

# HAMPSHIRE COUNTY COUNCIL

## Report

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	26 <sup>th</sup> June 2018
<b>Title:</b>	Religious education locally and nationally, including an update on the Commission on RE
<b>Report From:</b>	Director of Children's Services

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### 1. Recommendation

- 1.1. That SACRE convenes a time limited group, to explore the impact of the new Religious Studies GCSE on provision of Religious Education in Hampshire Secondary Schools, and report its preliminary findings to the next SACRE meeting
- 1.2. That SACRE request our Advisers bring a full report of the Commission on RE Report to the next SACRE meeting for consideration

### 2. Summary

- 2.1. The purpose of this report is to ensure SACRE members are up-to-date on pressing local and national issues

### 3. Contextual information

- 3.1. Hampshire SACRE plays an active role locally and nationally for example through membership of NASACRE, and through our professional advisers also the Religious Education Council. This report is intended to update members of relevant local and national issues not discussed elsewhere

### 4. NASACRE

- 4.1 Members of SACRE attended the recent NASACRE AGM.

### 5. GCSE Religious Studies

- 5.1. A new GCSE religious studies course was sat in the summer of 2018 for the first time.

- 5.2. This course has changed in terms of its knowledge focus as well as assessment criteria. However there are concerns locally and nationally about some of the adjustments.
- 5.3. SACRE adviser has been monitoring the situation closely and discussing the likely impacts with the Secondary RE Steering Group. Workshops were held at the Annual RE Conference in October 2018 in order to share best practice with teachers and ensure the new GCSE was taught well.
- 5.4. Entries for the full course have dropped nationally, however the precise figures for Hampshire are not yet available. Until now the GCSE Full Course entry numbers have been holding up well in Hampshire.
- 5.5. A concern is that if fewer students are entered for the GCSE in Religious Studies, how can SACRE ensure that all schools are enabling their students to access their entitlement to religious education at KS4 and that it is taught well using the Agreed Syllabus living Difference III.

## **6. Religious Education Council (REC) and the Commission on RE (CoRE)**

- 6.1. SACRE professional adviser attended the REC AGM in May. Two other SACRE members also attended the REC and one of Hampshire SACRE members has been elected to the REC Board.
- 6.2. The Commission on RE (CoRE) will publish its final report on 12 September 2018.
- 6.3. We welcomed Dr Farid Panjwani (CoRE Commissioner) to SACRE in June 2017.
- 6.4. Professor Denise Cush (CoRE Commissioner) was key speaker at Hampshire Primary RE Conference in May 2018 and also at Hampshire Reading and Research Group meeting in February 2018.

**CORPORATE OR LEGAL INFORMATION:****Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes

## **IMPACT ASSESSMENTS:**

### **1. Equality Duty**

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**Due regard in this context involves having due regard in particular to:**

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

### **1.2. Equalities Impact Assessment:**

1.1. Keeping up-to-date with national trends has the intention to positively impact equality in terms of achievement in Religious Education.

### **2. Impact on Crime and Disorder:**

2.1. It is intended that children and young people as well as their families will be better informed and more reflective people as a consequence of good religious education (RE) in all Hampshire Schools

2.2. SACRE meets its responsibilities to monitor the effectiveness of the Agreed Syllabus and for religious education to be taught according to the Hampshire Schools according to the Hampshire Agreed Syllabus Living Difference III

2.3. The above is intended to reduce hate crime – especially in relation to religious hate crime as well as contributing to preventing children and young people being drawn into extremist positions in relation to religion

**3. Climate Change:**

a) How does what is being proposed impact on our carbon footprint / energy consumption?

It is intended that good quality religious education, taught in accordance with the Hampshire Agreed Syllabus *Living Difference III*, will contribute to the emergence of more thoughtful and reflective young people into the world. We hope they will be better able to consider their impact on the world and discern how to live their lives so as not to do harm to themselves and their communities.

b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

No necessity for consideration of the need to adapt to climate change, and be resilient to its longer term impacts as a result of this report has been identified