part of the audit process. Significant work continues to be undertaken by the Street Scene and Communications teams to increase recycling rates and reduce contamination by raising residents' awareness of what can be recycled through a variety of channels.

Ian Thompson: Assistant Director Community Services

Percentage of overall waste that is collected by the Council that is landfilled



Data is only available until Quarter 3 due to the lag in data verification through the national system. The percentage of household waste landfilled was 34.7% during the first 9 months of the year.

There are fluctuations over the years as there is a relationship with levels of recycling and waste sent to energy recovery. Darlington Borough Council performs worse than the rest of the North East as the majority of our neighbours send all residual waste to an energy recovery facility with limited waste going to landfill. The increase over the last quarter is a result of less waste going to energy recovery as the plant taking the waste is restricting the amount it can accept.

Ian Thompson: Assistant Director Community Services

Percentage of overall waste that is collected by the Council that is used for energy recovery

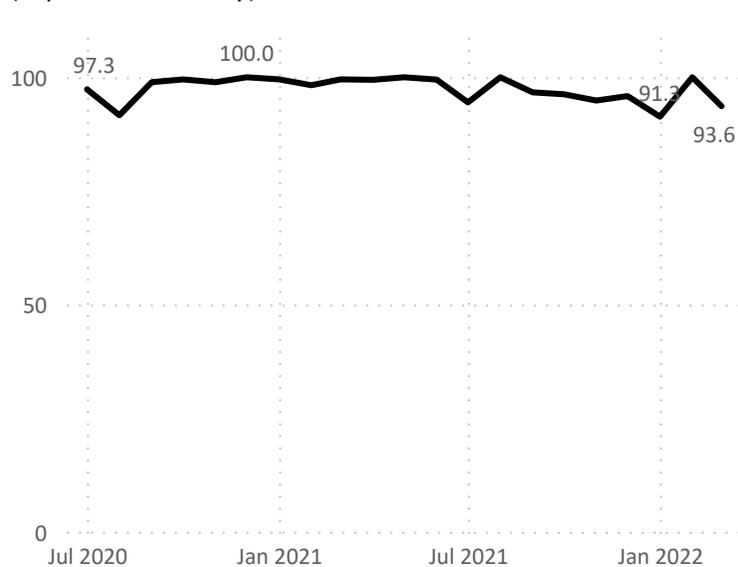


Data is only available until Quarter 3 to due to the lag in the verification process. The percentage of household waste sent to energy recovery at the end of the first 9 months was 13%. This figure will always vary depend on the availability in the markets to send waste to energy recovery post treatment. In Q3 the amount of waste going to energy recovery has reduced significantly due to available capacity at the plant.

Ian Thompson: Assistant Director Community Services

1.4 And we will support economic growth by keeping the borough - Clean

Percentage of small fly tips removed within target time (reported monthly)



Performance of street cleansing teams remains high with an average of 93.6% of small fly tips removed within their target time. With the introduction of the additional back lane crew the majority of fly tips were picked up in less than 5 days, with a significant number of these within 2 days. In addition, the work that has been carried out as part of the back lanes project has made a significant difference in those lanes that have been targeted, with staff regularly receiving positive feedback from residents.

Ian Thompson: Assistant Director Community Services

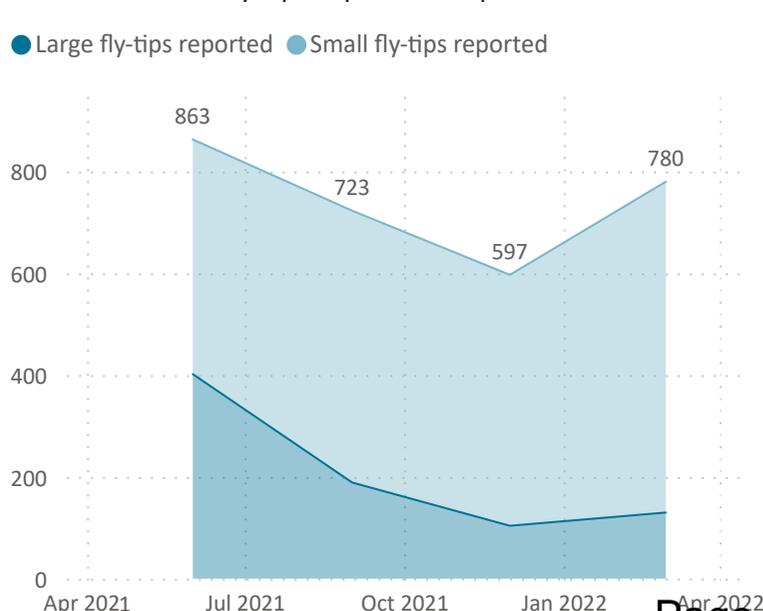
Percentage of large fly tips removed within target time (reported monthly)



Performance of street cleansing teams remains high with an average of 93.6% of large fly tips removed within their target time. The additional back lane crew has made a significant difference to the time fly tips are collected with the majority being collect in under 5 days with a significant number of those in under 2 days.

Ian Thompson: Assistant Director Community Services

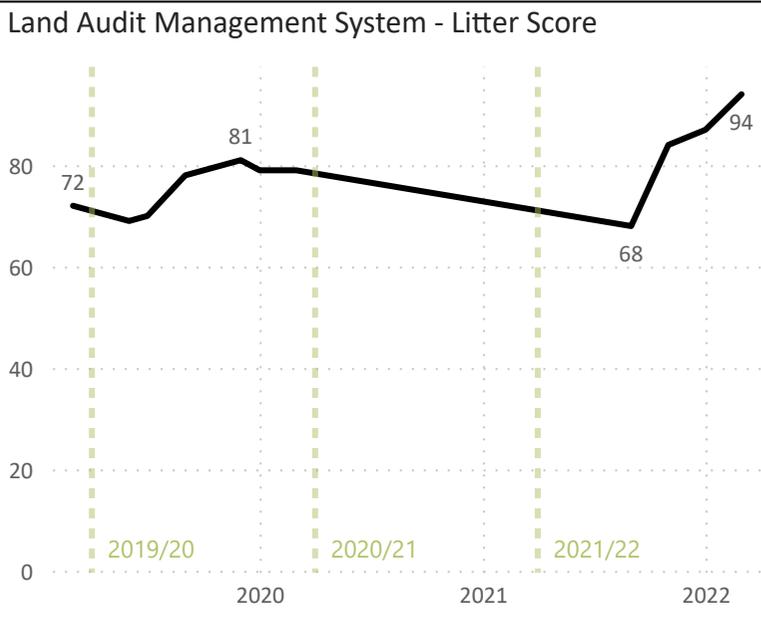
Total number of fly-tips reported in quarter



As restrictions have been eased over the year as we come out of lockdown, the number of fly tips is reducing, falling from 3411 combined in 2020/21, down to 2963 combined this year. In addition, the work that has been taking place as part of the back lanes project has also had a positive impact on the amount of side waste left out in back lanes. Please note that in previous years, only total fly tips were reported therefore no comparative data for large and small are available for this year.

This year, 4 fly tipping cases have been taken to court which resulted in 4 successful prosecutions and there are a further 5 waiting for court dates. In addition, 2 fixed penalty notices have been issued for fly tipping.

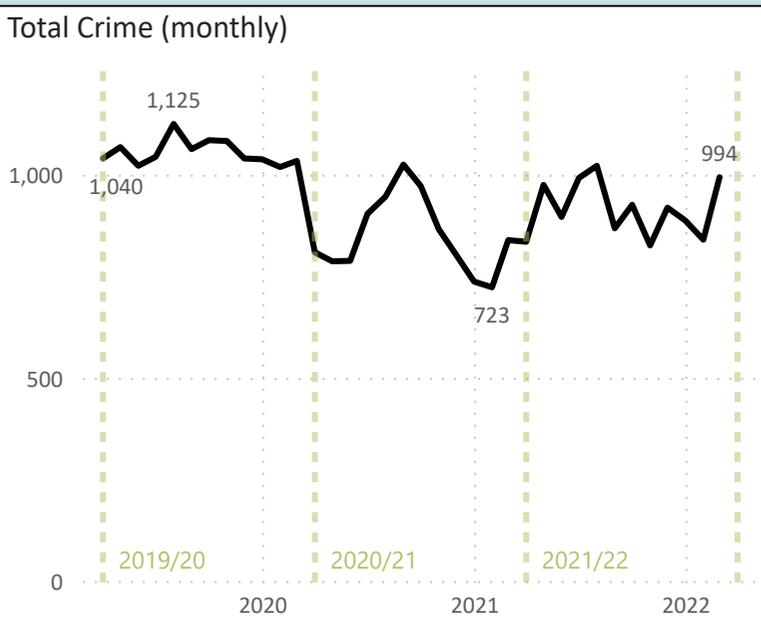
1.4 And we will support economic growth by keeping the borough - Clean



The standard of cleanliness achieved does depend on the location inspected therefore results will vary throughout the year. In Quarter 4, the higher successful pass rate will have been determined by areas subject to less litter; i.e., the majority of inspections in this quarter were rural areas of the borough. Overall, throughout the year, a high standard of cleanliness has been achieved.

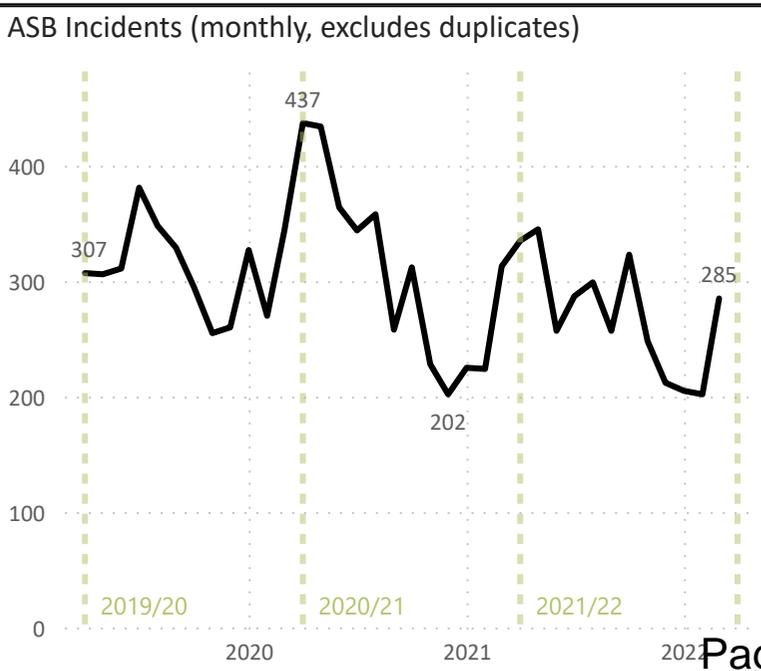
Ian Thompson: Assistant Director Community Services

1.5 And we will support economic growth by keeping the borough - Safe



Recorded crime for the last six months of 2021/22 increased 8% from the same period last year. However, it was still 13% lower than the same period pre-pandemic, in 2019/20. The types of reported crime showing increases are largely directly linked to the easing of Covid-19 restrictions, in areas such as violence against the person, for example. The Council are working with Durham Constabulary and other partners to help address these issues and continue monitoring crime rates.

Ian Thompson: Assistant Director Community Services

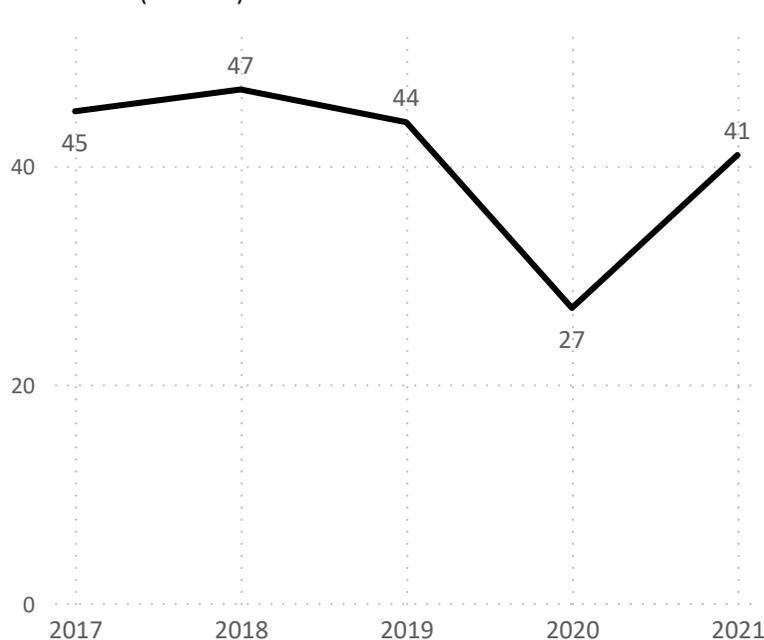


The rate of reported antisocial behaviour (ASB) incidents across the borough has decreased by 12% compared to the same period last year. However, the Council continues to be proactive in addressing issues. Over the past quarter, for example, incidents of youths causing antisocial behaviour around shops and garages in areas to the north of Darlington have been a priority for the Community Safety team, with the Council's Civic Enforcement officers working closely with Durham Constabulary and other partners to identify individuals involved through a series of targeted operations. Several groups have subsequently already been identified and the Civic Enforcement team have issued ABAs (Acceptable Behaviour Agreements) to individuals as part of their ongoing work to address this type of behaviour.

Ian Thompson: Assistant Director Community Services

1.5 And we will support economic growth by keeping the borough - Safe

Number of people killed or seriously injured in road traffic accidents (annual)



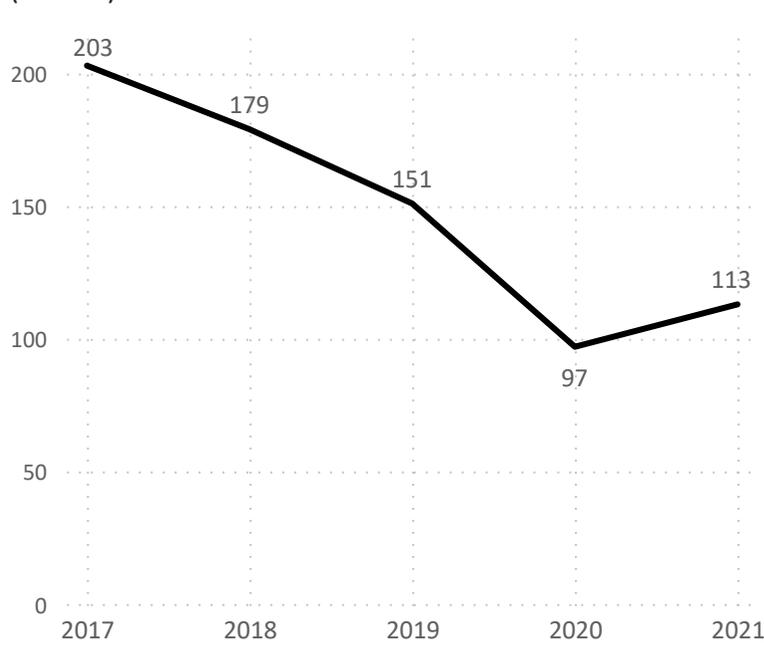
Casualties are monitored annually over a calendar year. The casualty indicators use a five-year average (2010/2014) for their baseline. For killed or seriously injured (KSI), this is 34.2.

2021 shows an increase over 2020. However, 2020 is a statistical outlier due to the impact of Covid-19 on traffic levels (15% of normal traffic levels at its lowest). Based on the years prior to Covid-19, we are still seeing a reduction, however there is still work to do as the level is above the baseline.

We continue to invest in road safety education, publicity and training in partnership with organisations such as the police and fire service. Through our Local Transport Plan, we continue to invest in speed management and casualty reduction schemes.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)

Number of people slightly injured in road traffic accidents (annual)



Casualties are monitored annually over a calendar year. The casualty indicators use a five-year average (2010/2014) for their baseline. For slightly injured, this is 297.2.

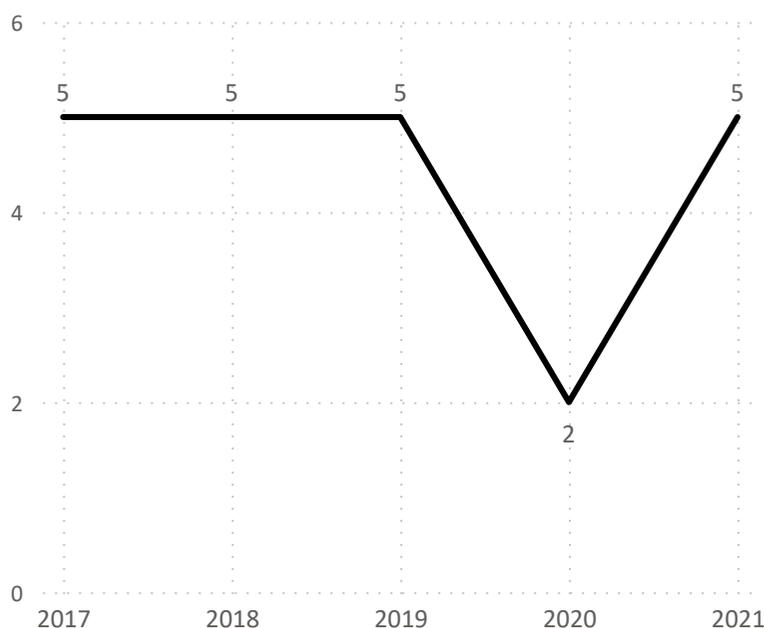
2021 shows an increase over 2020. However, 2020 is a statistical outlier due to the impact of Covid-19 on traffic levels (15% of normal traffic levels at its lowest). Based on the years prior to Covid-19, we are still seeing a substantial reduction, and this level is significantly below the baseline.

We continue to invest in road safety education, publicity and training in partnership with organisations such as the police and fire service. Through our Local Transport Plan, we continue to invest in speed management and casualty reduction schemes.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)

1.5 And we will support economic growth by keeping the borough - Safe

Number of children killed or seriously injured in road traffic accidents (annual)



Casualties are monitored annually over a calendar year. The casualty indicators use a five-year average (2010/2014) for their baseline. For children killed or seriously injured (KSI), this is 3.6.

2021 shows an increase over 2020. However, 2020 is a statistical outlier due to the impact of Covid-19 on traffic levels (15% of normal traffic levels at its lowest). Based on the years prior to Covid-19, we are seeing a slight increase, and this remains above the baseline. However, there have been no child fatalities since 2013.

We continue to invest in road safety education, publicity and training in partnership with organisations such as the police and fire service. Through our Local Transport Plan, we continue to invest in speed management and casualty reduction schemes.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)

Number of children slightly injured in road traffic accidents (annual)



Casualties are monitored annually over a calendar year. The casualty indicators use a five-year average (2010/2014) for their baseline. For child slight casualties, this is 34.2.

2021 shows a decrease over 2020 and continues the trend of reduction over the longer term. At 10, this is significantly below the baseline.

We continue to invest in road safety education, publicity and training in partnership with organisations such as the police and fire service. Through our Local Transport Plan, we continue to invest in speed management and casualty reduction schemes.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)

1.6 And we will support economic growth by keeping the borough - Healthy

Male healthy life expectancy at birth

Year	Darlington	England	North East
2013	63.4	63.2	59.3
2014	62.2	63.4	59.6
2015	61.8	63.4	59.6
2016	61.1	63.3	59.6
2017	60.7	63.4	59.5
2018	60.3	63.4	59.4
2019	58.1	63.4	59.4
2020	59.5	63.1	59.1

There is a two-year lag on this metric. However, the latest data, for 2018-20, shows Darlington's value of 59.5 years is statistically similar to the North East average of 59.1 years, but statistically worse than the England average of 63.1 years, and falling at a faster rate than elsewhere since 2015-17. This indicator is considered an important summary measure of mortality and morbidity, by showing the years a person can expect to live in good health, rather than with a disability or in poor health. The measure is calculated using contemporary mortality rates and the prevalence of self-reported good health in local areas.

Penny Spring: Director of Public Health

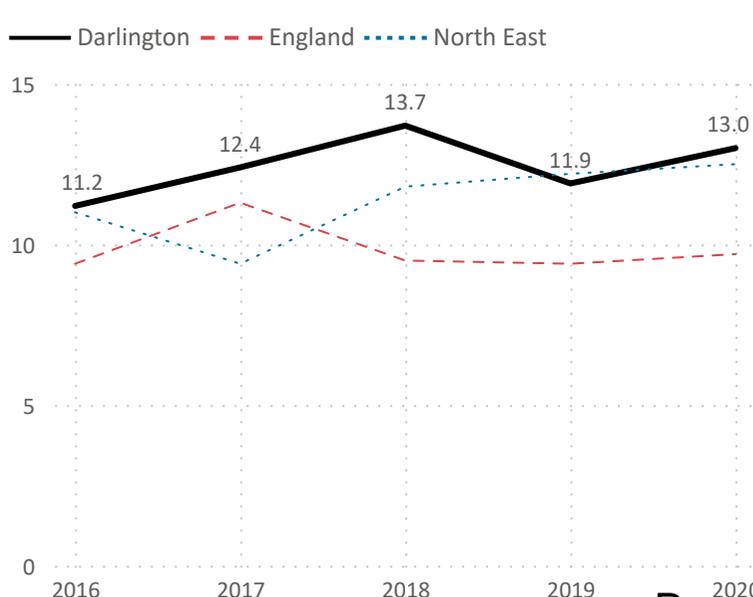
Female healthy life expectancy at birth

Year	Darlington	England	North East
2013	62.9	63.8	60.3
2014	61.7	63.9	59.9
2015	61.4	64.1	60.1
2016	63.4	63.8	60.5
2017	64.3	63.8	60.4
2018	63.3	63.9	59.7
2019	62.2	63.5	59.0
2020	60.6	63.9	59.7

There is a two-year lag on this metric. However, the latest data, for 2018-20, shows Darlington's value of 60.6 years is statistically similar to the North East average of 59.7 years, but statistically worse than the England average of 63.9 years, and falling at a faster rate than elsewhere since 2015-17. This indicator is considered an important summary measure of mortality and morbidity, by showing the years a person can expect to live in good health, rather than with a disability or in poor health. The measure is calculated using contemporary mortality rates and the prevalence of self-reported good health in local areas.

Penny Spring: Director of Public Health

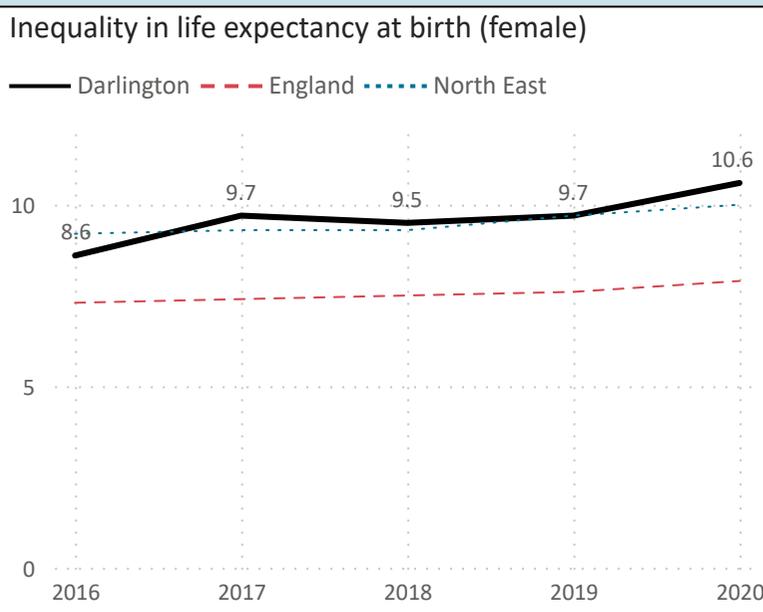
Inequality in life expectancy at birth (male)



This indicator measures inequalities in life expectancy at birth within England as a whole, each English region, and each local authority. It takes account of health inequalities across the whole range of deprivation within each area and summarises this in a single number. This represents the range in years of life expectancy across the social gradient from most to least deprived, based on a statistical analysis of the relationship between life expectancy and deprivation. Inequality in life expectancy at birth for males in Darlington increased in 2020, from 11.9 (2019) to 13.0 years and is now slightly above the North East average of 12.5 years, and remains above the England average of 9.7 years.

Penny Spring: Director of Public Health

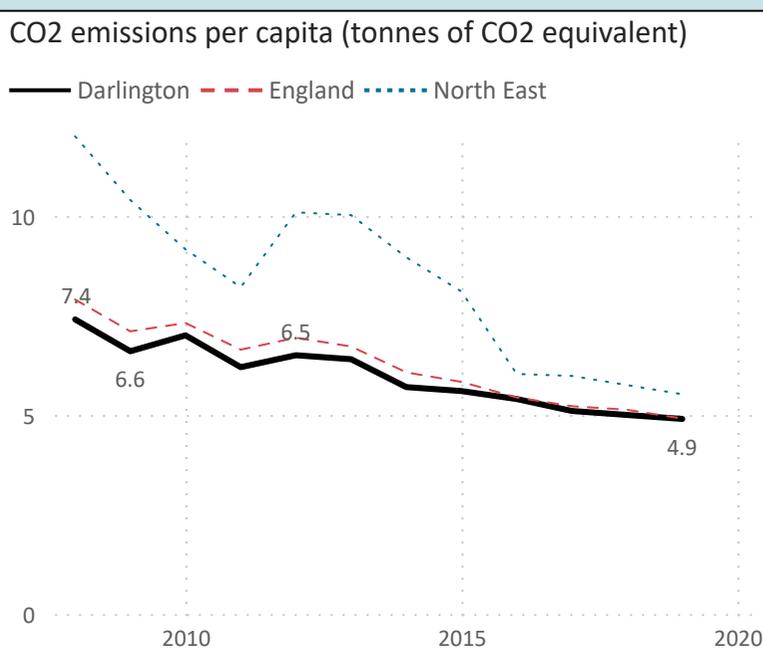
1.6 And we will support economic growth by keeping the borough - Healthy



This indicator measures inequalities in life expectancy at birth within England as a whole, each English region, and each local authority. It takes account of health inequalities across the whole range of deprivation within each area and summarises this in a single number. This represents the range in years of life expectancy across the social gradient from most to least deprived, based on a statistical analysis of the relationship between life expectancy and deprivation. Inequality in life expectancy at birth for females in Darlington increased in 2020, from 9.7 (2019) to 10.6 years, but remains in line with the North East average of 10.0 years and above the England average of 7.9 years.

[Penny Spring: Director of Public Health](#)

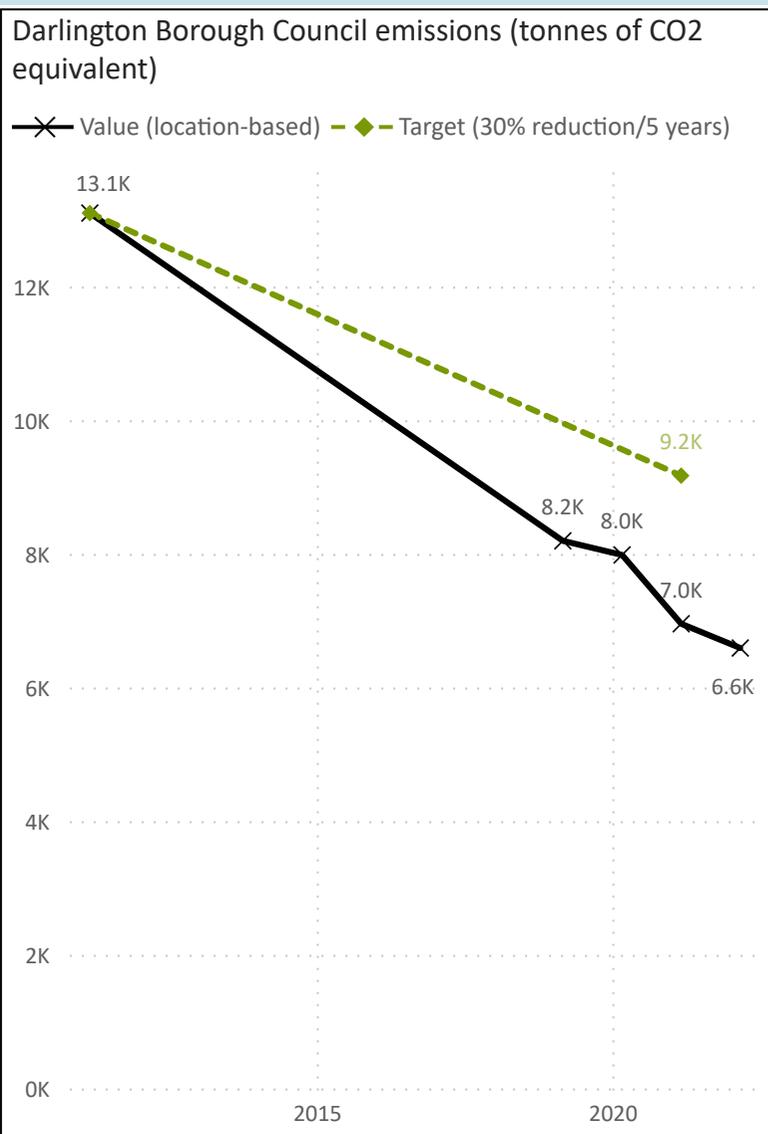
1.7 And we will support economic growth by keeping the borough - Sustainable



Data on Darlington's emissions for 2020 are published by BEIS and will not be available until August. The graph shows emissions per capita. For Darlington, this is equal to the national average but less than the average for the North East. Emissions for the whole of Darlington, in 2019 were 488,500 tonnes. We continue to work with businesses and are developing the information and advice available to residents. We are working with schools to develop activities and a young people's page will be added to the Sustainable Darlington page on the Council's website. This will enable schools to share what they are doing to encourage others and involve pupils in developing age-appropriate messaging.

[Mark Ladyman: Assistant Director - Economic Growth](#)

1.7 And we will support economic growth by keeping the borough - Sustainable



Milestones for the Council's climate change action plan have been developed and will provide the basis for our reporting.

The graph shows our progress against our target trajectory. We usually report our electricity emissions using both location-based and market-based reporting as is considered good practice. The target on this graph shows a location-based method, which reflects the average emissions intensity of the electricity grid. A market-based method reflects emissions from electricity tariffs that companies have purposefully chosen. In our case we have chosen a zero-carbon tariff.

Work is continuing to improve the efficiency of our corporate buildings. We have tripled the capacity of the solar panels on the Town Hall roof and improved heating controls in the Town Hall mean that the heating system is more controllable than previously. As we move to blended working, business travel is still reduced as we have become used to online meetings.

Our tree planting commitment is well on the way to being achieved, with more than 15,000 trees planted. A housing and climate change strategy is being developed and we are working with the Tees Valley Combined Authority on both an electric vehicle charging strategy and a bus service improvement plan.

[Mark Ladyman: Assistant Director - Economic Growth](#)

1.8 And we will support economic growth by keeping the borough - Well planned

The Local Plan was adopted in February; however, the River Tees catchment area was designated as a Nutrient Neutral area in March. This will have a significant impact on future planning applications for development, particularly housing developments. This may have an impact on economic growth. Officers are working with various organisations such as Natural England, Environment Agency and Northumbrian Water to identify solutions.

Officers will pursue the development of new housing and new economic strategies which will then further support and promote economic growth targets and priorities, as well as complement existing strategies including partnership plans at Tees Valley Combined Authority level, to ensure the Council continues to have a comprehensive, robust and deliverable action plan for continued economic growth.

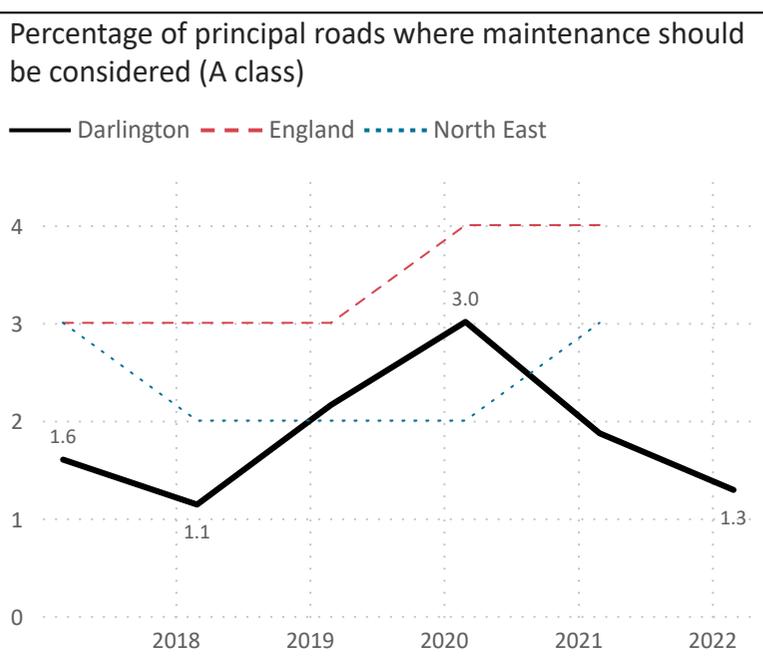
[Mark Ladyman: Assistant Director - Economic Growth](#)

1.9 And we will support economic growth by keeping the borough - On the move

The Council continues to work in partnership with TVCA and the other Tees Valley local authorities to deliver the joint Strategic Transport Plan. This work is crucial in supporting the council plan's principal ambition of economic growth and work has continued on Darlington Station improvements, bus improvement corridors and the establishment of the Bus Enhanced Partnership, development of Demand Responsive Transport, travel behaviour programmes, upgraded Urban Traffic Management and Control System, Wheels to Work, Local Cycling and Walking Improvement Plan investment and electric vehicle charging infrastructure.

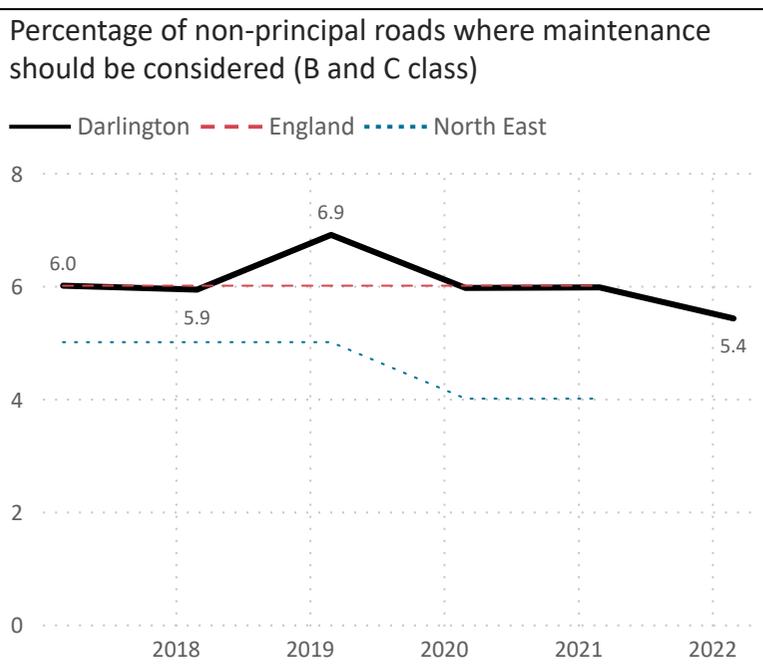
We participate in the National Highways Transportation Survey each year, and the results of this inform our investment decision in our transport infrastructure.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)



During Quarter 4, our programme of A-road resurfacing schemes was completed, with the final scheme being the A68 duals at junction 58. Our continued investment in road maintenance has seen an overall improvement in the A-road network, with the percentage of the A-road network which needs to be considered for maintenance falling to 1.3%, significantly below the national and North East averages.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)

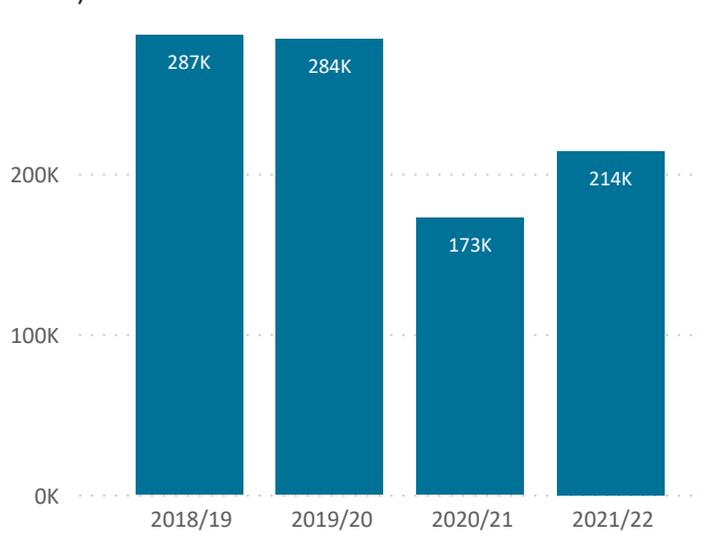


Our continued investment into maintenance of B- and C- class roads has resulted in an improvement in the quality of the highway network. The percentage of non-principal roads (B + C) where maintenance should be considered is now at 5.4%, which as an improvement over 2021 and better than the national average.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)

1.10 Whilst - Valuing our heritage and culture

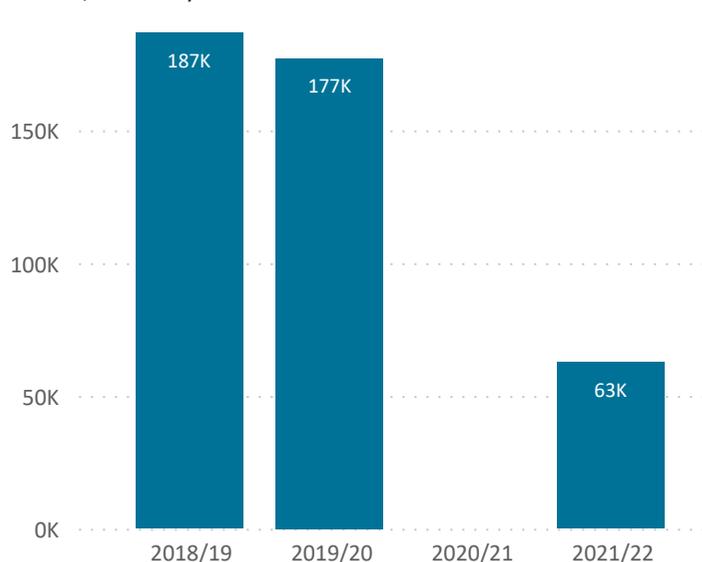
Library items borrowed (including physical and digital stock)



Major refurbishment works are underway at Darlington Library and services are operating on a much smaller scale, which is reflected. However, all stock is available to select from our website, app, over the telephone or in person at the central or branch library. Digital stock is available to members 24 hours a day. We offer a free Home Delivery Service to those aged 60 and over and we offer schools boxes of specially selected stock for delivery and loan. We create and promote different initiatives to encourage borrowing across different ages and demographics. Once the refurbishment works are complete, we will be promoting the new modernised services and hope to see similar success to that at Cockerton Library following the investment.

[Ian Thompson: Assistant Director Community Services](#)

Number of physical visits to Crown Street Library (door count, annual)



Major refurbishment works are underway at Darlington Library and services are operating on a much smaller scale. However, the full catalogue of stock is available via the free Select and Collect service. The Centre for Local Studies remains open, offering research and study space. Limited browsing is available alongside a modest offering of public use PC's. Children's activities are taking place, but the accessibility is via a temporary platform lift and this, coupled with the compromised environment, is likely to affect footfall. We still offer a free home delivery service to those aged 60 and over and have recently begun a reading group for teens and young people. Once the refurbishment works are complete, we will be promoting the new modernised services and hope to see similar success to that at Cockerton Library following the investment.

[Ian Thompson: Assistant Director Community Services](#)

Number of physical visits to Cockerton Library (door count, monthly)



Cockerton Library is thriving, following modest refurbishment in November with a new, dedicated staff. The refurbished space includes a central area with feature lighting for children's stock and activity. The team are actively engaging with the community to encourage use from local schools, groups and residents.

Schools are making regular visits, and a weekly Story and Craft, and a Lego Club is underway. Next, we will implement after school activity for primary children to help to close the gap created by at home learning during the pandemic, and the subsequent decrease in scientific and digital learning. In addition, we aim to establish a group for older people to socialize and enjoy activity.

Book stock is being mindfully displayed in all areas to encourage borrowing and staff are promoting services across the board.

[Ian Thompson: Assistant Director Community Services](#)

2. MAXIMISE THE POTENTIAL OF OUR YOUNG PEOPLE BY

2.1 Working with partners to maximise educational achievement

The Ofsted profile of Darlington schools continued to improve in this period. 82% of pupils now attend a Good or Outstanding school. The percentage of Good or Outstanding schools in Darlington now stands at 83% for primary and 75% for secondary.

Four Darlington secondary schools were included in the Department for Education's One Vision schools initiative. These schools were partnered with high-performing institutions and given bespoke support to raise standards. Three of these schools have been inspected since being part of the One Vision initiative and all have moved from a Requires Improvement to a Good judgement.

Tony Murphy: Asst Director Education & Inclusion

2.2 Working to remove barriers to young people reaching their potential

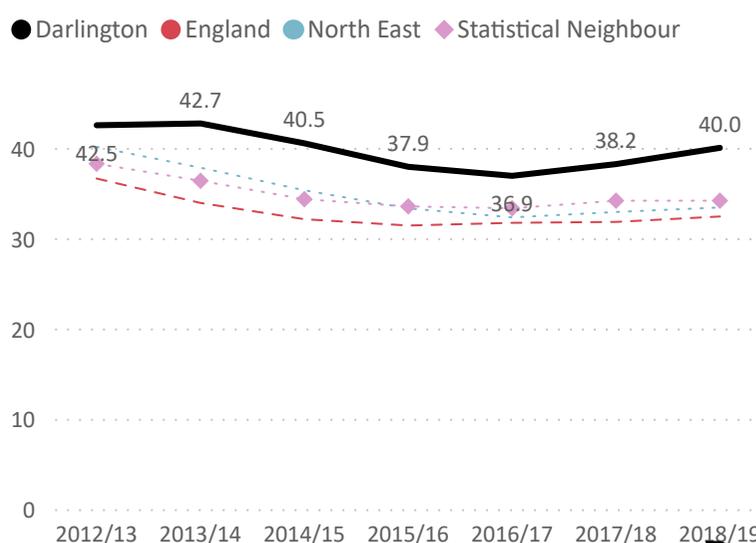
Child development: percentage of children achieving a good level of development at 2-2½ years

School year	Darlington	England	North East
2017/18	80.9	83.3	85.6
2018/19	91.8	84.1	87.6
2019/20	93.9	83.3	87.4
2020/21	93.9	82.9	87.2

The percentage of children achieving a good level of development at 2-2½ years, defined as the proportion of children who received a review who were at or above the expected level in all five domains, remains statistically better than the England and the North East averages, at 93.9% in 2020/21. The national average for this measure is 82.9%.

Penny Spring: Director of Public Health

Percentage inequality gap in achievement across all the Early Learning Goals



The percentage of children in Darlington schools achieving a good level of development at the end of Reception has been stable for the last 3 years reported (2017-2019), at around 72%. This is in line with national, regional and statistical neighbour comparators, which are around 71%. The percentage for children who are eligible for Free School Meals (FSM) and achieving a good level of development has been the same or higher than national, regional and statistical neighbour comparators since 2014/15. In the latest available data (2018/19), the difference in percentage points between FSM and non-FSM children achieving a good level of development in Darlington (13) was a narrower gap than regional (18), national (17) and statistical neighbour (21.7) comparators.

Tony Murphy: Asst Director Education & Inclusion

2. MAXIMISE THE POTENTIAL OF OUR YOUNG PEOPLE BY

2.2 Working to remove barriers to young people reaching their potential

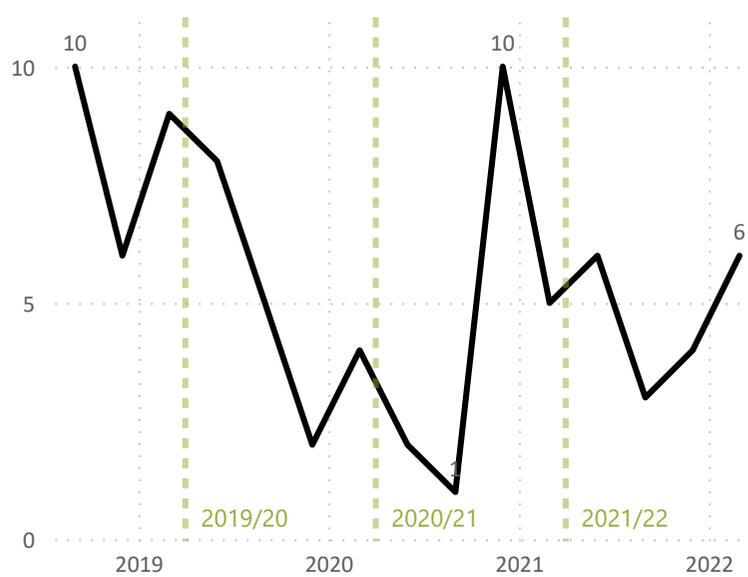
School Readiness: all children achieving a good level of development at the end of reception as a percentage of all eligible children (Early Years Foundation Stage profile)

School year	Darlington	England	North East	Statistical Neighbour
2012/13	49.4	51.7	45.2	44.1
2013/14	55.3	60.4	55.8	56.1
2014/15	66.3	66.3	63.1	63.4
2015/16	69.6	69.3	68.4	67.3
2016/17	72.2	70.7	70.7	68.7
2017/18	72.6	71.5	71.5	70.0
2018/19	71.7	71.8	71.8	70.4

The key stage attainment data collections were cancelled for 2019/20 and 2020/21 due to the pandemic, resulting in 2018/19 being the last academic year where data is available. The 2018/19 results show that the proportion of children achieving a good level of development has increased significantly since 2013/14 and, at 71.7%, remains in line with the national average (71.8%), those of statistical neighbours (70.4%) and North East local authorities (71.8%).

[Tony Murphy: Asst Director Education & Inclusion](#)

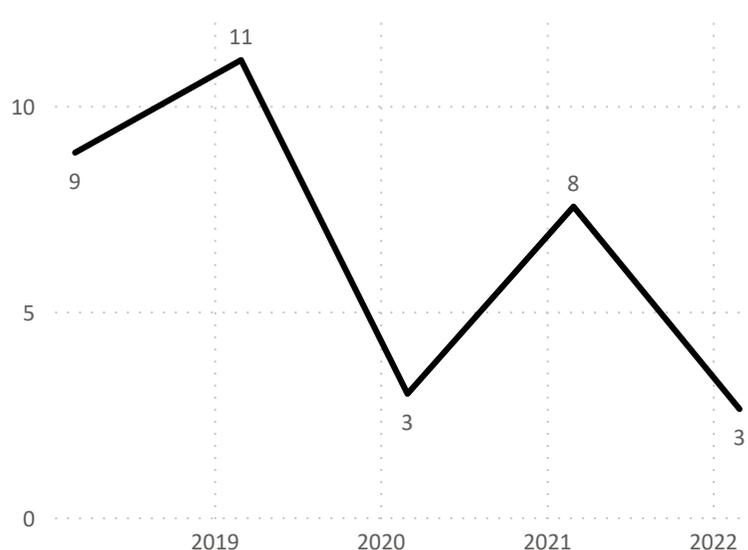
Number of First Time entrants to the Youth Justice System (quarterly)



The number of first-time entrants to the Youth Justice System in Darlington remains comparable to comparator areas in both 2019/20 and 2020/21. This continued positive performance reflects the good work of Council services and partners in early identification of young people in need of support, as well as impressive engagement levels with the Council's Young Peoples Engagement and Justice Service (YPEAJS) team.

[Chris Bell: Assistant Director - Children's Services](#)

Percentage of reoffending rate of clients receiving a PCD

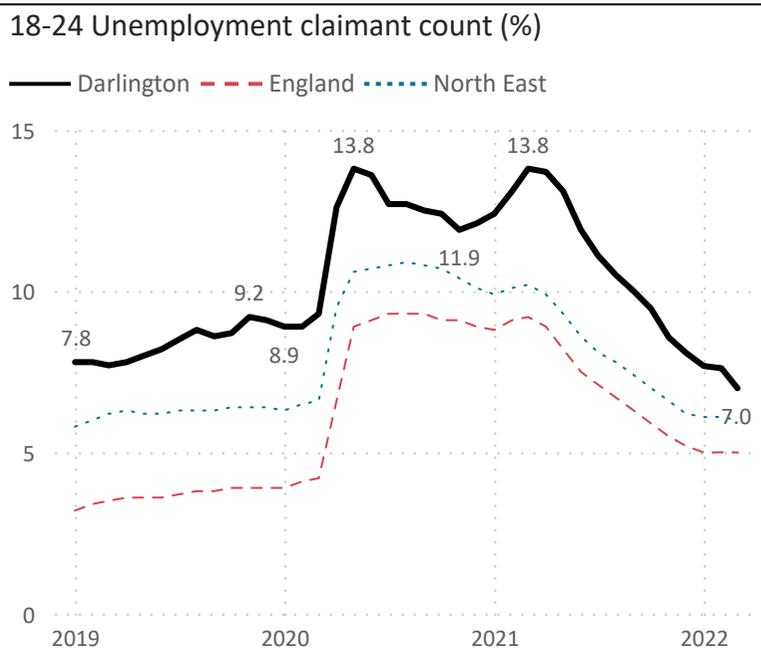


The Council's Young People's Engagement and Justice Service (YPEAJS) had 37 young people referred to the service for diversionary disposals i.e., Pre-Caution Disposals in 2021/22. Over the same period, the team has achieved a 97% success rate in terms of young people not reoffending following engagement with the service.

[Chris Bell: Assistant Director - Children's Services](#)

2. MAXIMISE THE POTENTIAL OF OUR YOUNG PEOPLE BY

2.3 Working at a Tees Valley level to match jobs with skills and training



The 18-24 year old claimant count in Darlington continues to fall, now standing at 7%. As the economy recovers from the impacts of pandemic, combined with an array of new jobs in the local economy, such as Amazon, Student Loans Company and the hospitality sector generally, young people now have improved opportunities to find employment.

Tony Murphy: Asst Director Education & Inclusion

3. WORKING WITH COMMUNITIES TO MAXIMISE THEIR POTENTIAL

3.1 Maximising the benefits of a growing economy for all communities

Percentage of workers earning the real living wage			
Year	Darlington	England	North East
2016	81.1	79.5	76.1
2017	77.7	80.5	77.1
2018	78.0	79.9	75.8
2019	77.3	82.4	78.1
2020	75.8	82.8	79.2
2021	80.3	85.2	81.3

The proportion of in-work Darlington residents earning the real living wage, calculated by the Resolution Foundation as being £9.50 an hour in 2021, increased to 80.3% but remained below the regional average of 81.3% and England average of 85.2%.

Mark Ladyman: Assistant Director - Economic Growth

3.2 Targeting services where most needed

The council continued to provide targeted COVID support where it was most needed. Business grants were distributed at pace, vaccine clinics were organised for the homeless community, and the COVID bus continued to visit communities making it more convenient for people to get vaccinated.

The 'Let's do digital' initiative (loan of iPads and distribution of refurbished PC's, tablets, and phones) continues to develop with a steady flow of old devices being donated, refurbished, and distributed. Work is underway with some schools to help identify people in most need of the devices, and some care leaves have been provided with phones. August 2022 marks the first full year of the two-year initiative, at which point a mid-term appraisal of the project will be carried out.

The School Uniform shop continues to see a growth in demand as more people become aware of the service. During the winter there was a targeted campaign for winter coats, hats, scarves, gloves and wellies. 775 customers visited the school uniform shop between October 2021 and March 2022, with a total of 2,597 items being given out. In the same period, just over 3,000 items of uniform, coats and shoes were donated from the community of Darlington.

Neil Bowerbank: Head of Strategy, Performance & Comm

3.3 Working with partners

The Council has a long history of working well with partners to effectively address local priorities, which has continued during the course of the pandemic. Having recognised a need for affordable food in local communities, for example, Darlington Borough Council collaborated with Cummins and Darlington Building Society to bring the charity, 'The Bread and Butter Thing' to Darlington, which now operates from 7 community hubs located in areas identified as in greatest need across the borough. During 2020, it became apparent that some families were going to struggle to buy uniform for their children's return to school. DBC worked with businesses through Darlington Cares to open a Uniform Exchange Scheme. DBC has established a Public Sector Executives Group which brings together the public sector agencies in Darlington to address shared concerns.

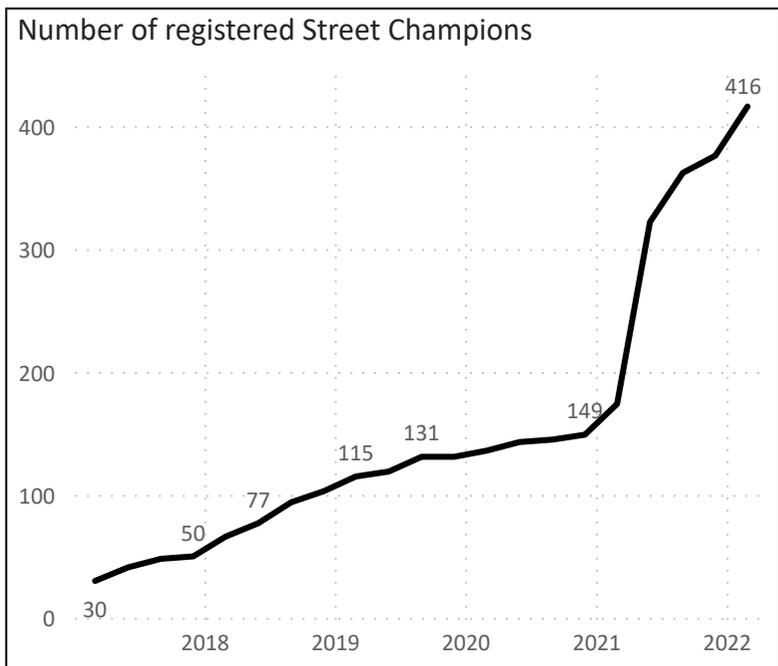
Seth Pearson: Chief Exec Dton Partnership

3. WORKING WITH COMMUNITIES TO MAXIMISE THEIR POTENTIAL

3.4 Working with communities

The Council is considering how it can generate activity to complement the national Levelling Up programme, ensuring that national investment generates the greatest prosperity for the people of Darlington. The focus would be on ensuring that residents of Darlington, no matter where in the borough they live, have the same access to opportunities to make the best of their talents and live a healthy and happy life, as in any other part of the UK. In-depth engagement with local communities would be a core principle of activity. The Council is leading a multi-agency programme in Northgate which is acting as a testbed for how focused activity can help residents access opportunities. The Towns Fund presents an opportunity to create an adult learning facility to improve skills for work. In addition, the Council is conferring with partner agencies to consider how all young people in Darlington can be supported to maximise their employment potential. Cabinet approved the development of a Levelling Up Darlington Plan at its meeting in February.

Seth Pearson: Chief Exec Dton Partnership

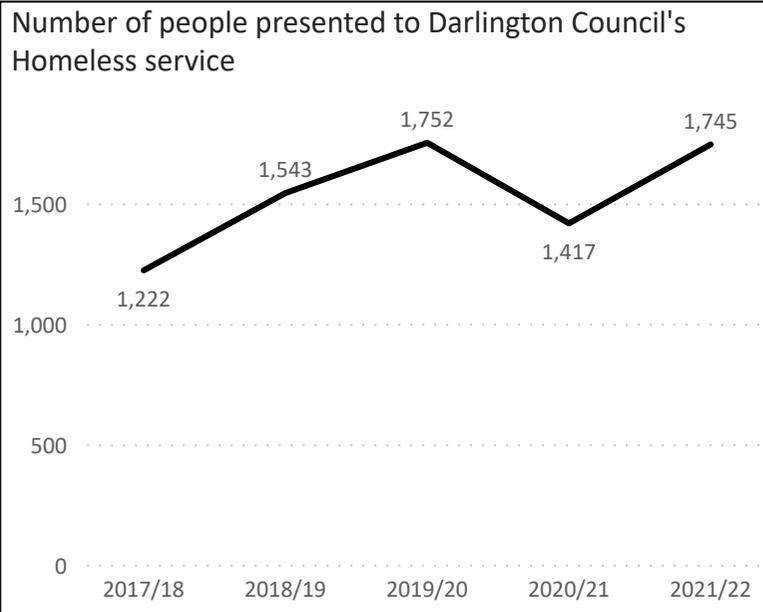


The number of active street champions continues to rise steadily; we have 416 registered in March 2022. The return of Litter Free Durham & Darlington's Big Spring Clean 2022 campaign saw a spike in people registering and joining the community litter picks which took place from the 21st Feb to 4th April; during the campaign over 690 bags of rubbish were collected. The voluntary work carried out by local Street Champions is critical in helping to maintain a clean borough and so support the work of Street Scene. This helps to achieve the Council's primary ambition of supporting economic growth by ensuring Darlington is an attractive place to live, work and play.

Ian Thompson: Assistant Director Community Services

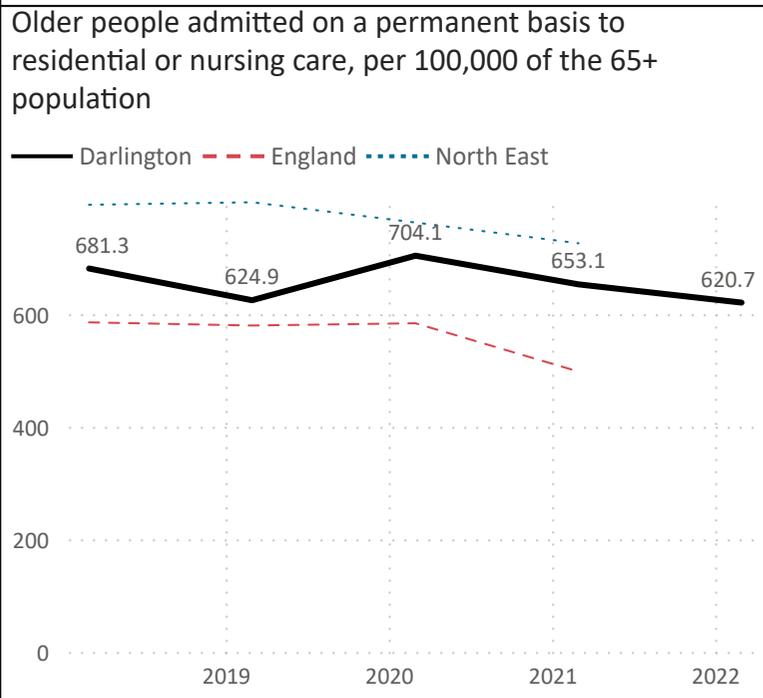
4. SUPPORTING THE MOST VULNERABLE IN THE BOROUGH

4.1 Providing care and support when needed



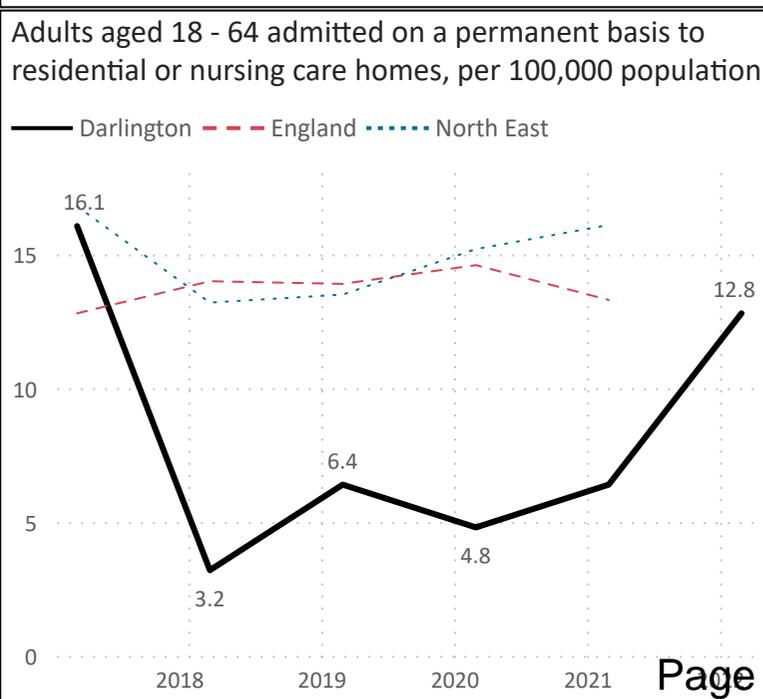
The number of people presenting to the Council's Homelessness services remains high as a result of the ongoing pressures due to the Covid pandemic. Presentations in 2021/22 have increased by 23% compared to the previous year. To cope with the additional demand, we have increased the number of temporary accommodation units by 36%, from 11 to 15, as well as purchasing and refurbishing 4 empty properties to provide 8 new units of accommodation. Officers have also successfully bid for additional funding through the government's Rough Sleeper Initiative to recruit 4 additional staff to deliver a range of support and advice services to homeless people.

[Anthony Sandys: Assistant Director \(Housing and Reven...](#)



The aim within this indicator is to see a lower number of people entering long term/permanent residential care as we are actively working toward people remaining in their own homes with support for longer. DBC are consistently performing high in the region, ranking 5th out of the 12 Local Authorities for 2020/21 in achieving this goal. Since April 2021, the number of older people admitted to residential or nursing care was 134 (620.7 per 100,000 population). The number of permanent admissions during the same period last year was 141 (653.1 per 100,000 population), and significantly below the pre-pandemic comparable figure from 2019-20 of 152 (704.1 per 100,000 population). Out of the 134 older people placed into permanent residential or nursing care, 109 came from short breaks stays, this is 81.3% of the total number. The service is working with partners (hospital, community teams), families and people to actively enable individuals to return to homes with appropriate support, working alongside care homes to promote independence and reablement during a short break.

[Joss Harbron: Assistant Director - Adult Social Care](#)

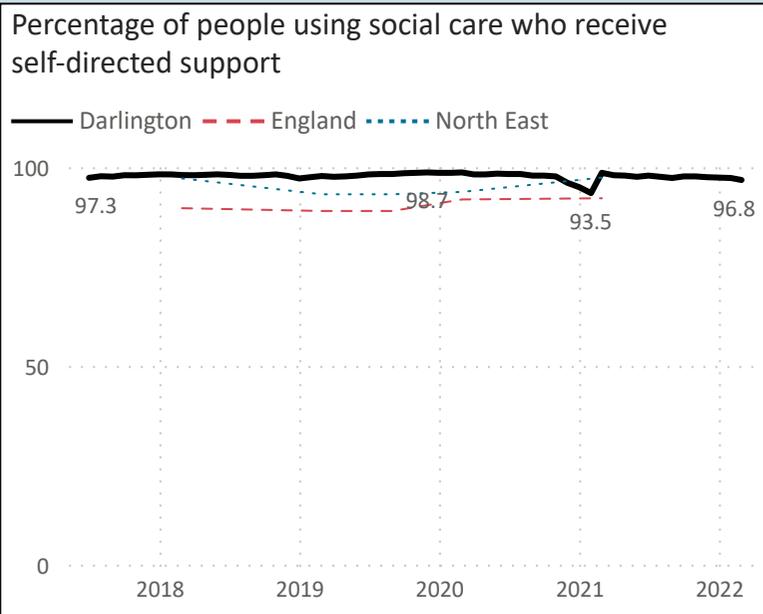


Since April 2021, 8 working aged individuals (12.8 per 100,000 population) were admitted permanently into residential or nursing care homes. People who have entered permanent residential care were mainly people nearing 65 and with significant care needs including dementia. This is a small but significant increase for adult social care due to longevity of the permanent care can have an impact on resources. Therefore, a robust assurance process was undertaken by Team Managers and the Council's Validation Panel to ensure that clients only enter permanent care when necessary, with clients helped to live independently with support wherever this is possible.

[Joss Harbron: Assistant Director - Adult Social Care](#)

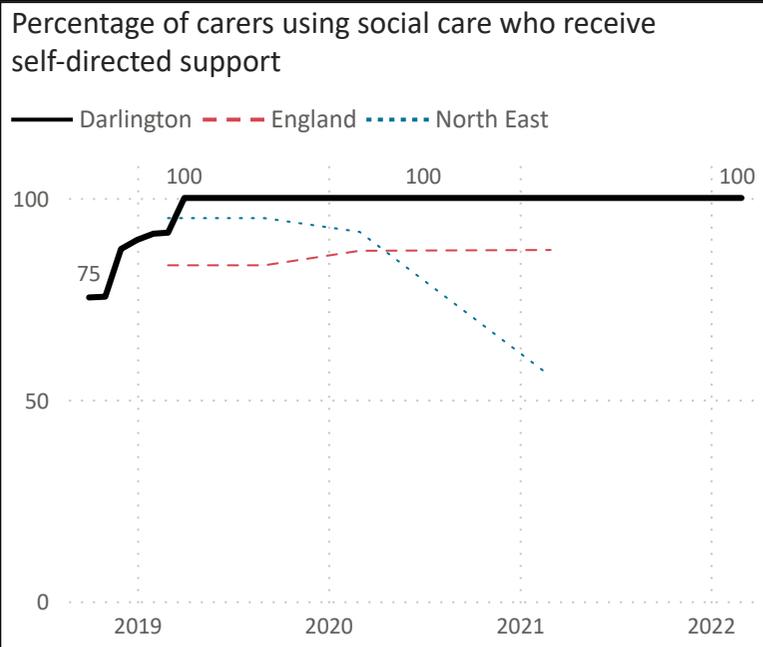
4. SUPPORTING THE MOST VULNERABLE IN THE BOROUGH

4.1 Providing care and support when needed



As of the end of March 2022, 96.8% of 759 clients using social care were receiving self-directed support. Darlington typically exceeds both the national and regional averages for this measure, reflecting the strong ethos of the Council’s Adult Social Care team of taking a strengths-based approach to support residents in need. We maximise service users’ choice and control over the services they receive, to ensure these best suit peoples’ particular needs and preferences. The reduction in the number of people using self-directed support this year, from 792 to 759, is largely due to a change in care needs.

[Joss Harbron: Assistant Director - Adult Social Care](#)



As of the end of March 2022, 100% of 94 carers using social care received self-directed support. This data, which shows Darlington exceeds both the national and regional average for this metric, reflects how all carers, who are in receipt of a commissioned service, now have a personal budget. This enables them to maximise their independence and choice, to support their wellbeing and ensure they are able to access the support that best suits their needs.

[Joss Harbron: Assistant Director - Adult Social Care](#)

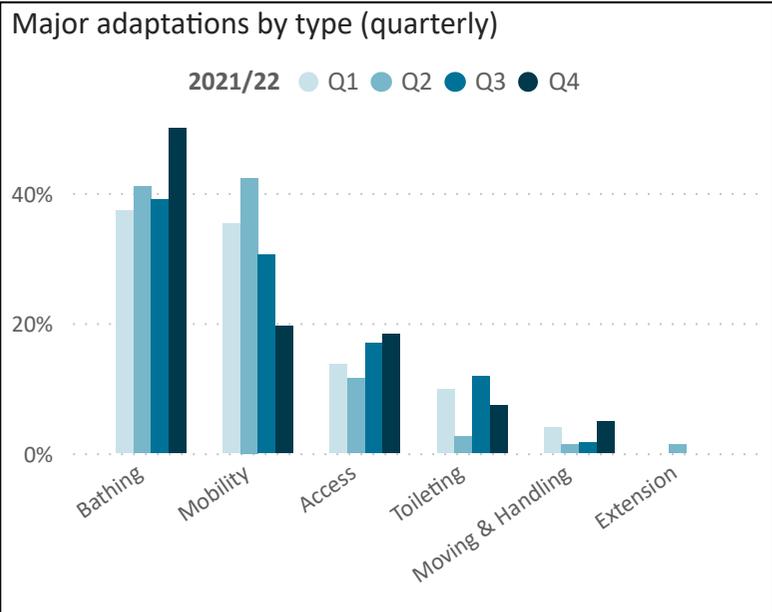
4.2 Working with people to build on their strengths to maximise their potential

The Council's Adult Social Care team provides care and support to the most vulnerable adults in the community. This includes adults with learning disabilities, physical disabilities, sensory impairments, and older people with long term conditions. The majority of what we do is governed by the Care Act 2014 and associated regulations and guidance. We actively seek to promote the wellbeing of the people that we work with and take a personalised approach to providing support. We also work closely with the NHS and other partners. As a service we take a 'Strength Based' approach to practice and assessment. This means that we support people to become more resilient in meeting their care needs by developing their networks and personal strengths. We take this approach because it is the right thing to do and it is also consistent with our duty to 'prevent, delay or reduce' the need for formal support. Support plans focus on the abilities of the person, what resources and support they currently have and what they can access in their local community. The teams will encourage the use of aids and adaptations to ensure people remain as independent as possible for as long as possible.

[Joss Harbron: Assistant Director - Adult Social Care](#)

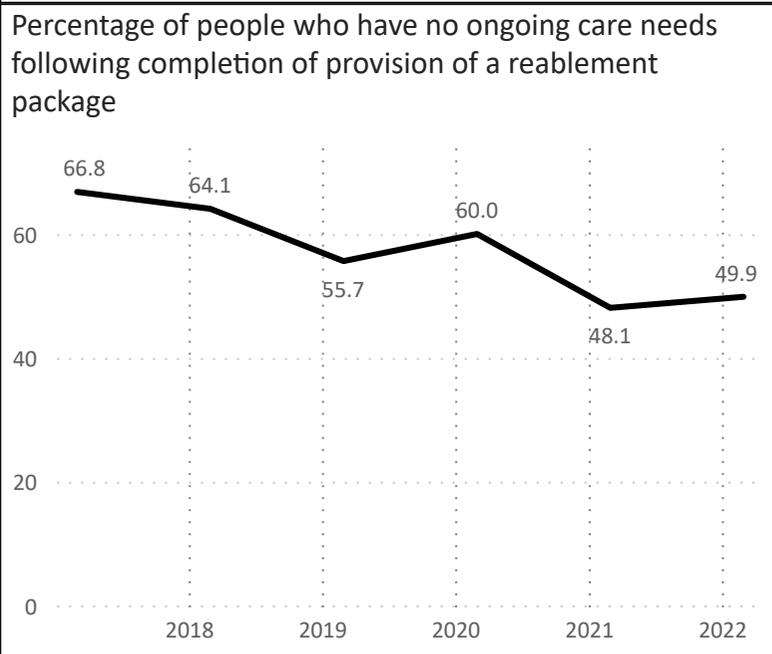
4. SUPPORTING THE MOST VULNERABLE IN THE BOROUGH

4.2 Working with people to build on their strengths to maximise their potential



This graph indicates the types of major adaptations provided via our disabled grant funding. There was a significant increase in the percentage of individuals receiving a bathing adaptation during Quarter 4, 2021/22. This increase was due to the lifting of Covid restrictions, improving the availability of contractors and materials which had previously caused a backlog of cases. The percentage of mobility adaptations has fallen noticeably since last reported. This is because many individuals began to see a decline in their mobility during the first lockdown, requiring more need for stairlifts/through floor lifts at that time. There is a continued pressure of supplies and escalating costs for adaptations.

[Joss Harbron: Assistant Director - Adult Social Care](#)



Of the 415 individuals who completed a reablement package since April 2021, 207 had no ongoing care needs. This current performance of 49.9% is an improvement from the same period in 2020/21 (48.1%). As we emerge from the pandemic, we aim to support more people to regain their independence and confidence to remain at home for longer periods after a period of reablement. We will encourage the use of technology in their homes and continue to explore and deliver adaptations in people's homes.

[Joss Harbron: Assistant Director - Adult Social Care](#)

4.3 Working with partners

In 2019, the Council brought together a 'Third Sector Steering group' to advise on how a limited amount of discretionary funding should be used at local community level to improve the wellbeing of young people, people with disabilities and the elderly. The focus of the group was to provide small amounts of money to community organisations, to enable them to make their services more available and/or pilot new approaches to addressing priority issues, including nine social isolation projects, support for the School Uniform Exchange to help low-income families and a discretionary fund for schools to improve attendance. The steering group was chaired by Inclusion North, a regional organisation focused on developing local projects which increase the opportunities for people to participate. Following allocation of grants, the Council is now discussing with the group how it could become a more formal engagement body between the public and third sector in Darlington, enabling greater collaboration and advising the Council and its partners on third sector concerns.

[Christine Shields: Asst Director-Commission Perform Trans](#)

5. SUPPORTED BY

5.1 A dedicated workforce who are proud to serve the borough and an accessible, effective and engaged council

Darlington Borough Council's workforce is committed to delivering success for Darlington; we have a proud and dedicated workforce, who want the borough to flourish and grow, with over 64% of the workforce living in Darlington. We employ over 2,000 people across a vast range of services and welcome approximately 200 new starters each year. It is important that we ensure that all staff are motivated, have the right skills and are flexible and customer focused. The workforce strategy and plan, 'Working Together to Deliver Success' was rolled out from the autumn and outlines how the Council will develop, support and motivate our staff to meet our business and community priorities. Priorities within the plan that have been delivered include commencement of the new agile working processes, supporting staff's wellbeing and mental health. Monitoring of the success of the strategy is continuing, with the first annual update due in the summer. The results of the 2021 employee survey were very positive with most areas where comparison was possible, improving on the previous survey result.

[Brett Nielsen: Assistant Director - Resources](#)

A1. Continue to implement initiatives that tackle social isolation

Since 2019, a partnership group, coordinated by Inclusion North, has been commissioning and monitoring a number of pilot projects being delivered across the borough by the local voluntary and community sector (VCS). Outcomes from these projects have been overwhelmingly very positive and, pre-pandemic, work was underway with partners to secure future funding to enable these initiatives to continue and to develop new projects aimed at alleviating social isolation.

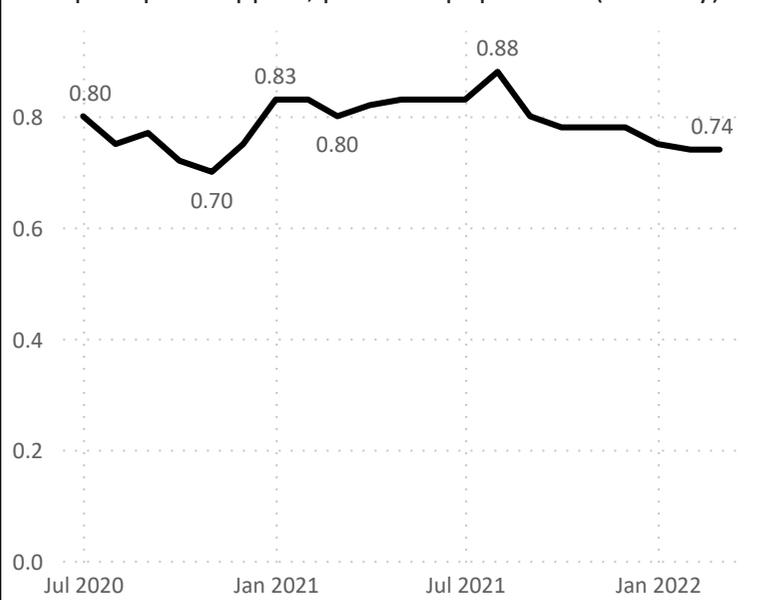
Following a pause, due to the pandemic, this work with Inclusion North regarding vulnerable groups has now resumed, and the group's scope and priorities are being reviewed. They will be reset in light of the new local health & well-being priorities agreed by the Darlington Health and Wellbeing Board (HWBB) and the need to:

- re-target the work to address the changed local landscape
- sense check with local communities what is needed in the post-pandemic environment.

Christine Shields: Asst Director-Commission Perform Trans

A2. Work with individuals to maximise independence and reduce demand on services

Adults with mental health needs helped to live at home in receipt of paid support, per 1000 population (monthly)

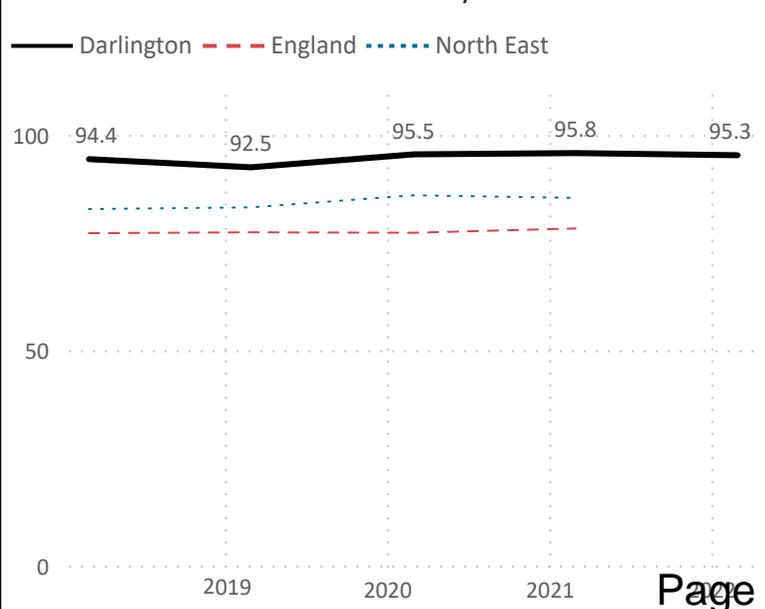


This indicator is primarily focused on supporting adults with mental health needs to remain independent and living in their own home.

The Mental Health team, within Adult Social Care, work closely with the local Trusts and the Primary care Network/GPs to prevent escalation or reduce the need for intervention. They support people, minimise escalation and maintain high levels of wellbeing and support in order to delay or prevent admission into hospital. We also have several support workers who support rehabilitation, reablement and recovery. This successful working relationship and support system is illustrated in the low number of people (46) with mental health needs requiring long term paid support.

Joss Harbron: Assistant Director - Adult Social Care

Percentage of adults with a learning disability who live in their own home or with their family



The 2021/22 figure is significantly above national and regional averages. Darlington has one of the highest figures in the North East for individuals living in their own home.

This measure relates to working age individuals with a primary need of learning disability, which equates to 298 of Darlington residents. Of these, 284 (95.3%) were living either in their own home or with family at the end of 2021/22, down from 95.8% the year before. This is due to several individuals needing to go into short break stays whilst their provision of care was being amended.

A3. Continue to deliver modern transformed Adult Social Care that results in positive outcomes

Adult Social Care in Darlington continues to deliver services which are focused on preventing and reducing need, improving people's independence and providing care and support where needed.

Teams have a range of responsibilities, including to:

- o Provide information and advice including signposting to other resources and / or agencies
- o Deliver Occupational Therapy including screening, advice, signposting and provision of low-level equipment
- o Maximise independence by undertaking a strengths-based assessment, involving the person/carer/advocate to identify the individual's strengths and capabilities and their wider support networks
- o Carry out assessments in accordance with the Care Act (2014) eligibility criteria
- o Support individuals to undertake a self-assessment if they choose to do so
- o Provide short-term support and provide urgent social care support in a crisis
- o Formulate support plans with individuals to meet their needs and work towards clearly defined outcomes
- o Undertake carers assessments/support planning
- o Undertake Mental Capacity assessments
- o Ensure the safeguarding of adults at risk of abuse and in need of care and protection
- o Maintain significant and strong relationships with the voluntary sector, the Foundation Trust and Community Nursing to support and promote admission avoidance, discharges from hospital and home care where required
- o Build on the use of assistive technology to promote and support people's independence within their own home

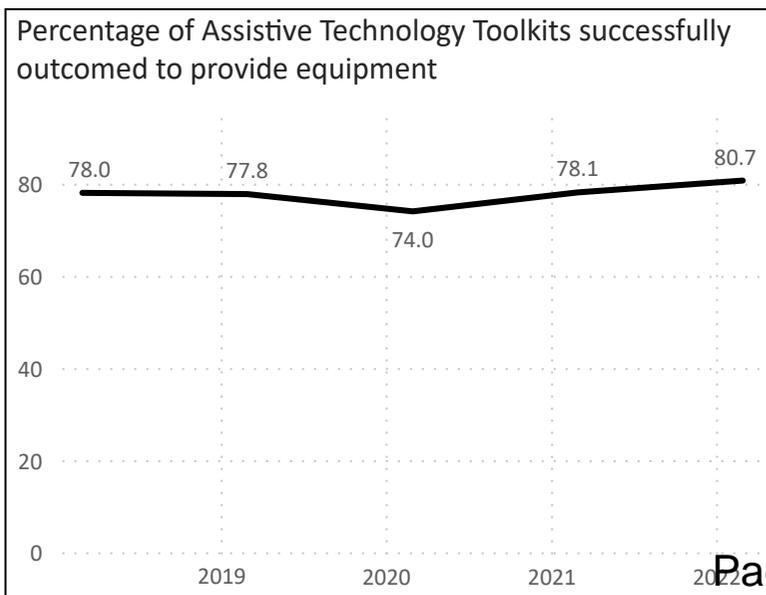
[Joss Harbron: Assistant Director - Adult Social Care](#)

A4. Promote and increase the use of assistive technology

Adult services continue to actively promote the use of assistive technology within Darlington. We are currently undertaking a review of the sensory services and Vane House whilst we make improvements to the infrastructure and install Wi-Fi. We are also in the process of updating computers and software that is now available as well as other suitable equipment that would be helpful for individuals with a visual or dual sensory impairment. Rehabilitation assessments are still taking place, but they are either offered by telephone or in-person in the community. We are looking to be able to offer mobility training in the future, but this is currently outsourced as is the long cane training. We have also arranged for dual sensory loss training to be rolled out to all social work teams, which will enable a greater level of specialist knowledge to be available to individuals with a dual sensory impairment.

Adult Social Care was also successful in receiving some grant funding to distribute to care homes and care services in Darlington. The purpose of the funding is to enable providers to purchase IT equipment/licenses to support interaction with people living with dementia in care home/extra care/day care settings and people with complex learning disabilities in care home/day care settings.

[Joss Harbron: Assistant Director - Adult Social Care](#)



Since April 2021, 234 out of 290 (80.7%) Assistive Technology Toolkit Referrals assigned to Lifeline resulted in equipment being provided. This is above the equivalent figures for the past two years (78.1% in 2020/21 and 73.9% during 2019/20). It is a consistent increase and demonstrates people's confidence in the system, in the use of the assistive technology and mirrors the number of people wanting to remain independent within their own homes.

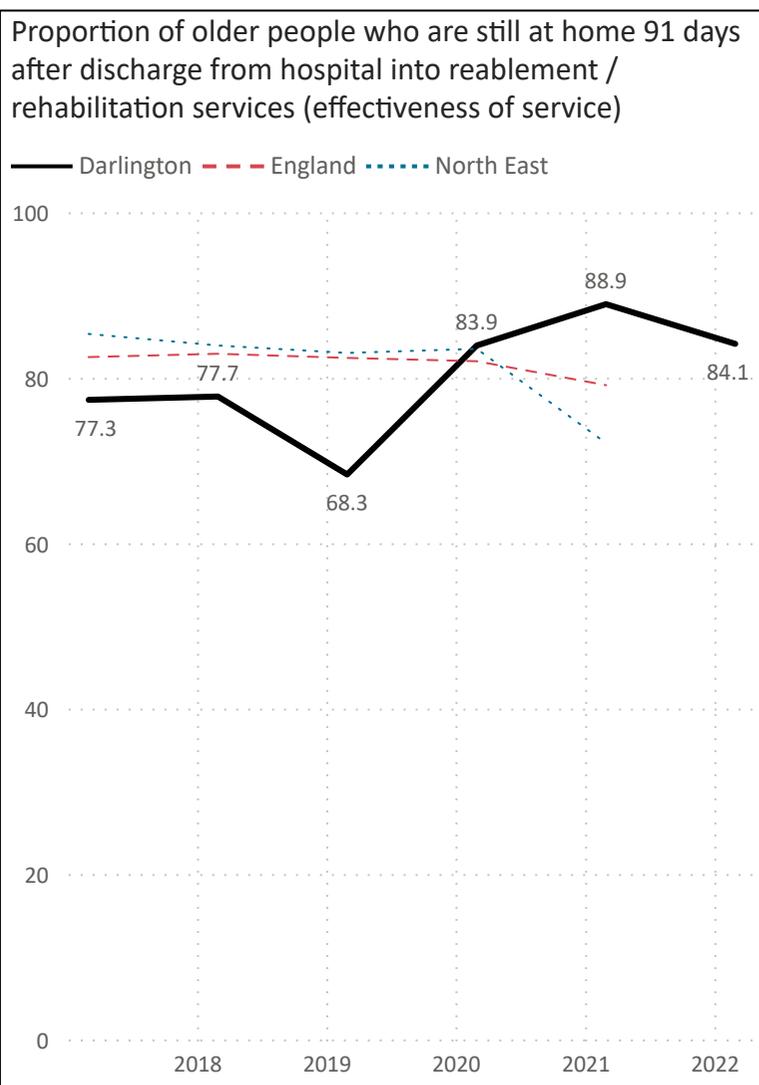
Lifeline continues to work closely with the Adults Social Care Team and promotes assistive technology, through attending regular team meetings as well as providing training during the induction of new ASC staff.

A5. Maintain significant and strong relationships with the voluntary sector, foundation trust and community nursing to support and promote admission avoidance, discharges from hospital and homecare where required

Adult Social Care continues to benefit from strong established relationships across management and practitioners with both Voluntary Sector and Health colleagues. These relationships enable us to support Darlington residents in preventing admission and expediting discharge. Social Workers work alongside health colleagues in all the Teams and are co-located in terms of RIACT (Responsive Integrated Assessment Care Team). This joint approach to assessment, provision and support, enables us to identify the best solutions to people’s assessed needs and, along with community and voluntary sector provision, deliver effective outcomes in keeping people in their own homes and independent as long as possible. Adult Social Care staff understand the importance of connectedness and as we move to a more integrated approach we are well positioned to respond collectively to the needs of our residents.

Adult Social Care work closely with Commissioning colleagues within the People Group and the Clinical Commissioning Groups with care providers and care homes to direct, develop and support services to respond to people’s needs, as well as promoting independence living. There is a strong, open dialogue and good working relationships through provider forums, regular monitoring and shared training and learning.

[Joss Harbron: Assistant Director - Adult Social Care](#)



Adult social care has undergone significant transformation within the last few years, with the aim of delivering a strength-based approach to support people to remain at and/or return to their own homes following periods of ill health or hospital stays.

This graph illustrates that since April 2021, the proportion of older people who are still at home 91 days after discharge from hospital into reablement/rehabilitation services was 84.1%. The teams have continued to work hard to maintain this consistently high rate and work closely with both the hospital and community services to achieve this. Our performance continues to be higher than both the regional and national average for this metric. In 2020/21, Darlington ranked 2nd out of the 12 councils in the North East.

It needs to be acknowledged that the pandemic has impacted on people’s health and therefore the slight decrease of 4.8% in this performance from last year's figure of 88.9% may be due to re-admissions for routine operations and interventions and/or infection rates. We will continue to monitor, to ensure the service is effective and people maintain their independence for as long as possible.

[Joss Harbron: Assistant Director - Adult Social Care](#)

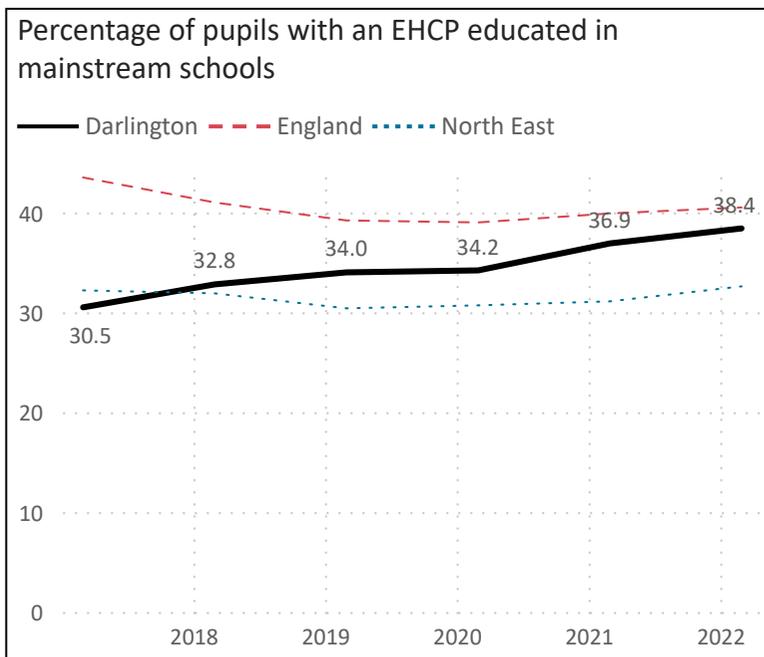
C1. Provide excellent services for children and young people with special educational needs and disability (SEND) - implement a new SEND strategy, increase the number of SEND places in schools and work to raise SEND funding levels from central government

Compliance with the statutory timeline for Education, Health and Care Plans assessment continues to be a strength in Darlington. The rate of EHC plans, excluding exceptions, issued within the 20-week statutory timeline in Darlington in 2021 was 92.1%, compared to a national average of 59.9% and a North East average of 71.8%.

The joint Ofsted and Care Quality Commission (CQC) inspection was carried out over five days in January. It looked at how providers across Darlington – including council, NHS and schools – have implemented SEND reforms from 2014 to the present day. Inspectors spoke to children and young people with SEND as well as their parents and carers, visiting a range of settings. Inspectors have published a report on the services provided to children and young people with special educational needs and/or disabilities (SEND) in Darlington – highlighting strengths and areas for improvement.

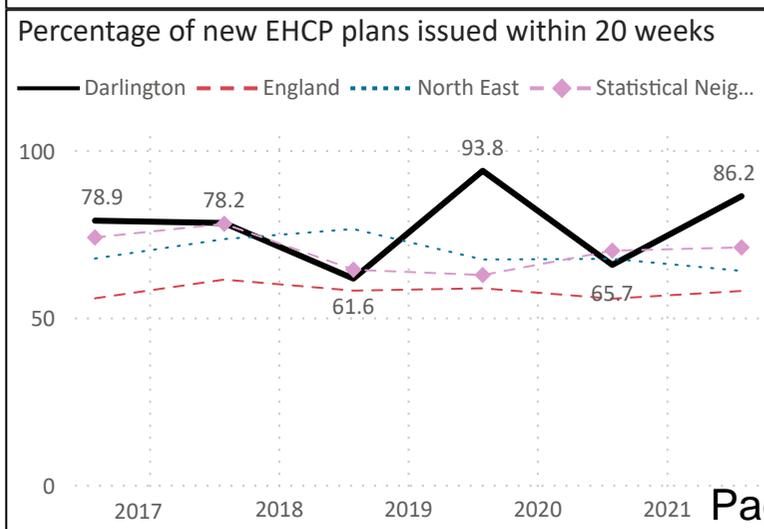
The Department for Education has now published High Needs Provision Capital Allocations (HNPCA) for financial years 2022-23 and 2023-24. This funding is to support local authorities deliver new places and improve existing provision for children and young people with special educational needs and disabilities or who require alternative provision. Darlington’s allocation is £500,000 for 2021-22, £1,249,033 for 2022-23 and £846,140 for 2023-24. Following the outcome of the national SEND review and the outcome of the Local Area SEND inspection, the LA will begin a consultation on the use of this funding.

Tony Murphy: Asst Director Education & Inclusion



The Darlington local area SEND Strategy emphasises that children and young people with SEND should, where possible, be educated in their local community with the right support that they need. The data shows increasingly more children with SEND are attending Darlington mainstream schools. The proportion of Darlington pupils with an Education, Health and Care Plan (EHCP) attending mainstream school settings in the borough has been steadily increasing since 2016/17 and are now significantly above average for neighbouring authorities but remains below the national average. A large proportion of pupils with an EHCP attend Beaumont Hill and Marchbank schools, which are the two special schools in Darlington and work continues to expand the number of SEND places available in the borough.

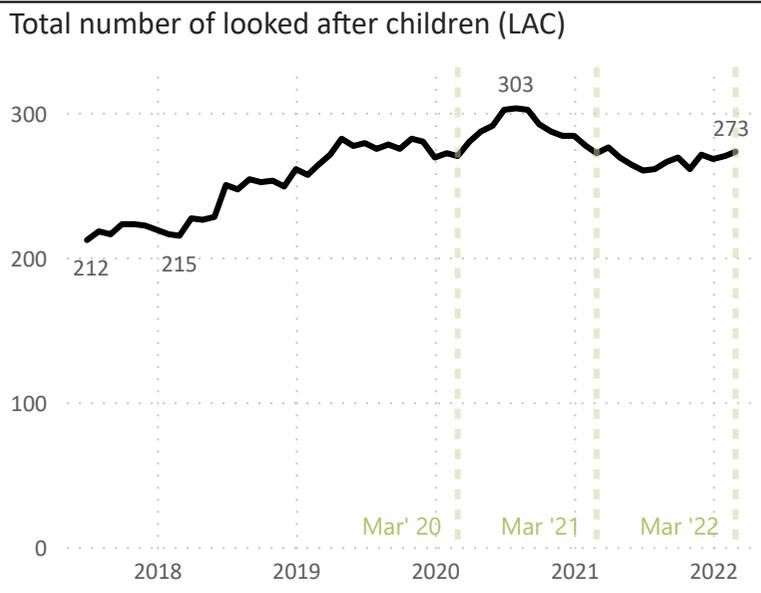
Tony Murphy: Asst Director Education & Inclusion



The percentage of new Education and Health Care Plans (EHCPs) issued by Darlington within twenty weeks (including exceptions) has consistently been above the national average since 2015. In 2021, the Darlington-published percentage for this timeliness measure, which excludes exceptions, was 86.2%, above the regional (63.9%), statistical neighbour (70.9%) and significantly above the national average of 57.9%.

Tony Murphy: Asst Director Education & Inclusion

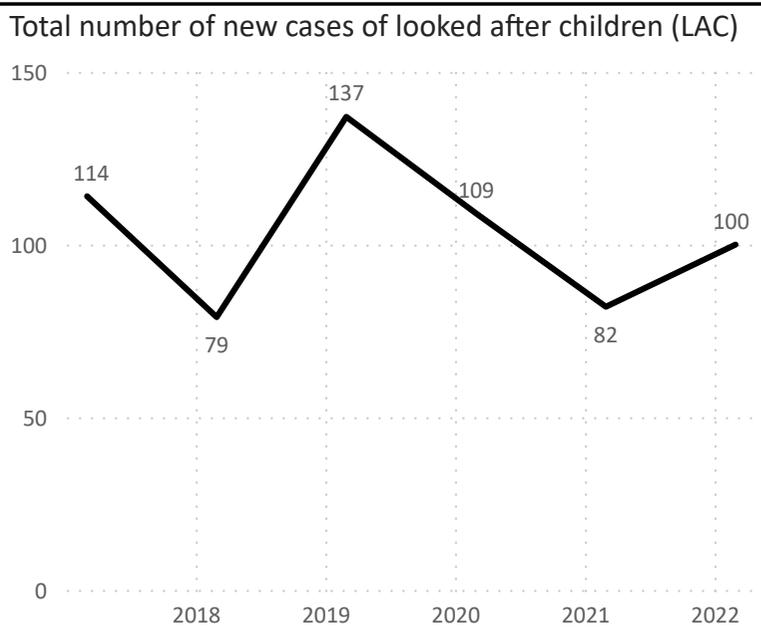
C2. Reduce the need for looked after children placements through effective implementation of the Darlington Strengthening Families programme



273 children were in care as of March 2022, 1% of which are unaccompanied asylum-seeking children.

The rate of coming into our care is similar to that at the end of March 2021 but has been consistently lower each month when compared to 2020/21.

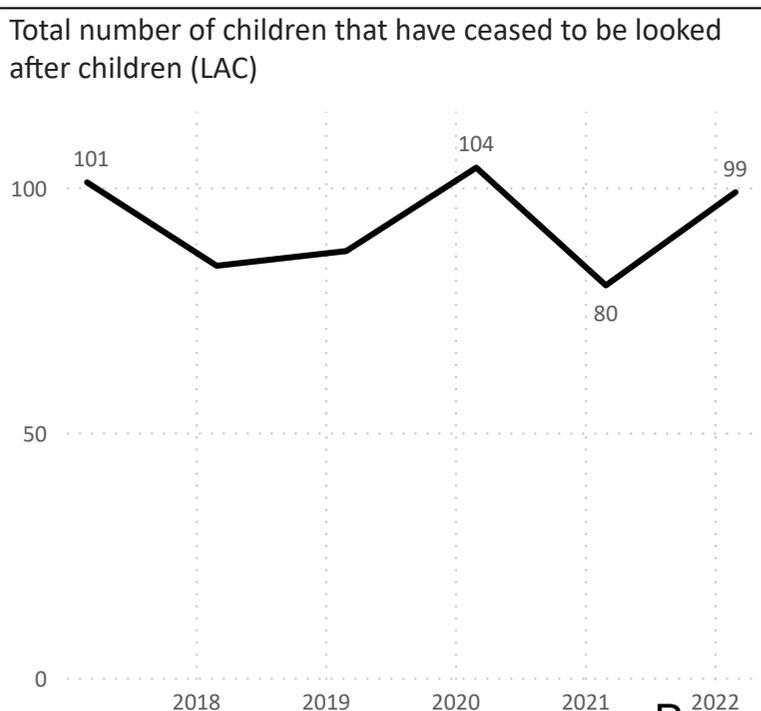
[Chris Bell: Assistant Director - Children's Services](#)



100 children from 70 families came into care in 2021/22. This is an increase when compared with the 82 children who came into care in 2020/21, but a decrease from 2019/20 (109 children) and 2018/19 (134 children). 2.0% of the young people coming into care during 2021/22 were accepted from the home office as UASC (Unaccompanied Asylum-Seeking Child).

Over the last 9 months, the Strengthening Families, Protecting Children programme has continued to be embedded across Darlington Borough Council's Children's Services, utilising relational practice to ensure timely interventions, which support families to stay together and reduce the need for children to come into care.

[Chris Bell: Assistant Director - Children's Services](#)



99 children and young people ceased to be in care in 2021/22. This is an increase when compared with the 80 children who ceased in 2020/21, a small decrease from 2019/20 (102 children) and an increase on 2018/19 (86 children).

Of the children and young people who did cease to be in care:

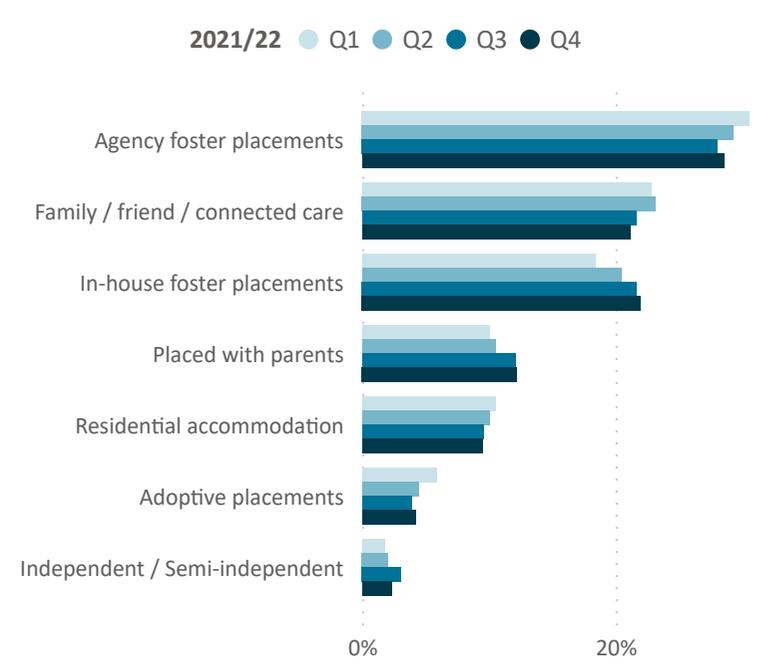
- 34.3% had a Special Guardianship Order (SGO) / Child Arrangement Order (CAO) granted to a relative.
- 28.3% returned home to their parent.
- 19.2% due to turning 18 and becoming a care leaver.
- 15.2% were adopted.
- 3.0% for other reasons.

The proportion of children who either returned home to their parent or had an SGO/CAO granted, is similar to that in 2020/21.

[Chris Bell: Assistant Director - Children's Services](#)

C2. Reduce the need for looked after children placements through effective implementation of the Darlington Strengthening Families programme

Percentage of looked after children by placement type



The majority of Darlington children in care at the end of March 2022 were in foster placements (190), 36 were placed with parents, 35 were living in supported residential accommodation and 12 were placed for adoption.

All placements have been confirmed as appropriate for the child, enabling them to have the best support either with family links or specialised care. The proportion of children placed for adoption or with in-house foster carers has been positively increasing.

Currently, 74% of our children in care aged under 16 (who have been looked after for at least 2.5 years) have been in their current placement continuously for at least 2 years. This is higher than the percentage compared with March 2021 (72%).

[Chris Bell: Assistant Director - Children's Services](#)

C3. Continue to increase the number of in-house foster carers to reduce the need for independent placements

Total number of approved foster carers

March 2022

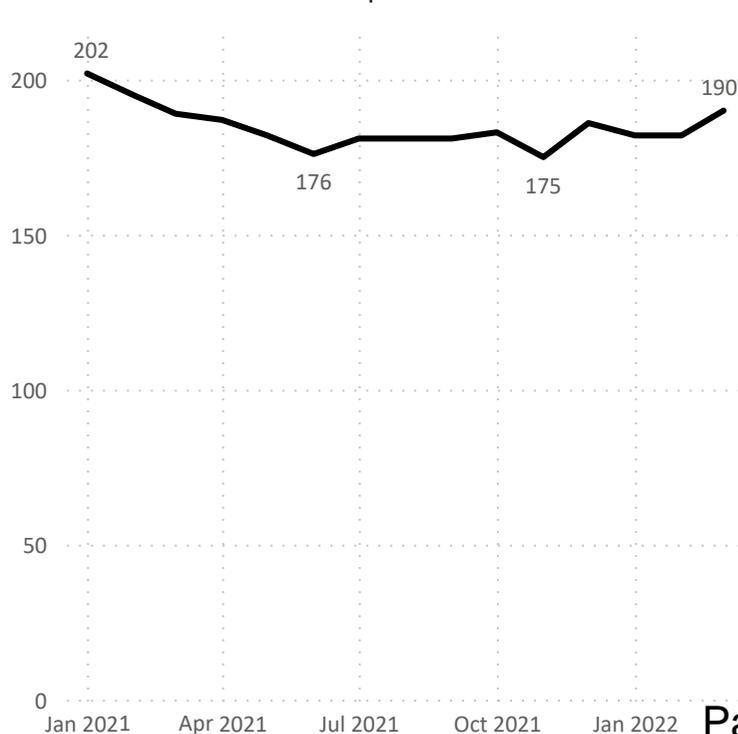
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There are currently 55 approved foster care families and we have recruited a further 9 foster care families during the year. We have 7 sets of temporary approved connected carers with children in place and 10 families are going through the foster carer assessment requested within court proceedings.

Nationally, there are difficulties in the recruitment of new carers and the impact of Covid-19 has meant fewer people being available, for health reasons. Work continues to improve on our website, social media, and recruitment campaigns to raise the foster caring profile in Darlington. Over the past 12 months, we have seen our foster carers working hard to maintain a great level of service, being creative and using networks, resulting in minimal disruption to children's placements during Covid.

[Chris Bell: Assistant Director - Children's Services](#)

Total number of foster care placements



At the end of March 2022, 190 children and young people were placed with a foster care family. 44% of the children were with an agency foster carer, 33% were with an in-house foster carer and 23% were with a friend, relative or connected carer. Nearly half (87) of all foster placements were long-term.

It is anticipated that the number of placements available will further increase as new families are approved to be registered foster carers.

[Chris Bell: Assistant Director - Children's Services](#)

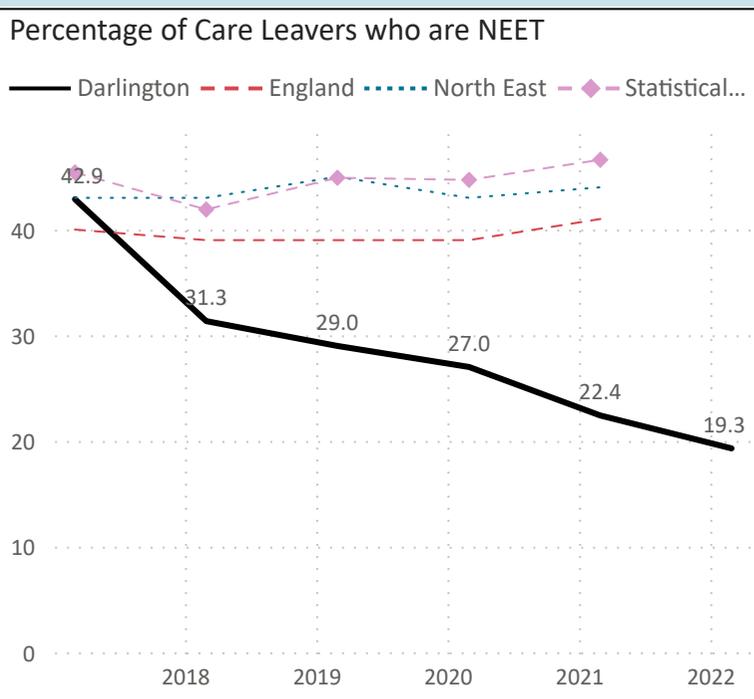
C4. Review in-house residential care and consider the council's place in providing services

A comprehensive marketing and recruitment campaign for the fostering service has been designed and signed off via the Corporate Parenting Panel. This is a multi-faceted approach designed to promote the service with the general public, boost numbers of residents expressing an interest in becoming a foster carer and providing greater choice of placements and homes for children who need them.

The re-purposing of our existing children's homes remains ongoing, with a plan to move one of our existing homes into a new property by the Autumn and re-purpose the existing property to provide earlier targeted support and so avoid escalating pressures and support needs. This service will support young people and work with the whole family in a relational way to address emerging needs and pressures and so reduce the risk of family breakdown.

[Chris Bell: Assistant Director - Children's Services](#)

C5. Improve employment opportunities for looked after children and care leavers

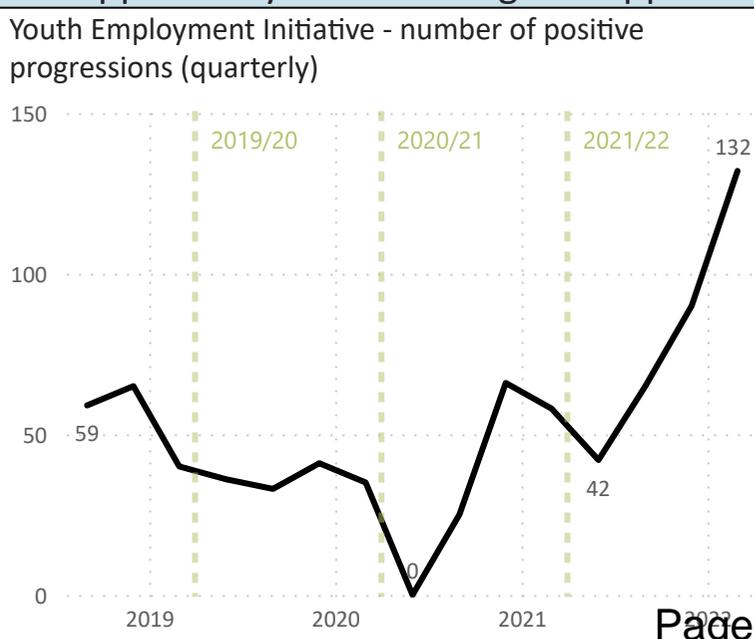


The proportion of Darlington care leavers Not in Education, Employment or Training (NEET) has positively remained low with 19.3% at the end of 2021/22, which is below the most recently available national and regional averages. This low number of NEET care leavers is particularly inspiring given the impact of Covid-19, which has generally led to increases in NEETs nationally, and reflects the considerable work undertaken by the Care Leavers service, including Job Centre Plus and businesses in Darlington to increase opportunities.

6 young people are engaged in further education and 34 young people are in employment. The team link with Learning and Skills officers to understand all school leaver destinations so further learning, training, and/or employment opportunities can be encouraged.

[Chris Bell: Assistant Director - Children's Services](#)

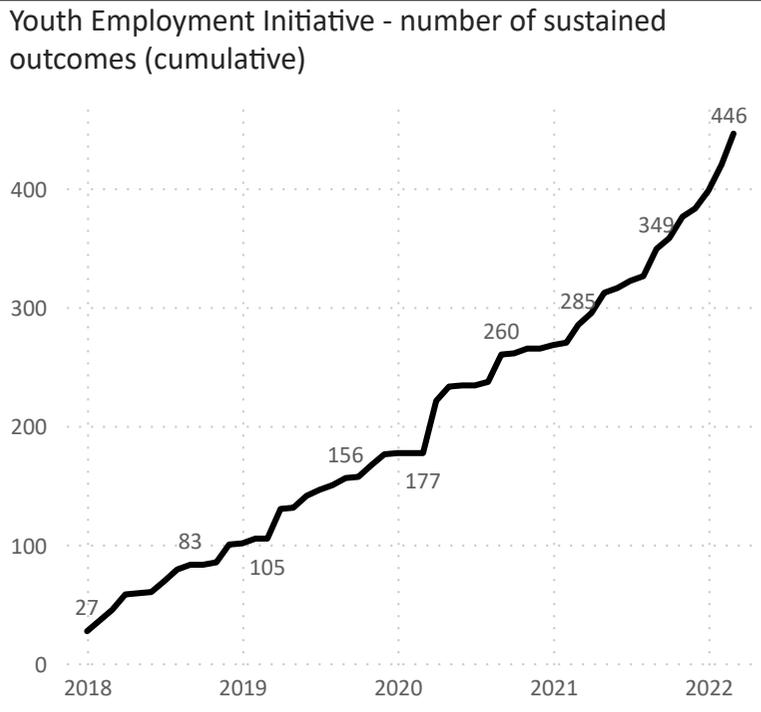
C6. Work with partners to reduce youth and long-term unemployment, by increasing the opportunity for retraining and apprenticeships leading to gainful employment



Referrals to the Youth Employment Initiative (YEI) have continued to grow, month on month during 2021/22 with young people continuing to move into education, employment, and training. Having an embedded Job Centre Plus Youth Adviser within the service is working well, helping increase client numbers over the period with local employment opportunities also rising.

[Page 420 Murphy: Asst Director Education & Inclusion](#)

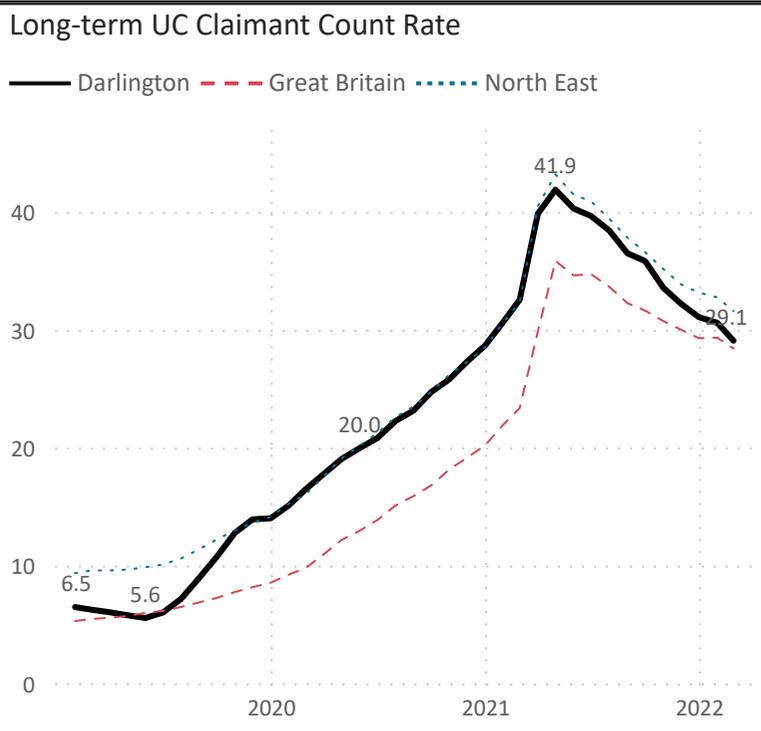
C6. Work with partners to reduce youth and long-term unemployment, by increasing the opportunity for retraining and apprenticeships leading to gainful employment



Young people using the Youth Employment Initiative (YEI) service have continued to see positive progression in education, employment, or training over the past 12 months, exceeding our expected target. Sustained outcomes are an important indicator that highlights the determination the young people and YEI service have and is showcased by the year-on-year increase in sustained education, employment, or training.

At times we are unable to contact some young people at the six-month sustained point or obtain timely evidence from employers, so the true number achieving sustained employment is considered likely to be higher than recorded.

[Tony Murphy: Asst Director Education & Inclusion](#)



The long-term Universal Credit claimant count in Darlington continues to fall. As the economy recovers from the impacts of pandemic, new job opportunities emerge as consumer confidence increases. The availability of local employment opportunities has been considerably improved, providing opportunities for long-term claimants to return to the labour market.

[Tony Murphy: Asst Director Education & Inclusion](#)

C7. Work with schools and the Regional Schools Commissioner to increase educational achievement across the borough and, in particular, for young people from deprived backgrounds

Percentage of schools judged good or outstanding by Ofsted (of schools inspected)

March 2022

79%

Inspection outcome	Number of schools
Outstanding	1
Good	26
Requires Improvement	7
No Ofsted rating	7

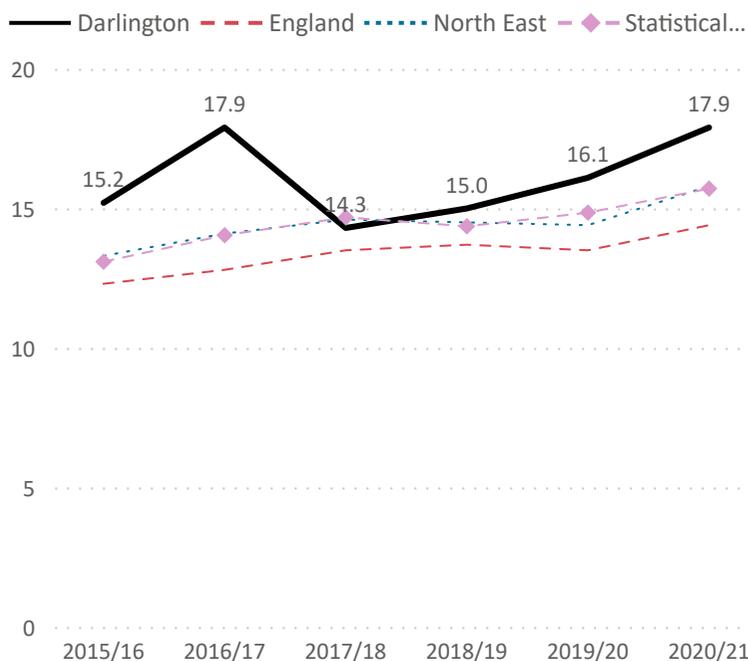
Although the percentage of Darlington schools rated as Good or Outstanding has been below the national and regional averages since 2017, the gaps have been narrowing since 2018.

79.4% (27) of our schools in Darlington, that have recently been inspected, are rated Good or Outstanding by Ofsted. 83% of primary schools and 75% of secondary schools are now rated Good or Outstanding.

Four secondary schools in Darlington have taken part in the Department of Education's One Vision initiative and given bespoke support to raise standards. Three of these schools have moved from Requires Improvement to Good following inspection.

[Tony Murphy: Asst Director Education & Inclusion](#)

Inequality gap between the average Attainment 8 score of disadvantaged and non-disadvantaged pupils at KS4



Attainment 8 is a measure of a pupil's average grade across a set of eight subjects. A high attainment 8 score indicates a pupil did well across a range of subjects, including English and Maths. As GCSEs were awarded through centre assessed grades rather than direct examination during the pandemic, caution should be applied when making comparisons with previous years and other parts of the country. The inequality gap between average scores for disadvantaged and non-disadvantaged pupils has widened from 15.0 in 2018/19 to 17.9 in 2020/21, which is wider than the gap for national, regional and statistical neighbours comparators. However, Darlington's average score per pupil has been higher than national, regional and statistical neighbour comparator scores for the last 3 years, increasing from 46.6 in 2018/19 to 50.7 in 2020/21. This trend is mirrored in the average scores for non-disadvantaged pupils, which has risen from 51.0 in 2018/19 to 55.9 to 2020/21.

[Tony Murphy: Asst Director Education & Inclusion](#)

C8. Deliver and review the In2 Project to support disadvantaged children to participate in Arts, Leisure and Culture to maximise their potential

Between January and April, the In2 cohort participated in a social music-making project, alongside a working brass street band, Back Chat Brass. Over a ten-week period, the pupils learned how to play colourful plastic instruments (“pBones” and “pTrumpets”), eventually performing alongside the band for peers, teachers and parents. On alternate weeks, the participants watched a series of specially commissioned films which explained the building blocks of a song - harmony, melody, beat etc. Each film ended with three examples of the musical element for the pupils to choose from, so allowing them to create a new song with the band. This song will be performed at their leavers' assemblies in July.

The teachers also participated in a CPD (Continuing Professional Development) session with the band, and an instructional film and resource pack have been created to ensure the plastic instruments can continue to be used in schools after the end of the In2 project. This was funded by our research partners, Durham University School of Education.

During the same period, the participants worked with Tees Valley artists, Bloominart, to experience a number of different visual and creative artforms, including marbling, embroidery, and block printing. All of the artistic outputs are currently being digitised and turned into flags for the Jubilee celebrations.

The groups have now moved onto a literacy project involving self-portraiture, collage, poetry writing, song writing and filmmaking. At the end of the summer term, the pupils will have created a yearbook, a new song and a filmed performance.

[Ian Thompson: Assistant Director Community Services](#)

C9. Look for innovative ways to try and deliver school homework clubs and holiday enrichment activities

The Holiday Activity and Food (HAF) programme funded by the Department for Education, is now firmly established at multiple settings across Darlington and is thriving. The aim of the programme is to support children to eat more healthily, be more active over the school holidays and have a greater knowledge of health and nutrition, as well as being more engaged with school and other local services.

DBC officers have developed and delivered the content of the HAF programme, with a whole range of partners from across the Town to maximise engagement. Firthmoor and District Community Association have played a primary role here, supporting the development of the catering offer and activity programme.

630 children were directly engaged in the 8 x 3-day programmes over the Easter School holidays at West Park Academy, Eastbourne Sports Complex, Firthmoor CC, Redhall, Longfield Academy, Skerne Park Academy and Middleton St George. Special sessions were also delivered at the 4motion Bike centre at West Park.

Specific consultation was undertaken with Beaumont Hill school and the Darlington Parent/Carer Forum to engage children with SEN (Special Educational Needs) within the programme. This has enabled a more inclusive approach to planning and delivery across sites in the town, with 11% of children who attended at Easter having SEN requirements.

Planning is complete for the School Summer vacation, following consultation with children, adults and a range of stakeholders. There will be 5 weeks of provision delivered in at least 5 different locations per week. New venues for the summer include Mount Pleasant school, Northwood School, Heighington Village Hall and Corporation Road School. An exciting programme has been developed, including Dolphin Centre and Hippodrome visits, STEAM Science workshops, Dance, Drama, Circus skills, Outdoor Activities and much more.

[Ian Thompson: Assistant Director Community Services](#)

E1. Work with Market Asset Management to deliver a refurbished and vibrant covered market and successful outdoor market

The first phase of the improvement to the market opened in August 2021 and a great deal of positive feedback has already been received on the current offer to residents and visitors. Phase 2 includes improvements to the entrance to the trading area and to the layout of market stalls, new public toilets and new refurbished venues on the west elevation of the building. In addition, a new hospitality venue will be developed in the vaults areas to add to the growing offer around the market square. This work is due to commence in early June 2022 and will be complete by late October 2022. Phase 3 (the building of a temperate garden), however, is being delayed due to issues in gaining vacant possession of one of the existing units and the escalating construction costs.

MAM continues to promote and support both the weekly outdoor market and specialized markets. In addition, the Food Festival in early May and the monthly Little Bird Cage markets have proved to be extremely successful.

[Mark Ladyman: Assistant Director - Economic Growth](#)

E2. Deliver the Town Centre Strategy leading to a diversified and successful town centre

The Government Property Agency continues to invest in Feethams House to accommodate HMT. It is expected that the first cohort of officials will be relocating into the building in early June 2022.

Work on the Northern Echo building continues with architects appointed to work with client departments (Darlington College and DBC Learning and Skills) to develop Adult Skills Hub on the ground floor. This is anticipated to be open in 2023.

The Towns Fund continues to deliver in its objectives and work has been completed in the various yards along Skinnergate. Engagement work and consultation (carried out by Groundwork) on proposals to improve Skinnergate and Coniscliffe Road have proved extremely successful with the proposals coming to cabinet for agreement in the summer.

The former Sports Direct site is being demolished to make way for the development of a residential scheme.

[Mark Ladyman: Assistant Director - Economic Growth](#)

E3. Develop key economic sites to be investor ready at Central Park, Ingenium Park and Faverdale

Progress against this action continues to be strong.

At Central Park, construction of the new Innovation Central development continues on programme with completion set for August 2022. Plans for landscaping and remediation of the site continue to be developed, with materials from the historic railway sidings now removed and the planning application for hard and soft landscaping submitted. These final works will ensure the remaining plots are ready for active marketing.

At Ingenium Park, drainage works are underway with Phase 1 now complete and Phase 2 due to commence in the summer. Completion of phase 2 will complete infrastructure works to enable initial phases of plots to be actively marketed or alternative strategy to accelerate economic growth to be considered.

Faverdale Business Park has now been actively advertised to the market.

[Anthony Hewitt : Asst Director Transport & Capital Projects](#)

E4. Encourage new investment in the Borough and maximise employment opportunities for Darlington residents

The Council has commenced the marketing of commercial land at Faverdale to identify a development partner. The 46-acre site will provide premium commercial accommodation for either existing businesses expanding or new business relocating to the area. If this approach is successful, the Council may adopt a similar approach for the development of Ingenium Park in the autumn.

We are also receiving a great deal of enquiries into the availability of land and buildings for business expansion and relocating. One particular development which may assist in meeting this demand is the current application for the development of circa. 300,000 sq.ft of commercial space.

The GPA has concluded its exercise in identifying a permanent location for the Darlington Economic Campus. A vacant site at Brunswick Street has been chosen as the preferred site and discussions with the developers, architects and the council's planning department has commenced on the proposals for 110,000 sq.ft grade A office building.

[Mark Ladyman: Assistant Director - Economic Growth](#)

E5. Work with indigenous companies to identify and attract further job creating investment

Officers, together with elected members and partners, are currently organising Darlington Business Summit for autumn 2022. This will replace the former Darlington Business Week and aims to be more interactive with various opportunities for local businesses to promote both their services and goods.

Various activities continue in the business support area, from guidance and support on marketing and finance, together with identifying appropriate accommodation for growing businesses and start-ups.

[Mark Ladyman: Assistant Director - Economic Growth](#)

E6. Successful adoption of the Local Plan

The Local Plan was successfully adopted in February 2022. Our new Local Plan sets out what the opportunities are for development in the area, and what types of development will and will not be permitted and in which locations.

[Mark Ladyman: Assistant Director - Economic Growth](#)

E7. Create the conditions to deliver hundreds of new homes each year, ensuring sufficiency of affordable homes

The Council are still working closely with the promoters of Burtree Garden Village and Skertingham Garden Village to be in a position where an application can be submitted and determined. A Design Code has been produced and consulted on for Burtree and working is on-going on a Design Code for Skertingham. The designation of the River Tees catchment area as a nutrient neutral area may impact on the ability of the Council to determine applications in these locations and may delay delivery.

Overall, the latest monitoring data shows 511 housing completions in 2021/22 which is a reduction of 35 from the previous year but housing starts are at 465 for 2021/22 which is only 1 below the previous year.

The designation of Darlington as part of the Nutrient Neutral area will have an impact on the number of planning applications received.

Mark Ladyman: Assistant Director - Economic Growth

E8. Develop the council's response to the agreed Climate Change Emergency and begin delivery of the agreed plan

Milestones for the action plan have been developed with the responsible lead officers and these will be used to monitor progress going forward.

A feasibility study into a prospective District Heating Network has been completed and we have been asked by the Department for Business, Energy and Industrial Strategy to take part in their heat network zoning pilot project. We are one of 28 pilots across the country and are helping to test the government's approach to designating zones where heat networks are the lowest cost, low carbon option.

Mark Ladyman: Assistant Director - Economic Growth

E9. Develop the Darlington Station project and regeneration opportunities for the surrounding areas including Victoria Road, the cattle market and Neasham Road areas

Darlington Borough Council continue to work in partnership with Tees Valley Combined Authority (TVCA), the Department for Transport (DfT), Network Rail and train operators to drive this project forward.

In January 2022 a public inquiry was held into the Compulsory Purchase Order (CPO) of land required for the project. Although the inquiry found in favor of the order being made, DBC have continued to progress acquisition by agreement where possible.

In addition to planning permission being granted for the East and West Transport Interchanges, permission has now been granted for the cattle market site to be used as a temporary car park whilst the station project is delivered.

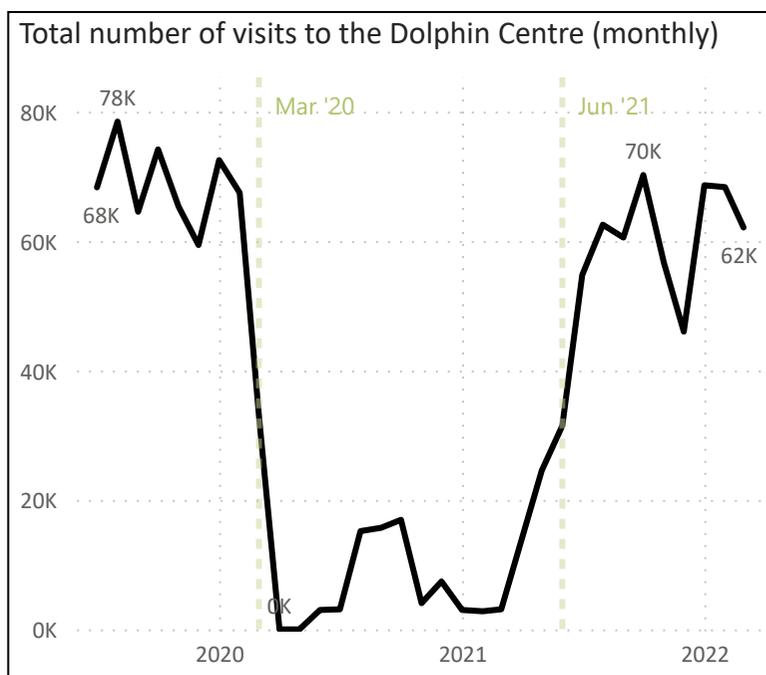
Full Business Case for the project will be submitted to government in Summer 2022.

Anthony Hewitt : Asst Director Transport & Capital Projects

H1. Review the vacant space within the Dolphin Centre to improve the leisure offer and so maximise income

Visitor numbers to the Dolphin Centre have continued to grow throughout the year, following the reopening of facilities and the recovery of the business post Covid-19 restrictions. Hospitality and Soft Play have experienced high numbers and the new addition of the bowling alley in May 21, that replaced the original squash courts, has welcomed a new footfall to the centre. Quarter 4 has seen a large increase in the events programme and reengagement of on-site partners, including the introduction of new partners. The gym and Dolphin Centre memberships have also continued to rise during this quarter. There has been a real focus on working with primary schools in the town to improve swimming abilities, following the two-year gap presented by the pandemic and the impact from this. Further work has taken place, and continues, around the use of space within the Dolphin Centre to maximise income potential and keep the offer current and fresh for residents.

[Ian Thompson: Assistant Director Community Services](#)



Visitor numbers have continued to grow throughout the year, following the reopening of facilities and the recovery of the business post Covid-19 restrictions, with monthly numbers going from 14,000 in April 2021, rising to 62,000 in March 2022 and peaking at 70,000 in October 2021. Hospitality and soft play have experienced high numbers and the new addition of the bowling alley in May 2021 has welcomed a new footfall of customers into the Dolphin Centre.

[Ian Thompson: Assistant Director Community Services](#)

H2. Work to, and continue to review the Local Outbreak Plan for Coronavirus

The Local Outbreak Plan was initially developed in June 2020 and a review was undertaken in February 2021. The Health Protection Board no longer meets regularly, with the removal of restrictions and the reductions in cases rates. The local Outbreak Control meetings continue to operate as required to continue to deliver the Local Outbreak Plan. All actions including contact tracing and testing has now been withdrawn and stood down. Support remains to monitor local case numbers and provide support to the most vulnerable sectors, including schools and care home settings.

[Penny Spring: Director of Public Health](#)

H3. Continue to build new council houses and ensure the existing council housing stock is maintained to a high standard and environmentally friendly

Housing Condition - Percentage of Council properties meeting the decent homes standard

March 2021

100%

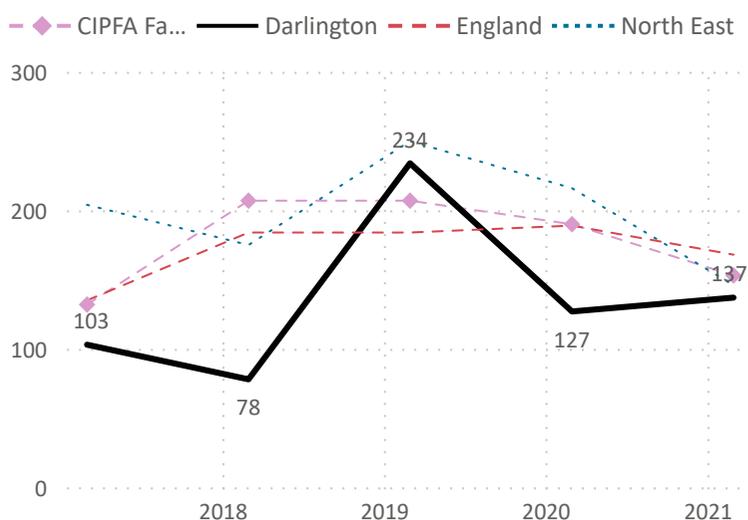
March 2022

100%

All of Darlington Borough Council's social housing stock continued to meet the Decent Homes Standard in 2021-22, demonstrating the ongoing commitment and good work of the Housing and Building Services teams over the course of the Covid pandemic.

Anthony Sandys: Assistant Director (Housing and Revenues)

Additional Affordable Housing Supply - Completions



The Council's Housing new build programme was significantly disrupted by the Covid-19 pandemic, with very few properties completed in 2021/22. However, work had continued on the Allington Way phase 3 site, which will deliver 56 Council properties in 2022/23. In addition, work commenced on the Sherborne Close phase 3 site, which will deliver 14 properties. Work will also commence in 2022-23 on the Skinnergate site (15 properties) and Neasham Road (150 properties).

Anthony Sandys: Assistant Director (Housing and Revenues)

H4. Maximise rental and service charge income from council tenants to ensure we are able to provide them with a comprehensive range of good quality housing management and support services

Rent collected as a proportion of rents owed on HRA dwellings

Year	Quarter	Value
2019/20	Q4	97.5%
2020/21	Q1	96.1%
	Q2	96.6%
	Q3	97.1%
	Q4	101.6%
2021/22	Q1	98.1%
	Q2	97.4%
	Q3	96.3%
	Q4	97.5%

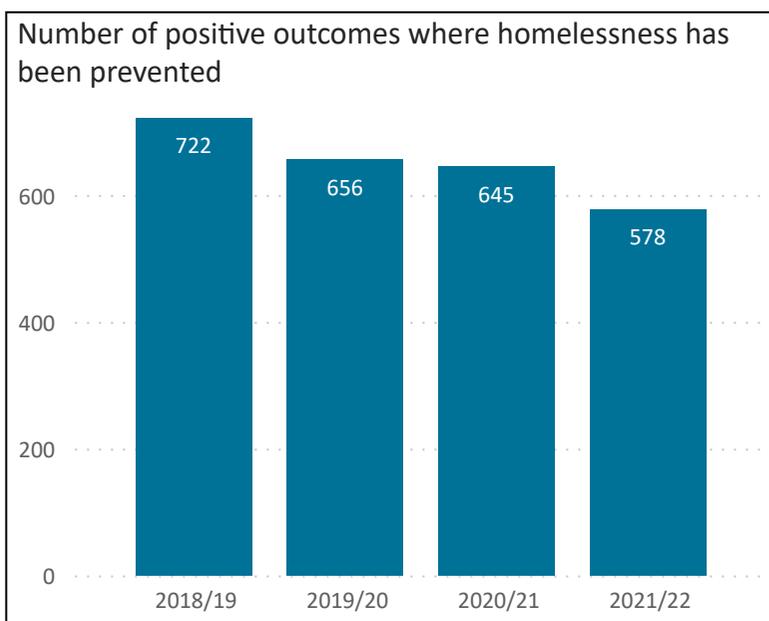
Rent collection rates for Council housing in 2021-22 is slightly below target and performance in the previous year. However, over £25.5 million was collected and rent arrears remain within expected levels. Housing officers continue to promote help and guidance to tenants needing support, make affordable repayment plans with customers, and assist with benefit claims and budgeting skills. The number of tenants, at 1,750, in receipt of Universal Credit (UC) is at its highest level since UC was introduced, however average rent arrears for tenants receiving UC is lower than the regional average.

Anthony Sandys: Assistant Director (Housing and Revenues)

H5. Review the Darlington Preventing Homelessness and Rough Sleeping Strategy

Progress against the new strategy is good, with 19 of the 28 actions already completed. Of the remaining actions, only 2 are currently not on track to meet their target timescales for completion, mainly due to the Covid pandemic. The number of homeless people placed in emergency accommodation by the Council in 2021/22 decreased slightly by 7% compared to the previous year but this is still 23% higher than pre-covid levels. However, despite these challenges we have increased the number of temporary accommodation units by 36%, from 11 to 15, as well as purchasing and refurbishing 4 empty properties to provide 8 new units of accommodation. Officers have also successfully bid for additional funding through the government's Rough Sleeper Initiative to recruit 4 additional staff to deliver a range of support and advice services to homeless people, including a specialist mental health Housing Options Officer and an outreach support worker to deliver street support and prevent people from rough sleeping. In addition, the Housing Options Team have been recognised by the NEPACS Ruth Cranfield Award for their outstanding dedication to housing and success in tackling homelessness during the pandemic.

[Anthony Sandys: Assistant Director \(Housing and Revenues\)](#)



Despite ongoing challenges and restrictions related to the Covid pandemic during 2021-22, our Housing Options team continued to achieve a high level of positive outcomes for homeless customers, although performance has decreased by 10% compared to the previous year. Positive outcomes included negotiating with landlords, friends and family and support providers to find sustainable accommodation for customers in need of support with housing. In addition, we have increased the number of temporary accommodation units to house homeless customers and successfully bid for additional funding through the government's Rough Sleeper Initiative to recruit 4 additional staff to deliver a range of support and advice services to homeless people.

[Anthony Sandys: Assistant Director \(Housing and Revenues\)](#)

H6. Maintain oversight and offer challenge to health and care services that support individuals to achieve good mental, physical and emotional health as identified in a wide range of partnership plans such as Best Start in life, autism awareness, alcohol plan, suicide prevention, healthy workforce, and ageing well

The Council's Public Health team have continued this work during Covid, including:

- o Secured suicide prevention funding to promote 'Postvention' work with partners and distributing information and training across the borough.
- o Coordinating a local Mental Health prevention funding opportunity
- o 'Make Every Contact Count' training to frontline services and partners across the borough, using a train the trainer approach, and developing a range of toolbox talks to support delivery
- o Delivery of the Healthy Lifestyle Survey to 8,400 local pupils, across 32 Darlington schools, including a new section on Covid-19 impacts
- o Beginning work to re-procure the 0-19 Service.
- o Continuing to develop a joint application for a local Mental Health Prevention Concordat
- o Successfully gain the Supplemental Substance Misuse Treatment and Recovery Grant (SSMTR) to expand the number of treatment places for substance misuse for both adults and young people

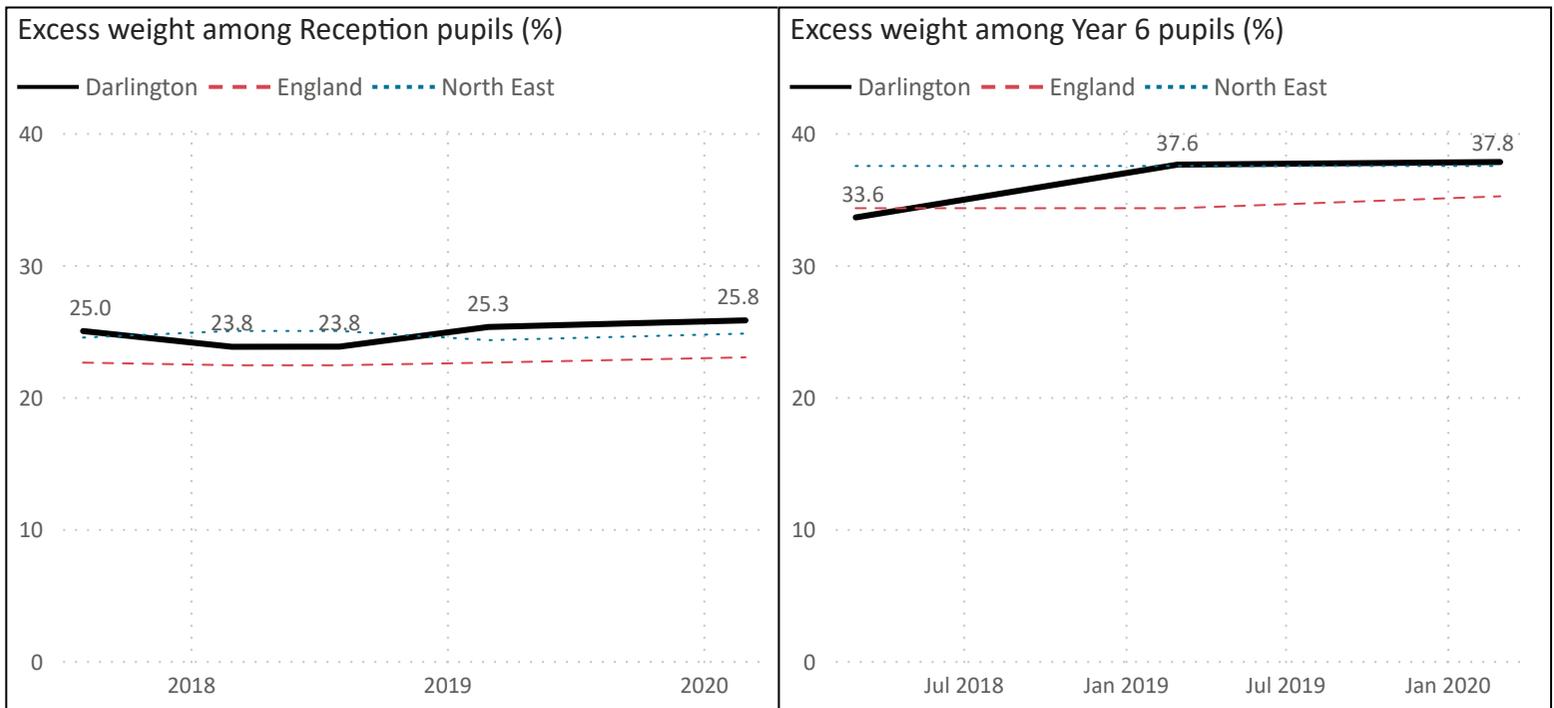
[Penny Spring Director of Public Health](#)

H7. Implement the Darlington Child Healthy Weight Plan with partners

The Darlington Child Healthy Weight Plan has begun to deliver on a number of its objectives, including:

- o Launched a Healthy Families catering award
- o Developing and delivered a healthy schools meal standard and training
- o Trained foster families in healthy meal options
- o Encouraging utilisation of green spaces by supporting health campaigns and signage and delivering a town centre treasure hunt
- o Produced a children’s home food policy, guidance and workable menus, and training children’s home staff using a young people’s nutrition toolkit
- o Produced and piloting a new Healthy Early Years Toolkit with three nursery settings and an initial 10 childminders
- o Developed, with the Learning and Skills team, an online Darlington School Food Award module to support individual schools to achieve school food standards.
- o Working in partnership with the Cornmill Centre to display ‘Change4life’ weaning and healthy lifestyle messages in the form of posters and vinyls, and to implement a ‘Play on the way’ initiative with the use of a colourful hopscotch to share simple messages on why physical activity is good for children

Penny Spring: Director of Public Health



The prevalence of overweight (including obesity) amongst Reception and Year 6 pupils rose slightly in Darlington in 2020. The rise is not statistically significant and Darlington is in line with the regional average for these measures.

The Darlington Childhood Healthy Weight Plan has identified a number of evidence-based interventions that are now being delivered with partners to systematically address some of the underlying causes of obesity in children and young people in Darlington, with some recent new work including activity with schools and local commercial food premises to develop a healthy catering standard to ensure a consistent and healthy food offer for children and their families across the borough.

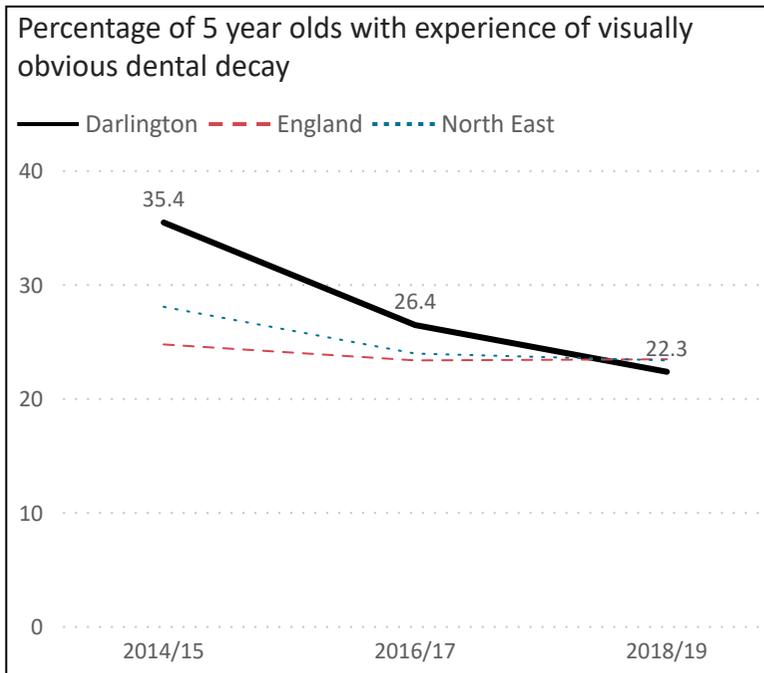
Penny Spring: Director of Public Health

H8. Implement the Darlington Oral Health Plan 2017-2022 with partners

The Darlington Oral Health Plan is to be refreshed by Council's Public Health team to capture the impact on oral health from the pandemic and recent changes to legislation and will be, subject to consultation and agreement by Members, in place by the end of 2022. Meanwhile, recent work against the existing plan includes:

- o Re-establishment of the toothbrushing scheme in reception and primary schools
- o Commissioned of a joint oral health needs assessment, in conjunction with neighbouring Tees Valley local authorities

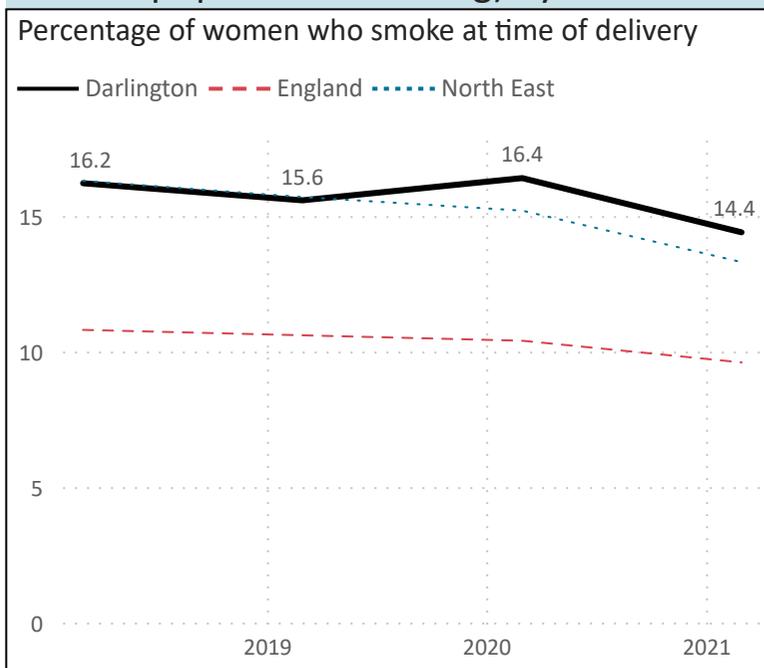
Penny Spring: Director of Public Health



The percentage of Darlington 5-year-olds with experience of visually obvious dental decay is statistically similar to both the England and North East averages, at 22.3% in 2018/19, and the proportion has been reducing for the past 3 years of data.

Penny Spring: Director of Public Health

H9. Continue the reduction in smoking to achieve a smoke free Darlington (i.e. just 5% of total population smoking) by 2030

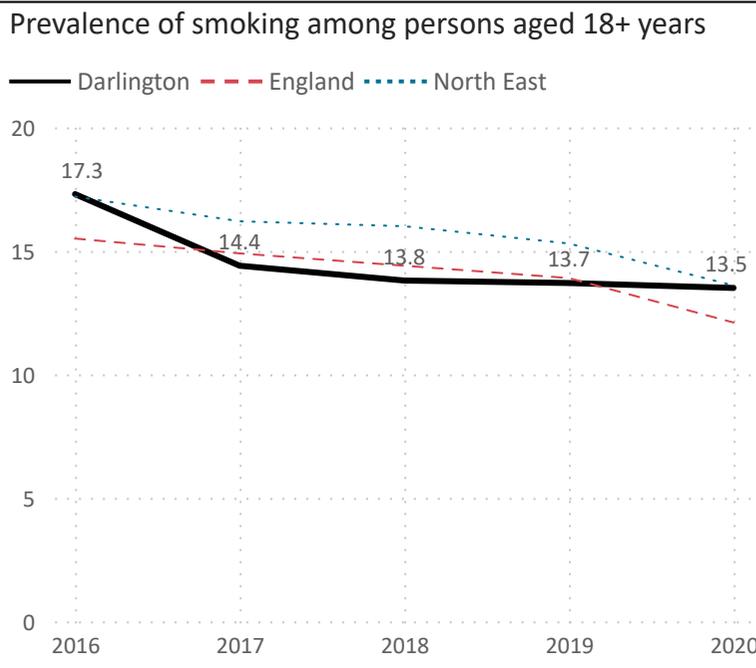


The proportion of Darlington women smoking at the time of delivery of their baby fell by two percentage points in 2020/21, from 16.4% to 14.4%.

Darlington remains statistically similar to our neighbouring North East authorities for this measure, and work continues with local maternity services, midwives and health visitors through the Council's commissioned Stop Smoking Service to continue supporting and encouraging residents, including pregnant mothers, to quit smoking at every opportunity.

Penny Spring: Director of Public Health

H9. Continue the reduction in smoking to achieve a smoke free Darlington (i.e. just 5% of total population smoking) by 2030



The prevalence of smoking among persons aged 18 years and over is slightly above the England average of 12.1% (2020) and slightly below the North East average of 13.6% (2020) averages, at 13.5% (2020).

The trend is also continuing to reduce in line with elsewhere, and it is anticipated that further falls may be recorded going forward as the increase in people giving up smoking during the Covid-19 pandemic feeds through into the data.

[Penny Spring: Director of Public Health](#)

H10. Continue to deliver the Lifeline services and increase promotion and take up

Number of clients receiving a Lifeline service

Year	Value
2015/16	3,062
2016/17	3,129
2017/18	3,313
2018/19	3,369
2019/20	3,369
2020/21	3,326
2021/22	3,340

The Lifeline service continues to record consistent take up of new customers, with a slight increase in overall numbers in 2021/22 compared to the previous year. Due to the nature of the service, the total numbers of service users tends to stay fairly steady as the growth in new clients requesting support is counteracted by other users not requiring the service anymore, due to moving into a care environment or passing away.

Feedback amongst service users remains positive and the service provides excellent value for money, with over 9,380 emergency response call-outs to elderly and vulnerable customers in 2021/22.

[Anthony Sandys: Assistant Director \(Housing and Revenues\)](#)

L1. With the Tees Valley Combined Authority (TVCA), plan the 2025 celebrations for the Stockton and Darlington Passenger Railway

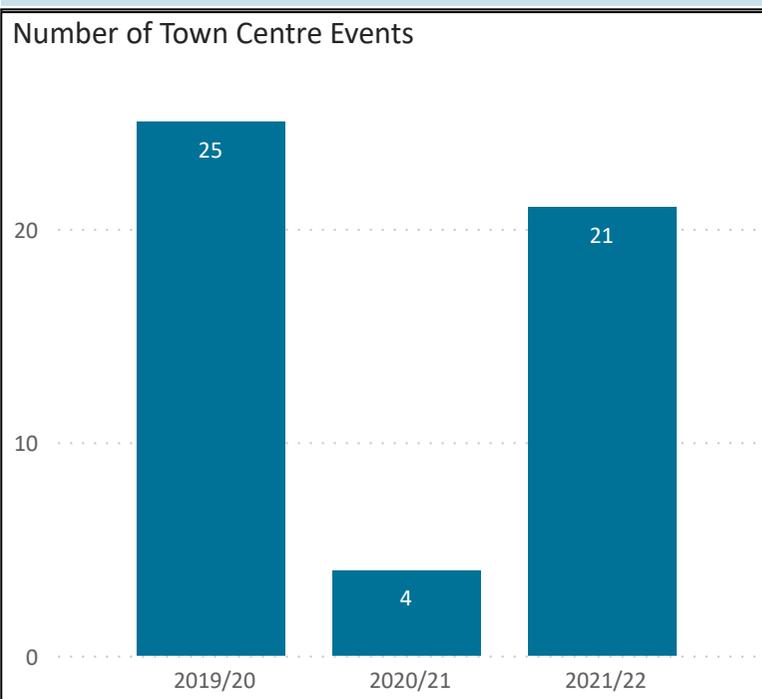
Through the period, work has continued with partners to develop the 2025 celebrations programme. The partnership is seeking to deliver a core programme for 2025, built around the following core elements:

- o Live steam and motive power
- o Exhibitions of early steam locomotives
- o Education and school projects
- o Knowledge sharing and conferences
- o Community events
- o Large-scale outdoor arts and street theatre

DBC have allocated £1m to the Bicentenary of the Stockton & Darlington Railway and £500K for the restoration of Locomotion No.1 replica. Stockton Borough Council and Tees Valley Combined Authority have also allocated similar funds for the Bicentenary programme.

Ian Thompson: Assistant Director Community Services

L2. Ensure the town centre is clean, animated, and vibrant with an extensive range of events and festivals



Following a very busy summer season of events in 2021 and the relaxation of social distancing and covid measures, the town centre team has continued to programme more events, including Halloween, two Ice sculpture weekends in December, the very popular Christmas lights switch-on and, with support from the Welcome Back ERDF funding, the town centre hosted an ice rink and Victorian Carousel for visitors, which were very well received.

For 2021/22, the events programme has returned to full capacity. The events bring significant numbers of visitors into the town centre, with the following footfalls in 2021/22 (and the increase compared to the previous week): Christmas Lights Switch On, 49,067 (+ 21,943); Ice Sculpture Trail, 57,976 (+ 14,761); Food Festival, 76,446 (+ 23,998).

Ian Thompson: Assistant Director Community Services

Town Centre cleaning - % pass rate of the 33 transects inspected for litter across the Town Centre

Year	Month	Value
2021	July	100%
	August	97%
	September	100%
	October	100%
	November	94%
	December	97%
2022	January	100%
	February	97%
	March	100%

Overall, the cleanliness of the town centre has continued to remain at a very high standard during the second half of 2021/22. For most months, a 100% pass rate was achieved and where this was not the case, well above a 90% pass rate was achieved.

Ian Thompson: Assistant Director Community Services

L3. Finalise plans for the Rail Heritage Quarter and initiate implementation of the plans together with partners

This year, work has continued on developing and finalising the proposals for the Darlington Rail Heritage Quarter project, putting in place all the approvals, including planning and Cabinet, for a start in early May 2022.

Ian Thompson: Assistant Director Community Services

L4. Deliver the refurbishment and modernisation of the Crown Street Library service

Work has commenced on the refurbishment of the library, which will include repairs to the roof and structure of the building, upgrading the mechanical and electrical installations, as well as restoration of the interior of the library. It is anticipated that the refurbishment will be completed by July 2023.

The outcome will be a refurbished and restored library, undertaken in a sympathetic way to reflect its heritage, but also bring new technology and improvements to the service and building.

Ian Thompson: Assistant Director Community Services

L5. Review and deliver a revised car parking strategy

The town centre parking offers remain in place to support the town centre's recovery from Covid-19. Following the adoption of the Tees Valley Strategic Plan, a new Darlington Transport Plan is being developed; this will include a new parking strategy and a Town Centre Transport Strategy. The strategies will specifically consider transport and parking in the town centre to support recovery and align with the town centre strategy.

The draft plans have been developed in preparation for consultation and consultation will take place during summer 2022 ahead of adoption by the end of 2022.

Anthony Hewitt: Asst Director Transport & Capital Projects

L6. Work with TVCA to deliver improved transport links within Darlington and the Tees Valley

The Tees Valley Strategic Transport Plan has now been agreed and a prospectus was submitted to Government which has secured £310m in transport investment in the next 5 years from the City Region Sustainable Transport Settlement (CRSTS). This funding will see the biggest investment in sustainable transport ever seen in the Tees Valley and will assist in delivering climate change objectives across the region. There is strong governance and partnership working in place between Tees Valley Combined Authority (TVCA), the local authorities and the national agencies to deliver the programme of improvements.

Key updates of the programme are:

- o Continued lobbying and development of key road projects including New Tees Crossing, Darlington Northern Link Road, A689. Development work on the A68 corridor also continued, looking at all modes of transport.
- o Development and delivery of Darlington, Middlesbrough and Hartlepool station projects that will unlock national and local capacity issues. Feasibility is continuing on rail freight to improve access to and from TeesPort without having to utilise Darlington Station.
- o Work towards entering an Enhanced Partnership with bus operators to aim to secure improved services and customer experience across the region.
- o Further development of walking and cycling schemes, including consultation and engagement on the Duke Street and Woodland Road Phase 2 Schemes, with work underway on Woodlands Road Phase 1.
- o Feasibility of electric vehicle charging, with a planned investment of over £2m in the region expected to commence this financial year.

[Anthony Hewitt: Asst Director Transport & Capital Proj](#)

L7. Modernise Darlington's crematorium service

Work commenced in April on the refurbishment of the cremators and associated building works. Delivery of the new chapel was delayed due to evidence of newts on the adjacent allotments site, with work accordingly only commencing in early June. Further delays have been experienced due to Covid and resources, both labour and materials. The Crematorium will be completed in Quarter 1 of 2022/23 and the chapel in Quarter 2.

The outcome will be a new modern chapel facility and crematorium that meets current environmental requirements. The project will also create capacity for further burials in West Cemetery.

[Ian Thompson: Assistant Director Community Services](#)

L8. Work with TVCA to develop a sustainable Teesside International Airport

TVCA continues to invest into the Teesside International Airport. TVCA have now relocated to the airport and the Council have supported the development of the airport through the granting of various planning approvals to facilitate its continued development.

[Mark Ladyman: Assistant Director - Economic Growth](#)

R1. Deliver a balanced Medium Term Financial Plan (MTFP) and a positive Value for Money (VFM) outcome

The 2021-25 Medium Term Financial Plan (MTFP) is expected to show an improved position from the original plan at the year end, this is despite in-year pressures from Covid-19 and inflationary increases.

The MTFP for 2022-26 was approved by Council in February 2022 and provides a balanced budget for the life of the plan. This plan allows investment in Darlington and in its residents of over £100 million per year, capital investment of £157 million, and creates the conditions and opportunities for growth.

The Council accounts are scrutinised annually by Ernst and Young and have consistently delivered a positive Value for Money outcome.

[Brett Nielsen: Assistant Director - Resources](#)

R2. Oversee the successful completion of existing house building joint venture companies

The Council has invested in six joint ventures for house building to date, with all sites progressing well. Three of the projects, at Eastbourne, Heighington and Middleton St George, are completed with the investment repaid and dividends received. The West Park joint venture, which is part of a larger scheme and will be completed over a seven year period, is progressing well with sales buoyant and only six of the properties available in 2022 left to sell. The Neasham Road joint venture has commenced with infrastructure works in progress on site, all properties available for sale in 2022 are sold. The Council's out-of-borough joint venture with Esh Group is still in its infancy; however, all properties available for sale in 2022 are sold.

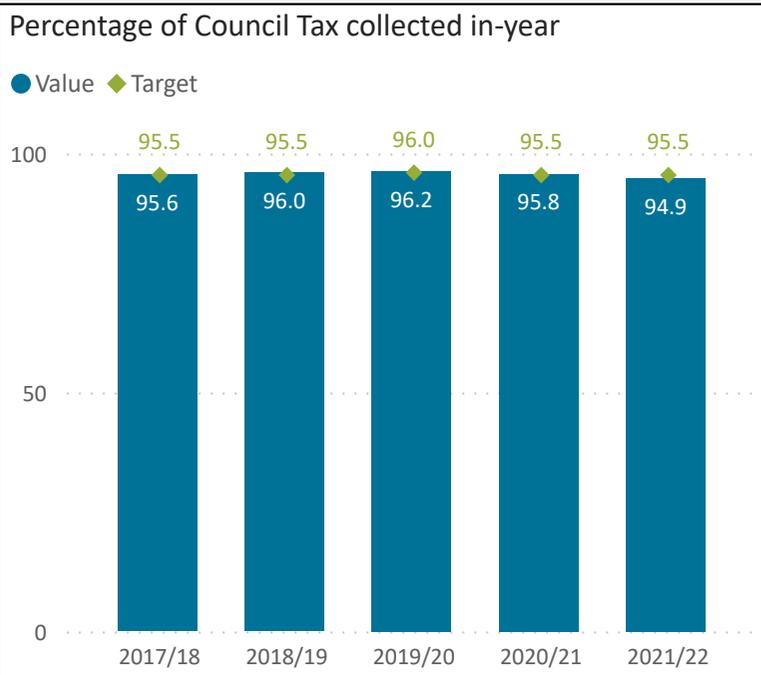
[Brett Nielsen: Assistant Director - Resources](#)

R3. Maximise the council's income from the council's Investment Fund, including further joint venture housing companies

The Investment Fund provision of £50m is being utilised for Joint Venture (JV) and economic regeneration initiatives. Returns on JVs are anticipated to be over £6m and three of the schemes have completed with the investment fully repaid and recycled back into the fund. The agreed Investment Fund of £50m has a commitment against it of £33.78m, leaving a balance of £16.22m uncommitted. Officers are actively looking at schemes which, subject to approval, could utilise the fund to provide returns to the Council and wider economic benefits to the borough.

[Brett Nielsen: Assistant Director - Resources](#)

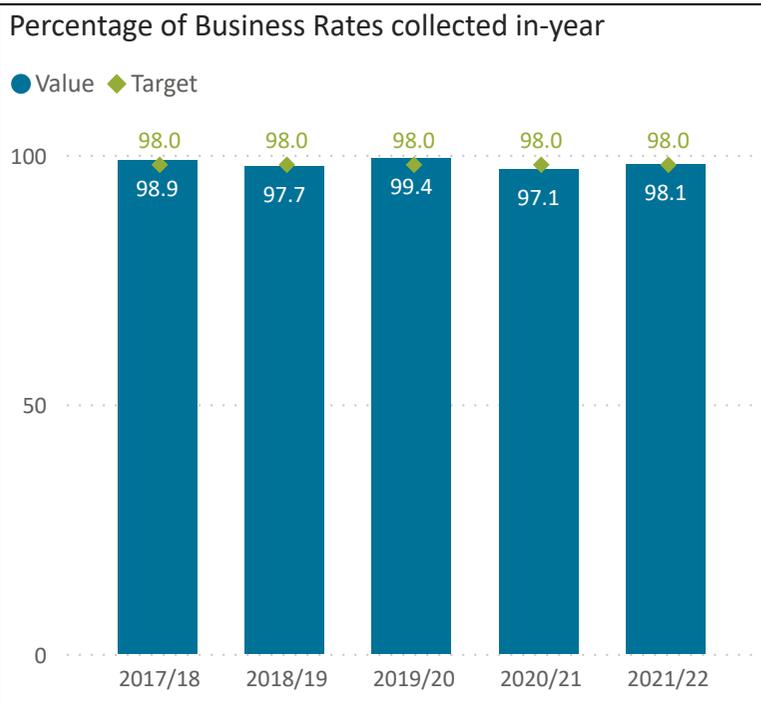
R4. Maximise council tax and business rate income through robust income collection processes



The percentage of Council Tax collected in-year in 2021-22 was slightly below the Council's target of 95.5%. However, £66.0 million was collected in 2021-22 by Revenues and Benefits officers, exceeding the amount collected for the previous year by £5.5 million. The overall collection rate of 99% is still on course to be met.

Year	Darlington	England
2017/18	95.6	97.1
2018/19	96.0	97.0
2019/20	96.2	96.8
2020/21	95.8	95.7
2021/22	94.9	95.9

Anthony Sandys: Assistant Director (Housing and Revenues)



The percentage of Business Rates collected in-year in 2021-22 was slightly above the Council's target of 98.0%. £26.8 million was collected in 2021-22 by Revenues and Benefits officers, exceeding the amount collected for the previous year by £9.7 million. The overall collection rate of 99% is still on course to be met.

Year	Darlington	England
2017/18	98.9	98.4
2018/19	97.7	98.3
2019/20	99.4	98.0
2020/21	97.1	93.0
2021/22	98.1	95.5

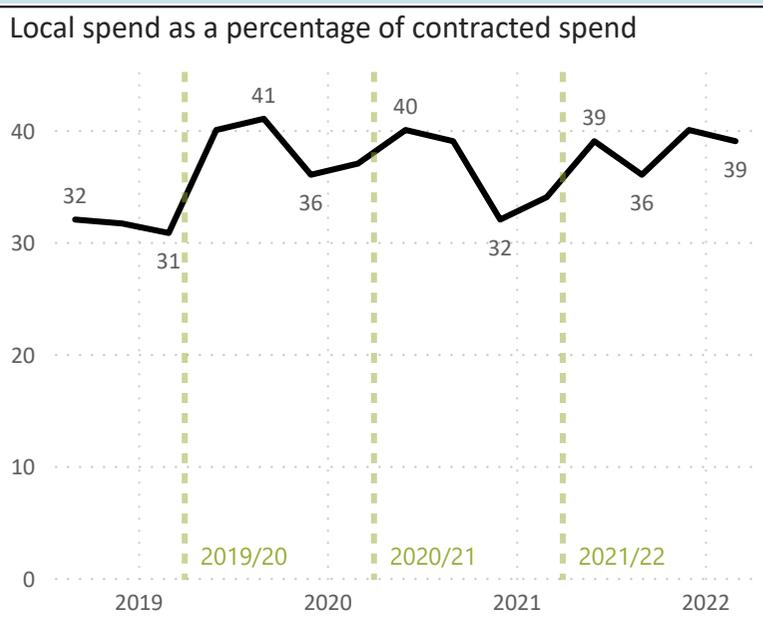
Anthony Sandys: Assistant Director (Housing and Revenues)

R5. Adopt a local wealth building approach to council procurement and work with the wider public sector in Darlington to do the same

The Public Sector Executives Group continues to be well attended and acts as a useful forum for public sector agencies to share information and collaborate. Information contained in the Darlington Profile Report was considered by the group and welcomed by other agencies who found it a valuable resource. The group also provided views on the Levelling Up Darlington Plan and endorsed the emerging priorities.

Seth Pearson: Chief Exec Dton Partnership

R5. Adopt a local wealth building approach to council procurement and work with the wider public sector in Darlington to do the same



The spend with Darlington-based suppliers has increased from Quarter 2 by 3% and remained stable through Quarter 3 and 4, which equates to £33.2M for the 12-month period.

Compared to 2021 the figure has risen from 34% to 39%.

This reflects the continued engagement with the local supply chain, advertising opportunities via the Councils website and social media.

Luke Swinhoe: Assistant Director - Law & Governance

R6. Increasing the availability of council services online

Number of transactional services available via the corporate website

September 2021

108

March 2022

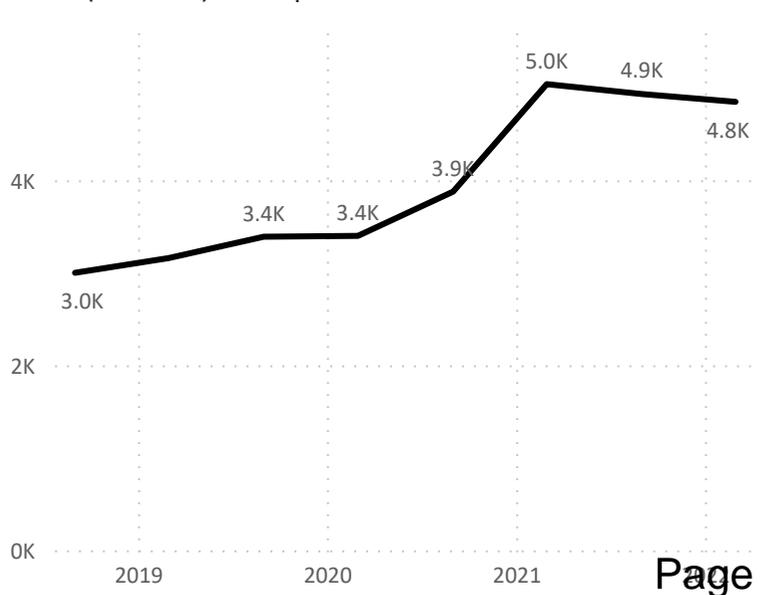
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The large increase in services is due to using a more robust method of detecting links to our online services that are run via third party software. We're now confident we have detected all current links to online services so this figure will act as the baseline.

The new baseline figure includes several additional Council Tax and Benefits forms, a number of 3rd party complete solutions such as Resident Parking Permits, the Library and the Housing Tenant's portals. This number now also includes all in-house built services such as Garden Waste and Childcare checkers.

Neil Bowerbank: Head of Strategy, Performance & Comm

Visits (sessions) to corporate website



Average daily visits are down slightly on the previous 6 months, as Covid takes more of a background seat, so fewer people are coming to our site to view the local restrictions. Average visits are still up by over 1,000 a day compared to pre-pandemic levels. Popular page trends are now shifting away from Covid related pages and back to more traditional pages such as Refuse collections, the Dolphin Centre and Job Vacancies. In the last 6 months, desktop usage has increased by just over 6% and taken it back to pre-pandemic levels. This coincides with more people returning to working in offices.

R7. Review and refresh the council's workforce strategy

The Council's new Workforce Strategy and Plan was agreed in July 2021, with rollout commencing in October 2021. Briefings have taken place to ensure that the strategy is promoted and that the core values are embedded into everyday working practices. Additional promotional activities, including a video, are soon to be launched to all staff, with further developments planned regarding the communication of the strategy in recruitment and corporate induction. Monitoring and evaluation of the success of the strategy have commenced with some early positive signs coming through staff feedback. The Joint Consultative Committee (JCC) and chief officers will shortly receive an update on the impact of the strategy as we approach the one-year anniversary.

[Brett Nielsen: Assistant Director - Resources](#)

S1. Utilise the skills and resources of businesses to increase volunteering and corporate social responsibility primarily through Darlington Cares

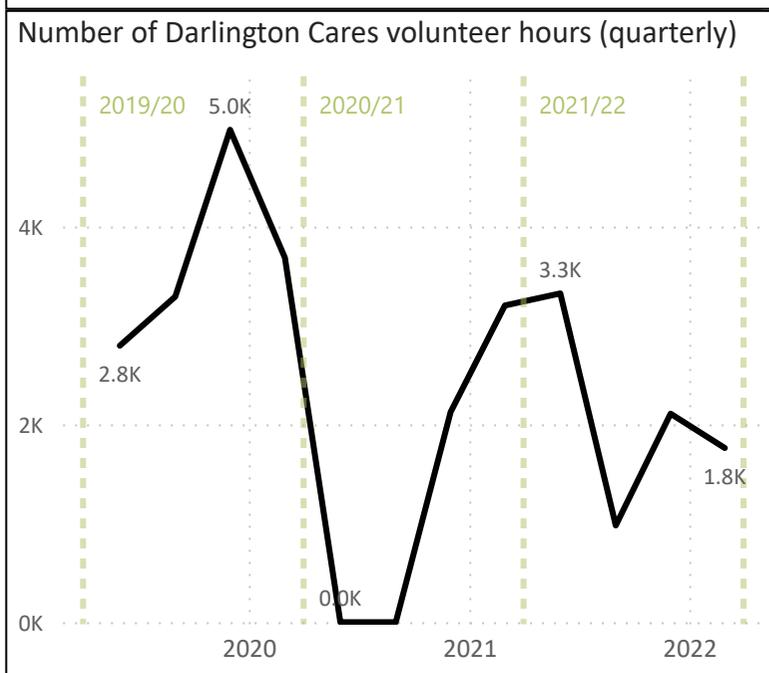
In the last quarter of the year, Darlington Cares rapidly recovered from the limitations faced through Covid. The existing programme continued to reboot whilst the Board explored other areas it could focus on. In particular, it is exploring how it can join forces with the Council and other agencies to help planting trees and other biodiversity action. A well-attended networking event, celebrating 10 years of Darlington Cares, was held on 24th March. From that and increased awareness of Darlington Cares, four new members have been recruited, including Amazon.

Seth Pearson: Chief Exec Dton Partnership

Year	Month	Value
2020	March	24
	June	24
	September	24
	December	24
2021	March	24
	June	26
	September	26
2022	March	30

Whilst in and out of lockdown, Darlington Cares members were unable to allow their staff to volunteer due to the restrictions and health and safety concerns. This resulted in new membership stalling. However, as all restrictions have now been lifted, we were able to arrange a networking event for new members and have face to face meetings with potential members. This has resulted in a huge increase in membership and the biggest increase we have seen since the programme began.

Seth Pearson: Chief Exec Dton Partnership



Since all restrictions have been lifted, all members have now been able to release their staff which has seen a steady increase in the amount of volunteer hours undertaken. We have slowly been able to get all previous projects back up and running and even have plans for new ones.

Seth Pearson: Chief Exec Dton Partnership

S2. Produce, deliver and appraise a pilot for a local neighbourhood renewal scheme including reviewing the approach to private sector landlord operations to ensure residents are best supported and protected

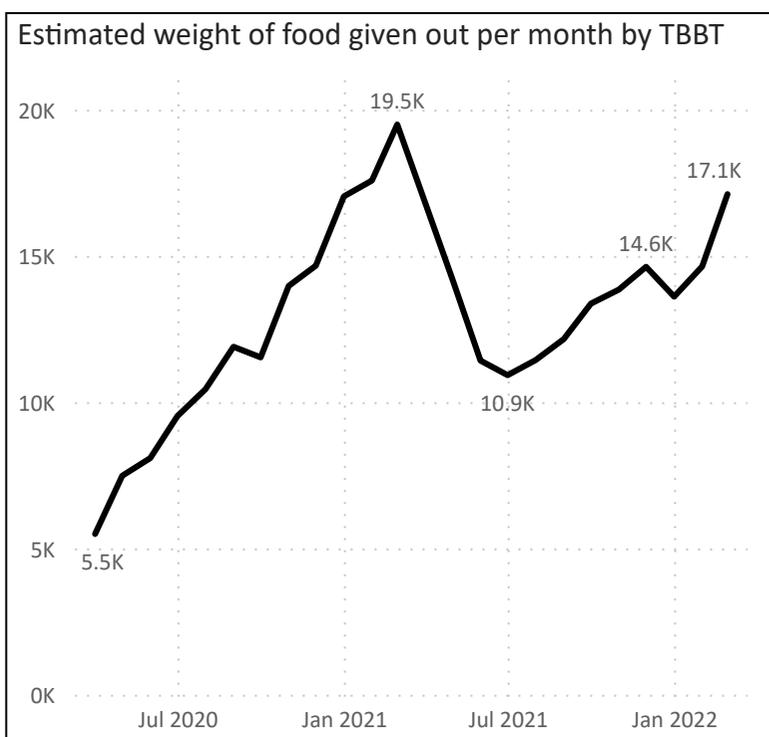
The Northgate Initiative continues to evolve and deliver. A data dashboard is in the final stages of development which provides insight into areas where Northgate performance is out of line with the rest of Darlington and nationally. It being used by workstreams to inform the focus of their actions which are being compiled in a live action plan. The dashboard will also allow progress over time to be tracked.

Seth Pearson: Chief Exec Dton Partnership

S3. Work with partners to address food instability

The Bread and Butter Thing (TBBT) continues to deliver effectively across Darlington with each of its hubs at, or nearing, capacity. This is an ever more important resource as the cost of living rises.

Seth Pearson: Chief Exec Dton Partnership



TBBT has gone from strength to strength over the past year, with eight hubs now operating across Darlington. A strong team of volunteers, with a working total of 4850 volunteer hours, have supported the growth of the scheme which has been critical to families in making life affordable.

As of March 2022, TBBT have given out 24,487 bags, which equates to 294,000kg of food or 700,000 meals. The popularity of TBBT is steadily on the increase, with plans of opening an additional two satellite hubs in smaller communities over the coming months.

Seth Pearson: Chief Exec Dton Partnership

S4. Embed the new Community Safety service and review its effectiveness and priorities

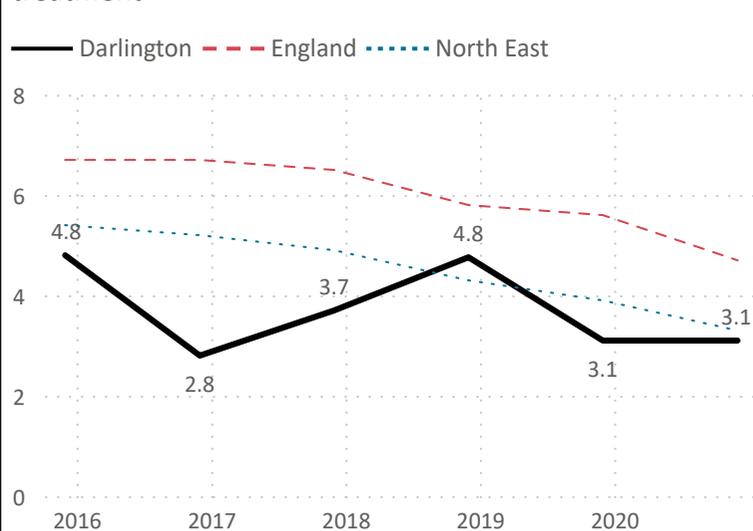
A review of the Civic Enforcement team's priorities was carried out at the beginning of 2021, to inform a refreshed service plan. Ongoing management of the service's resources versus priorities is being kept under review with the portfolio holder. Following the review, the Civic Enforcement team continues to focus on three key areas of work: anti-social behaviour, environmental crime and parking enforcement, and there has been a particular focus in recent months on back lanes and environmental crime.

Working in partnership with the Police and Crime Commissioner's (PCC) office and the police, a number of successful funding bids to rounds 1, 2 and 3 of Safer Streets will be bringing in additional resources. These resources will address specific areas of concern, those caused by geographical areas and the implementation of the initiative to make the town safer for women and girls.

[Ian Thompson: Assistant Director Community Services](#)

S5. Work with Durham Constabulary and other key partners to improve our collective response to dealing with drug and alcohol issues

Percentage of opiate users successfully completing their treatment

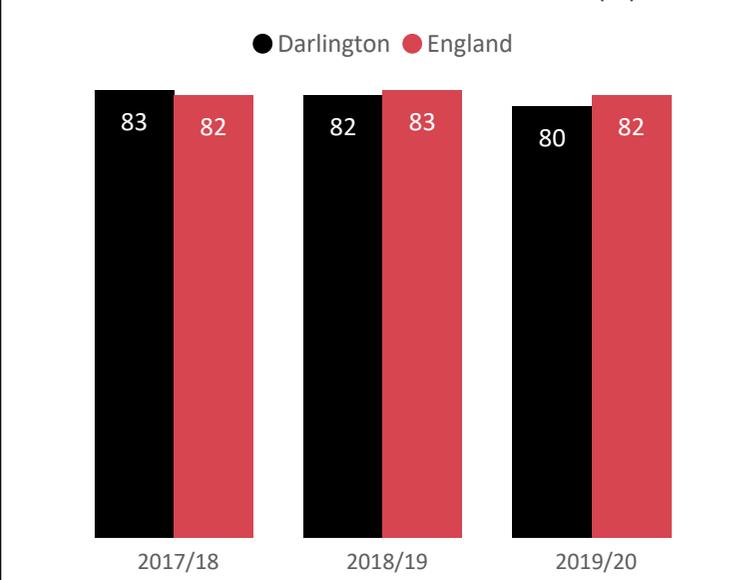


Darlington remains statistically similar to our neighbouring North East authorities for the proportion of opiate users successfully completing drug treatment, despite a small drop in the overall number of individuals who are successfully completing treatment.

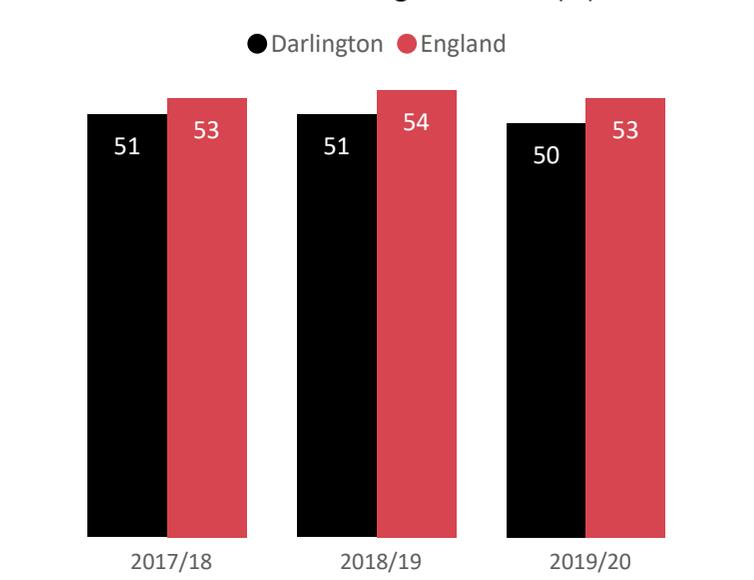
The slight fall follows a period of sustained increase over the previous two years and occurred during a period of change where local services in Darlington were reprocurd through a competitive tendering process. Performance issues have been identified and are being tackled by the service's providers and it is hoped this will lead to further increases for this measure going forward.

[Penny Spring: Director of Public Health](#)

Estimated unmet need for alcohol treatment (%)



Estimated unmet need for drug treatment (%)



The estimated proportions of adults in need of alcohol and/or drugs (opiates and/or crack) treatment that are estimated not to be in it is lower in Darlington than the England averages and have been falling.

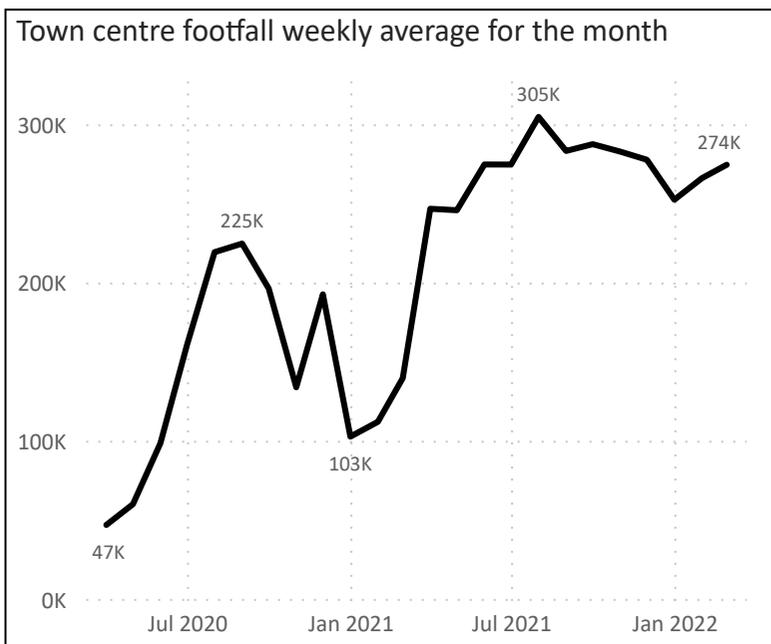
S6. Support the development of the town centre economy by putting appropriate measures in place and demonstrating it is a safe place to visit

Purple flag re-accreditation was successful, demonstrating that Darlington Town centre is safe and vibrant, with a well-managed and supported night-time economy. Both crime and Anti-Social Behaviour were down on pre-Covid levels within the town centre. The community safety team continue to work closely with the town centre team and wider town centre partners.

The public space protection order (PSPO) for the town centre ended in February 2022 and consultation took place during March and April 2022 with regard to renewing the PSPO, which will be considered by cabinet in June 2022.

We are developing a Hub on Skinnergate to provide a place of safety, primarily for women and girls but also for vulnerable people. It will be open between 9pm and 3am on Friday and Saturday evenings and should be open from early July.

[Ian Thompson: Assistant Director Community Services](#)



Using the information provided by the Springboard footfall counters, the footfall in Darlington has increased in comparison to 2020/21 figures and continues to follow this trend for the 2021/22 period. Some restrictions with face masks were reintroduced in November and December 2021. The events team have continued to schedule a variety of events and town centre animation to encourage visitors to the town centre. We will continue to review and monitor the footfall data. Darlington has welcomed a number of new independent retailers to the town centre and the continued works programme with the Towns Fund is improving shop fronts within the Skinnergate and Yards areas.

[Ian Thompson: Assistant Director Community Services](#)

S7. Review our approach to the use of CCTV in supporting community safety and work with partners to enhance the service further

One of the outcomes of the initial work carried out was to review the public space CCTV cameras and transmission system. This has been carried out resulting in a proposal to replace 74 of the 122 cameras, which are the older analogue cameras, where the quality is poor and the images are a lot softer than the newer cameras available today. The review also recommended introducing a wireless network to replace the leased fibre circuits.

Cabinet will consider a report on the replacement programme in June 2022 and, subject to their approval, the CCTV cameras will be updated in 22/23.

[Ian Thompson: Assistant Director Community Services](#)

S8. Oversee the implementation of the council's equality policy

Percentage of staff who have completed equality and diversity training

March 2022

54.1%

The 2-year training programme commenced in January 2020. COVID significantly delayed a lot of the training, but to date it has been delivered to over 1,000 current staff plus casual staff. Over 100 people who have now left the organisation also received the training.

Following the easing of COVID restrictions towards the end of this reporting period, the proportion of in-person sessions, as opposed to online training, has increased. This has provided the opportunity to train staff who have little or no access to the corporate ICT network, many of whom are based within the community services area of the council. Sessions are being arranged to fit in with the working patterns of different teams, including outside of normal office hours, to help increase participation and completion. Several managers have requested full team training sessions which will further help with uptake. The percentage of current staff trained has increased from 51.5% since the last period, however the calculation has been adjusted to reflect the percentage of the current workforce and no longer includes people who have been trained but subsequently left the organisation.

Neil Bowerbank: Head of Strategy, Performance & Comm

Percentage of elected members who have completed equality and diversity training

March 2022

76.0%

Online training sessions have been offered to all councillors, both during the day and in the evening to fit around scheduling needs. The indicator, which has increased from 68%, includes members who have completed at least one of two distinct and bespoke training sessions on equality and diversity on offer.

Neil Bowerbank: Head of Strategy, Performance & Comm

S9. Work with partners to assess flood risk for Darlington and develop solutions

Strong partnership and project teams are in place, developing two studies that will inform and assist future planning, investment and bidding opportunities. Operational meetings occur on a regular basis between the Environment Agency and council officers. Indicative funding of £6m has been allocated for delivery of projects. The two studies that are taking place are:

- The Darlington Northumbria Integrated Drainage Partnership (NIDP) study. This is assessing all areas across the north and south Darlington catchments to determine risks and issues in relation to flood for the Environment Agency (EA), Northumbrian Water Limited (NWL) and the Council. The outcome will be evidence for a plan of interventions for the highest priority locations to inform bids to secure funding.
- Flood Asset Risk Study. This is looking at the risks and impact associated with the possible failure or blockage of key assets such as bridges and culverts to determine investment and maintenance strategies to minimise the risk of flooding. The outcome of the study will be evidence to inform bids to secure funding or re-prioritise existing resources.

CABINET
5 JULY 2022

XENTRALL SHARED SERVICES ANNUAL REPORT 2021-22

Responsible Cabinet Member - Councillor Scott Durham
Resources Portfolio

Elizabeth Davison, Group Director of Operations

SUMMARY REPORT

Purpose of the Report

1. This annual report allows Cabinet Members to review the progress and performance of Xentrall Shared Services, the Darlington and Stockton partnership.

Summary

2. Xentrall Shared Services, the Darlington and Stockton partnership, was established in May 2008 and is now in its fifteenth year. The Xentrall services are:
 - (a) ICT (strategy and operations)
 - (b) Transactional HR (payroll, pensions, recruitment, sickness absence)
 - (c) Transactional Finance (creditors, debtors, banking, schools finance)
 - (d) Design & Print (professional buyer, in-house design and print)
3. The original business case identified a number of efficiencies and benefits to be delivered resulting in initial savings of £7.4m over the original ten-year period of the partnership. The successful partnership arrangement has delivered all these plus additional efficiencies and benefits and significant additional savings as reported to Members over previous years. At the same time the quality and performance of services have not been compromised but improved, with both customer and staff satisfaction increasing over the life of the partnership.
4. This is a significant achievement for a public/public partnership, and it compares very well to other private sector partnerships many of which have failed over the same period or been brought back in-house for a variety of reasons. Both Councils have benefited both financially and through a continued programme of service improvements brought throughout the lifetime of the partnership.

Recommendations

5. It is recommended that Cabinet note the report and acknowledge the continuing success of Xentrall over the fourteen years since it was formed.

Reason

- 6. The recommendation is supported to allow Members to receive information about the progress of the partnership.

**Elizabeth Davison
Group Director of Operations**

Background Papers

No background papers were used in the preparation of this report.

Ian Miles: Extension 157012

S17 Crime and Disorder	There are no crime and disorder issues in this report
Health and Well Being	There are no health and wellbeing issues in this report
Carbon Impact and Climate Change	There are no carbon impact implications in this report
Diversity	There are no diversity issues in this report
Wards Affected	The issues in this report apply to all wards
Groups Affected	No particular groups are affected by this report
Budget and Policy Framework	The report does not propose changes to the budget or policy framework
Key Decision	The report does not require a key decision
Urgent Decision	The report does not require an urgent decision
Council Plan	The subject matter of the report supports the Council Plan objectives
Efficiency	The partnership has and will continue to deliver significant savings for the council and these are built into the approved medium-term financial plan.
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

7. Xentrall Shared Services, the Darlington and Stockton partnership, was established in May 2008 and is now in its fifteenth year. The Xentrall services are:
 - (a) ICT (strategy and operations)
 - (b) Transactional HR (payroll, pensions, recruitment, sickness absence)
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VALUE FOR MONEY AND PERFORMANCE

10. Since the formation of the partnership in 2008, the financial situation in both Councils has changed significantly as a result of reductions in local government funding and Xentrall has continued to support both Councils in achieving a balanced Medium-Term Financial Plan. This has mainly been achieved through staff savings resulting from more efficient ways of working across the four service areas, as well as cost reductions arising from partnership joint procurement.
11. In addition to cost reductions, all services undertake benchmarking exercises to ensure that quality is not compromised and to confirm that a balanced approach is used to measure improvements and success. Under normal circumstances, ICT, HR and Finance would regularly participate in national benchmarking exercises with other participating organisations which confirm our services are performing well in comparison to others. Similarly, Design & Print would undertake price comparisons with local and regional suppliers to confirm value for money of both services delivered in-house and those bought in. Pressures of the pandemic meant that these benchmarking activities were paused, but national programmes permitting, we anticipate reassessing our benchmarking activities during 2022/23 and 2023/24.
12. Xentrall is also subject to various internal and external audit regimes which also confirm the good performance and governance of its services. Fifty-nine Xentrall control checks undertaken by the Council's Internal Audit team in April 2022 have achieved a green assessment, with just three other checks categorised as low-amber. This performance is consistent with the full assurance results achieved by Xentrall under the previous approach

to audits. Together with a number of successful external audits and certifications, this confirms the health, robustness and good management of the services across the partnership.

CUSTOMER SATISFACTION

13. As part of Xentrall's balanced scorecard approach to performance management, partnership-wide customer satisfaction surveys are undertaken every two years, and these involve canvassing service users and managers across both Councils. In addition, each of the Xentrall services seeks feedback and satisfaction levels as part of their daily service operations e.g. on an ICT call closure, HR recruitment or the take-on of a new academy's payroll. The main two-year survey was completed in June 2020 and both this and the daily low-level surveys confirm high levels of satisfaction, with the main survey showing our highest average customer satisfaction across Xentrall of 4.5 out of 5 (equivalent of 90% satisfaction).

2021/22 OPPORTUNITIES TAKEN & EXTERNAL BUSINESS RETAINED

14. Xentrall continues to explore new opportunities for external business as and when these arise, which is in-line with the partnership's objective of tactically growing the business. Like the one preceding it, 2021/22 has been an unusual year, yet Xentrall HR have taken on nineteen new schools and two new academy trusts and also during the year ICT have assisted the Combined Authority with their office relocation. In addition, our existing external customers have been retained and have signed up to new service level agreements for the current year. These include:

- (a) All Xentrall services to the Tees Valley Combined Authority
- (b) Finance and HR services to the South Tees Development Corporation
- (c) ICT services and finance system to Tees Active Leisure Ltd
- (d) ICT services to the North East Purchasing Authority (NEPO)
- (e) ICT hosting services to Northumberland County Council
- (f) ICT services to Theatre Hullabaloo in Darlington
- (g) Payroll services for now 159 academy payroll groups and Finance services to fourteen academies/trusts
- (h) Payroll to Richmond Citizen Advice Bureau
- (i) Payroll to twelve Middlesbrough and six Redcar & Cleveland schools
- (j) Payroll and Employer Support to Direct Payment Clients at Stockton
- (k) Bursary service to Stockton schools

15. Xentrall-generated external annual income of over £1m continues to form a significant part of the overall Xentrall financial model and thereby reduce the Xentrall funding required by both Authorities.

2021/22 DARLINGTON & STOCKTON ACHIEVEMENTS

16. 2021/22 was the second year of the pandemic, the end of which started to approach what would be considered normality. As well as providing essential services to our external customers and generating income, Xentrall continue to be a critical element in the continued effective functioning of both Councils. A snapshot of some of the Xentrall activities and achievements is shown below.

Xentrall HR

- (a) Maintained service delivery to over 150 individual payrolls encompassing 18,700 staff.
- (b) Supported both Councils in changes to reporting to allow the monitoring Covid-related absences.
- (c) Processed the annual pay award at short notice in March ensuring that this back-pay was not affected by the April NI changes.
- (d) Year-end processing completed successfully within the required deadlines.
- (e) Produced a number of major reports required for; School Workforce Census, Social Work England and Gender Pay Gap.
- (f) Commenced a number of new projects including payments via the MyHR app, changes to teacher's pensions reporting, assessment and reporting to pension providers for the McCloud pension judgement.

Xentrall Design & Print

- (a) Continued to provide Covid-19 related safety notices, information packs and signage as well as the supply and fit of hundreds of safety screens, many of which were bespoke. Also, the vaccination centre branding of a full shop front in Stockton and graphics for a community vaccination bus in Darlington.
- (b) Continued to provide key support for both Council's Communications, Events, Town Centres, Libraries, Revenues & Benefits teams and Stockton's Learning & Skills, alongside Darlington's Hippodrome and Dolphin Centre.
- (c) The supply and production of billboards, posters, brochures, crowd barrier and fence covers, timetables and notice boards, venue dressings, bunting, banners and plates & cups for the large-scale events such as the Stockton Sparkles and Darlington Light Switch On, the Jubilee Celebrations, Stockton's SIRF and Darlington's 10K. But not forgetting the equally important literature, signage or staging for smaller events such as Darlington's Stronger Community Awards, Stockton's Customer Service Awards, and each Councils' Mayor's Ball.

- (d) The print of Stockton-on-Tees News and the design & print of One Darlington Partnership Magazine, along with other key community engagement newsletters such as Adult Carers at Stockton and Housing Connect at Darlington.
- (e) Been integral in the development and integration of the new Darlington brand.
- (f) Assisted the Councils meet new accessibility legislation by providing a compliant pdf-form design service, including the conversion of the Stockton-on-Tees News magazine.

Xentrall Finance

- (a) Implemented new cheque software for Darlington and Stockton incorporating enhanced security features.
- (b) Implemented AUDDIS (Automated Direct Debit Instructions) for Darlington Debtors saving staff time and postage and reducing collection delays.
- (c) Continued to support both Councils in processing Test and Trace Support payments and additional Covid/Omicron related grants.
- (d) Assessed options available to Stockton Council for the recording and payment of business mileage, agreeing a cost package with MileIQ for its continued use.
- (e) Worked with both Councils procurement teams to move the stationery contract from Banner to Lyreco Webshop with the inherent system changes that move required.
- (f) Achieved year-end processing, system changes and reconciliations on Business World On (aka Agresso) to deadlines set by Darlington and Stockton.

Xentrall ICT

- (a) Successful recertification to the government's secure Public Service Network (PSN) which allows secure transfer of data between Council and government systems.
- (b) Successful annual review of ICT's ISO27001 (Information Security Management) and ISO9001 (Quality Management) certifications, both of which, combined with the PSN certification feed into other corporate and external audits e.g. NHS.
- (c) Supported a "return to the office" and flexible working across Stockton sites and assisted with preparations for blended working at Darlington.
- (d) Implemented an improved mobile device management system.
- (e) Migrated both Councils "My Documents" to OneDrive and now implementing Teams to replace file servers as part of our ongoing 365 programmes in both Councils.

- (f) Implemented a new backup for the server estate which has improved performance, we also implemented new blade servers which support the virtual server estate and we increased capacity of the disaster recovery servers based in Stockton.
- (g) Procured a new ICT network contract which delivered savings.
- (h) Implemented a new desktop remote quarantine system allowing potentially infected devices to be diagnosed remotely.
- (i) Implemented improved internet management systems and user authentication systems to maintain high levels of security and protection across the ICT estate.
- (j) Implemented general software upgrades across the server estate to improve performance and/or aids to server management.

17. All Xentrall services support transformational and service-based projects in both Councils through using technology and systems to improve all aspects of service delivery and the delivery of efficiencies. ICT alone have completed forty-four service-based projects across Darlington and Stockton during 2021/22. These have been wide and varied and have included a large number of upgrades and enhancements to systems and the implementation of new systems such as the Employee Flu Vaccination system in Darlington and the Concord system for Stockton's Adult Social Care STEPS team.

LOOKING FORWARD TO 2022/23 ONWARDS

18. As can be seen above, despite the pandemic, Xentrall continued to function successfully and perform well throughout the year. In terms of the pandemic, 2022/23 looks "more normal", but we now have war in Ukraine, global shortages and increased costs of some products and rising inflation to contend with. Whatever the next year or two brings, Xentrall Services will continue to strive to deliver quality and timely services to both Councils and our external customers and support them as they navigate and respond to these and other emerging challenges that come with public service delivery. Xentrall activities will include:

- (a) Xentrall overall will continue to assist with both Council's approaches to flexible working and exploit the technologies we have to support this.
- (b) HR will continue to develop and exploit the ResourceLink and MyHR HR/Payroll systems for the benefit of both Councils and our academy customers, and the HR team will also continue to assess and take on new academy business as and when opportunities arise.
- (c) Finance will be undertaking contract renewals and implementing system upgrades, as well as continuing to support and develop our use of the main financial system Business World On.
- (d) ICT will continue to support and develop the remote, agile and office-based workforce technologies as well as the all-important associated security protections which keep our systems, data and users safe in the ever-changing and complex world of cyber

security. In addition, in conjunction with both Councils, ICT will further develop and roll-out new features within the Microsoft 365 suite of products which help support an agile and often dispersed workforce, allowing them to collaborate and work effectively as virtual and mixed teams.

- (e) Design & Print will continue to support the expected rapid resurgence of events and activities across both Councils throughout the year, which include the Queen's Platinum Jubilee.

19. As with previous years, the continual service improvement mentality within Xentrall will be applied to leverage any further service improvements and/or savings for both Councils. Xentrall will also continue to assess new partnering and business opportunities as and when these arise, which fits in with its business plan of tactically growing the business and in turn help to support both Council's Medium-Term Financial Plans.

**CABINET
5 JULY 2022**

REVENUE OUTTURN 2021/22

**Responsible Cabinet Member -
Councillor Scott Durham, Resources Portfolio**

**Responsible Director -
Elizabeth Davison, Group Director of Operations**

SUMMARY REPORT

Purpose of the Report

1. To present the 2021/22 revenue outturn (subject to Audit), to allow Members to consider the results in light of the Council's Medium Term Financial Plan (MTFP) and also to consider the Housing Revenue Account outturn.

Summary

2. This is the last revenue budget management report to Cabinet for 2021/22. The year-end projection shows an overall improvement in the 2021/22 financial position of £5.235m. This is an improvement on the 2022/23 MTFP projected opening balance of £0.216m.
3. Details of variances from the original budget along with changes since quarter 3 position are contained within the main report.
4. There are a number of additional carry forward requests totalling £1.638m detailed in paragraphs 24 – 27, which will assist with projected slippage and pressures in the coming year.

Recommendation

5. It is recommended that:-
 - (a) The revenue outturn for 2021/22 be noted.
 - (b) The carry forward of resources referred to in paragraphs 24 -27 be noted and approved.

Reasons

6. The recommendations are supported by the following reasons:
- (a) To continue effective management of resources.
 - (b) To continue to deliver services to agreed levels.

Elizabeth Davison
Group Director of Operations

Background Papers

No background papers were used in the preparation of this report.

Brett Nielsen: Extension 5403

S17 Crime and Disorder	There are no specific crime and disorder implications in this report.
Health and Wellbeing	There are no issues relating to health and wellbeing which this report needs to address.
Carbon Impact and Climate Change	There are no specific carbon impact issues in this report.
Diversity	The report does not contain any proposals that impact on diversity issues.
Wards Affected	All wards are affected.
Groups Affected	No specific groups are particularly affected.
Budget and Policy Framework	This decision does not represent a change to the budget and policy framework.
Key Decision	The report does not require a key decision.
Urgent Decision	The report does not require an urgent decision.
Council Plan	The subject matter of the report, the Councils financial standing and financial management, is critical to delivery of the Council Plan, but this report does not contain new proposals.
Efficiency	The report contains updated information regarding efficiency savings contained in the MTFP.
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

7. This is the final revenue budget management report to Cabinet for 2021/22 and provides the 2021/22 revenue outturn position as part of the Council's continuous financial management process.
8. Overall, the projected General Fund reserves position at the 31 March 2022 is £30.161m, which is an improvement of £5.235m on the planned balances in the 2021-25 MTFP. This improvement relates to £2.317m underspend in the Council's 2020/21 financial results, £0.993m of funds returned to reserves from the rebasing exercise, £0.741m projected Group underspends in the 2021/22 financial year and a £1.184m improvement in corporate resources.

COVID - 19

9. The impact of CV19 has had a significant bearing on the Council's services and therefore the financial position for 2021/22. Members will recall that in the 2021/22 MTFP, CV19 pressures were built into the plan to be funded in part by government grant and the Sales, Fees and Charges scheme. Additional CV19 pressures over those included within the MTFP are detailed in **Appendix 4** these pressures are to be offset through the use of the CV19 reserve.
10. The actual expenditure on CV19 is higher than shown in Appendix 4, as the Council has received specific grants from government to fund those areas of expenditure. This expenditure is therefore excluded from this budget monitoring report as it has no direct effect on the Council's reserves. Examples of the specific grants received are Contain Outbreak Management Fund (COMF), and Covid Local Support Grant.
11. As members are aware there has been a significant amount of work across all services to deliver the Council's response to CV19, this has meant that many services continued to allocate expenditure against the COMF grant which has resulted in one off reductions in expenditure within those services.

Departmental Resources

12. Departmental resource projections are summarised in **Appendix 2** and detailed in **Appendices 2(a) to 2(e)**.
13. The **People Group** outturn position is an underspend of £0.321m, after taking into account the impact of CV19 costs of £0.375m and carry forwards into 2022/23 of £0.082m. This is an improvement of £0.877m on the position reported at Q3. The main changes to the previously reported position are detailed below:
 - (a) **Children's Services** are projecting an overspend (excluding Covid 19 costs) of £0.326m after carry forwards, an increase of £0.143m on Q3. The main changes since Q3 include the following:

- (i) Adoption and Placements have overspent by £0.665m which is an increase of £0.377m from the Q3 report. This is mainly due to one complex, high-cost placement of £0.305m and Special Guardianship Orders with a net increase of five placements and higher assessed carer support rates of £0.068m.
 - (ii) Other areas of Children's Services have helped offset this increase with savings following recruitment delays, the utilisation of one off grant and a net reduction of five disabled children accessing demand led services.
 - (b) The **Development & Commissioning** budget has underspent by £0.349m, which is an increase of £0.039m on quarter 3. This is due to a further reduction in demand led services and vacant posts.
 - (c) The **Education** budget has overspent by £0.602m after carry forwards, this is a reduction of £0.061m in the position from the Q3 report. This reduction is from a combination of staff vacancies, lower pension charges and in year running cost savings which have offset the increased cost of school transport services of £0.146m.
 - (d) **Adult Social Care and Health** outturn position is an underspend of £0.844m, an increase of £0.922m on Q3. The main changes since Q3 include the following:
 - (i) External Purchase of Care has an increased underspend of £0.816m (including CV19 costs) on quarter three. This arises from a movement in care activity (including non take up of packages of care) which has led to a reduction in the outturn of £0.112m. Reassessments of care needs, following the lifting of Covid restrictions have identified further savings of £0.679m. This is associated with the challenges of accurately assessing care needs during the pandemic and adjustments are now being made at point of reassessment to ensure packages of support are proportionate to the needs that are identified. In addition, Finance and Adult social care colleagues have undertaken a deep dive on the budgets and forecasting. This identified a number of packages that either did not materialise, and /or became fully funded CHC which resulted in a more positive budget position. £0.097m saving due to attrition and a saving in the transport contract of £0.045m. These additional reductions in expenditure have been offset by a decrease in income, which has reduced by £0.118m.
14. The **Services Group** is projecting an underspend of £0.491m after taking into account the anticipated impact of CV19 of £0.087m, the creation of a reserve for the Rail Heritage Fund and additional carry forward requests of £0.834m. This is an improvement of £0.137m from the position reported at Q3.
15. The projected underspend of £0.491m is broken down into pressures of £0.087m related to CV19 and an operational underspend of £0.578m.
16. The **Services Group** projected position for CV19 related pressures of £0.087m which is an improvement of £0.103m as reported at Q3 and is detailed below:

- (a) Waste disposal impacted by CV19 has improved by £0.078m since the Q3 reported position as high tonnages linked to household waste have begun to fall.
 - (b) Loss in income linked to the sales of plants to other authorities from our nursery service was £0.025m.
 - (c) The consequences of Building Services & Highways operatives needing to self-isolate generated unrecoverable overheads was more than £0.050m, however this was able to be funded from covid related grants.
17. The **Services Group** projected operational position is an underspend of £0.578m after taking into account carry forward requests of £0.834m. This is an improvement of £0.034m since Q3. The headline areas for the improvement are detailed below:
- (a) **Capital Projects, Transport & Highways Planning** the overall projected overspend is £0.408m after taking into account carry forward requests of £0.172m, this is £0.069m worse than Q3. While the overall position has not changed significantly there has been some movement within the service, the main changes are,
 - (i) Highways – there is a projected net pressure of £0.313m within highways which is an increase of £0.164m from Q2. The increase in the net pressure is mainly due to an under projection in staffing costs within the engineering teams.
 - (ii) Concessionary fares – the projected underspend has increased by £0.088m following slippage on introducing a new smart ticketing system across the Tees Valley as well savings made in supplies and services.
 - (b) **Community Services** has an operational underspend of £0.417m after excluding CV19 pressures of £0.045m and carry forward requests of £0.602m. This is an improvement of £0.133m since Q3. While many of the services were impacted by CV19 their recovery has been stronger than anticipated and this is reflected in the operational underspend.
 - (i) The strong recovery of the Council's Leisure & Cultural facilities has continued over quarter 4. The Dolphin Centre, Hippodrome and other facilities are underspent by £0.362m an improvement of £0.048m since Q3.
 - (ii) Street Scene improved by £0.150m since quarter 3, this is mainly due to further staff savings linked to vacant posts as well as fleet savings derived from deferrals on vehicle replacements as well as savings in vehicle repairs.
 - (c) **Community Safety** overall is expected to be operationally underspent by £0.368m after excluding CV19 pressures of £0.042m and carry forward requests of £0.060m. This is a reduction of £0.055m since Q3. This is mainly from due to additional staff

costs required to cover sickness over the last quarter and the need to replace essential operational equipment.

- (d) **Building Services** overall is expected to be operationally underspent by £0.170. This is an improvement of £0.025m since Q3.
18. The **Operations Group** overall budget outturn position is an overspend of £0.156m after carry forward requests of £0.590m. This is an improvement of £0.250m on the position reported at Q3.
19. The main changes to the previously reported position are as follows:
- (a) **Head of Strategy, Performance & Communications** has underspent by £0.109m, which is an improvement of £0.183m from the reported position at Q3 after carry forward requests. This reduction in expenditure arises from:
- (i) The team working on the Councils CV19 response which has been charged to COMF grant.
 - (ii) A range of interventions to support young people with securing work which was to be funded by the CV19 reserve has slipped into 2022/23.
 - (iii) The Systems budget whilst overspent by £0.084m, this is a reduction of £0.050m on the projection at Q3. This is due to the team receiving funding through the COMF grant for work on their CV19 response and funding received for one of the systems from the end user.
- (b) **Assistant Director Law & Governance** has overspent by £0.170m, this is a better position from the Q3 reported position by £0.131m. This reduction has mainly arisen due to increased Registrars income of £0.094m from additional ceremonies and savings in staffing and running costs across the division. These savings have been offset by increased costs from the Coroners service of £0.042m.
- (c) **Corporate Landlord** projected overspend linked to energy prices has increased from £0.427m at Q3 to £0.535m at outturn, although this does include a request for a carry forward of £0.400m into 2022/23. While electric and gas prices have risen much of this rise has been offset by savings from lower consumption, particularly at the premises impacted most by the adoption of CV19 social distancing, closures, and the council's policy on continuing home working during 2021/22.
- (d) **Housing general fund** is projecting an underspend of £0.141m. This is an improvement of £0.013m on the Q3 position.
20. The **Chief Executive & Economy Group** is projecting an underspend of £0.085m after carry forward requests of £0.132m. This is an improvement of £0.169m from the position reported at Q3.
21. The **Chief Executive & Economy Group** projected position for CV19 related pressures was £0.060m at Q3 but is now expected to be nil. The improvement is due to the full

recovery of rental income originally expected to be irrecoverable, due to the impact of CV19 on rental income from the estates portfolio and follows the better than expected economic recovery.

22. Based on current expectations the following operational pressures and savings are projected within the group:
- (a) **Property Management and Estates** net pressure is now expected to be £0.058m, which is an improvement of £0.039m from Q3. The improvement follows a reduction in the potential additional cost of for back dated service charges. The estates team is working to resolve this potential cost and it is hoped that these additional charges can be avoided or reduced further.
 - (b) Additional net underspends arising from vacant posts and supplies within the **Economy Group** is delivering further savings of £0.070m which are contributing to the overall net underspend.
23. The School balances and allocations are shown in **Appendix 2(f)**.

Carry Forward Requests

24. There are a number of carry forward requests to 2022/23 amounting to £1.638m from departments as detailed below. The requests are categorised into three areas: slippage, assisting in achieving the conditions of the MTFP and budget pressures. Approval is requested to carry these amounts forward into the new financial year.
25. **Slippage** – There is £0.377m of slippage on planned projects across the Council in the following areas:
- (a) £0.013m Adoption and Placements - To support the advertising campaign to recruit additional Foster Carers.
 - (b) £0.013m Development & Commissioning - To fund a six month Brokerage Officer post as part of the facilitation of timely discharge from Darlington Memorial Hospital.
 - (c) £0.030m Education - To fund the additional costs of data migration work for the implementation of the Early Years data system.
 - (d) £0.057m Street Scene – Planned works to repair the boardwalk at South Park, fencing works at Cockerton and the bulk purchase of wildflower seeds have slipped into 2022/23.
 - (e) £0.032m Winter Maintenance – Following a condition review of the weather stations it was recommended that the equipment required replacement. The programme of replacement would be carried out ahead of the new winter gritting season.

- (f) £0.022m Leisure Services – Works to upgrade Advantage (Xn Leisure), the leisure services software system, was identified in 2021/22 but has slipped into 2022/23. In addition, digital equipment to improve team communications was order in March 2022 but could not be fulfilled until 2022/23.
 - (g) £0.069m Heritage and Culture Fund and Outdoor Events – Committed and planned spend on heritage, cultural and Jubilee activities and events for 2022/23.
 - (h) £0.032m Street Scene – Boardwalk repairs at Maidendale and path works at Wylam Avenue.
 - (i) £0.005m Indoor Bowling Centre – Anticipated backdated service charge costs following upcoming review by provider.
 - (j) £0.015m Dolphin Centre – Purchase of Hopper equipment which is essential for the operation of the locker system at the Dolphin Centre and purchase of outside furniture for the South Park café following its successful launch in 2021/22.
 - (k) £0.035m Single Programme – Agreed support for the marketing campaign for the launch of the Hybrid Innovation Centre at Central Park.
 - (l) £0.020m Licensing – Delays with implementation of new licensing software for both taxi & general licensing.
 - (m) £0.034m Planning Policy – Heritage Action Zone – underspend is allocated for match funding on a Masterplan for Northgate Conservation Area & other works associated with the AZ. BEIS Heat Network Delivery Unit (HNDU) underspend to be carried forward.
26. **Assist in achieving the 3 conditions set out in the MTFP, namely Building Strong Communities, Growing the Economy and Spending Wisely.** The following £0.517m of carry forwards all meet the criteria described above and are as follows:
- (a) £0.019m Youth Offending Service - To provide funding for a short term post within the service.
 - (b) £0.030m Street Scene – There is a lack of adequate storage available at the depot for the equipment and supplies used by Street Scene. It is proposed to purchase and install a storage solution in the Street Scene garage. This will improve efficiency as well as meet any H&S requirements.
 - (c) £0.050m Street Scene -The Council has previously contributed towards the refurbishment of play areas in Corporation Road and Firthmoor in schemes led by private sector organisations with the assistance of volunteers. It is anticipated more schemes of this sort will become available and given the health and wellbeing improvements of such schemes in the community, it is requested £0.050m is carried forward into the futures fund to be used as match and contribution funding to such schemes.

- (d) £0.072m Flood & Water Act – Resource is requested to be carried forward to fund the Council’s contribution to ongoing drainage studies in partnership with Northumbrian Water Group and the Environment Agency to assess the risk of flood in Darlington and identify any potential schemes that may need to be developed to manage that risk.
- (e) £0.020m Dolphin Centre – Surplus on 2021/22 marketing budget requested to be carried forward to support the Dolphin Centre’s 40th Anniversary in 2022/23.
- (f) £0.033m Hippodrome – Following agreement to create an additional self-funded marketing officer post it is requested that funding for 1 year is carried forward to allow this post to become self-sufficient.
- (g) £0.009m Hippodrome – Requested to provide resource to continue the work of the Place for Everyone Fund. This fund aims to support those groups that would find it difficult to access cultural activities otherwise.
- (h) £0.123m Hippodrome – Proposed alterations, equipment upgrades and replacements at the Hippodrome and Hullabaloo to improve operational delivery and efficiency following bedding in period after the completion of the refurbishment of the theatre. This work includes transformation of a technical workshop, replacement of lighting with LED, improvement to sound system.
- (i) £0.030m School Meals – Support transformation of service in 2022/23.
- (j) £0.040m Community Safety – Support for temporary staffing arrangements within Community Safety.
- (k) £0.036m Building Control – Support outcomes arising from service review arising due to difficulties in recruiting officers.
- (l) £0.055m Consolidated Budget - underspend on consolidated budget is asked to be set aside to support the delivery of current and future developments as well as meeting the goals of the economic growth agenda.

27. **Pressures** – there are £0.744m of pressures identified as follows:

- (a) £0.007m Development & Commissioning - To fund pressures in the CAB crisis fund in respect of increased demand due to the cost of living crisis.
- (b) £0.075 Dolphin Centre – Income pressure due to M&E and pool tank works during 2022/23.
- (c) £0.065m Highways – Estimated additional costs of gas and electricity in 2022/23 resulting from increased price rises within the market.
- (d) £0.155m Finance – Additional temporary staffing required to undertake the implementation of the Governments Adult Social Care finance reforms including the Fair Costs of Care Exercise and the payment cap.

- (e) £0.035m Financial Protection – Employment of an additional Financial Assessment Officer to undertake the additional resident assessments, required as a result of the Social Care finance reforms.
- (f) £0.400m Corporate Landlord – Estimated additional costs of gas and electricity in 2022/23 resulting from increased price rises within the market.
- (g) £0.007m Estates – One off rental pressure arising due to leases impacted by CV19.

Council Wide and Corporately Managed Resources

28. The Council Wide and Corporately Managed Resources budgets have an outturn of a £0.722m underspend (excluding CV19 reserve draw down), which is a decrease of £0.007m on the position at Q3 report.

Housing Revenue Account

29. HRA projections are shown in **Appendix 3** with an overall projected balanced budget. There has been an improvement in the working balance of £3.544m from the Q3 projection which is primarily down to a reduction in the Revenue Contribution Capital Outlay of £3.240m due to the slippage of capital schemes into the new year.
30. At the beginning of the year debt levels were anticipated to increase given the pandemic however this has not materialise and therefore the planned increase in bad debt provision of £0.350m has not been required. As reported last quarter there has been an increase in day to day repairs and maintenance with the impact of UK material prices increases feeding through putting pressure on the budget. Projected increases in the costs of gas and electricity have not materialised as actual consumption has decreased with thermostatic control.

Conclusion

31. The Council's projected revenue reserves at the end of 2021/22 are £30.161m, a £5.235m improvement on the initial 2021-25 MTFP position. This improvement in reserves includes a brought forward amount of £2.317m from 2020/21, £0.741m of projected departmental underspends, the rebasing exercise of £0.993m, a £0.722m increase in corporate resources and net £0.462m required from the Covid 19 reserve (a total drawn down from the reserve of £0.932m to fund the departmental covid costs and £0.470m to refund the shortfall in government grant for Sales, Fees and Charges in corporate resources).
32. Of the £30.161m projected reserves, we have a risk reserve balance of £5.350m leaving £24,811 for use in the 2022/23 – 2025/26 MTFP, an improvement of £0.216m on the initial estimated position.

Outcome of Consultation

33. No external consultation has been carried out in preparing this report.

REVENUE BUDGET MANAGEMENT 2021/22**Projected General Fund Reserve at 31st March 2022**

	2021-25 MTFP (Feb 2021) £000
Medium Term Financial Plan (MTFP) :-	
MTFP Planned Opening Balance 01/04/2021	21,506
Approved net contribution from balances	3,420
Planned Closing Balance 31/03/2022	24,926
Increase in opening balance from 2020-21 results	2,317
Projected corporate underspends / (overspends) :-	
Public Health rebased savings	285
Community Services rebased savings	308
Adult Services rebase savings	400
Council Wide	37
Management Restructure	39
Financing Costs	366
Joint Venture - Investment Return	(6)
Contingencies	286
Government Grant - SFC	(470)
Transfer in from earmarked reserve - Covid	932
Projected General Fund Reserve (excluding Departmental) 31st March 2022	at 29,420
Planned Balance at 31st March 2022	24,926
Improvement	4,494

Departmental projected year-end balances

	Improvement / (decline) compared with 2021-25 MTFP £000
People Group	321
Services Group	491
Operations Group	(156)
Chief Executive	85
TOTAL	741

Summary Comparison with :-

	2021-25 MTFP £000
Corporate Resources - increase in opening balance from 20/21 results	2,317
Corporate Resources - additional in-year Improvement/(Decline)	1,184
Quarter 1 budget rebase	993
Departmental - Improvement / (Decline)	741
Improvement / (Decline) compared with MTFP	5,235
Projected General Fund Reserve at 31st March 2022	30,161

GENERAL FUND REVENUE BUDGET MANAGEMENT 2021/22

	Budget				Expenditure		
	Original 2021/22	Approved Adjustments	Approved C/fwds	Amended Approved Budget	Projected Outturn	C/fwds to approve	Variance
	£000	£000	£000	£000	£000	£000	£000
Departmental Resources							
People Group	61,026	1,573	(2,417)	60,182	59,779	82	(321)
Services Group	18,464	686	(606)	18,544	17,219	834	(491)
Operations Group	15,156	603	(842)	14,917	14,483	590	156
Chief Executive	1,256	211	(257)	1,210	993	132	(85)
Total Departmental Resources	95,902	3,073	(4,122)	94,853	92,474	1,638	(741)
Corporate Resources							
Council Wide	(499)	0	0	(499)	(536)	0	(37)
Financing Costs	823	0	0	823	457	0	(366)
Joint Venture - Investment Return	(1,546)	0	0	(1,546)	(1,540)	0	6
Contingencies Budget							
Apprentice Levy	202	0	0	202	239	0	37
Transformation Fund	200	0	0	200	200	0	0
Risk Contingencies	323	0	0	323	0	0	(323)
Mid-Year Savings							
Public Health Rebase	0	285		285	0	0	(285)
Community Services Rebase	0	308		308	0	0	(308)
Adult Services Rebase	0	400		400	0	0	(400)
Total Corporate Resources	(497)	993	0	496	(1,180)	0	(1,676)
Net Expenditure	95,405	4,066	(4,122)	95,349	91,294	1,638	(2,417)
Contributions To / (From) Reserves							
Planned Contribution to General Fund Reserves (MTPF)	2,420	39	0	2,459	2,420	0	(39)
Departmental Brought Forwards from 2020/21	0	(4,105)	0	(4,105)	(4,105)	0	0
Covid Earmarked reserve	0	0	0	0	(932)	0	(932)
Government Grant - SFC	0	0	0	0	470	0	470
Already approved Carry-forwards	0	0	4,122	4,122	4,122	0	0
General Fund Total	97,825	0	0	97,825	93,269	1,638	(2,918)

Note: Appendix 1 shows an increase in reserves of £2.317m brought forward from 2020/21

REVENUE BUDGET MANAGEMENT UPDATE 2021/22

	Budget				Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Approved C/fwds £000	Amended Approved Budget £000	Expenditure to March £000	C/fwds to approve £000	Total Projection £000	
	<u>Council Wide</u>							
Airport	27	0	0	27	6	0	6	(21)
Procurement Savings	(23)	0	0	(23)	(39)	0	(39)	(16)
Troubled Families Grant	(503)	0	0	(503)	(503)	0	(503)	0
Pay Award	0	0	0	0	0	0	0	0
In Year Over/(Under) Spend	(499)	0	0	(499)	(536)	0	(536)	(37)

REVENUE BUDGET MANAGEMENT UPDATE 2021/22								
	Budget				Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Approved C/fwds £000	Amended Approved Budget £000	Expenditure to March £000	C/fwds to approve £000	Total Projection £000	
<u>People Group</u>								
Group Director of People	176	0	0	176	157	0	157	(19)
<u>Children & Adult Services</u>								
Transformation & Performance	627	144	(121)	650	652	0	652	2
Business Support	1,403	(1)	0	1,402	1,349	0	1,349	(53)
	2,030	143	(121)	2,052	2,001	0	2,001	(51)
<u>Children's Services</u>								
COVID 19 costs	0	0	0	0	14	0	14	14
Children's Services Management & Other Services	485	26	0	511	513	0	513	2
Assessment Care Planning & LAC	3,918	46	(53)	3,911	4,200	0	4,200	289
First Response & Early Help	2,831	(60)	0	2,771	2,326	0	2,326	(445)
Youth Offending/ASB	268	0	0	268	249	19	268	0
Adoption & Placements	13,753	0	0	13,753	14,405	13	14,418	665
Disabled Children	1,517	0	0	1,517	1,332	0	1,332	(185)
Quality Assurance & Practice Improvement	609	136	(94)	651	651	0	651	0
	23,381	148	(147)	23,382	23,690	32	23,722	340
<u>Development & Commissioning</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Commissioning	2,227	202	(220)	2,209	1,892	20	1,912	(297)
Voluntary Sector	282	15	0	297	247	0	247	(50)
Workforce Development	145	23	0	168	166	0	166	(2)
	2,654	240	(220)	2,674	2,305	20	2,325	(349)
<u>Education</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Education	553	42	(452)	143	628	30	658	515
Schools	0	0	0	0	4	0	4	4
Transport Unit	2,396	(3)	0	2,393	2,476	0	2,476	83
	2,949	39	(452)	2,536	3,108	30	3,138	602
<u>Public Health</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Public Health	285	(285)	0	0	0	0	0	0
	285	(285)	0	0	0	0	0	0
<u>Adult Social Care & Health</u>								
COVID 19 costs	0	0	0	0	361	0	361	361
External Purchase of Care	23,674	1,295	(1,477)	23,492	22,649	0	22,649	(843)
Intake & Enablement	595	1	0	596	559	0	559	(37)
Older People Long Term Condition	1,430	0	0	1,430	1,470	0	1,470	40
Physical Disability Long Term Condition	5	0	0	5	3	0	3	(2)
Learning Disability Long Term Condition	1,737	0	0	1,737	1,571	0	1,571	(166)
Mental Health Long Term Condition	1,138	(1)	0	1,137	974	0	974	(163)
Service Development & Integration	972	(7)	0	965	931	0	931	(34)
	29,551	1,288	(1,477)	29,362	28,518	0	28,518	(844)
In Year Over/(Under) Spend	61,026	1,573	(2,417)	60,182	59,779	82	59,861	(321)

REVENUE BUDGET MANAGEMENT UPDATE 2021/22

<i>Services Group</i>	<i>Budget</i>				<i>Expenditure</i>			<i>(Under)/ Over Spend £000</i>
	<i>Original Budget £000</i>	<i>Approved Adjustments £000</i>	<i>Approved C/fwds £000</i>	<i>Amended Approved Budget £000</i>	<i>Expenditure to March £000</i>	<i>C/fwds to approve £000</i>	<i>Total Projection £000</i>	
	Group Director of Services	0	125	0	125	126	0	
<u>Capital Projects, Transport & Highways</u>								
<u>Planning</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
AD Transport & Capital Projects	129	(32)	0	97	92	0	92	(5)
Building Design Services	20	0	0	20	171	0	171	151
Capital Projects	306	16	(16)	306	214	0	214	(92)
Car Parking R&M	483	0	0	483	477	0	477	(6)
Concessionary Fares	3,434	50	(50)	3,434	3,281	0	3,281	(153)
Flood & Water Act	87	25	(25)	87	15	72	87	0
Highways	3,199	106	(76)	3,229	3,477	65	3,542	313
Highways - DLO	(515)	4	0	(511)	(295)	0	(295)	216
Investment & Funding	(3)	531	(357)	171	136	35	171	0
Sustainable Transport	42	17	(9)	50	34	0	34	(16)
	7,182	717	(533)	7,366	7,602	172	7,774	408
<u>Community Services</u>								
COVID 19 costs	0	0	0	0	45	0	45	45
AD Community Services	129	(3)	0	126	124	0	124	(2)
Allotments	11	0	0	11	19	0	19	8
Building Cleaning - DLO	139	0	0	139	131	0	131	(8)
Cemeteries & Crematorium	(897)	1	0	(896)	(903)	0	(903)	(7)
Dolphin Centre	1,793	(1)	0	1,792	1,256	132	1,388	(404)
Eastbourne Complex	39	0	0	39	8	0	8	(31)
Emergency Planning	99	0	0	99	85	0	85	(14)
Head of Steam	275	(1)	0	274	317	0	317	43
Hippodrome	855	(305)	0	550	427	165	592	42
Indoor Bowling Centre	12	0	0	12	7	5	12	0
Libraries	829	(1)	0	828	816	0	816	(12)
Move More	33	0	0	33	33	0	33	0
Outdoor Events	397	80	0	477	474	69	543	66
School Meals - DLO	65	(2)	0	63	70	30	100	37
Strategic Arts	114	7	0	121	116	0	116	(5)
Street Scene	5,368	41	(21)	5,388	5,009	169	5,178	(210)
Transport Unit - Fleet Management	(9)	0	0	(9)	(13)	0	(13)	(4)
Waste Management	3,274	(13)	0	3,261	3,227	0	3,227	(34)
Winter Maintenance	469	1	0	470	556	32	588	118
	12,995	(196)	(21)	12,778	11,804	602	12,406	(372)

REVENUE BUDGET MANAGEMENT UPDATE 2021/22

	<i>Budget</i>				<i>Expenditure</i>			<i>(Under)/ Over Spend £000</i>
	<i>Original Budget £000</i>	<i>Approved Adjustments £000</i>	<i>Approved C/fwds £000</i>	<i>Amended Approved Budget £000</i>	<i>Expenditure to March £000</i>	<i>C/fwds to approve £000</i>	<i>Total Projection £000</i>	
<u>Services Group</u>								
<u>Community Safety</u>								
COVID 19 costs	0	0	0	0	42	0	42	42
CCTV	199	0	0	199	239	0	239	40
Community Safety	592	39	(27)	604	510	40	550	(54)
General Licensing	0	0	0	0	0	0	0	0
Parking	(2,116)	0	0	(2,116)	(2,516)	0	(2,516)	(400)
Parking Enforcement	5	(1)	0	4	36	0	36	32
Private Sector Housing	78	0	(25)	53	53	0	53	0
Stray Dogs	46	0	0	46	44	0	44	(2)
Taxi Licensing	0	0	0	0	0	20	20	20
Trading Standards	234	0	0	234	230	0	230	(4)
	(962)	38	(52)	(976)	(1,362)	60	(1,302)	(326)
<u>Building Services</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Construction - DLO	(571)	0	0	(571)	(662)	0	(662)	(91)
Maintenance - DLO	(407)	0	0	(407)	(484)	0	(484)	(77)
Other - DLO	0	2	0	2	0	0	0	(2)
	(978)	2	0	(976)	(1,146)	0	(1,146)	(170)
<u>General Support Services</u>								
Works Property & Other	111	0	0	111	84	0	84	(27)
<u>Joint Levies & Boards</u>								
Environment Agency Levy	116	0	0	116	111	0	111	(5)
In Year Over/(Under) Spend	18,464	686	(606)	18,544	17,219	834	18,053	(491)

REVENUE BUDGET MANAGEMENT UPDATE 2021/22

	Budget				Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Approved C/fwds £000	Amended Approved Budget £000	Expenditure to March £000	C/fwds to approve £000	Total Projection £000	
<u>Operations Group</u>								
Group Director of Operations	183	(50)	0	133	111	0	111	(22)
<u>AD Resources</u>								
COVID 19 costs	0	0		0	0	0	0	0
AD Resources	0	87	0	87	77	0	77	(10)
Financial Services	1,406	(122)	0	1,284	1,093	155	1,248	(36)
Financial Assessments & Protection	244	0	0	244	234	35	269	25
Xentrall (D&S Partnership)	1,705	10	0	1,715	1,693	0	1,693	(22)
Human Resources	601	186	(253)	534	382	0	382	(152)
Health & Safety	163	(3)	0	160	72	0	72	(88)
	4,119	158	(253)	4,024	3,551	190	3,741	(283)
<u>Head of Strategy Performance & Communications</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Communications & Engagement	854	264	(329)	789	596	0	596	(193)
Systems	791	7	0	798	882	0	882	84
	1,645	271	(329)	1,587	1,478	0	1,478	(109)
<u>AD Law & Governance</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
AD Law & Governance	0	120	0	120	127	0	127	7
Complaints & FOI	275	1	0	276	307	0	307	31
Democratic Services	1,227	(1)	0	1,226	1,193	0	1,193	(33)
Registrars	(24)	10	0	(14)	(134)	0	(134)	(120)
Administration	708	(19)	0	689	552	0	552	(137)
Legal & Procurement	1,444	(138)	0	1,306	1,686	0	1,686	380
Coroners	220	0	0	220	262	0	262	42
	3,850	(27)	0	3,823	3,993	0	3,993	170
<u>AD Xentrall Shared Services</u>								
ICT	713	56	0	769	775	0	775	6
COVID 19 costs	0	0	0	0	0	0	0	0
	713	56	0	769	775	0	775	6
<u>Corporate Landlord</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Corporate Landlord	3,272	269	(260)	3,281	3,416	400	3,816	535
	3,272	269	(260)	3,281	3,416	400	3,816	535
<u>AD Housing & Revenues</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Local Taxation	470	(2)	0	468	469	0	469	1
Rent Rebates / Rent Allowances / Council Tax	(132)	0	0	(132)	(224)	0	(224)	(92)
Housing Benefits Administration	227	(21)	0	206	223	0	223	17
Customer Services	307	0	0	307	266	0	266	(41)
Homelessness	323	0	0	323	315	0	315	(8)
Service, Strategy & Regulation and General Services	179	(51)	0	128	110	0	110	(18)
	1,374	(74)	0	1,300	1,159	0	1,159	(141)
In Year Over/(Under) Spend	15,156	603	(842)	14,917	14,483	590	15,073	156

REVENUE BUDGET MANAGEMENT UPDATE 2021/22

	Budget				Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Approved C/fwds £000	Amended Approved Budget £000	Expenditure to March £000	C/fwds to approve £000	Total Projection £000	
<u>Chief Executive</u>								
Chief Executive	172	22	0	194	197	0	197	3
<u>AD Economic Growth</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
AD - Economic Growth	132	0	0	132	128	0	128	(4)
Building Control	142	0	0	142	106	36	142	0
Consolidated Budgets	146	(43)	(48)	55	0	55	55	0
Development Management	(62)	12	(57)	(107)	(109)	0	(109)	(2)
Economy	243	220	(58)	405	371	0	371	(34)
Environmental Health	316	(13)	0	303	221	0	221	(82)
Place Strategy	597	6	(94)	509	435	34	469	(40)
Property Management & Estates	(470)	7	0	(463)	(412)	7	(405)	58
	1,044	189	(257)	976	740	132	872	(104)
<u>Darlington Partnership</u>								
COVID 19 costs	0	0	0	0	0	0	0	0
Darlington Partnership	40	0	0	40	56	0	56	16
	40	0	0	40	56	0	56	16
In Year Over/(Under) Spend	1,256	211	(257)	1,210	993	132	1,125	(85)

BUDGET MANAGEMENT 2021/22

SCHOOLS PROJECTED BALANCES 2021/22					
School Name	Opening Balance at 1st April 2021	Formula Budget Allocation*	Total Available	Closing Balance at 31st March 2022	Projected Closing Balance as proportion of Formula Budget Allocation
	£000	£000	£000	£000	%
Primary					
Federation of Darlington Nursery Schools	55	764	819	43	6%
Rise Carr College, Clifton House & Eldon House	53	1,382	1,435	133	10%
Red Hall Primary	318	1,347	1,665	338	25%
Whinfield Primary	253	2,349	2,602	354	15%
Harrowgate Hill Primary	214	2,726	2,940	200	7%
Primary Total	893	8,568	9,461	1,068	

*Federation of Darlington Nursery Schools/Rise Carr College original budget. Actual allocation based on attendance.

HOUSING REVENUE ACCOUNT 2021/22

	Budget			Total Projection £000	(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Amended Approved Budget £000		
	Housing Revenue Account				
<u>Income</u>					
Rents Of Dwellings (Gross)	(20,602)	0	(20,602)	(20,423)	179
Sundry Rents (Including Garages & Shops)	(490)	0	(490)	(421)	69
Charges For Services & Facilities	(3,024)	0	(3,024)	(3,014)	10
Contribution towards expenditure	(262)	0	(262)	(250)	12
Interest Receivable	(6)	0	(6)	(7)	(1)
Total Income	(24,384)	0	(24,384)	(24,115)	269
<u>Expenditure</u>					
Management	5,950	0	5,950	5,947	(3)
Maintenance	4,157	0	4,157	4,710	553
Capital Financing Costs	3,623	0	3,623	3,176	(447)
Revenue Contribution to Capital Outlay	11,742	0	11,742	8,502	(3,240)
Rent Rebate Subsidy Limitation	0	0	0	0	0
Increase in Bad Debt Provision	350	0	350	0	(350)
In year contribution to/(from) balances	(1,438)	0	(1,438)	1,780	3,218
Total Expenditure	24,384	0	24,384	24,115	(269)
(Surplus)/Deficit	0	0	0	0	0

HRA Balances	£000
Opening balance 01/04/2021	25,152
Contribution to/(from) balances	1,780
Closing balance	26,932

<u>Projected Additional Covid-19 costs for 2021/22</u>	
	Total Projection £000's
Children's Services	14
Adult Social Care & Health	361
Community Services/Community Safety	87
Corporate Landlord	0
Strategy Performance & Communications	0
Law & Governance	0
Chief Executive	0
Total Projected Covid-19 costs	462
Less/Plus Additional/Reduced Government Sales Fees and Charges grant above/below MTFP estimate	470
Projected shortfall of resources to be funded from Covid grant.	932

CABINET
5 JULY 2022

REVENUE BUDGET MONITORING 2022/23 – QUARTER 1

**Responsible Cabinet Member -
Councillor Scott Durham, Resources Portfolio**

**Responsible Director -
Elizabeth Davison, Group Director of Operations**

SUMMARY REPORT

Purpose of the Report

1. To provide an early forecast of the 2022/23 revenue budget outturn as part of the Council's continuous financial management process.

Summary

2. This is the first revenue budget management report to Cabinet for 2022/23. The latest projections show an overall improvement of £0.206m on the 2022-26 Medium Term Financial Plan (MTFP). This is due to £0.216m of additional balances following the 2021/22 outturn, £0.513m of projected departmental overspends in 2022/23 and a £0.503m increase in corporate resources.

Recommendation

3. It is recommended that:-
 - (a) The forecast revenue outturn for 2022/23 be noted.
 - (b) Further regular reports be made to monitor progress and take prompt action if necessary.

Reasons

4. The recommendations are supported by the following reasons:
 - (a) To continue effective management of resources.
 - (b) To continue to deliver services to agreed levels.

Elizabeth Davison
Group Director of Operations

Background Papers

No background papers were used in the preparation of this report.

Brett Nielsen : Extension 5403

S17 Crime and Disorder	There are no specific crime and disorder implications in this report.
Health and Wellbeing	There are no issues relating to health and wellbeing which this report needs to address.
Carbon Impact and Climate Change	There are no specific carbon impact issues in this report.
Diversity	The report does not contain any proposals that impact on diversity issues.
Wards Affected	All wards are affected.
Groups Affected	No specific groups are particularly affected.
Budget and Policy Framework	This decision does not represent a change to the budget and policy framework.
Key Decision	The report does not require a key decision.
Urgent Decision	The report does not require an urgent decision.
Council Plan	The subject matter of the report, the Councils financial standing and financial management, is critical to delivery of the Council Plan, but this report does not contain new proposals.
Efficiency	The report contains updated information regarding efficiency savings contained in the MTFP.
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

5. This is the first revenue budget management report to Cabinet for 2022/23 and provides an early forecast of the 2022/23 revenue position as part of the Council's continuous financial management process.
6. To enable timely information to be presented and in accordance with the report publication requirements, this report has been completed before the end of the first quarter. As the Council operates frequent, regular and predictive budget management processes, including quarterly reports to Cabinet, changes in projected outturn, which are inevitable in a large and complex organisation, will be reported to future meetings.
7. The information in this report has been taken from the financial records for April and managers' projections for the remainder of the year, using their knowledge of events affecting the services they manage.
8. Overall, the projected General Fund reserves position as at the 31 March 2023 is £24.219m, which is an improvement of £0.206m on the planned balances in the 2022-26 MTFP. This improvement relates to £0.216m additional underspend in the Council's 2021/22 financial results, £0.513m projected departmental overspends in the 2022/23 financial year and a £0.503m improvement in corporate resources.
9. The 2022/23 MTFP assumed a pay award of 3%, however at the time of writing no agreement has been made regarding this year's pay award. Due to the increase in the cost of living there is likely to be a pressure on the pay increase included within the budget, therefore any agreed pay award over 3% will add a pressure to the budget, which is not included within this report.
10. Carry forward requests have been made within the 2021/22 revenue budget outturn to assist with pressures arising from utility costs in 2022/23, it is assumed that these have been approved within the projected quarter 1 outturn, included within this report.

Departmental Resources

11. Departmental resource projections are summarised in **Appendix 2** and detailed in **Appendices 2(a) to 2(e)**. It is difficult to predict year end positions at this early stage and therefore management projections indicate budgets to be online, except for those stated in the following paragraphs.
12. The **People Group** budget is projected to be overspent by £0.381m at the end of the financial year. The main changes to the MTFP position are detailed below:
 - (a) **Children's Services** are projecting an overspend of £0.706m at year end from within Adoption and Placements Budgets. This is mainly due to one complex high needs case (£0.461m) and the ongoing increase in Special Guardianship Orders from 2021/22 (£0.245m). There are four additional residential placements, which could increase the pressure further if these remain in place throughout the year, however these placements are offset by expected savings within fostering budgets based upon the 2021/22 outturn.

- (b) The **Education** budget is projected to be on budget overall. The School Transport budget is projected to be overspend at the yearend by £0.060m due to increased contract hire costs in relation to fuel and staffing. This is offset by departmental costs budgets which are projected to be underspent at the year-end by £0.060m from reduced pension costs based on the 2021/22 outturn position.
- (c) **Adult Social Care and Health** is projected to be underspent by £0.325m at the year end. This is predominantly from estimated savings in the External Purchase of Care budget, which are a continuation of 2021/22 resulting from changes in assessed care needs. In previous years this underspend would have been clawed back into reserves, however given the position in children's services budgets, this has not been undertaken as the saving assists in reducing the overall pressure across the People Group.

13. The **Services Group** is projecting an underspend of £0.003m. The headline areas are detailed below:

(a) **Capital Projects, Transport & Highways Planning** the overall projected overspend is £0.020m. The main elements of this movement are broken down into:

- (i) Highways DLO – there is a projected shortfall in the surplus for the DLO, due to lower than expected turnover, following slippage on a number of major schemes of £0.080m.
- (ii) Concessionary fares – the projected underspend of £0.200m follows a review of the concessionary scheme by TVCA which reflects the taper-down arrangements proposed by the DfT.
- (iii) Building Design Services expects fee levels to be £0.140m lower than budget on some major capital schemes.

(b) **Community Services** is expected to be underspent by £0.028m as detailed below:

- (i) Street Scene is expected to be overspent by £0.070m due to the rising cost of fuel. Last year saw fuel rise by over 42% from the prices paid in April 2021 and this trend is expected to continue into 2022/23. The cumulative increase in fuel was 15% and it is anticipated that prices will increase by a minimum of 10% during 2022/23.
- (ii) The Waste Disposal position is overall expected to be better than budget by £0.098m which is made up of a projected inflationary pressure of £0.070m being offset by an improved position of £0.168m linked to lower household waste tonnages that were anticipated to be higher due to the continued impact of CV19 and the subsequent increase in homeworking.

14. The **Operations Group** is projecting a year end budget overspend of £0.135m. The main changes to the MTFP position are detailed below:

(a) **Assistant Director Law & Governance** is projecting an overspend of £0.135m. This includes:

- (i) Increased costs of the Coroners Service of £0.035m, based upon the 2021/22 outturn.
- (ii) Legal costs of £0.100m, based on recurring pressures seen in the 2021/22 outturn report regarding specialist legal advice and counsel for children's care proceedings and specialist professional fees.

15. The **Chief Executive & Economy Group** is on target and not projecting any over/underspend.
16. The School balances and allocations are shown in **Appendix 2(f)**.

Council Wide and Corporately Managed Resources

17. The Council Wide and Corporately Managed Resources budgets are projected to be £0.503m underspent at year end, which is due the Government extending the Strengthening Families grant again in 2022/23. As we had budgeted for the loss of this grant, the funding received will be transferred into reserves.

Housing Revenue Account

18. HRA projections are shown in **Appendix 3** with an overall projected balanced budget. Void work is higher than the budget figure at this time, and there have been more right to buys than anticipated in the budget, resulting in £0.222m pressure in rental income. Garage income has reduced due to programmed work to reduce the number of garages, which was not included within the budget. These reduced incomes are offset by increased income in the main from furnished tenancies, where the number of tenancies has continued to be higher than projected.

Conclusion

19. The Council's projected revenue reserves at the end of 2022/23 are £24.219m, a £0.206m improvement on the initial 2022-26 MTFP position. This reduction in reserves includes a brought forward amount of £0.216m from 2021/22, £0.513m of projected departmental overspends and a £0.503m increase in corporate resources.
20. Of the £24.219 projected reserves, we have a commitment to use £22.490m to support years 2 – 4 of the current MTFP, which leaves £1.729m of unallocated reserves.

Outcome of Consultation

21. No external consultation has been carried out in preparing this report.

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REVENUE BUDGET MANAGEMENT 2022/23

Projected General Fund Reserve at 31st March 2023	
	2022-26 MTFP (Feb 2022)
Medium Term Financial Plan (MTFP) :-	£000
MTFP Planned Opening Balance 01/04/2022	24,595
Approved net contribution from balances	(582)
Planned Closing Balance 31/03/2023	24,013
Increase in opening balance from 2021-22 results	216
Projected corporate underspends / (overspends) :- Council Wide	503
Projected General Fund Reserve (excluding Departmental) 31st March 2023	at 24,732
Planned Balance at 31st March 2023	24,013
Improvement	719

Departmental projected year-end balances	
	Improvement / (decline) compared with 2022-26 MTFP £000
People Group	(381)
Services Group	3
Operations Group	(135)
Chief Executive	0
TOTAL	(513)

Summary Comparison with :-	
	2022-26 MTFP £000
Corporate Resources - increase in opening balance from 21/22 results	216
Corporate Resources - additional in-year Improvement/(Decline)	503
Departmental - Improvement / (Decline)	(513)
Improvement / (Decline) compared with MTFP	206
Projected General Fund Reserve at 31st March 2023	24,219

GENERAL FUND REVENUE BUDGET MANAGEMENT 2022/23

	Budget			Expenditure	Variance £000	
	Original 2022/23 £000	Approved Adjustments £000	Amended Approved Budget £000	Projected Outturn £000		
	Departmental Resources					
	People Group	66,018	167	66,185		66,566
Services Group	18,126	154	18,280	18,277	(3)	
Operations Group	16,341	30	16,371	16,506	135	
Chief Executive	1,288	22	1,310	1,310	0	
Total Departmental Resources	101,773	373	102,146	102,659	513	
Corporate Resources						
Council Wide	1,037	(373)	664	161	(503)	
Financing Costs	637	0	637	637	0	
Joint Venture - Investment Return	(1,864)	0	(1,864)	(1,864)	0	
Contingencies Budget						
Apprentice Levy	202	0	202	202	0	
Risk Contingencies	323	0	323	323	0	
Total Corporate Resources	335	(373)	(38)	(541)	(503)	
Net Expenditure	102,108	0	102,108	102,118	10	
Contributions To / (From) Reserves						
Planned Contribution to General Fund Reserves (MTPF)	468		468	468	0	
Departmental Brought Forwards from 2021/22	0	0	0		0	
General Fund Total	102,576	0	102,576	102,586	10	

Note: Appendix 1 shows an increase in reserves of £0.216m brought forward from 2021/22

REVENUE BUDGET MANAGEMENT UPDATE 2022/23

	Budget			Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Amended Approved Budget £000	Expenditure to April £000	Projected Spend £000	Total Projection £000	
<u>Council Wide</u>							
Airport	27	0	27	0	27	27	0
Council Wide Savings	0	0	0	0	0	0	0
National Insurance Increase	373	(373)	0	0	0	0	0
Procurement Savings	(19)	0	(19)	(5)	(14)	(19)	0
Strengthening Families Grant	0	0	0	0	(503)	(503)	(503)
Pay Award	656	0	656	0	656	656	0
In Year Over/(Under) Spend	1,037	(373)	664	(5)	166	161	(503)

REVENUE BUDGET MANAGEMENT UPDATE 2022/23

	Budget			Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Amended Approved Budget £000	Expenditure to April £000	Projected Spend £000	Total Projection £000	
<u>People Group</u>							
Group Director of People	638	0	638	50	588	638	0
<u>Children & Adult Services</u>							
Transformation & Performance	631	0	631	66	565	631	0
Business Support	1,392	0	1,392	107	1,285	1,392	0
	2,023	0	2,023	173	1,850	2,023	0
<u>Children's Services</u>							
Children's Services Management & Other Services	480	0	480	(40)	520	480	0
Assessment Care Planning & LAC	4,009	101	4,110	246	3,864	4,110	0
First Response & Early Help	3,529	25	3,554	(21)	3,575	3,554	0
Youth Offending/ASB	277	0	277	55	222	277	0
Adoption & Placements	13,999	0	13,999	377	14,328	14,705	706
Disabled Children	1,584	0	1,584	(84)	1,668	1,584	0
Quality Assurance & Practice Improvement	138	0	138	(161)	299	138	0
	24,016	126	24,142	372	24,476	24,848	706
<u>Development & Commissioning</u>							
Commissioning	2,267	0	2,267	(331)	2,598	2,267	0
Voluntary Sector	273	0	273	163	110	273	0
Workforce Development	149	0	149	42	107	149	0
	2,689	0	2,689	455	2,234	2,689	0
<u>Education</u>							
Education	608	0	608	(120)	668	548	(60)
Schools	0	0	0	0	0	0	0
Transport Unit	2,443	0	2,443	(53)	2,556	2,503	60
	3,051	0	3,051	(173)	3,224	3,051	0
<u>Public Health</u>							
Public Health	0	0	0	1,465	(1,465)	0	0
	0	0	0	1,466	(1,466)	0	0
<u>Adult Social Care & Health</u>							
External Purchase of Care	27,507	0	27,507	(2,329)	29,482	27,153	(354)
Intake & Enablement	632	0	632	75	557	632	0
Older People Long Term Condition	1,506	0	1,506	61	1,461	1,522	16
Physical Disability Long Term Condition	5	0	5	36	(18)	18	13
Learning Disability Long Term Condition	1,711	0	1,711	131	1,580	1,711	0
Mental Health Long Term Condition	1,182	0	1,182	39	1,143	1,182	0
Service Development & Integration	1,058	41	1,099	(247)	1,346	1,099	0
	33,601	41	33,642	(2,742)	36,059	33,317	(325)
In Year Over/(Under) Spend	66,018	167	66,185	(399)	66,965	66,566	381
<u>Carry Forward Requests</u>							
<u>Previously agreed (for information)</u>							0
<u>Requiring approval</u>							0
Revised In Year Over/(Under) Spend							381

REVENUE BUDGET MANAGEMENT UPDATE 2022/23

	<i>Budget</i>			<i>Expenditure</i>			<i>(Under)/ Over Spend £000</i>
	Original	Approved	Amended	Expenditure	Projected	Total	
	Budget	Adjustments	Budget				
<i>Services Group</i>	£000	£000	£000	to April £000	Spend £000	Projection £000	£000
Group Director of Services	160	1	161	14	147	161	0
Capital Projects, Transport & Highways							
Planning							
AD Transport & Capital Projects	131	1	132	10	122	132	0
Building Design Services	20	4	24	26	138	164	140
Capital Projects	309	4	313	40	273	313	0
Car Parking R&M	497	52	549	13	536	549	0
Concessionary Fares	3,436	0	3,436	(32)	3,268	3,236	(200)
Flood & Water Act	89	0	89	(221)	310	89	0
Highways	3,762	10	3,772	34	3,738	3,772	0
Highways - DLO	(520)	97	(423)	476	(819)	(343)	80
Investment & Funding	4	1	5	9	(4)	5	0
Sustainable Transport	42	0	42	(230)	272	42	0
	7,770	169	7,939	125	7,834	7,959	20
Community Services							
AD Community Services	143	1	144	12	132	144	0
Allotments	11	1	12	(8)	20	12	0
Building Cleaning - DLO	144	1	145	42	103	145	0
Cemeteries & Crematorium	(941)	(22)	(963)	139	(1,102)	(963)	0
Dolphin Centre	877	11	888	(193)	1,081	888	0
Eastbourne Complex	(7)	0	(7)	(11)	4	(7)	0
Emergency Planning	101	0	101	0	101	101	0
Head of Steam	266	1	267	(26)	293	267	0
Hippodrome	195	8	203	(941)	1,144	203	0
Indoor Bowling Centre	18	0	18	(3)	21	18	0
Libraries	824	3	827	48	779	827	0
Move More	35	1	36	(183)	219	36	0
Outdoor Events	428	1	429	(3)	432	429	0
School Meals - DLO	55	1	56	51	5	56	0
Strategic Arts	115	0	115	6	109	115	0
Street Scene	5,559	23	5,582	(493)	6,145	5,652	70
Transport Unit - Fleet Management	(9)	3	(6)	(18)	12	(6)	0
Waste Management	3,452	0	3,452	(22)	3,376	3,354	(98)
Winter Maintenance	547	0	547	64	483	547	0
	11,813	33	11,846	(1,539)	13,357	11,818	(28)

REVENUE BUDGET MANAGEMENT UPDATE 2022/23

	Budget			Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Amended Approved Budget £000	Expenditure to April £000	Projected Spend £000	Total Projection £000	
<u>Services Group</u>							
<u>Community Safety</u>							
CCTV	202	4	206	12	199	211	5
Community Safety	641	4	645	(571)	1,216	645	0
General Licensing	5	0	5	(26)	31	5	0
Parking	(2,111)	(44)	(2,155)	(67)	(2,088)	(2,155)	0
Parking Enforcement	9	0	9	(15)	24	9	0
Private Sector Housing	86	1	87	(42)	129	87	0
Stray Dogs	46	1	47	3	44	47	0
Taxi Licensing	45	1	46	(18)	64	46	0
Trading Standards	237	2	239	18	221	239	0
	(840)	(31)	(871)	(706)	(160)	(866)	5
<u>Building Services</u>							
Construction - DLO	(592)	42	(550)	(2,709)	2,159	(550)	0
Maintenance - DLO	(412)	(67)	(479)	4,339	(4,818)	(479)	0
Other - DLO	0	7	7	419	(412)	7	0
	(1,004)	(18)	(1,022)	2,049	(3,071)	(1,022)	0
<u>General Support Services</u>							
Works Property & Other	112	0	112	0	112	112	0
<u>Joint Levies & Boards</u>							
Environment Agency Levy	115	0	115	115	0	115	0
In Year Over/(Under) Spend	18,126	154	18,280	58	18,219	18,277	(3)
<u>Carry Forward Requests</u>							
<u>Requiring approval</u>							0
Revised In Year Over/(Under) Spend							(3)

REVENUE BUDGET MANAGEMENT UPDATE 2022/23

	Budget			Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Amended Approved Budget £000	Expenditure to April £000	Projected Spend £000	Total Projection £000	
<u>Operations Group</u>							
Group Director of Operations	208	0	208	4	204	208	0
<u>AD Resources</u>							
AD Resources	109	43	152	9	143	152	0
Financial Services	1,396	0	1,396	595	801	1,396	0
Financial Assessments & Protection	249	0	249	24	225	249	0
Xentrall (D&S Partnership)	1,766	0	1,766	(1,024)	2,790	1,766	0
Human Resources	605	0	605	70	535	605	0
Health & Safety	170	0	170	18	152	170	0
	4,295	43	4,338	(308)	4,646	4,338	0
<u>Head of Strategy Performance & Communications</u>							
Communications & Engagement	902	0	902	107	795	902	0
Systems	905	0	905	388	517	905	0
	1,807	0	1,807	495	1,312	1,807	0
<u>AD Law & Governance</u>							
AD Law & Governance	130	0	130	10	120	130	0
Complaints & FOI	281	0	281	(57)	338	281	0
Democratic Services	1,262	0	1,262	69	1,193	1,262	0
Registrars	(33)	0	(33)	(149)	116	(33)	0
Administration	608	0	608	36	572	608	0
Legal Services	1,195	0	1,195	624	671	1,295	100
Procurement	169	0	169	18	151	169	0
Coroners	225	0	225	(266)	526	260	35
	3,837	0	3,837	285	3,687	3,972	135
<u>AD Xentrall Shared Services</u>							
ICT	723	0	723	0	723	723	0
	723	0	723	0	723	723	0
<u>Corporate Landlord</u>							
Corporate Landlord	4,138	(24)	4,114	(565)	4,679	4,114	0
	4,138	(24)	4,114	(565)	4,679	4,114	0
<u>AD Housing & Revenues</u>							
Local Taxation	481	4	485	156	329	485	0
Rent Rebates / Rent Allowances / Council Tax	(132)	0	(132)	1,452	(1,584)	(132)	0
Housing Benefits Administration	214	4	218	137	81	218	0
Customer Services	291	2	293	82	211	293	0
Homelessness	326	1	327	(815)	1,142	327	0
Service, Strategy & Regulation and General Services	153	0	153	3,586	(3,433)	153	0
	1,333	11	1,344	4,598	(3,254)	1,344	0
In Year Over/(Under) Spend	16,341	30	16,371	4,509	11,997	16,506	135
<u>Carry Forward Requests</u>							
<u>Previously agreed (for information)</u>							0
<u>Requiring approval</u>							0
Revised In Year Over/(Under) Spend							135

REVENUE BUDGET MANAGEMENT UPDATE 2022/23

	Budget			Expenditure			(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Amended Approved Budget £000	Expenditure to April £000	Projected Spend £000	Total Projection £000	
<u>Chief Executive</u>							
Chief Executive	203	1	204	17	187	204	0
<u>AD Economic Growth</u>							
AD - Economic Growth	134	1	135	10	125	135	0
Building Control	148	2	150	19	131	150	0
Consolidated Budgets	146	0	146	0	146	146	0
Development Management	(25)	4	(21)	(83)	62	(21)	0
Economy	253	2	255	(397)	652	255	0
Environmental Health	306	3	309	25	284	309	0
Place Strategy	579	5	584	(580)	1,164	584	0
Property Management & Estates	(521)	3	(518)	(329)	(189)	(518)	0
	1,020	20	1,040	(1,335)	2,375	1,040	0
<u>Darlington Partnership</u>							
Darlington Partnership	65	1	66	(52)	118	66	0
	65	1	66	(52)	118	66	0
In Year Over/(Under) Spend	1,288	22	1,310	(1,370)	2,680	1,310	0

BUDGET MANAGEMENT 2022/23

SCHOOLS PROJECTED BALANCES 2022/23					
School Name	Opening Balance at 1st April 2022	Formula Budget Allocation*	Total Available	Closing Balance at 31st March 2023	Projected Closing Balance as proportion of Formula Budget Allocation
	£000	£000	£000	£000	%
<u>Primary</u>					
Federation of Darlington Nursery Schools	43	833	876	11	1%
Rise Carr College, Clifton House & Eldon House	133	1,341	1,474	163	12%
Red Hall Primary	338	1,332	1,670	175	13%
Whinfield Primary	354	2,307	2,661	295	13%
Harrowgate Hill Primary	200	2,611	2,811	164	6%
Primary Total	1,068	8,424	9,492	808	

*Federation of Darlington Nursery Schools/Rise Carr College original budget. Actual allocation based on attendance.

HOUSING REVENUE ACCOUNT 2022/23

	Budget			Total Projection £000	(Under)/ Over Spend £000
	Original Budget £000	Approved Adjustments £000	Amended Approved Budget £000		
Housing Revenue Account					
Income					
Rents Of Dwellings (Gross)	(21,150)	0	(21,150)	(20,928)	222
Sundry Rents (Including Garages & Shops)	(475)	0	(475)	(386)	89
Charges For Services & Facilities	(3,029)	0	(3,029)	(3,114)	(85)
Contribution towards expenditure	(275)	0	(275)	(275)	0
Interest Receivable	(6)	0	(6)	(6)	0
Total Income	(24,935)	0	(24,935)	(24,709)	226
Expenditure					
Management	6,090	0	6,090	6,131	41
Maintenance	4,334	0	4,334	4,334	0
Capital Financing Costs	3,688	0	3,688	3,688	0
Revenue Contribution to Capital Outlay	17,618	0	17,618	17,618	0
Rent Rebate Subsidy Limitation	0	0	0	0	0
Increase in Bad Debt Provision	350	0	350	350	0
In year contribution to/(from) balances	(7,145)	0	(7,145)	(7,412)	(267)
Total Expenditure	24,935	0	24,935	24,709	(226)
(Surplus)/Deficit	0	0	0	0	0

HRA Balances	£000
Opening balance 01/04/2022	26,932
Contribution to/(from) balances	(7,412)
Closing balance	19,520

CABINET
5 JULY 2022

PROJECT POSITION STATEMENT & CAPITAL PROGRAMME MONITORING
OUTTURN 2021/22

Responsible Cabinet Member -
Councillor Scott Durham, Resources Portfolio

Responsible Director -
Elizabeth Davison, Group Director of Operations
Dave Winstanley, Group Director of Services

SUMMARY REPORT

Purpose of the Report

1. This report provides:
 - (a) Information on delivery of the Council's Capital Programme, the financial outturn position as at 31 March 2022 and the proposed financing of the 2021/22 capital expenditure.
 - (b) An update on the current status of all construction projects currently being undertaken by the Council.
2. It also seeks approval for a number of changes to the programme.

Summary

3. Significant enhancements have been made to the Council's assets in three major programme areas of schools, housing and transport, mostly using external funding, as well as several other largescale schemes in the Borough. These investments are delivering a wide range of improvements to the Council's assets and more critically, to Council services. Refurbishment of council homes, improved learning environments in schools, better traffic flows and opportunities for sustainable travel have been achieved and are detailed within the report.
4. Capital expenditure in 2021/22 totalled £43.388m. Since the last revision of the Capital Medium Term Financial plan further refinements to estimates have occurred as part of the ongoing management of the programme and these are included in the recommendations below, all revisions can be contained within existing programmes.
5. The Council has a substantial annual construction programme of work. The current project position statement (PPS) shows there are 48 live projects currently being managed by the

Council with an overall project outturn value of £188.383m. The majority of projects are running to time, cost and quality expectations with no foreseeable issues.

6. The projects are managed either by the Council's in-house management team, a Framework Partner or by consultants sourced via an open/OJEU tender process.

Recommendations

7. It is recommended that Cabinet:
 - (a) Note the delivery and financial outturn of the 2021/22 Capital Programme.
 - (b) Note projected capital expenditure and resources.
 - (c) Approve the adjustments to resources as detailed in paragraph 26.

Reasons

8. The recommendations are supported by the following reasons:
 - (a) The recommendations are supported to enable Members to note the progress of the 2021/22 Capital Programme and to allow the capital spend to be fully financed.
 - (b) To inform Cabinet of the current status of construction projects.
 - (c) To maintain effective management of resources.

Elizabeth Davison
Group Director of Operations

Dave Winstanley
Group Director of Services

Background Papers

- (i) Capital Medium Term Financial Plan 2021/22 – 2024/25
- (ii) Project Position Statement March 2022

Brian Robson : Extension 6608

Claire Hayes : Extension 5404

S17 Crime and Disorder	This report has no implications for crime and disorder.
Health and Well Being	There are no issues relating to health and wellbeing which this report needs to address.
Carbon Impact and Climate Change	There are no carbon impact implications in this report
Diversity	There are no specific implications for diversity
Wards Affected	All wards are affected.
Groups Affected	The proposals do not affect any particular groups within the community
Budget and Policy Framework	This report does not represent a change to the budget and policy framework.
Key Decision	The report does not represent a key decision
Urgent Decision	For the purpose of the 'call-in' procedure this does not represent an urgent matter.
Council Plan	The Capital Programme referred to in the report supports delivery of the Council plan.
Efficiency	The recommendations support the effective and efficient use of resources.
Impact on Looked After Children and Care Leavers	This report has no impact on Looked After Children or Care Leavers

MAIN REPORT

Information and Analysis

2021/22 Capital Spend and Resources

Information and Analysis

9. **Appendix 1** is a summary of all of the live construction projects and provides an overview on numbers, client responsibility, details of projected spend against budget and projected completion dates.
10. **Appendix 2** is for information and lists all live construction projects and provides details on numbers, type and details of the key individuals responsible for the delivery of the projects. It also provides a statement on the current status position on each project, details of actions being taken, where required and any current issues.
11. The Capital outturn for 2021/22 totalled £43.388m compared to £29.875m in 2020/21. **Appendix 3** analyses the 2021/22 capital spend by department, the proposed financing of the overall approved programme and corporate resources to be carried forward into 2022/23. The total of resources already approved to finance the outstanding capital programme including part finished projects is £202.949m therefore £159.561m will be carried forward into 2022/23 to fund completion. The spend summary shows the amount available to be utilised in future years to help finance the capital programme.

12. **Appendix 4** summarises the total approved departmental capital budgets of £306.650m, along with spend to date of £147.089m and the projected outturn position which is lower than budget at £290.815m.
13. The proposed financing of the 2021/22 expenditure is:

	2021/22
Capital Expenditure	£M
Financing of Capital Expenditure	43.388
<i>Corporate resources</i>	
Corporate Unsupported Capital Expenditure (Borrowing)	7.623
Capital Receipts	0.586
<i>Externally funded</i>	
Capital Grants	19.372
Capital Contributions	0.038
<i>Departmental and Other Resources</i>	
HRA - Capital Receipts	0.986
HRA - Revenue Contribution	8.502
Departmental - Borrowing for Leasable Assets	0.299
Departmental - Unsupported Borrowing	5.859
Departmental – Revenue Contribution	0.123
Total Capital Financing	43.388

Project Position Statement

14. Project management procedures require the production by project managers of a Project Position Statement (PPS) for all projects over £75,000. This report brings together the pertinent data from the current PPS with financial information from the Financial Management System (FMS) and approvals by Cabinet.
15. The Project Position Statement (Appendix 2) details the current live construction projects, up to the end of March 2022, by delivery area, and provides details on numbers, type and details of the key individuals responsible for the delivery of the projects. It also provides a statement on the current status position on each project, details of actions being taken, where required and any current issues. The statement excludes any completed projects or those on hold.

16. The overview of live construction projects is as follows:

	Projects	Current Approved Budget £ / p	Projected Outturn £ / p	Variance %	Variance (Value) £ / p
Chief Executive & Economic Growth	16	55,598,101	55,456,218	(0.3)	(141,883)
Operations	18	57,798,271	57,784,601	(0.0)	(13,670)
People	2	4,154,566	4,154,566	0.0	0
Services	12	70,876,623	70,987,420	0.2	110,797
TOTAL	48	188,427,561	188,382,805	(0.1)	(44,756)

17. The table shown above includes a column for current approved budget. In certain cases this budget figure may be different from the original approved budget. This could be as a result of variances identified during construction or other variables not known at the initiation stage. The original budget and all subsequent changes have been reported to and approved by Cabinet.

18. The live projects are at the following stages:

Department	Brief	CP1	CP2	CP3	CP4	CP5	Total
Chief Executive & Economic Growth	0	1	4	7	2	2	16
Operations	0	1	0	7	9	1	18
People	0	0	0	2	0	0	2
Services	0	2	1	5	3	1	12
TOTAL	0	4	5	21	14	4	48

19. **Control Point 1 (CP1) – Start Up:** is used to define the position of a project at its conception stage.

- (a) **Control Point 2 (CP2) – Initiate:** defines a project at feasibility stage and will likely include a desktop assessment of a project and the use of informed estimates.
- (b) **Control Point 3 (CP3) – Define:** the point that the project is progressed to RIBA Stage F, i.e. detailed design.
- (c) **Control Point 4 (CP4) – Construction Phase:** is the stage at which work begins on the project, i.e. for a construction project on site through to build completion.
- (d) **Control Point 5 (CP5) – Evaluate:** is the stage post completion of the project at which time the project is reviewed and lessons learned are discussed in order that they can be taken to the next or similar projects.

20. The status on live projects is as follows:

Department	p	~	ê
Chief Executive & Economic Growth	3	13	0
Operations	6	12	0
People	0	2	0
Services	6	6	0
TOTAL	15	33	0

- (a) Star and triangle symbols are used to identify projects that have variances which are:
- (i) More than £5,000, if the variance is also more than 5% of the approved budget for the project, or
 - (ii) More than £50,000 regardless of the percentage variance
- (b) Projects that are within these margins are symbolised with circles.
- (c) In addition to cost, the same symbols are used to indicate similar levels of variances in time and quality/outputs/outcomes.

21. Current projects with the triangle symbol are as follows:

Project	Reason for Variance	Action
A68 Woodland Road Outram Street Duke Street	A delay has been encountered due to the need for a public Inquiry for the Duke Street proposals	Awaiting outcome of public inquiry, design will be reviewed depending on outcome
External works 2021-22	Due to supply chain issues the contractor have not yet completed the works	Works being carried forward to 22/23
Garages 2020-22	Works have been delayed due to further consultation with residents required, which means works will be delayed into 22/23	Works being carried forward to 22/23
LAD 1b funding	The contractor has been delayed and will be delivering until the end of April with reporting to be carried out by May 22	Works being carried forward to 22/23

<p>Repairs before painting and External Decoration 2021-22</p>	<p>Awaiting final programme for the 21/22 delivery. Approx 50% has been completed to date. Budget to be slipped for the remainder of the programme to be completed by end of April/May 22</p>	<p>Works being carried forward to 22/23</p>
<p>Replacement Door Programme 2021-22 Housing</p>	<p>Following a delay to works with the supply chain issues the contractor is off site, suffering from a shortage of materials. Priority is being given to Responsive replacements, albeit this will be with another contractor where appropriate. Remainder of programme and outstanding responsive replacements will need to be slipped into 22/23</p>	<p>Works being carried forward to 22/23</p>
<p>S & D Trackbed</p>	<p>Delays were encountered with remedial works being completed, now complete</p>	<p>Some remedial works still to complete</p>
<p>Skinnergate & Indoor Market</p>	<p>Revised completion date 31/07/22, however this may slip again dependant on final design</p>	<p>Design to be finalised asap</p>
<p>Walking Cycling Route MSG Yarm Road-Mill Lane</p>	<p>Scheme required additional drainage and structural design work which extended the programme</p>	<p>Consultants on-board to complete design work</p>
<p>Windows Replacement Programme 2021-22 Housing</p>	<p>The appointed contractor has encountered delays with deliveries which has affected the programme</p>	<p>Works being carried forward to 22/23</p>
<p>Skinnergate Re-development Housing</p>	<p>A delay was encountered following the production of a revised design to satisfy concerns raised by Historic England at the planning application stage</p>	<p>The design team are working on the Stage 4 design and reviewing the programme to see if there is an opportunity to save time</p>
<p>Ingenium Parc Masterplan + Infrastructure</p>	<p>Delays encountered due to ground conditions, phase II works underway</p>	<p>Contractor on board to complete drainage works</p>

Dolphin Centre Bowling & Soft Play	Complete	The over £1m Outturn report to be produced
Crown Library Refurbishment	Delays and additional costs have been encountered from the withdrawal of the originally appointed roofing contractor	Building Services are now working with new roofing contractor and looking at ways to make up time
Central Park Mound Removal & Transformation	A delay was created with the uncertainty of the location for the Treasury North development	An option to include for Treasury and an option to develop without them is being taken forward

Reconciliation of Project Position Statement to Capital Programme

22. The table shown below reconciles the differences between the Capital Programme (CP) and the Project Position Statement (PPS). Differences occur because the Project Position Statement includes all construction projects over £75,000 in value funded from Capital and Revenue sources. Spending within the Capital Programme is not always of a construction nature, can be of any value and excludes Revenue funded schemes.

	Value £m
Live Projects from Project Position	188,383
Schemes closed or on hold within CP but awaiting PPS post project review.	26,702
Annualised Schemes excluded from PPS - Housing Repairs & Maintenance	687
Annualised Schemes excluded from PPS - Highways Maintenance	8,447
Non construction excluded from PPS	15,487
Capital Investment fund excluded from PPS	30,013
Projects under 75k excluded from PPS	2,144
Capital Schemes not yet integrated into PPS reporting	13,535
Included in PPS & CMR	153
Funding not yet allocated	5,264
Capital Programme	290,815

23. The table below shows the split of the approved capital programme of £291.140m, between the different service areas and also the various categories of spend. When compared to the table above it shows that there is a projected £0.325m underspend on the approved capital programme.

	Construction				Non construction	Capital investment fund	Housing New Build not yet allocated	Total
	Live Schemes 75k & Over	Annualised Schemes	Completed Schemes awaiting review	Live Schemes under 75k				
Area	£m	£m	£m	£m	£m	£m	£m	£m
Housing	32.874	0.687	6.744	0.122	0.955	0.000	34.278	75.660
Economic Growth	55.191	0.000	0.918	0.590	10.204	30.013	2.037	98.953
Highways/Transport	57.505	8.447	18.880	1.095	1.314	0.000	0.000	87.241
Leisure & Culture	21.620	0.000	0.000	0.225	0.000	0.000	0.000	21.845
Education	4.155	0.000	0.160	0.112	0.053	0.000	0.000	4.480
Adult Social Care	0.000	0.000	0.000	0.000	0.071	0.000	0.000	0.071
Other	0.000	0.000	0.000	0.000	2.890	0.000	0.000	2.890
Total	171.345	9.134	26.702	2.144	15.487	30.013	36.315	291.140

Capital Programme

24. The following major areas of work have been undertaken in 2021/22:

(a) Children, Families and Learning

- (i) Condition works were undertaken at the maintained schools over Summer 2021 and surveys are underway to identify the works for Summer 2022.
- (ii) The Red Hall and Rise Carr special educational needs units are now complete and opened in September 2021.

(b) Housing

- (i) Adaptations – The provision of disabled adaptations including Flat Floor Showers, ramps, stair lifts, handrails, grabrails and other adaptations were provided to over 132 Council Properties.
- (ii) Heating Replacement - The upgrade of heating systems including ‘A’ rated Combi boilers, radiators and heating controls and the progressing of Electric to gas central heating replacement programme including the installation of new gas services and pipelines. Work was carried out to 168 properties. Due to Covid restrictions, the remaining programme will be carried out in 2022-23.
- (iii) Structural Repairs – Ongoing structural monitoring continues and as a result, a number of properties had structural repairs carried out.

- (1) Park Pace bin store walls – Demolition and rebuild of unstable walls were completed

- (2) 31 properties in Phase 3 of Arnold Road and Hundens Lane required structural repairs, new lintels, wall tie replacement, cavity clean and fully repointed
- (3) Flats in Havelock Street required structural remedial works to be carried out.
- (iv) Repairs before Painting – 1209 properties + 228 garages had joinery repair works as part of the cyclical external painting programme in Banktop / Lascelles and Haughton / Springfield areas.
- (v) Roofing – 75 properties at Haughton and 30 properties in Sadberge received replacement of roofs, fascias, soffits and rainwater goods alongside the top-up of loft insulation where appropriate. All brickwork to elevations of properties were also fully repointed
- (vi) Garages – They were no works carried out this year, we identified the prefabricated garages on Lascelles estate are beyond repair. It has been confirmed by housing that there is very little demand in the area.
- (vii) The decision was made that we would demolish the garages and to allow the works to be completed in 2022-23.
- (viii) External Works –
 - (1) 59 Properties were identified at Albert Hill that required the fences replacing
 - (2) 132 properties were identified by responsive inspections and required some fencing replacing
 - (3) The waste pump on Fenby was beyond economical repair and has been replaced
 - (4) Issues identified with the external paving need have been completed on the whole site of Branksome Hall Drive.
 - (5) 2 properties we identified to require the external render replacing
- (ix) Pavement Crossings – 5 properties had pavement crossings installed in their properties across the borough.
- (x) Replacement Door Programme – 51 properties were identified by responsive inspections and required replacement doors.
- (xi) 174 Properties in Banktop / Lascelles area were upgraded as part of our planned programme. Due to Covid restrictions and supply chain issues, the programme was delayed, it is proposed that we will carry out the remainder of the planned properties in 2022-23.

- (xii) Communal Works & Door Entry Systems –
 - (1) King William estate – 12 Blocks of flats had Communal doors replaced (fronts and rears) and new door entry systems
 - (2) North Road – 13 Blocks of Flats had Communal doors replaced fronts and rears- Existing Door Entry Systems were retained.
 - (3) Longfield Road – 4 Blocks of Flats had Communal doors replaced fronts and rears- Existing Door Entry Systems were retained.
 - (4) Balcony replacement completed to block at Church Row.
 - (xiii) Internal planned maintenance – 17 properties have been completed this year due to Labour constraints within Building Services.
 - (xiv) Windows – We were awarded grant funding under the Local Authority Delivery phase1b (LAD1b) stream. This enabled us to carry out upgrades to 347 properties, with remaining grant and programme properties to continue into 2022/23 programme year.
 - (xv) Loft Insulation – 293 properties were upgraded under the LAD1b grant funding.
- (c) Transport
- (i) Darlington continues to deliver capital schemes in support of its Transport Strategy. The objectives of the Transport Strategy as set out in the Third Local Transport Plan include supporting employment, economic activity and sustainable development; tackling climate change; improving accessibility to jobs, education, training, health, and green spaces; and improving the journey experience. Capital investment sources to deliver the Transport Programme were provided by: the third Local Transport Plan (LTP3), the Local Growth Fund; the Local Cycling and Walking Infrastructure Programme, and various grants awarded by the Department for Transport (DfT) including Incentive and the Pothole Challenge fund.
 - (ii) LTP3 funding was spent on delivering a programme of maintenance schemes and integrated transport schemes. The integrated transport programme included: continued design work on the A68 Cockerton Roundabout scheme; the resurfacing of the Town Hall car park, and the four-year programme to replace traffic counter equipment continues. The highway maintenance programme was based upon condition data and included:
 - (1) Structural maintenance schemes such as West Auckland Road; Middleton Lane/Sadberge Road; and Heighington By-pass.

- (2) A programme of assessments continues to be carried out on Darlington's bridges, parapets and other structures and a programme of work was started to address identified issues. This has included the installation of Vehicle Restraint systems to protect bridge parapets in certain locations.
 - (iii) Funding was secured from the Local Growth Fund for the following scheme:
 - (1) In February 2020 funding was awarded to improve the walking and cycling route between Darlington Station and Darlington town centre. This includes addressing concerns about speeding traffic with the introduction a 20mph speed limit and traffic calming features; new traffic signals at the Clifton Road junction to assist pedestrians crossing the road; widened footpaths; the introduction of trees and landscaping; and resurfacing of the back lane and formalisation of parking. This has now been completed and is open to the public.
 - (iv) Funding was secured from the Rural Payments Agency in November 2019 to support a project to upgrade a section of existing bridleway running over the A66 eastwards to Middleton St. George. The funding was used to improve surfacing, drainage and access measures. Due to COVID19 restrictions works were suspended for a time but have now been completed with the final landscaping works being finished in May 2021.
 - (v) In March 2021 funding was secured from the Department for Transport from the Active Travel Fund Tranche 2 to support the Local Cycling and Walking Infrastructure Plan (LCWIP) to provide dedicated cycling infrastructure on Woodland Road/Outram Street/Duke Street. This will provide a route to key destinations including the Town Centre, Darlington Memorial hospital and Queen Elizabeth Sixth Form college. Works have started on Woodlands Road with a completion date of August 2022. The improvements to Duke Street have been delayed due to a Public Enquiry being triggered. The outcome of the enquiry is due to be announced in May 2022.
25. Paragraph 26 shows the movements in the Capital Programme since the approval of the 2021/22 Capital MTFP, some of which have not yet been approved by Members.

26. Adjustment to resources requested by departments:

Virements

Department	Scheme	Value £	Reason for adjustment	Impact on budget
Services	Indigenous Growth Fund	(£2,200,000)	Indigenous Growth funding moved to the Railway Heritage Quarter	Nil Effect
Services	Railway Heritage quarter	£2,200,000	Indigenous Growth funding moved to the Railway Heritage Quarter	Nil Effect
TOTAL		£0		

Adjustments needing approval release

Department	Scheme	Value £	Reason for adjustment	Resource type adjusted
Operations	Green Homes Grant - LA Delivery Phase 1b	£238,978	Match funded grant for energy efficiency as per MTFP	Release
Services	Crown Street Library	£216,876	RCCO Contribution towards Library capital project	Release
Services	Town Hall Car Park	£34,663	RCCO 21/22 Contribution to Town Hall Car Park	Release
Services	Broken Scarr play area	£24,057	S106 15/00513 - 17/00398 Esh Salutation Rd LTD Children's play	Release
Services	Staindrop Road Crossing Point	£25,168	S106 Vistry Partnerships North East 18/00989 - Sustainable Transport	Release
Services	School Aycliffe	£91,098	Miller Homes 17/00283 Sustainable Transport	Release
Services	Station Road Heighington	£43,699	Heighington JV S106 16/00820 Cycle Way & Footpath	Release
Services	Bus Stop improvements West Auckland Road	£3,750	S106 16/01041/FUL Bus Stop improvements (Aldi Stores)	Release

Services	Bus Stop improvements West Auckland Road	£3,750	S106 16/01060/FUL Bus Stop improvements (Fintry Estates)	Release
Services	Bus Stop Improvements Milbank Crescent	£7,475	S106 02/00937 Charles Church bus shelter	Release
Services	Bus Stop Improvements Croft House	£6,000	Yorvik Homes 13/01001 - Sustainable Transport	Release
Services	Bus Stop Improvements Auction Mart	£23,352	D'ton Farmers Mart S106 13/00110 Bus Stop improvement	Release
Services	Bus Stop Improvements Woodburn Nursery	£16,000	S106 15/00513 - 17/00398 Esh Salutation Rd LTD Bus Stops	Release
Services	Bus Stop Improvements Edward Pease Way	£10,136	West Park JV LTD S106 15/00450 Bus Stop Contribution	Release
Services	Bus Stop Improvements Edward Pease Way	£16,020	Bussey & Armstrong S106 15/00450 Bus Stop	Release
Services	Bus stop improvements Heighington Village Hall	£5,015	S106 16/00820 Heighington JV contribution public transport	Release
Services	Bus Stop Improvements Oak Tree Pub	£5,945	S106 16/01256 Mandale Homes North Bus Stop	Release
Services	Bus Stop improvements Acorn Close	£7,000	S106 17/00847 Karbon Homes LTD Bus Stops & Speed Limit	Release
Services	Bus Stop improvements Walworth Road	£5,139	S106 18/00035 Bellway Homes Public Transport	Release
Services	Coachman Hotel	£7,800	S106 Empire Property Holdings The Coachman Hotel	Release
Services	Lingfield Point Sustainability	£109,113	S106 08/00638/OUT Marchday Lingfield Point Sustainability	Release
TOTAL		£901,034		

27. **Appendix 5** details the general fund capital receipts and corporate resources received and brought forward from previous years. These amount to £1.248m of which £0.586m has been utilised to finance capital expenditure as well as £0.267m of earmarked receipts to fund slippage, leaving a balance of £0.395m to carry forward into future years.

Conclusion

28. The total capital spend incurred during 2021/22 was £43.388m. Overall a balanced programme has been achieved with a wide variety of capital improvements undertaken throughout the Borough during 2021/22.

Outcome of Consultation

29. There has been no consultation in the preparation of this report.

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Capital Project Position Statement

Mar-22

Ref No	Title	Client	Approved Budget	Outurn Forecast	Planned Completion	Actual Completion	Comment
23	Civic Theatre Refurbishment & Theatre Hullaballoon	Services	£16,069,000	£16,069,000	06-Nov-17	06-Nov-17	Works complete. In defect period. Activity plan elements are still being delivered up to March 2021, working to current approved budget.
25	West Cemetry Development	Services	£6,400,000	£6,400,000	19-Jul-22		Crematorium 06/04/21 to 31/3/22. 17 days delay - expected handover 27th April. Chapel 06/04/21 – 31/03/22 76 days delay - expected handover 19th July.
26	Dolphin Centre Soft Play / Bowling Alley	Chief Executive & Economic Growth	£1,784,687	£1,784,687	31-Mar-21	19-Mar-21	Complete.
27	Railway Heritage Quarter	Chief Executive & Economic Growth	£35,140,000	£35,140,000	30-Sep-24		The RIBA Stage 4 design, Agreed Maximum Price submission and logistics proposals for the build stage have been submitted are now agreed. Information to extinguish pre-commencement planning conditions has been submitted and is under review by the LPA.
28	Crown Street Library Refurbishment	Services	£3,130,436	£3,241,233	31-Jul-23		Works ongoing
174	RedHall SEND	People	£1,637,998	£1,637,998	19-Mar-21	31-Oct-21	All phases complete - CP4 being drafted. End of defects periods are listed below extension – May 2022. Carpark resurfacing - September 2022 Path resurfacing - October 2022 On budget - awaiting final account from Building Services. SEND
175	Rise Carr SEND	People	£2,516,568	£2,516,568	20-Apr-22		All phases complete - CP4 being drafted. End of defects periods are listed below Roofing works – September 2021 works to sport hall – April 2022 replacement – October 2022 remodel - October 2022 new build & externals – October 2022 Condition Window Internal SEND

Capital Project Position Statement

Appendix 1

Mar-22

Ref No	Title	Client	Approved Budget	Outurn Forecast	Planned Completion	Actual Completion	Comment
226	Ingenium Parc Masterplan + Infrastructure	Chief Executive & Economic Growth	£4,877,093	£4,877,093	31-Aug-22		Works are to be undertaken in 2 phases. Phase 1 which is the installation of the drainage within the non trapped out areas from Jan 22 - 28th Feb 22 and Phase 2 which is the digging out of the basin and connections within the trapped out areas from May 22 - Aug 22.. Phase 1 is now complete. Work is due to re-commence May 22. Work is presently on programme. The site is presently suffering from ASB. The semi-permant new barrier and Heras fencing is getting vandalised on a daily basis. Due to the existing neww licence this barrier requires repairing/replacing immediately and therefore costs may increase.
228	Feethams House	Chief Executive & Economic Growth	£8,500,000	£8,460,880	15-May-20	15-May-20	Treasury occupying under licence for enabling works. A licence has been issued to GPA/Wates for the site compound. AFL drafted and a few final points to agree before completion. Solicitors have been instructed in relation to a Deed of Release ref the title restriction ref ERDF Funding. This is being handled by Alex Rose at DWF.
233	Hybrid Innovation Centre	Chief Executive & Economic Growth	£8,337,854	£8,337,854	31-Aug-22		Construction work is ongoing which includes M & E installation, installation of the roof and internal partitions. Presently on programme.
234	Demolition at Union Street	Chief Executive & Economic Growth	£210,000	£210,000	20-Nov-20	14-Aug-20	Demolition has been completed
236	Clarks and Buckton's Yards Improvements	Chief Executive & Economic Growth	£500,000	£488,000	30-Nov-21	31-Mar-22	Some works originally identified within Phase 1 are being moved into Phase 2 as they will be post 31st March. Other works have now been completed
237	Central Park Mound Removal and Transformatrion	Chief Executive & Economic Growth	£2,650,000	£2,650,000	31-Aug-22		Clearance of Historic materials and obstructions 80% complete. Biodiversity Net Gain to be agreed 'off site' to maximise Development opportunity. Delays with submission of Planning Application whilst BNG locations secured. Grant Funding spend being amximised for financial year 2021/2. Implementation of hard and soft landscaping expected to run until August / September 2022. Followed by Bare root planting. Two new access roads to be started.
239	Station Gateway East	Economic Growth	£12,934,732	£12,934,732	06-May-24		Demolition tender package for first phase of properties to be issued to framework this month. WDC pricing Stage 4 design due early May. NR working to close out outstanding actions to allow Stage 4 design approval.
240	Station Gateway West	Chief Executive & Economic Growth	£2,087,533	£1,996,770	15-Apr-24		Design progressing by Fairhurst/Sanderson. Planning approval granted. Currently in RIBA Stage 4.

Capital Project Position Statement

Appendix 1

Mar-22

Ref No	Title	Client	Approved Budget	Outurn Forecast	Planned Completion	Actual Completion	Comment
241	Station Gateway Demolitions	Chief Executive & Economic Growth	£1,322,940	£1,322,940	17-Mar-23		GATEWAY EAST; Utility disconnection and an asbestos survey has been undertaken on Profix & Exhaust A Fix. South of Albert Street Completion: 17/06/2022. North of Albert Street Completion: 15/02/2023 (CPO constrained) GATEWAY WEST; Hogans & Pensbury/Victoria road: Utility disconnections complete and party wall agreement process started. Hogans & Pensbury Completion: 17/06/2022. Park Lane/Waverley Completion: 17/03/2023 (CPO & Party Wall constrained)
242	Station Gateway CPO & Acquisitions	Chief Executive & Economic Growth	£8,077,262	£8,077,262	21-Sep-22		Inspector's decision for CPO received 28th February. High Court Challenge period ends 29th April 2022. Inspector's decision for Stopping Up Order received 5th March. High Court Challenge Period ends 31st May 2022. Anticipated completion date (21/09/22) refers to conclusion of CPO and possessions process
320	Salix Low Carbon Works	Services	£413,313	£413,313	28-Jan-22	28-Jan-22	Works Complete
451	East Haven Housing	Operations	£5,402,952	£5,402,952			41 units Design produced, but access arrangements are subject to complex legal agreements so delaying progress. It is likely it won't proceed until late 2022/23, but DBC resources will be fully committed delivering other housing sites
461	Allington Way - Phase 3	Operations	£8,638,250	£8,624,580	31-May-22		56 units A market shortage of bricklayers had pushed the programme back. Other trade shortages pose a threat going forward.
462	Skinnergate Re-development Housing	Chief Executive & Economic Growth	£4,950,000	£4,950,000	01-Jun-22		16 units residential units Proposed site layout developed. RIBA Stage 4 design is progressing and services disconnections are in progress. Principle designer now Andrew Bumfrey of Space Architects.
464	IPM Works	Operations	£2,239,000	£2,239,000	31-Mar-22		It has been agreed that the Ipm programme will be on hold for the rest of this financial year and all properties and budget will be slipped to 2022-23
465	Central Heating Programme 2021-22 Housing	Operations	£1,946,719	£1,946,719	31-Mar-22	31-Mar-22	Programme has started to cover the 20/21 and the 21/22 properties. 21/22 properties will commence in February 22.
468	Replacement Door Programme 2021-22 Housing	Operations	£725,638	£725,638	31-Mar-22		Programme has started to cover the 20/21 and the 21/22 properties

Capital Project Position Statement

Appendix 1

Mar-22

Ref No	Title	Client	Approved Budget	Outurn Forecast	Planned Completion	Actual Completion	Comment
469	Windows Replacement Programme 2021-22 Housing	Operations	£1,000,000	£1,000,000	31-Mar-22		Programme has started to cover the 20/21 Houghton & Springfield Areas & the 21/22 Lascelles Programme. To maximise grant funding the windows programmes have been combined alongside additional grant funded properties. This will mean grant eligible properties will be installed first to meet grant tight timescales, with the remaining properties being completed after that.
472	Roof replacement and repointing 2021-22	Operations	£1,000,000	£1,000,000	31-Mar-22		Houghton Scheme has commenced (est £850k). Works planned to re-roof the main roof and the side flat roofs and repoint the whole building.£150k committed to responsive works properties.
473	External works 2021-22	Operations	£414,000	£414,000	31-Mar-22		Works to replace fencing to front and rear gardens (Fencing in Albert Hill c£270k & Redhall c£144k)
474	Communal flat entrance door and door entry replacement 2021-22	Operations	£187,144	£187,144	31-Mar-22		Works to replace communal entrance doors and door entry systems is complete (Henry Street & North Road c£140k)
475	Garages 2020-22	Operations	£151,828	£151,828	31-Mar-22		Works to demolish prefab garages and fence off gardens to provide offstreet parking bays at Lascelles
476	Repairs before painting and External Decoration 2021-22	Operations	£60,000	£60,000	31-Mar-22	31-May-22	To complete pre-paint repairs and external decoration in line with the 5 year programme Capital Works - H6234 (£60k) Revenue - 66025 (£240k)
477	Energy Efficiency	Operations	£958,596	£958,596	30-Mar-22	30-Mar-22	LAD1b - Loft insulation work complete. Windows Contractor onsite delivering.LAD2 - E.ON are starting to make contact with tenants SHDF - Awaiting decision
478	LAD 1b funding	Operations	£874,412	£874,412	30-Jun-22		LAD1b - Loft insulation work complete. Windows Contractor onsite delivering. Additional funding agreed by BEIS to extend the programme to end of May 22.
479	Sherborne Close Phase 2	Operations	£2,750,019	£2,750,019	08-Mar-23		22 units Planning approved November 2021. Start on site commenced Jan 22> works to commence properly April 22
480	Neasham Road	Operations	£31,069,000	£31,069,000	02-May-25		ESH handover delays until June 2022, awaiting updated programme.DBC Arch & structural design completed, M&E due shortly. ESH on-site since May 2021 to build out drainage and road layouts. DBC housing programme to begin in quarter 2 2022.
482	LAD2 Funding	Operations	TBC	TBC	31-Dec-22		LAD2 Funding to provide a range of energy efficiency measures across Private Sector and Social Housing(Including Solar, EWI and ASHP)

Capital Project Position Statement

Appendix 1

Mar-22

Ref No	Title	Client	Approved Budget	Outurn Forecast	Planned Completion	Actual Completion	Comment
484	Adaptations Lifts	Operations	£283,732	£283,732	31-Mar-22	31-Mar-22	Ad-hoc requests to carry out Social care adaptations in tenants homes.
485	Lifeline Services	Operations	£96,981	£96,981	31-Mar-22	31-Mar-22	To support infrastructure work required to transition lifeline analogue lines across to digital. This also supports refurbishment works required within schemes.
628	Houghton Road/Tornado Way	Chief Executive & Economic Growth	£1,539,433	£1,539,433	31-Mar-20	31-Jul-21	Budget comprises £1,367,433 NPIF + £172,000 LTP match funding
636	S & D Trackbed	Services	£237,033	£237,033	30-Nov-22		Planning approval was received on 20th August 2019. Scheme complete. Final grant claim submitted and approved. Some remedial works required once weather is warmer. Camera required for monitoring purposes.
639	Victoria Road Access to Station	Chief Executive & Economic Growth	£1,025,000	£1,025,000	31-Jul-21		Signed offer letter received from TVCA. Scheme complete awaiting final costs. Stage 3 Safety Audit completed. Signal alterations awaiting sign off. Bollards being installed week commencing 14 March 2022. Delay on landscaping due to order time on planters.
640	A68 Woodland Road	Chief Executive & Economic Growth	£1,702,408	£1,702,408	30-Jun-22		Possible increase in costs due to price increase of materials. Meeting scheduled to discuss Early Warnings to date.
642	Walking Cycling Route MSG Yarm Road-Mill Lane	Services	£150,000	£150,000	31-Jul-22		Scheduled for 2021/22. Consultant appointed to carry out AIP. May outurn higher than expected dependant on cost of footway scheme. Drainage design required. Planning application to be submitted in April following receipt of bridge design from Jacobs.
643	Skinnergate & Indoor Market	Services	£120,000	£120,000	31-Jul-22		Ongoing design works complete. Meeting required to discuss Indoor market options. Query whether Planning approval required.
	Eastbourne Sports Pitches & Drainage	Chief Executive & Economic Growth	£2,350,000	£2,350,000	24-Mar-23		Pre App - February 2022 Planning Application - May 2022 Start on Site - Spetember 2022 Handover - March 2023
	Demolition of 12-18 King Street	Chief Executive & Economic Growth	TBC	TBC			Utility disconnections and surveys are underway

Capital Project Position Statement

Mar-22

Ref No	Title	Client	Approved Budget	Outurn Forecast	Planned Completion	Actual Completion	Comment
	Demolition Sports Direct Building	Chief Executive & Economic Growth	£300,000	£300,000	30-Jun-22		The demolition contractor has been appointed and will work to Building Services as Principal Contractor. Health and Safety Information is being developed and reviewed to allow works to commence.
	Yards Phase 2	Chief Executive & Economic Growth	£1,120,000	£1,120,000	31-Mar-23		The initial properties identified within the project for works are now being re visited for final approval as some initial agreements with the owners are needing to be reviewed. Detailed inspections continue to be carried out on the viability and suitability of the properties for work within the project. A Programme is being formulated to procure and initiate the works when final designs are agreed. Once the Designs are agreed by all sides, the project can progress.
	Darlington Station Enabling Works	Chief Executive & Economic Growth	£546,000	£546,000	05-Sep-22		Final design & off site drainage investigations due over next 2 weeks. Highways awaiting scope for enabling works to commence Planning conditions to discharge before works commence target April.

188,427,561	188,382,805
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Project	CP1 Start Up	CP2 Initiate	CP3 Define	CP4 Constat Phase	CP5 Evaluate	Status Symbol	Status	Client Department	Delivery Department	Internal Project Sponsor	Internal Project Manager	Cost Centre	Original Project Budget (CP1)	Initial Approved Budget	Increase To Initial Approved Budget	Current Approved Project Budget	Project Expected Out Turn Cost	Variance (%)	Variance (Value)	Original Planned Project Completion Date	Revised Approved Project Completion Date	Anticipated Or Actual Completion Date	Schedule Variatio n (Days)	CDM Notifiable Project (Yes/No)	Principal Designer	Previously reported progress	Plan Progress	Progress Budget	Progress Issues	Contracts In Place	Contract Type / Form	Contract With	Contract Value
A68 Woodland Road Outramp Street Duke Street						▲	Live	Services	Services	Andy Casey	Sue Dobson	TP240	£460,000	£460,000	£1,242,408	£1,702,408	£1,702,408	%	£0	31/03/2022	30/06/2022	30/06/2022	91	Yes	Noel Walski	On site 15 November 2021 on Woodland Road. Start on site delayed on Duke Street due to objections received. Ad-hoc requests to carry out Social care adaptations in tenants	Possible increase in costs due to price increase of materials. Meeting scheduled to discuss Early Warnings to date.	Funding is £1,702,408 from TVCA	Public Inquiry triggered for Duke Street scheme.	DBC	Agreed Contract Rules	DBC	TBC
Adaptations Lifts						●	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6230	£283,732	£283,732		£283,732	£283,732	%	£0	31/03/2022	31/03/2022	31/03/2022	0	Yes	Matthew Pews	Programme has started to cover the 2021 and the 2122 properties. 2122 properties will commence in February '22.	Ad-hoc requests to carry out Social care adaptations in tenants	2021 budget slippage £884 + 2122 Approved £200k		Ad Hoc		Ad Hoc	
Central Heating Programme 2021-22 Housing						●	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6231	£1,946,719	£1,946,719		£1,946,719	£1,946,719	%	£0	31/03/2021	31/03/2022	31/03/2022	0	Yes	Matthew Pews	Programme has started to cover the 2021 and the 2122 properties. 2122 properties will commence in February '22.	2122 properties commenced in February 22.	2021 budget slippage £932k + 2122 Approved £1,015m The budget has been adjusted to allow the completion of the properties for both years to be completed this financial year.	The 2nd team was not established in time to complete the programme by end of March 22. This means there will be a roll over of properties into 22/23 for completion alongside the 22/23 programme.	Main contractor DBC	In spirit of JCT contract.	Building Services	£1,947,000
Communal flat entrance door and door entry replacement 2021-22						●	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6243	£187,144	£187,144		£187,144	£187,144	%	£0	31/03/2022	31/03/2022	31/03/2022	0	Yes	Matthew Pews	Works to replace communal entrance doors and door entry systems (Henry Street & North Road <£140k)	Works to replace communal entrance doors and door entry systems is complete (Henry Street & North Road <£140k) & ongoing Bakery works at Church Row (£47k)	2021 budget slippage £87k + 2122 Approved £100k		Secureshield Building Services	In spirit of JCT	Secureshield Building Services	£140,000
Energy Efficiency						●	Live	Operators	Operators	Cheryl Williams	Matthew Pews		£1,000,000	£1,000,000	-\$41,404	£958,596	£958,596	%	£0	31/03/2022	31/03/2022	31/03/2022	0	Yes	Matthew Pews	LAD1b - Loft insulation work complete. Windows Contractor onsite delivering LAD2 - E.ON are starting to make contact with tenants SHDF - Awaiting decision	LAD1b - Loft insulation work complete. Windows Contractor onsite delivering LAD2 - E.ON are starting to make contact with tenants SHDF - Awaiting decision	Budget Agreed for match funding (£7m) which will be supported by Grant Funding LAD1b - £422k LAD2 - £226k (This is max as the grant is shared with Private Sector Housing and this assumes only LA Social housing properties are completed)		Supporting LAD1b & LAD2 contracts		LAD1b - Anglian Novora (13) LAD2 - E.ON (via TVCA)	£568,596
External works 2021-22						▲	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6237	£414,000	£414,000		£414,000	£414,000	%	£0	31/03/2022	31/03/2022	30/06/2022	91	Yes	Matthew Pews	Works to replace fencing to front and rear gardens (Fencing in Albert Hill <£270k & Reethal <£144k). Works at Albert Hill complete.	Works to replace fencing to front and rear gardens (Fencing in Albert Hill <£270k & Reethal <£144k). Works at Albert Hill complete.	2021 budget slippage £214k + 2122 Approved £200k	Due to supply chain issues the contractor have completed the works to Albert Hill and are prioritising the responsive repairs, they are awaiting materials to allow works to start on Reethal estate.	Deemess	In spirit of JCT	Deemess	£270,000
Feathams House						●	Live	Chief Exec and Economic Growth	Services	Ive Williams	Jerry Chen and Jane Scuffie Project Review Body (the building delivery	D0611	£246,000	£8,500,000		£8,500,000	£8,460,880	%	-\$49,120	30/07/2019	31/05/2020	15/05/2020	-10	Yes	Tim Rainford	Project complete and handed over Treasury to take lease of whole building for min 3 years. Lease in travelling draft form to be completed shortly.	GPA working under agreement with Wates as contractor for refurbishment works	A licence has been issued to GPA/Wates for the site compound. APL drafted and a few final points to agree before completion. Scaffolds have been instructed in relation to a Deed of Release ref the site restriction of ERFU Funding. This is being handled by Alex Rose at DWF.		Development agreement with Wates Deed for Design and Build	NE3 ECC Option A	Willmet Dixon Construction	
Garages 2020-22						▲	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6236	£151,828	£151,828		£151,828	£151,828	%	£0	31/03/2022	31/03/2022	30/09/2022	183	Yes	Matthew Pews	Works to demolish prefabs garages and fence off gardens to provide off-street parking bays at Lascelles	Works have been delayed due to further consultation with residents required, which will be delayed into 2023	2021 budget slippage £87k + 2122 Approved £70k		Main contractor DBC	In spirit of JCT	Building Services	£151,828
Houghton Road Tornado Way						●	Live	Services	Services	Andy Casey	Noel Walski	TP722	£1,539,433	£1,539,433		£1,539,433	£1,539,433	%	£0	%	31/03/2020	31/07/2021	487	Yes	Noel Walski	Scheme to include VRS on Arnold bridge + extra surfacing on Houghton Road. Scheme complete.	Budget comprises £1,307,433 NPF + £172,000 LTP match funding.	None		DBC	Agreed Contract Rules	DBC	£1,661,033.00
IPM (Internal Plant Maintenance) Programme 2021-22 Housing						●	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H242	£2,239,000	£2,239,000		£2,239,000	£2,239,000	%	£0	%	31/03/2022	31/03/2022	0	Yes	Matthew Pews	It has been agreed that the IPM programme will be on hold for the rest of this financial year and all properties and budget will be slipped to 2022-23	2021 budget slippage £549k + 2122 Approved £1,690m	Programme to be moved to 2022-23		Main contractor EBC	In spirit of JCT contract.	Building Services	£2,239,000.00
Loft Insulation						▲	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6751	£833,008	£833,008	£41,404	£874,412	£874,412	%	£0	30/09/2021	30/09/2021	30/06/2022	273	Yes	Matthew Pews	LAD1b - Loft insulation work complete. Windows Contractor onsite delivering. Additional funding agreed by BEIS and extension to tenancies confirmed (14/02/22) to complete of 31/05/22	LAD1b - Loft insulation work complete. Windows Contractor onsite delivering. Additional funding agreed by BEIS to extend the programme to end of May 22.	Grant Funding LAD1b - £984k which will be supported by matched funding from Energy Efficiency fund £422k Grant also includes Revenue for admin costs which are to be detailed and separated	The contractor will be delivering until the end of April with reporting to be carried out by May. Budget underspent to be slipped to cover the remainder of the scheme	LAD1b Anglian (Double Glazing/Novora (Loft Insulation)	In spirit of JCT	LAD1b - Anglian Novora	£984,000
LAD2 Funding						●	Live	Operators / Services	Operators / Services	Cheryl Williams	Matthew Pews	H6752	TBC	TBC	TBC	TBC	TBC	%	£0	31/12/2022	31/12/2022	31/12/2022	0	Yes	Matthew Pews	LAD2 Funding to provide a range of energy efficiency measures across Private Sector and Social Housing including Solar, EWI and ASHP	LAD2 Funding to provide a range of energy efficiency measures across Private Sector and Social Housing including Solar, EWI and ASHP. All properties notified on Social housing	Grant Funding LAD2 - £877k which will be supported by match funding from Energy Efficiency where Social housing properties are carried out (Max <£220k). Grant also includes Revenue for admin costs which are to be detailed and separated	All properties have been notified on Social housing. Access may become an issue, but alternatives are being provided.	LAD2 EON	Regional Contract with the Tees Valley	EON	£877,000
Lifeline Services						●	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6233	£96,981	£96,981		£96,981	£96,981	%	£0	31/03/2022	31/03/2022	31/03/2022	0	Yes	Matthew Pews	To support infrastructure work required to transition Helene analogue lines across to digital. This also supports refurbishment works required within schemes.	To support infrastructure work required to transition Helene analogue lines across to digital. This also supports refurbishment works required within schemes.	2021 budget slippage £47k + 2122 Approved £50k	Virgin are accelerating their digital roll out, which may require us to purchase additional equipment in year. A project plan is being drafted regarding this piece of work.				
Red Hall Send						●	Live	People	People	Tony Murphy	Rebecca Robson	E1888	£1,538,074	£1,572,289	£85,709	£1,637,998	£1,637,998	%	£0	01/09/2020	31/10/2021	31/10/2021	0	Yes	Mike Brown	All phases complete - CP4 being drafted. End of defects periods are listed below. SEND extension - May 2022 Capark resurfacing - September 2022 Path resurfacing - October 2022	All phases complete - CP4 being drafted. End of defects periods are listed below. SEND extension - May 2022 Capark resurfacing - September 2022 Path resurfacing - October 2022	On budget - awaiting final account from Building Services.	None - All works and snagging complete	DLO Delivery	DBC Standard T & C	Internal Building Services	£1,181,136
Repairs before painting and External Decoration 2021-22						▲	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6234/66 025	£90,000	£90,000		£90,000	£90,000	%	£0	31/03/2022	31/03/2022	31/05/2022	61	Yes	Matthew Pews	To complete pre-paint repairs and external decoration in line with the year programme. Additional funding agreed by BEIS and extension to tenancies confirmed (14/02/22) to complete of 31/05/22	To complete pre-paint repairs and external decoration in line with the year programme. Additional funding agreed by BEIS and extension to tenancies confirmed (14/02/22) to complete of 31/05/22	Budget Agreed	Awaiting final programme for the 2122 delivery. Approx. 50% has been completed to date. Budget to be slipped for the remainder of the programme to be completed by end of April/May 22	Mite	In spirit of JCT	Mite	£300,000
Replacement Door Programme 2021-22 Housing						▲	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6240	£725,638	£725,638		£725,638	£725,638	%	£0	31/03/2021	31/03/2022	31/03/2023	365	Yes	Matthew Pews	Programme has started to cover the 2021 and the 2122 properties	Programme has started to cover the 2021 and the 2122 properties, delays have been encountered with supply issues	2021 budget slippage £276k + 2122 Approved £450k The budget has been adjusted to allow the completion of the properties for both years to be completed this financial year.	Following a delay to works with the supply chain issues the contractor is off site, suffering from a shortage of materials. Priority is being given to Responsive replacements, albeit the site will be with another contractor where appropriate. Remainder of programme and outstanding responsive requirements will need to be slipped into 22/23	Sekura	In spirit of JCT	Sekura	£726,000
Rise Carr Send						●	Live	People	People	Tony Murphy	Rebecca Robson	E1889	£1,559,665	£1,526,920	£989,648	£2,516,568	£2,516,568	%	£0	01/09/2020	22/04/2022	22/04/2022	0	Yes	Mark McIntosh	Roofing works - September 2021 Condition works to sports hall - April 2022 Window replacement - October 2022 Internal remodel - October 2022 SEND new build & externals - October 2022	Roofing works - September 2021 Condition works to sports hall - April 2022 Window replacement - October 2022 Internal remodel - October 2022 SEND new build & externals - October 2022	On budget - draft final account received from Building Services at £2,111,926.16	The following items remain outstanding: Building Control sign off for SEND works H&S / O&M files to be handed over. Snagging items within both building, internally and the landscaping works. Contractor to finish in the Easter Holidays.	Perfect Circle for the Design Team DLO for the Contractor Standard DBC T&C with IT Systems for the new ICT equipment - Procurement Board ref is PR2020-00268	JCT	Internal - Building Services	£2,111,926
Roof replacement and repointing 2021-22						●	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6235	£1,000,000	£1,000,000		£1,000,000	£1,000,000	%	£0	%	31/03/2022	31/03/2022	0	Yes		Haughton Scheme has commenced (est £850k). Works planned to re-roof the main roof and the side flat roofs and repair the whole building £150k committed to responsive works properties.	Haughton Scheme has commenced (est £850k). Works planned to re-roof the main roof and the side flat roofs and repair the whole building £150k committed to responsive works properties.	Budget Agreed		Engle	In spirit of JCT	Engle	£1,000,000

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S & D Tracked	▲	Live	Services	Services	Sue Dobson	Sue Dobson	TP922	£170,000	£170,000	£97,033	£237,033	£237,033	%	£0	30/06/2020	31/03/2021	31/03/2021	0	Yes	Noel Walcott	Planning approval was received on 20th August 2019. Scheme complete. Final grant submitted and awaiting approval. Some remedial works required once weather is warmer. Camera required for monitoring purposes.	Planning approval was received on 20th August 2019. Scheme complete. Final grant claims submitted and approved. Some remedial works required once weather is warmer. Camera required for monitoring purposes.	Grant awarded November 2019	None	Ecology, Tree Survey & Heritage Impact Assessment	Quote	Bransford Landscapes	£212,934	
Skinnersgate & Indoor Market	▲	Live	Services	Services	Andy Casey	Noel Walcott	TP148	£120,000	£120,000	£120,000	£120,000	£120,000	%	£0	31/03/2022	31/03/2022	31/07/2022	120	Yes	Noel Walcott	Ongoing design works complete. Meeting required to discuss indoor market options. Query whether Planning approval required.	Ongoing design works complete. Meeting required to discuss indoor market options. Query whether Planning approval required.	£120,000 from Advanced Design budget	Project stalled. Revised completion date 31/07/22 however this may slip again dependant on final design.	DBC	Agreed Contract Rates	DBC	£120,000	
Victoria Road Access to Station	●	Live	Services	Services	Andy Casey	Sue Dobson	TP818	£1,025,000	£1,025,000	£1,025,000	£1,025,000	£1,025,000	%	£0	31/03/2020	31/07/2021	31/07/2021	0	Yes	Noel Walcott	Signed offer letter received from TVCA. Scheme complete awaiting final costs. Stage 3 Safety Audit completed. Signal alterations awaiting sign off.	Signed offer letter received from TVCA. Scheme complete awaiting final costs. Stage 3 Safety Audit completed. Signal alterations awaiting sign off. Bidlets being submitted week commencing 14 March 2022. Delay on landscaping due to order line on planters.	Funding is £875,000 LGR + £300,000 LTP	None	DBC	Agreed Contract Rates	DBC	£589,540	
Walking Cycling Route M5G Yarm Road-Mill Lane	▲	Live	Services	Services	Andy Casey	Sue Dobson	TP241	£150,000	£150,000	£150,000	£150,000	£150,000	%	£0	31/03/2022	31/03/2022	31/07/2022	120	Yes	Noel Walcott	Scheduled for 2021/22. Consultant appointed to carry out AP. May return higher than expected dependant on cost of footway scheme.	Scheduled for 2021/22. Consultant appointed to carry out AP. May return higher than expected dependant on cost of footway scheme. Drainage design required following receipt of bridge design from Jacobs.	LTP	Project required additional drainage and bridge design, completion date revised to be 31/07/22 dependent on final bridge design being received from Jacobs.	DBC	Agreed Contract Rates	DBC		
Windows Replacement Programme 2021-22 Housing	▲	Live	Operators	Operators	Cheryl Williams	Matthew Pews	H6241	£1,000,000	£1,000,000	£1,000,000	£1,000,000	£1,000,000	%	£0	31/03/2021	31/03/2022	31/03/2023	365	Yes	Matthew Pews	Programme has started to cover the 2021 Houghton & Springfield Areas & the 2122 Lasselles Programme. To maximise grant funding the windows programmes have been combined alongside additional grant funded properties. This will mean grant eligible properties will be installed first to meet grant tight timescales, with the remaining properties being completed after that.	Programme has started to cover the 2021 Houghton & Springfield Areas & the 2122 Lasselles Programme. To maximise grant funding the windows programmes have been combined alongside additional grant funded properties. This will mean grant eligible properties will be installed first to meet grant tight timescales, with the remaining properties being completed after that. Programme unlikely to start until May 22.	2021 budget tilspage £500k + 2122 Approved £500k	Due to contractor delivery timescales and grant funding deadlines, programme properties are unlikely to start until May 22. There will be some ahead of 22/23 Single to double upgrade Programme Grant properties timescales were extended to end of April 22.	Anglian	In Spirit of JCT	Anglian	£1,000,000	
Yards Phase 2	●	Live	Economic Growth & Neighbourhood Services	Services	Mark Ladman	Mike Brown	R0180	£0	£1,120,001	£1,120,000	NA	£1,120,000	%	£0	31-Mar-23	31-Mar-23	31-Mar-23	0	Yes		N/A - New project	The initial properties identified within the project for works are now being re-visited for final approval as some initial agreements with owners are needing to be reviewed. Detailed inspections continue to be carried out on the viability and suitability of the properties for work within the project. A Programme is being formulated to procure and install the works when final designs are agreed. Once the Design are agreed by all sides, the project can progress.			Project is progressing as expected	Main Contract	JCT	DBC Contract Services	
Yards Phase 1	●	Live	Economic Growth & Neighbourhood Services	Services	Mark Ladman	Michael Dowson	R0176	£350,000	£488,000	£12,000	£500,000	£488,000	-2%	£12,000	30-Nov-21	31-Mar-22	31-Mar-22	0	Yes	DBC	Works to the Green Wall, Wall Art and Welcome Signage from High Row, although been finalised in design, because of the weather and the upcoming busy Christmas period, are being re-scheduled until the new year for essential minimal disruption to the businesses. This will have an impact on the spend profile in that monies although fully committed but not spend fully until March 2022.	Some works originally identified within Phase 1 are being moved into Phase 2 as they will be post 31st March. Other works have now been completed.		Yards Phase One has over all been very successful. Due to the Pandemic, both access and supplier delays have meant that some of the works have needed to be re-profiled into Phase 2. The required spend on the project will be achieved for the financial year 2021/22 through the re-programming of other works that were able to be brought forward.	Main Contract	JCT	DBC Contract Services	£357,853	
West Cemetery	●	Live	Services	Services	Ian Thompson	Brian Robson	R0154	£4,900,000	£4,900,000	£1,500,000	£6,400,000	£6,400,000	%	£0	13-Jun-22	19-Jul-22	19-Jul-22	0	Yes	Todd Milburn	The programme has since experienced another delay, due to having to stop the erection of the steel frame until 28th September until a section 73 to 79 planning condition had been approved. This has pushed back the handover date for the new Chapel from 28th May 2022 to 13th June 2022.	Chapel 060421 - 31/03/22 17 days delay - expected handover 27th April. Chapel 060421 - 31/03/22 78 days delay - expected handover 19th July.		We are still waiting for the decision notice for the new burial areas A&D. The Environment Agency did initially object to the proposal however they have now conditioned the need for 13 months worth of ground water monitoring, before works can take place. The tender process for the drainage works is about to start with the view that the works will be completed in line with the Chapel handover. The Design team are undertaking the relevant surveys to enable a scope of works to be drafted for the pond area.	Architect	Standard DBC T&C	Align	£500,539	
Skinnersgate Re-development Housing	▲	Live	Services	Services	Anthony Sanyts	Brian Robson	H6748	£4,950,000	£4,950,000	£4,950,000	£4,950,000	£4,950,000	%	£0	31-Mar-22	01-Jun-23	01-Jun-23	0	Yes	Andrew Burnfrey	16 units residential units Proposed site layout developed. Planning permission secured 09/08/21. RIBA Stage 4 design underway and services disconnections are in progress. Principle designer now Andrew Burnfrey of Space Architects.	16 units residential units Proposed site layout developed. RIBA Stage 4 design progressing and services disconnections are in progress.		1. Initial surveys undertaken, which reveal major loss of structure to heritage building and adjacent property. 2. Historic England opposition to designs are now addressed but significant delays have ensued.	Main Works	Bloom Framework	Design Services	£368,795	
Sherborne Close Phase 2	●	Live	Operators	Operators	Anthony Sanyts	Ben Wade	H6749	£2,375,962	£2,375,962	£374,057	£2,750,019	£2,750,019	%	£0	08-Mar-23	08-Mar-23	08-Mar-23	0	Yes	Lee Davill	22 units Planning approved November 2021. Start on site commenced Jan 22, works to commence properly March 22	22 units Planning approved November 2021. Start on site commenced Jan 22 works to commence properly April 22		Start on site still delayed due to groundwater management statement required to discharge planning condition. April 22 target start date, awaiting programme revision from BS	Main Works	Spirit of JCT	Internal	£2,750,019	
Salix Low Carbon Works	●	Live	Services	Services	Kevin McDade	Brian Robson	R0168	£413,313	£413,313	£413,313	£413,313	£413,313	%	£0	30-Sep-21	28-Jan-22	28-Jan-22	0	Yes	Thomson-Frkin	Works Complete	Works Complete		Electrical tender was over budget and has been re-tendered	Mechanical Elements	Geoffroy Robinson	£246,000		
Railway Heritage Quarter	●	Live	Services	Services	Ian Thompson	Brian Robson	R0155	£210,000	£20,000,000	£35,140,000	£35,140,000	£35,140,000	%	£0	30-Sep-24	30-Sep-24	30-Sep-24	0	Yes	Space Architects	The RIBA Stage 4 design. Agreed Maximum Price submission and logistics proposals for the build stage have been submitted and are under review. A Cabinet paper on the proposals is going to meeting on 8th Feb and then Council on 17th Feb.	The RIBA Stage 4 design. Agreed Maximum Price submission and logistics proposals for the build stage have been submitted and are under review. Information to extragush pre-commencement planning conditions has been submitted and is under review by the LPA.		Issues with land acquisition with Network Rail is nearly resolved	Main Works	Scope	Willmott Dixon	£30,334,766	
Neasham Rd	●	Live	Operators	Operators	Anthony Sanyts	Ben Wade	H6745	£31,069,000	£31,069,000	£31,069,000	£31,069,000	£31,069,000	%	£0	02-May-25	02-May-25	02-May-25	0	Yes	Lee Davill	150 units Design nearly completed. ESH on-site since May 2021 to build drainage and road works. DBC housing programme to begin in quarter 2 2022.	ESH handover delays until June 2022, awaiting updated programme. DBC Arch & structural design completed. M&E due shortly. ESH on-site since May 2021 to build out drainage and road works. DBC housing programme to begin in quarter 2 2022.		ESH handover delayed, DBC awaiting revised completion programme.			Internal		
Innovation Central	●	Live	Economic Growth & Neighbourhood Services	Services	Anthony Hewitt	Joanne Wood	R0157	£50,000	£500,000	£8,287,854	£8,337,854	£8,337,854	%	£0	31-Dec-21	31-Aug-22	31-Aug-22	0	Y	Nasper Architects	Construction work is ongoing. Completion of the concrete and upper and ground floor slabs. Commencement of the roof installation. Commencement of the roof installation. Presently on programme.	Construction work is ongoing which includes M & E installation, installation of the roof and internal partitions. Presently on programme.			NEC Engineering & Construction Contract Option A	Willmott Dixon	£7,223,510		
Ingenium Parc Masterplan + Infrastructure	▲	Live	Economic Growth & Neighbourhood Services	Services	Anthony Hewitt	Joanne Wood	R0144	£611,500	£4,265,593	£4,877,093	£4,877,093	£4,877,093	%	£0	31-Aug-18	31-Aug-22	31-Aug-22	0	Yes	Noel Walcott	Planning Approval was received on 23rd December 2021 which enabled the Drainage Contract to be fully awarded to Seymour Construction Ltd from 4th January 2022. Vegetation works had been agreed prior and these works had been undertaken. Works are to be undertaken in 2 phases. Phase 1 which is the installation of the drainage within the non trapped out areas from Jan 22 - 28th Feb 22 and Phase 2 which is the digging out of the basin and connections within the trapped out areas from April 22 - Aug 22. Phase 1 is underway. Work is presently on programme.	Works are to be undertaken in 2 phases. Phase 1 which is the installation of the drainage within the non trapped out areas from Jan 22 - 28th Feb 22 and Phase 2 which is the digging out of the basin and connections within the trapped out areas from April 22 - Aug 22. Phase 1 is now complete. Work is due to re-commence May 22. Work is presently on programme. The site is presently suffering from ASB. Here's fencing is getting vandalised on a daily basis. Due to the existing reed fence this barrier requires repairing/replacing immediately and therefore costs may increase.		The recent storms have caused problematic ground conditions although work has continued additional costs have been realised. Due to the weather conditions it is possible that phase 2 works will go beyond the programme.	Spire Road, Phase 2 Ecological mitigation planting & seeding	Short Term NEC	DBC Highways/ Bransford	£1,109,897	
Eastbourne Sports Pitches & Drainage	●	Live	Economic Growth & Neighbourhood Services	Services	Ian Thompson	Rebecca Robson	L0154	£2,350,000	£2,350,001	£2,350,000	£2,350,000	£2,350,000	%	£0	24-Mar-23	24-Mar-23	24-Mar-23	0	Yes	SPACE	Pre App - February 2022 Planning Application - May 2022 Start on site - September 2022 Handover - March 2023	Planning Application - May 2022 Start on site - September 2022 Handover - March 2023	No issues		RIBA Stage 1-3 Design Work	Standard DBC T&C	Space Architects	£21,865	

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Project Name	Phase	Category	Status	Priority	Location	Contractor	Client	Address	Value	Start	End	Progress	Notes	Completion	Dependencies	Other Info	Value								
East Haven Housing			Live	Operations	Operations	Anthony Sanyls	Ben Wade	H6747	£5,402,952	£0	£5,402,952	£5,402,952	£5,402,952	%	£0	Yes	Lee Davill	41 units Design produced, but access arrangements are subject to complex legal agreements so delaying progress. It is likely a work-in-progress until Jan 2022/23.	Resolution of 4-way legal agreements are delaying progress.						
Dolphin Centre Bowling & Soft Play			Live	Economic Growth & Neighbourhood Services	Services	Ian Thompson	Richard Storey	D0174	£1,600,000	£1,600,000	£184,687	£1,784,687	£1,784,687	%	£0	Yes	Mike Brown	Complete	Complete	Works now complete	In spirit of JCT Intermediate	In House contract	In House contract	£1,731,721	
Demolition Sports Direct Building			Live	Economic Growth & Neighbourhood Services	Services	Guy Meszall	Brian Robson	R0177	£300,000	£300,000	£300,000	£300,000	£300,000	%	£0	Yes	A & N Consultants	The demolition tender has been issued and returns are due by midday on 16th Feb.	The demolition contractor has been appointed and will work to Building Services as Principal Contractor. Health and Safety Information is being developed and reviewed to allow works to commence.	Contractor will be working to DBC Building Services	Main Works	Neop Framework	R&B Ltd	£178,350	
Demolition of Church & Carpenters Cottage Union Street			Live	Economic Growth & Neighbourhood Services	Services	Dave Winstanley	Deborah Holland	R0159	£115,000	£115,000	£95,000	£210,000	£210,000	%	£0	Yes	Steel River	Demolition complete	Demolition has been completed	Awaiting Party Wall Agreement	Demolition	Framework	Thompsons of Prudhoe	£115,000	
Demolition of 12-18 King Street			Live	Economic Growth & Neighbourhood Services	Services	Guy Meszall	TBC	R0163	TBC	TBC	TBC	TBC	TBC	%	£0	Yes	A & N Consultants	Utility disconnections and surveys are ongoing	Utility disconnections and surveys are ongoing	Demolition cannot proceed until Bat License has been issued (May 22) and party wall agreement has been drawn up.					
Darlington Station Gateway West			Live	Economic Growth & Neighbourhood Services	Services	Dave Winstanley	Julia McCabe	R0169	£160,000	£1,915,246	£172,287	£2,087,533	£1,996,770	-4%	-£90,763	Yes	Noel Waacki	Design progressing by Faulstich/Sanderson. Planning approval granted. Currently in RIBA Stage 4.	Design progressing by Faulstich/Sanderson. Planning approval granted. Currently in RIBA Stage 4.	One property left to be acquired on west side therefore final demolition and construction start constrained by CPO and subsequent party wall process.	Stage 3 & 4 Design	NEC	Fairhurst through Wilmot Dixon	£45,450	
Darlington Station Gateway East			Live	Economic Growth & Neighbourhood Services	Services	Dave Winstanley	Ben Wade	R0149	£12,934,732	£12,934,732	£12,934,732	£12,934,732	£12,934,732	%	£0	Yes	Napper Architects Alan Rees	Stage 4 Design now complete. NR design approval process commenced. Preparation of scheme to follow. NRBAM design coordination complex due to interfaces & stage of design opposed to WDC/Napper. Railway housing building now acquired.	Demolition tender package for first phase of properties to be issued to framework this month. WDC among Stage 4 design due early May. NR working to close out outstanding actions to allow Stage 4 design approval.	There are 6 pre commencement planning conditions to be acquired before works can commence. WDC & CDE are working through these to ensure works can start as programmed.	Stage 3 & 4 Design	SCAPE	Wilmot Dixon	£1,052,609	
Darlington Station Enabling Works			Live	Economic Growth & Neighbourhood Services	Services	Anthony Hewitt	Ben Wade	R0181	£546,000	£546,000	£546,000	£546,000	£546,000	%	£0	Yes	Graeme Smith Fairhurst	Planning permission received, design team progressing to complete RIBA Stage 4 design in line with Rev 04 programme date March 22. Highway department engaged to enable early start on site late March/early April.	Final design & off site drainage investigations due over next 2 weeks. Highway teaming scope for enabling works to commence. Planning conditions to discharge before works commence target April.	Condition of existing boundary wall has worsened since satellite market demolition, remedial survey due this week to highlight a degree of deterioration/repair works to make safe. Planning decisions delayed due to 3 objections, supporting information being submitted before Christmas. Surface water drainage design philosophy is not in line with LFA standard procedure, due to carpark's temporary nature to reduce project costs. LFA consultation comments being chased.	Design Services	Services Contract	Fairhurst	£44,655	
Darlington Station Demolitions			Live	Economic Growth & Neighbourhood Services	Services	Dave Winstanley	Ben Wade Julia McCabe	R0165	£1,322,940	£1,322,940	£1,322,940	£1,322,940	£1,322,940	%	£0	Yes	A & N Consultants	GATEWAY EAST: Utility disconnection and asbestos survey has been undertaken on Profile & Extract A-F. South of Albert Street Completion: 17/06/2022 North of Albert Street Completion: 15/02/2023 (CPO constrained)	GATEWAY EAST: Utility disconnection and asbestos survey has been undertaken on Profile & Extract A-F. South of Albert Street Completion: 17/06/2022 North of Albert Street Completion: 15/02/2023 (CPO constrained)	Where properties have been acquired disconnections, pre dem surveys & party wall agreements are progressing. The CPO process constrains demolition North of Albert St (SG East) and SG West. A party wall agreement is also required prior to the demolition of the last property to be acquired (likely via CPO) at SG West.	Party Wall	T & Cs	Sanderson Weatherall		
Darlington Station CPO & Access			Live	Economic Growth & Neighbourhood Services	Services	Dave Winstanley	Julia McCabe	R0170	£8,077,262	£8,077,262	£8,077,262	£8,077,262	£8,077,262	%	£0	No	N/A	Awaiting Inspector's decision. Public Inquiry into Darlington Station Gateway CPO & Stopping Up Order held virtually 18th-19th January. Anticipated completion date (21/09/22) refers to conclusion of CPO and possession process.	Inspector's decision for CPO received 28th February. High Court Challenge period ends 29th April 2022. Inspector's decision for Stopping Up Order received 09th March. High Court Challenge Period ends 31st May 2022. Anticipated completion date (21/09/22) refers to conclusion of CPO and possession process.	CPO Public Inquiry held Jan 18th-19th. Inspector decision expected mid April, report will be sooner due to Inquiry being shorter than anticipated. Preparatory work required for confirmation stage of CPO being carried out at risk and acquisition by agreement negotiations continuing.	CPO / Legal Advice	Standard T & C	Ward Hadaway	£120,000	
City Street Refurbishment			Live	Services	Services	Ian Thompson	Richard Storey	L0148	£2,910,436	£2,910,436	£220,000	£3,130,436	£3,241,233	4%	£110,797	Yes	Mike Brown	Scaffolding to start 29th 1/2021. Roof works to commence 4/2/22	Works ongoing	Currently over budget	M & E Design	Standard T & C	DTA	£12,885,288	
Civic Theatre Refurbishment & Theatre Multiplex			Live	Services	Services	Ian Thompson	Brian Robson	L0115	£50,000	£50,000	£16,019,000	£16,069,000	£16,069,000	%	£0	Yes	Todd Milburn	Works Complete. Activity plan elements are still being delivered.	Works Complete. Activity plan elements are still being delivered.		NEC3	Scope		£12,885,288	
Central Park Mounting Removal & Transformation			Live	Economic Growth & Neighbourhood Services	Services	Dave Winstanley	Michael Bowron	R0172	£2,350,000	£2,350,000	£300,000	£2,650,000	£2,650,000	%	£0	Yes	WDC	Landscape Designer Preparing Planning and Pre Planning documentation for the Project. Planning Application for the Southern and Western access Roads currently being reviewed. (Awaiting Determination) Detailed Landscape designs to both include and exclude possible. Treasury North development expected to be completed by the end of January 2022. Artistic interpretation and structures being finalised, to be agreed.	Clearance of Historic materials and obstructions 80% complete. Biodiversity Net Gain to be agreed off site by maximum Development opportunity. Delays with submission of Planning Application whilst BNG locations secured. Grant Funding spend being maximised for financial year 2021/2. Implementation of hard and soft landscaping expected to run until August/September 2022. Followed by Bare root planting. Two new access roads to be started.	The project is running approximately 16 to 20 weeks behind what was originally expected due to the initial delay in establishing the procurement process and the temporary halt when it was noted that Treasury North may be coming onto the site. In addition the Planning Application for the Hard and Soft Landscaping works has been delayed whilst the Biodiversity Net Gain (BNG) is resolved. The site itself cannot meet the requirements so off site locations are being assessed. Although this will delay the landscaping works start on site, the funding allows works to be completed within the financial year 2022/23. There is still uncertainty around the Treasury North proposals however the project is continuing and any abortive works will be kept to a minimum.				WDC	
Allington Way - Phase 3			Live	Operations	Operations	Anthony Sanyls	Ben Wade	H6743	£8,623,253	£8,623,253	£14,997	£8,638,250	£8,624,580	%	-£13,670	Yes	Mike Brown	56 units A market shortage of bricklayers had pushed the programme back.	56 units A market shortage of bricklayers had pushed the programme back. Other trade shortages pose a threat going forward.	2. A market shortage of trades threaten programme.	Main Works	In Spirit of JCT	Building Services	£8,105,434	
Total									£108,418,572	£138,178,431	£34,947,632	£188,427,661	£188,382,806		-£44,756										

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Capital 2021-22 Spend Summary - Financing by Department

Line		GF Corporate Resources £M	HRA Capital Receipts £M	Supported Borrowing £M	HRA Borrowing £M	Departmental Borrowing £M	Revenue Contribution £M	Capital Contributions £M	Capital Grants £M	Total £M
	Capital Expenditure									
1	People								3.362	3.362
2	Chief Executive & Economic Growth	1.080				2.084			4.680	7.844
3	Operations	6.411	0.986		8.502		0.015		1.241	17.155
4	Services	0.718				3.775	0.108	0.038	10.089	14.728
5	Department Total	8.209	0.986	-	8.502	5.859	0.123	0.038	19.372	43.089
6	Prudential Borrowing - Leasable Assets (not budgeted)	-	-	-	-	0.299	-	-	-	0.299
7	Total Capital Expenditure	8.209	0.986	-	8.502	6.158	0.123	0.038	19.372	43.388
	Resources									-
8	Approved	79.757	0.986		21.838	5.856	1.455	1.248	90.609	201.749
9	Recommended additional approvals						0.251	0.411	0.239	0.901
10	Leasable Assets					0.299				0.299
11	Total Resources	79.757	0.986	-	21.838	6.155	1.706	1.659	90.848	202.949
12	Approved / (Unapproved) Resources C/F (Line 11 - 7)	71.548	-	-	13.336	(0.003)	1.583	1.621	71.476	159.561

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Capital Programme Summary							
	A	B	C	D	E	F	G
Department	Budget 2021/22	Spend as at 31/03/21	Resources Available 2021/22	Spend 2021/22	Expected Outturn	Variance	Resources c/fwd to 2022/23 (before para. 25 adj.) £M
	£M	£M	£M	£M	£M	£M	£M
			(A - B)			(E - A)	(C - D)
Chief Executive & Economic Growth	85.354	35.806	49.548	11.562	81.931	(3.423)	37.986
Operations	104.227	21.498	82.729	17.155	93.408	(10.820)	65.575
People	7.439	2.058	5.381	3.362	7.439	-	2.019
Services	109.630	44.639	64.992	11.010	108.037	(1.593)	53.982
Totals Excluding Leasable assets	306.650	104.001	202.650	43.089	290.815	(15.836)	159.561
Prudential Borrowing Leasable Assets	0.299	-	0.299	0.299	0.299		-
Total Capital Expenditure 2021/22	306.949	104.001	202.949	43.388	291.114	(15.836)	159.561

Total spend 147.089

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General Fund Capital Receipts & Corporate Resources		
Line No	Sites	2021/22 £M's
1	Brought Forward from 2020/21	0.662
	Sales Completed	
2	Ingenium	0.185
3	Faverdale	0.338
4	Salutation Road	0.036
5	Springfield	0.006
6	Yarm Road	0.012
7	Aberdeen Road	0.009
	Total	1.248

Capital Receipt Analysis		
8	Brought Forward from 2020/21	0.662
9	Receipts received in 2021/22	0.586
		1.248
10	Less receipts used to finance expenditure	(0.586)
11	Less earmarked receipts	(0.267)
12	Capital Receipts carried forward to 2022/23	0.395

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**CABINET
5 JULY 2022**

**LAND AT BLACKWELL
PROPOSED DEVELOPMENT AND PARKLAND RESTORATION**

**Responsible Cabinet Member –
Councillor Scott Durham, Resources Portfolio**

Responsible Director – Ian Williams, Chief Executive

SUMMARY REPORT

Purpose of the Report

1. The purpose of this report is to seek Cabinet approval for the disposal of circa 5.2 Hectares (13 acres) of land on the former Blackwell golf course. The land is shown as the hatched area on the plan at **Appendix 1** and marked 403 and has been allocated as housing development land in the recently adopted Local Plan.
2. The report also seeks approval for the funding of feasibility work to develop plans for a parkland restoration scheme (shown shaded grey on the plan in Appendix 1) and to engage the services of Esh Homes Limited to develop appropriate plans and designs for a residential planning application for site 403.

Summary

3. The Council is proposing to restore the historic parkland surrounding the Blackwell Grange Hotel, as shown shaded grey on the plan. Council owned land of circa 5.2 Ha (13 acres) has been earmarked for residential development in the recently adopted Local Plan, as shown hatched on the plan and marked 403.
4. Planning Officers commissioned a Heritage Impact Assessment Report in 2020. This was to provide an overview and description of the heritage interest within and around the proposed allocated site 403. The report supported the development of site 403 with consideration to layout, design and landscaping and any potential harm by the development to be sufficiently mitigated. This is what is being proposed and the sale of this land would fund the wider restoration of the parkland and retain the historic pleasure walks and landscaping features.
5. There is a former greenkeeper's building at the southern edge of site 403, off Carmel Road South, that is in a state of disrepair. Due to the condition of the building, statutory undertakers have disconnected the utility services and it is not currently capable of being safely occupied. Although the Heritage Impact Assessment Report 2020 advised retaining this building, it is not listed, and it is not in a conservation area. The former greenkeeper's

building did offer an opportunity for re-use but had limited architectural value and was located in the area of parkland that was less sensitive to change in that it was not part of the designed landscape circa 1802.

6. The intention is for Esh Homes Limited, the Council's joint venture partner, to develop the Council owned land and proposals will be brought to Cabinet in due course. To facilitate this development there are several surveys and pieces of feasibility work that will be required to be carried out on the land. The feasibility works and parkland restoration proposals will be jointly procured by Esh Homes Limited and the Council in compliance with the Council's Contract Procedure Rules and the Public Contracts Regulations 2015.
7. It is intended that development of site 403 will be of the highest quality and consultations will take place with the local community and other interested stakeholders on the proposals through the planning process. It is currently proposed that one planning application would be submitted to include the residential development and parkland restoration scheme.
8. It is proposed that the former greenkeepers building is demolished in order to provide an acceptable access into the development site subject to obtaining the requisite consents. However, it is intended to preserve and integrate the salvaged stone as an architectural feature within the proposals. This would allow access into the site to open up the land for executive housing development that is needed given the Council's aspiration for growth and to capture developments of this type in Darlington. The development would fund the parkland restoration and ensure the significant historic assets on the parkland can be retained.
9. The estimated feasibility costs are identified in Part III (**Appendix 2**) of the report.

Recommendations

10. It is recommended that Cabinet:
 - (a) Declares the land shown hatched on the plan at Appendix 1, marked as 403, surplus to the Council's requirements and authorises the sale of the land to the Council's joint venture partner with terms being reported back to Cabinet for consideration.
 - (b) Approves the costs identified in Part III of the report and authorises the release of funding necessary to appoint Esh Homes Limited and for the Council to undertake the feasibility and landscape work required to submit a planning application, together with demolition of the former greenkeeper's building , subject to obtaining the necessary consents. The costs to be funded from the Council's Investment Fund and will be paid back on receipt of a capital receipt from the proceeds of the sale.
 - (c) The Assistant Director – Law and Governance be authorised to execute the necessary documents to facilitate future development.

Reasons

11. The recommendations are supported by the following reasons: -

- (a) To provide a site capable of contributing to the delivery of new housing to satisfy the Borough's housing need and to facilitate the restoration of the parkland area.
- (b) To achieve a capital receipt for the Council and increased Council Tax receipts from new homes.

Ian Williams
Chief Executive

Background Papers

No background papers were used in the preparation of this report.

Guy Metcalfe, Ext 6725

S17 Crime and Disorder	The report has no implications for crime and disorder
Health and Well Being	The report has no implications for health and well being
Carbon Impact and Climate Change	There is potential for any new Building to be easily accessible by sustainable transport modes which will help ensure the carbon footprint of the development is acceptable.
Diversity	No implications
Wards Affected	Park West Ward
Groups Affected	All
Budget and Policy Framework	The resolutions in this report will not make changes to the Budget and Policy framework.
Key Decision	No
Urgent Decision	No
Council Plan	This will help support facilitating development and economic growth for Darlington
Efficiency	The workload resulting from the recommendations in this report assumes resources at existing levels.

MAIN REPORT

Information and Analysis

12. ESH Homes Limited and the Council will undertake the necessary survey work in order that a site layout plan for the residential development on the circa. 5.2 Ha (13 acres) together with a parkland restoration scheme on the land shown shaded grey in Appendix 1 can be compiled.

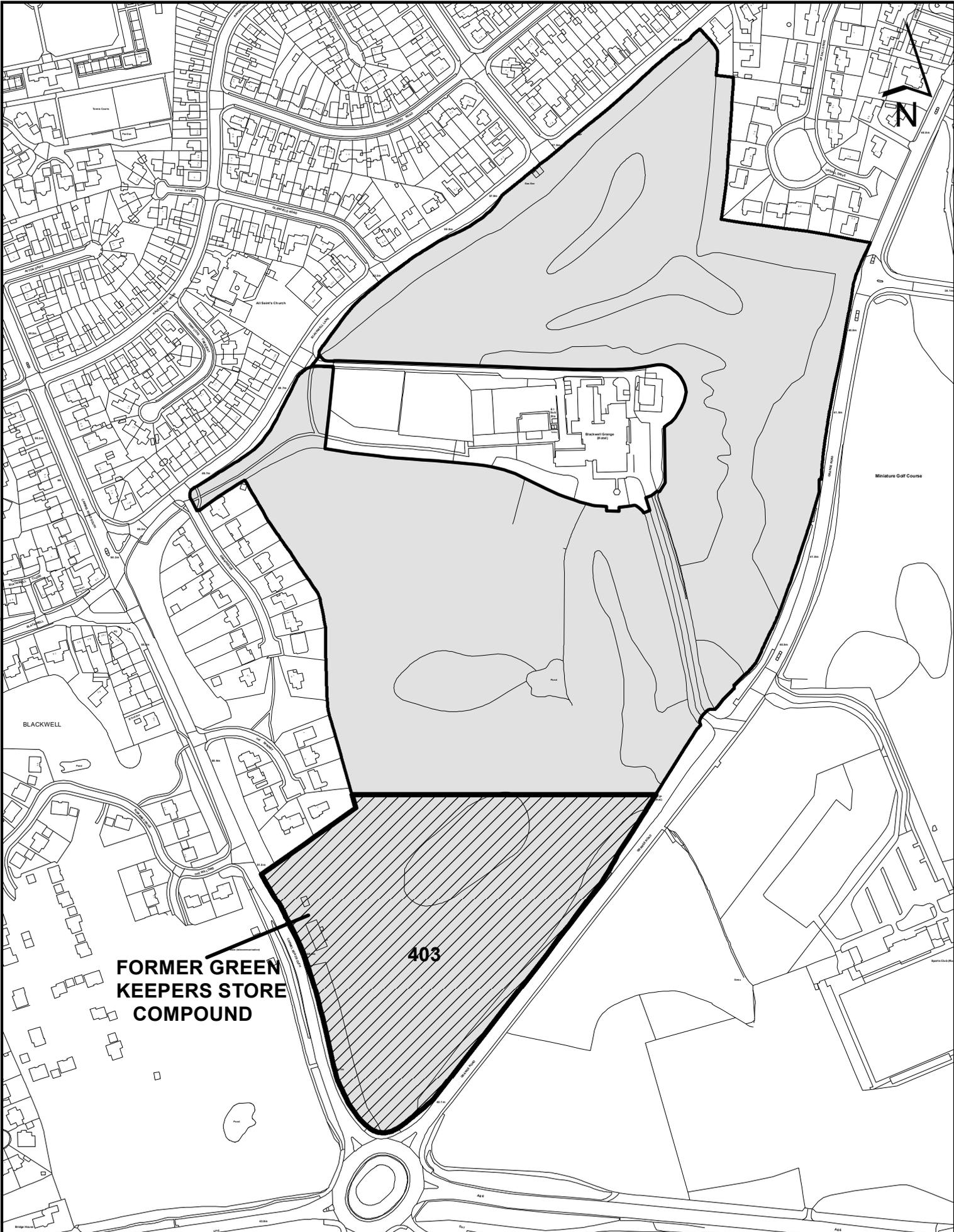
13. The sale of this land is required to fund the restoration of the historic parkland and its future maintenance. Access to the residential development requires the former greenkeeper's stone building to be demolished. It is not a listed building and has not been used as such for many years as all utility services have been disconnected due to the structural condition of the building. However, it is proposed that the stone that makes up the building is preserved and integrated within the proposals.
14. The Parkland proposals will aim to retain the openness and green infrastructure functions so their relationship and importance to the character of Darlington is protected and enhanced.
15. To protect existing habitats and ecosystems the development must show a biodiversity net gain, so that the development leaves the natural environment in a measurably better state than it was before any development takes place.
16. Scheme proposals for the residential development and parkland restoration scheme will be brought back to Cabinet for consideration.

Finance Implications

17. It is proposed that the feasibility works to be undertaken by Esh Homes Limited and the Council as set out in the Part III report are to be funded from the Council's Investment Fund and repaid from future capital receipts as the site is developed.
18. The Council opted to tax on the land in July 2019 and any subsequent sales will be subject to VAT.

Procurement Implications

19. All procurement activity will be undertaken in accordance with the Council's Contract Procedure Rules and the Public Contracts Regulations 2015.



**FORMER GREEN
KEEPERS STORE
COMPOUND**

403

DARLINGTON BOROUGH COUNCIL ECONOMIC GROWTH GROUP CORPORATE LANDLORD TEAM ESTATES & PROPERTY, TOWN HALL FEETHAMS, DARLINGTON Co. DURHAM, DL1 5QT	Project Title:	FORMER BLACKWELL GOLF COURSE	Scale: 1 : 4000	Ref: AT A4
	Drawing Title:	DEVELOPMENT - CARMEL ROAD SOUTH / GRANGE ROAD	Date: 16/05/22	Area: 5.25 Ha
			Drawn: RMH	

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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CABINET
5 JULY 2022

SCHEDULE OF TRANSACTIONS

Responsible Cabinet Member – Councillor Scott Durham
Resources Portfolio

Responsible Director – Ian Williams
Chief Executive

SUMMARY REPORT

Purpose of the Report

1. To consider and to seek approval of the terms negotiated in respect of the Schedule of Transactions as set out below.

TRANSACTION	PURPOSE OF TRANSACTION	MINUTE REF
Disposal of Land: Land off John Williams Boulavard, Central Park	Erect 26no dwellings, associated garages, roads and sewers	
Disposal of Land: Land at Black Path and A68 (former Beck House site)	Extend option to purchase in order to allow planning application to be considered.	C90/Dec2018
Acquisition of Land: Freehold and leasehold interests in industrial/warehouse unit on St John's Place/Adelaide Street.	Acquisition in advance of General Vesting Declaration for the Darlington Station Improvement Scheme and the Darlington Station Gateway Compulsory Purchase Order.	C103(2)(e)/Feb 2020
High Faverdale Farm	Renewal of farm business tenancy.	

Summary

2. It is necessary for Cabinet to approve terms negotiated by the officers within the Chief Executive and Economic Growth Group on behalf of the Council to enable contractually binding contracts to be completed. The Part III **Appendix 1** details the terms negotiated for consideration and approval.

Recommendation

- It is recommended that the schedule (Appendix 1) be approved and the transactions completed on the terms and conditions detailed therein.

Reasons

- Terms negotiated require approval by Cabinet before binding itself contractually to a transaction.

Ian Williams
Chief Executive

Background Papers

No background papers were used in the preparation of this report.

Guy Metcalfe : Extension 6725

S17 Crime and Disorder	This report has no implications for Crime & Disorder
Health and Wellbeing	There are no issues relating to Health & Wellbeing which this report needs to address
Carbon Impact and Climate Change	There are no impacts
Diversity	There are no issues relating to Diversity which this report needs to address
Wards Affected	The impact of the report on any individual Ward is considered to be minimal
Groups Affected	The impact of the report on any Group is considered to be minimal
Budget and Policy Framework	This report does not represent a change to the budget and policy framework
Key Decision	This is not a key decision
Urgent Decision	This is not an urgent decision
Council Plan	Growing the local Economy, encouraging new investment in the Borough and maximising employment opportunities
Efficiency	The terms set out in the Schedule of Transactions appended to this report are considered to be in the Council's best interest and ensure the Council's business is conducted efficiently
Impact on Looked After Children and Care Leavers	There are no issues in relation to Looked After Children and Care Leavers

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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