

Diocesan Board of Education

Annual Report to Diocesan Synod

September 2025



The Diocesan
Board of Education

Four Vision Drivers



We C.A.R.E.

The story of Moses and the Burning Bush (Exodus 3 v 3-12) underpins our diocesan vision for education:

CALLED – Moses notices the burning bush. God calls Moses to free the Jewish slaves. In education, we are called to notice people's gifts, as well as any underachievement or injustice.

ASPIRATIONAL – Moses faced a big challenge. Moses was aspired with the support of God to help vulnerable people. In education, we aspire to strengthen school communities, especially the vulnerable and disadvantaged.

ROOTED – Just as the bush is rooted in holy ground, our schools are deeply rooted in Christian faith, love and hope. They are a place of belonging for all pupils and adults.

EMPOWERING – Just as Moses was empowered to be an agent of change, the LDBE empowers school leaders and pupils to serve the common good in deeply Christian ways.

Key Events of 2024

1. The LDBE supported schools to respond to a change of Government and a flurry of new education policies.
2. The DDE led a series of MAT roadshows for school leaders and governors across the diocese.
3. 6 more schools joined church MATs making a total of 39 academies in MATs by the end of 2024.
4. The team supported 36 schools with Ofsted inspections and 32 schools with SIAMS church school inspections.
5. The team provided a breadth of high-quality training and support for schools through the DBE's Service Level Agreement. 125 schools joined the SLA.
6. New resources for schools were developed e.g. new RE curriculum materials.
7. Working closely with the cathedral, the team led major events for schools such as the Church Schools Festival and the Carol Service.
8. LDBE came to end of triennium having made considerable progress against targets in the Strategic Plan over the past three years.
9. A new Board was appointed and a new Strategic Plan was approved for 2025 to 2027.

See Annual Trust Report for more details

Strategic Plan 2025

This chart shows the three key strategic priorities and the 12 areas of focus for the DBE over the next three years

Strategic priorities			
Strategic priorities		Areas of focus	
1	Ensure all Church schools live up to their Christian foundation	1.1	SIAMS
		1.2	RE
		1.3	Spirituality
		1.4	Collective worship
		1.5	Justice, Equity, Diversity and Inclusion (JEDI)
2	Ensure Church school education is sustainable	2.1	Well-being and pastoral
		2.2	School improvement and sustainability
		2.3	Finance and income growth
		2.4	MAT strategy
		2.5	Governance
3	Develop and sustain partnerships for the benefit of church, school and home	3.1	Vision
		3.2	Partnerships





Priority 3 - Partnerships

From Silos to Partnerships



School

- Collective Worship
- After-school clubs
- Courageous Advocacy
- Curriculum based projects e.g. Art, History and RE.



Church

- Church services
- Church based groups
- Charity projects
- Art and crafts, choral workshops etc



Household

- Outdoor activities e.g. walks
- Sunday football leagues etc
- Fundraising events e.g. village fayre
- Family events and hobbies

The Five 'Ps' in Growing Faith

PARTNERSHIPS - To develop strong partnerships between church, school and home:

PERSPECTIVES – We need to understand each other's perspectives.

PRIORITY – We need to shape the work, so it becomes a priority for everyone.

PILOTS – We need to learn and build upon pilot projects.

PACE – We need to build capacity to sustain and develop pace.

Growing Faith as a Priority for All

Recognise capacity issues for all three groups:

- **LDBE** – One of three key strategic priorities for a small team.
- **Schools** – Staff workload is already significant – the focus is on the quality of education especially for increasing number of SEND and disadvantaged pupils.
- **Church** – Capacity of church community in some areas is very limited.
- **Families** – Working parents juggling lots of family commitments.

For Growing Faith and Partnerships to succeed, we need to identify a shared priority which motivates all groups to come together.

Projects to Address a Shared Priority

Shared priority	Collaborative Activity	Impact
Supporting disadvantaged pupils	Barton St Peter's Uniform and Toy Exchange in St Peter's Church	Families more familiar with church community and the environment. Building trust.
Strengthening community	Welton St Mary's invited families to an outside Easter service, led by church and school. Stations around the school about Easter service children did with families.	Relationship building Stronger community support
Café Church	A café church held in Navenby school where members of the school community, local community come together with members of the church. Started by clergy, now lay led	Relationship building Support for people Less loneliness Faith presented accessibly
Healthy eating	Canon Peter Hall – growing and cooking vegetables with support from church and parents – to help address obesity/finances	Building trusting relationships. Learning about the wonder of nature, God's creation etc

Projects to Address a Shared Priority

Shared priority	Collaborative Activity	Impact
Support for families after school	Tydd St Mary – ‘Messy Church’ club extending to homework/holiday packs to reflections with parents at end of sessions.	One child now joined the Bible Study Youth Group. After school club well attended.
Supporting the vulnerable	Branston Infants – food hampers – church, school and families create packs for different types of families.	Very strong relationships in the parish
Developing understanding of the Easter story	Thorpe on the Hill – Cross curricular activities to learn about the Easter story with parents and the church community involved	Spiritual development and improved Biblical knowledge through trusting relationships
Collective Worship in church with children and parent participation	Humberston - Parents were invited to attend collective worship in the church. Parents now are invited to take part, like the children are with readings and prayers etc	Families becoming used to the environment of the church, relationships starting to grow

Religious Education in the Diocese of Lincoln

3 local authorities

5 church-majority MATs

19 voluntary aided schools

- Different rules for different schools
- A changing national context
- The need for children and young people to be critically aware of their own worldviews

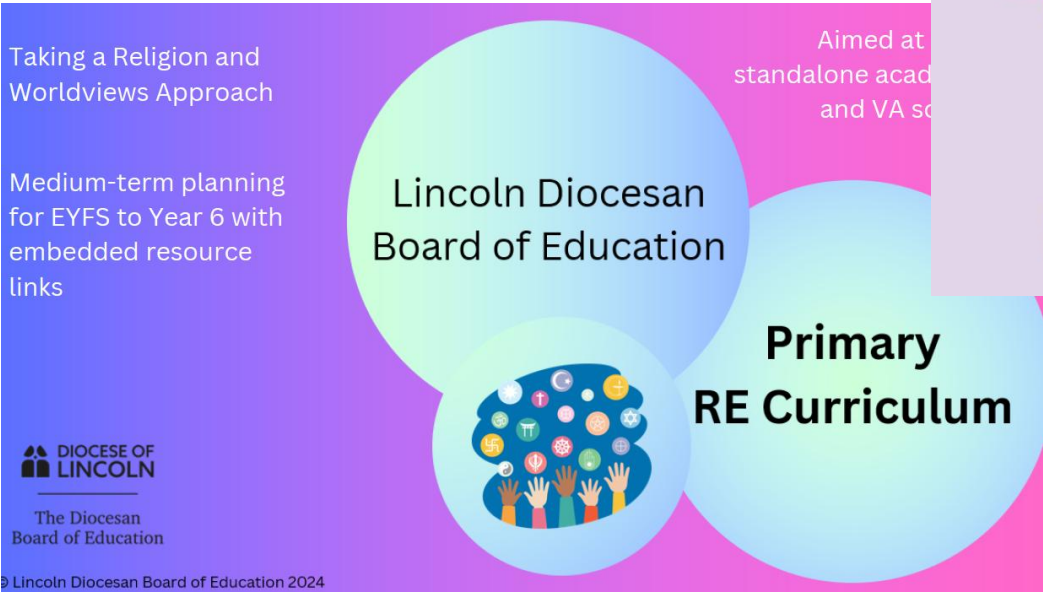
Why does this matter...?

A Religion and Worldviews
Approach



A Religion and Worldviews Approach

- 1. Worldviews start with people
- 2. Pupils' ability to make sense of what they learn is an integral part of the curriculum



Religion and Worldviews
KS3 Case Studies

Princess Sophia Duleep Singh
(Sikh Worldviews)

16th Street Baptist Church, Birmingham, Alabama
(Christian Worldviews)

This case study explores Christian perspectives on what it means to be human and how this relates to questions of diversity and justice.

Lincoln Diocesan Board of Education

Anne Askew
(Christian Worldviews)

This case study explores Christian perspectives on what it means to be human and how this relates to questions of equity and justice.

INTRODUCTION

This case study enables students to explore different Christian perspectives on what it means to be human by exploring a range of sources of authority. Through analysing the case study, students engage with the ways in which context, including historical context, can influence a religious worldview. They also use the case study as a lens through which to address moral questions about right, wrong, justice and injustice. It provides foundations for AQA GCSE Christian Beliefs and Practices, Theme A (Relationships and Family), Theme E (Religion, Crime and Punishment) and Theme F (Religion, Human Rights and Social Justice).

CURRICULUM DESIGN

This case study would connect with other opportunities to engage with religious and non-religious beliefs about what it means to be human and with opportunities to explore questions of values and morality. It would also align with other opportunities to engage with learning about power, authority and the ways in which context might influence this. See the worldview concept progression overview on p.10 for guidance on what it might look like for students to get better at understanding these concepts.

HOW TO USE THIS CASE STUDY

What do we want students to know? <i>Substantive Knowledge</i>	How do we want students to know? <i>Disciplinary Knowledge</i>	How might this resonate with students? <i>Personal Knowledge</i>
Christian sources of authority contain teachings about what it means to be human	We can better understand worldviews by reading, interpreting and asking questions about key sources of authority	Lived experiences of fair and unfair
Many Christians read and interpret their sources of authority differently; context can influence these interpretations	We can better understand worldviews by analysing historical case studies to find out how context affects ways of living	Lived experiences of discrimination
		Lived experience of addressing questions of right and wrong



RE Advocacy and Support

SACRE – *your voice on RE*

RE Council of England and Wales

Culham St Gabriel's Trust

Bishop Grosseteste University

North Lincolnshire SCITT

LEAD Teaching School Hub

Church of England Education Team

Oak National Academy

Prince's Teaching Institute

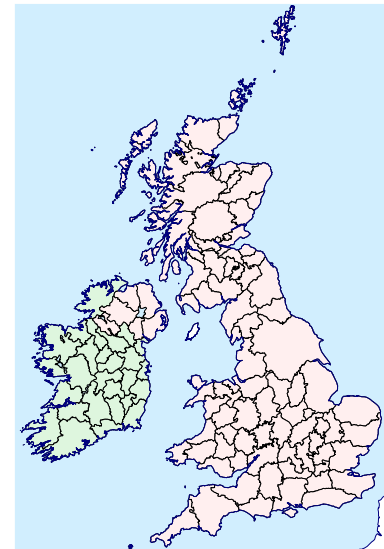
Ofsted RE subject report

Canterbury Christ Church University

The Farmington Institute, University of Oxford



FARMINGTON
INSTITUTE



Diocesan School Prayer

Leader: Loving God as we are called into fellowship with you

All: Help us to flourish in all we do

Leader: As we aspire for our schools and communities to be strengthened

All: Give us wisdom, knowledge and understanding

Leader: As we live our lives rooted in hope and in your love

All: Help us to empower all those we meet

Leader: Loving God, in all we do

All: Help us to love and care for one another with humility, justice and kindness

Amen



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