



**HAMPSHIRE
STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION**

ANNUAL REPORT 2019/20

Glossary of Terms

AREIAC.....	Association of Religious Education Inspectors Advisers and Consultants
AULRE.....	Association of University Lecturers in Religious Education
CPD.....	Continuing Professional Development
CoRE.....	Commission on Religious Education
E Bacc	English Baccalaureate: Secondary schools in England are measured on the number of young people who are entered for the E Bacc. The E Bacc is a set of GCSE (or other approved qualifications) in subjects as defined by the Department for Education (DfE). The subjects that comprise the EBacc are : English (both literature and language), mathematics, history or geography, two sciences (which could include computing science) and an ancient or modern foreign language
EMTAS.....	Ethnic Minority and Travellers Achievement Services
GCSE.....	General Certificate of Secondary Education
HIAS	Hampshire Inspection and Advisory Services
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
NASACRE...	National Association of Standing Advisory Councils for Religious Education
NATRE.....	National Association of Teachers of Religious Education
NQT.....	Newly Qualified Teacher
OFSTED.....	Office for Standards in Education
PGCE.....	Post Graduate Certificate of Education
PPA.....	Planning, Preparation and Assessment
QCDA.....	Qualifications and Curriculum Development Agency
RE.....	Religious Education
REC.....	Religious Education Council
SACRE.....	Standing Advisory Council for Religious Education
SAPERE	Society for the Advancement of Philosophical Enquiry and Reflection in Education
SCITT.....	School Centred Initial Teacher Training
SEF.....	Self Evaluation Form
SIP.....	School Improvement Partner
SMSC.....	Spiritual, Moral, Social and Cultural
VLE.....	Virtual Learning Environment
WRAP.....	Workshop to Raise Awareness of Prevent

HAMPSHIRE SACRE ANNUAL REPORT 2019/20

1. Introduction and Context

Hampshire SACRE continues to be held in high regard locally, regionally, and nationally for the way it functions to support high quality religious education (RE) in Hampshire Schools. Hampshire SACRE, in the past year, has worked closely with the inspection and advisory service (HIAS) to ensure that LA schools keep RE central to their wider curriculum planning so that all children, regardless of where they go to school, have access to high quality RE. Evidence has been gathered and presented to the monitoring group through the year, ensuring insights are regularly gathered regarding the well-being of RE practically across the county.

The year covered by this report includes a term where schools were greatly impacted by the restrictions placed on them as a consequence of the pandemic caused by Covid-19. However, during this period arrangements already underway were concluded and the locally agreed syllabus, Living Difference III (LDIII) was adopted by two further local authorities in London. In addition, through continuing collaborations with national RE bodies, as well as participation in academic research, LDIII also maintains respect as a theoretically well-grounded educational approach to religious education.

Senior leadership teams and teachers of RE in Hampshire primary, secondary and special schools have continued to have access to a high level of quality support and guidance before and through 'lock-down' as a consequence of COVID-19, regarding both teaching and curriculum development. Since March 2020 this support has been offered virtually. Support is provided by well qualified professionals working in the inspection and advisory service (HIAS) and is guided and regularly monitored by SACRE. Hampshire continues to have two RE inspector/advisers, part time for RE, available to give professional advice to SACRE. Primary support has continued at three days per week through this period, having been reduced to three days per week in April 2019. The County Inspector Adviser continues to oversee both History and RE with a special focus on secondary RE. Direct professional support for RE requested by secondary schools increased slightly over the past year. Moving training and other professional development online has had a positive consequence and far more teachers were able to attend network meetings for example during summer 2020 than compared to summer 2019. SACRE monitoring visits to primary schools took place in the autumn and spring terms but were not able to continue in the summer. Those that took place revealed that RE thrives where support from the senior leadership team for RE is strong.

Hampshire SACRE was able to support Youth Voice to SACRE meetings in the autumn and spring terms. However, the summer meetings and annual July conferences were cancelled. Other ways of gaining feedback on children and young people's views on RE as

taught by the LDIII need to be found in light of the changing circumstances of the COVID-19 pandemic.

2. Advice to Statutory Bodies

(a) Advice to the Local Authority

SACRE has continued to advise the Local Authority regarding religious education and the implementation of the locally agreed syllabus Living Difference III which came into effect in December 2016. SACRE also advises the LA regarding the effectiveness of Living Difference III and standards of RE across Hampshire. The Agreed Syllabus Conference (ASC) was held in February 2020 and has recommended moving into the review period so that a revised syllabus can be in place for December 2021.

(b) Advice given to Schools

SACRE ensures that high quality advice is available to schools in a number of ways.

1. SACRE members, accompanied by a SACRE officer, have the opportunity to make 8 half day SACRE visits to primary schools through LA funding. A further 2 half days were used to run an improving RE Leadership course for a small number of secondary RE Heads of Department. These activities support SACRE in meeting its responsibility to monitor and ensure effectiveness of the Agreed Syllabus.
2. SACRE officers can be invited to work in schools through the Hampshire Inspection and Advisory Service (HIAS) management partnership arrangements. In primary schools this usually takes the form of a support meeting with the subject leader for RE, followed by a staff meeting with all teachers and support staff. In secondary schools this takes the form of a day or half day visit to the Head of RE and ideally also involves lesson observations. Rarely are reports asked for by schools. During this period, the number of visits to secondary RE Departments increased compared to recent years. This is explained by the renewed interest in curriculum in the new Ofsted Framework for inspecting maintained schools.
3. SACRE officers continued to run network meetings through this period. In the autumn of 2019 and until 'lock-down' in March 2020, face to face Secondary RE networks were run in two locations. Between March 2020 and July 2020 events were run 'online' through Microsoft Teams. Attendance at the virtual networks increased compared to the usual face to face meetings. Primary teacher RE network meetings are run by the general Inspector/Adviser for primary RE in several locations each term. Here good practice for teaching RE is shared and other information with regard Living Difference III. This, therefore, contributes to raising standards in RE in

Hampshire primary schools. All these groups (primary and secondary) are also registered with NATRE.

4. A secondary RE Conference took place in October 2019 ensuring Hampshire secondary RE leaders have the best opportunity to be familiar with key issues regarding RE. Unfortunately, the Primary RE conference due to have taken place in May 2020 was cancelled due to Covid-19.

(c) Advice given to Government or other statutory bodies

Both HIAS Advisers are active in the national RE arena and, therefore, able to ensure Hampshire RE continues to be in the national/public eye, as well as being part of national discussions regarding religious education. Both advisers have been part of the executive body of the Association of RE Inspectors, Advisers and Consultants (AREIAC) for a number of years. The general adviser has now taken on the chair of this body from July 2020 for 2 years whilst the county inspector has stepped down from the executive. SACRE's professional adviser was elected to the board of the Religious Education Council (REC) of England and Wales and will sit also on the education committee from September 2020.

3. Standards and quality of provision of RE

(a) Public Examinations

GCSE Full Course. The summer of 2019 marked the second year with the current GCSE syllabuses. The gradings for the GCSE are now '9 -1', with 9 being the highest grade. Grades are distributed according to a normal distribution curve (norm-referenced), rather than 'criteria' (criteria referenced) as was the original vision for GCSE. Grade 4 is regarded as a 'standard pass' with grade 5 regarded as a 'good pass'. In the former GCSE as envisioned since 1988, all grades were regarded as a 'pass'.

This analysis refers to the GCSE data from 2019 series of examinations. Analysis of the Hampshire data for 2019 reveals a stabilisation in terms of entry numbers at 27% of the cohort. A considerable reduction of entry numbers was observed in 2018, from 4736 entries in 2017 (37% of the cohort) to 3381 in 2018 (27% of the cohort). This marked a significant change from what had been constant entry numbers during 2017 and 2016 and which had been reasonably stable for a number of years since the introduction of the E Bacc.

Overall, SACRE remains concerned about the significant reduction GCSE entries numbers. Until 2018 entry numbers were holding up against the downward trend in the rest of England. 2017 entries were only slightly reduced to 4736 compared to 4896 in 2016. 2016

Full Course RS GCSE entry numbers marked the highest number ever recorded in Hampshire. However, although this was something to be celebrated at the time, it also raised a concern that schools were simply replacing the old short course with the Full Course and not giving teachers enough time to teach the full course GCSE.

Since short course GCSE entries no longer count towards the accountability measures against which schools are judged, data is no longer available to the LA for Religious Studies short course examinations.

(b) Progress and attainment in RE not covered by public examinations

Examples of very good practice in non-examination RE courses, taught to all students at KS4 are well known to SACRE. The best provision for RE at KS4 will include a good-sized cohort sitting GCSE RS (option groups) and achieving highly. In addition, all students are able to access a well-planned non-examination course taught by specialist teachers according to Living Difference III. In the best cases progress through and between KS3 and KS4 will be determined by reference to the Age-Related Expectations in Living Difference III developed in 2016 to replace the old levels. Unfortunately, there remain a few schools where young people are not able to access their entitlement to high quality RE at KS4. During the period of this report, however, influenced by SACRE questioning as well as Ofsted's changing interest in the whole curriculum, there has been improvement in provision in some cases.

Regarding RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 reveals, in many cases, that RE leadership is strong in Hampshire. Monitoring visits in the last two years have also sought to identify and interrogate areas of weaker practice. This is facilitating a better understanding of the reasons why practice might be poor and to be able to identify the key issues schools sometimes face that are barriers to improvement. Head teachers continue to be willing to invite SACRE members and the Primary Inspector for RE into schools, showing that there continues to good interest in RE. The importance of subject leaders being equipped and confident to lead staff in their own schools continues to be a key factor in improvement in RE in the primary school. Therefore, it remains vital for teachers to have access to the high quality continuing professional education opportunities offered through HIAS.

(c) The Quality of RE provision in Hampshire schools

Evidence from SACRE monitoring visits, RE Inspector/Advisor visits, courses and RE development groups indicate that most schools are compliant with the requirements of the Agreed Syllabus at Key Stage 1, 2 and 3. In the primary phase allocation of time for RE is usually good, although several have commented that it is difficult to find all the required

hours for teaching in the timetable in each half term. In the secondary phase time allocation for all pupils at KS3 continues to be good in most schools.

At KS4, where GCSE is being taught, time allocation for young people undertaking GCSE is usually at least in accordance with the time requirements of the Agreed Syllabus. GCSE results are always even better when time for teaching GCSE is in line with exam board recommendation. This is around double the minimum in the Agreed Syllabus. There is still room for improvement in some schools regarding provision for religious education for young people in KS4 who are not entered for GCSE examination. SACRE's Monitoring Group continues to take a very close interest in this and has a place on every SACRE agenda. Numbers taking a public examination in RE at KS4 (GCSE) have declined greatly in recent years as reported on elsewhere in this report.

In the year covered by this report, SACRE expressed concern about the fall in numbers of young people being able to access religious studies courses in Hampshire Local Authority Secondary Schools to the school improvement service (HIAS). Action has been taken by school improvement advisers and some new heads of department have been appointed for September 2020.

The SACRE Professional Adviser ran a two-session course for experienced secondary heads of department, who were known to have become a little out of touch with the Locally Agreed Syllabus. Four heads of department were able to attend. The course was regarded as a success and will run in a future year, as a virtual provision instead of monitoring visits to fewer secondary schools.

The impact of these interventions will be monitored and reported on in the next annual report.

SACRE monitoring at all phases of education across the county, continues to reveal that where the leadership of a school value the contribution of RE to the core curriculum, for example its contribution to students' spiritual, moral, social and cultural development, compliance and provision at KS4 is unaffected by new accountability measures. Change will happen at the level of school leadership and influence, therefore, has to take place at this level.

(d) Withdrawal from RE

SACRE continues to undertake an annual survey regarding requests to schools to withdraw children and young people from Collective Worship and Religious Education in Hampshire schools. This has revealed that the number of children and young people being withdrawn from RE continues to be low. Three years of data shows that this is not an issue for concern. SACRE will continue to survey schools on an annual basis.

(e) Complaints about RE

No complaints have been received about RE under the local statutory complaint's procedure during the period of this report.

4. Agreed Syllabus: Living Difference III

(a) Review of Living Difference III

Living Difference III was launched in December 2016 and this syllabus will be reviewed in 2020-2021. The Agreed Syllabus Conference met in February 2020 and agreed to commence this review process.

(b) Implementation and monitoring of the Agreed Syllabus

A programme of training for senior leaders in schools implementing the Agreed Syllabus continues. Living Difference III continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE and reporting to the SACRE.

5. Collective worship

(a) Compliance with statutory requirement and the quality of collective worship

Evidence about collective worship in Hampshire has been gathered from various sources including: -

- work with secondary and primary development groups (ongoing)
- collective worship professional education course for teachers
- reports provided by the county RE Inspectors in relation to their work with schools
- GCSE data
- reports from Ofsted secondary school visits mentioning RE

In general, in primary schools, compliance with legal requirements is good. Because of the constraints on space in secondary schools compliance with legal requirements remains a cause for concern in most secondary schools.

SACRE has the capacity to respond to schools' needs in understanding their responsibilities for collective worship. Recently schools have become more alert to their responsibilities because of the requirement to teach fundamental British Values and prepare children for life in modern Britain through promoting Spiritual, Moral, Social and

Cultural (SMSC) development. However, there continues to be demand for the collective worship pack available from the County Religious Education Curriculum Centre.

(b) Complaints about Collective Worship

No complaints have been received about collective worship under the local statutory complaints' procedure during the period of this report.

6. Management of SACRE

LA support to SACRE has remained constant over the past 10 years. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2019-20 for SACRE monitoring visits to schools. In addition, the authority offers support to SACRE from an experienced clerk, located in Democratic Services.

Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2019/20 findings have been regularly submitted to the full SACRE at its termly meetings.

Attendance at SACRE by Committee 2019/20

Group A – 12 members

Faiths represented:

Baha'i	Jew
Baptist	Methodist
Buddhist	Muslim (2)
Church of Jesus Christ of the Latter-Day Saints	Salvation Army
Fellowship of Evangelical Churches	URC
Hindu	

Nov 2019 – 7/13 – 54%

March 2020 – 7/12 – 58% [1 resignation]

June 2020 – cancelled due to Covid 19

Group B - Church of England – 4 members + 1 deputy

Nov 2019 – 2/4 – 50%

March 2020 – 2/4 – 50%

June 2020 – cancelled due to Covid 19

Group C – Teachers Liaison Panel (TLP) - 4 members + 2 deputies

Nov 2019 - 3/4 – 75%

March 2020 – 4/4 – 100%

June 2020 – cancelled due to Covid 19

Group D – County Councillors – 4 members + 4 deputies

Nov 2019 – 4/4 – 100%

March 2020 – 3/4 – 75%

June 2020 – cancelled due to Covid 19

Co-opted members – 5 members

Nov 2019 – 3/7 – 43%

March 2019 - 3/5 – 60% [2 members became TLP deputies]

June 2020 – cancelled due to Covid 19

Co-opted from :

Higher Education (2)

Humanist

Academy Schools

School Governors

Despite several different attempts over the past 3 years, SACRE has still been unable to recruit a Roman Catholic Representative. SACRE does not currently have either a Quaker or Sikh representative.

SACRE Youth Voice members are also invited to attend. Each SACRE agenda includes an item in relation to the Youth Voice to SACRE.

Training available to SACRE Members.

Training is regularly made available to SACRE members by SACRE officers when there are enough new members to require this. Training is also offered to all members to ensure regular opportunities for all SACRE to refresh their knowledge of SACRE's role and responsibilities and familiarise themselves with the County Agreed Syllabus.

7. Contribution of SACRE to the wider Local Authority agenda

SACRE's contribution to other agendas

During this reporting period SACRE has taken a strong interest in the Commission on Religious Education (CoRE) report published in 2018. SACRE's officers are ensuring SACRE is taking part in a research project that began in the summer of 2020 into the proposal regarding changes to SACRE.

SACRE also take a keen interest in the wider Local Authority Agenda particularly in relation to promoting children's SMSC development and preparing young people for life in modern Britain.

SACRE Inspector/Advisers continue to be involved in the training of teachers, senior leaders and governors in relation to raising awareness of 'Prevent'. This is contextualised in the local Hampshire context, particularly in relation to the UN Convention on the Rights of the Child and the place of RE in the whole school curriculum. This training for school leaders and school governors gives an opportunity to ensure school leaders and managers of Hampshire schools are fully aware of what RE, through the approach in *Living Difference III*, can bring to these complex areas.

SACRE's Contribution to the LA's public sector equality duty

Hampshire SACRE takes seriously its contribution to the LA's public sector equality duty. For example, by taking care that SACRE membership reflects the diversity of the local community, where possible, developing close links with faith communities represented on SACRE.

Contact is maintained between Hampshire's Ethnic Minority and Travellers Achievement Service (EMTAS) and those developing the Rights Respecting Education work across the county and the RE inspectors. A pattern of talks from representatives of different faith communities continues at the start of each SACRE meeting.

The Reading and Research Group organised between the SACRE, the SACRE officers and Winchester University has given a further opportunity for teachers and SACRE members to develop their knowledge and understanding alongside each other during this period before lock-down in March.

SACRE is continues to work with HIAS on the production of the Hampshire Interfaith Calendar (an art competition established in Hampshire schools to produce an interfaith calendar each year). The competition is linked directly with the County Agreed Syllabus.

SACRE support to schools and school improvement through events and training

The SACRE officers continue to be responsive to the needs of teachers in Hampshire and a range of training and other support (as discussed elsewhere in this report) through Hampshire Teaching and Leadership College (HTLC) and the Hampshire Inspection and Advisory Service (HIAS).

A full programme of in-service training courses has been provided.

Around 77 RE managers attended one of 6 regional groups in 2019/20. The number of teachers registered to attend was far higher, and the table below indicates where teachers were unable to attend for various unexpected reasons.

19/20	Total delegates attended	Total delegates registered on LZ
Primary RE Networks		
Fareham	23	30
Eastleigh	6	8
Basingstoke	6	8
Winchester	13	21
St Francis Special School	10	13
Aldershot	20	22
Total	78	102

This compares extremely favourably to the 40 teachers who attended in 2018/19 and 55 teachers who attended primary RE network meetings in 2017/18. The increasing numbers attending primary networks reflects the renewed interest by Ofsted in the whole curriculum. The regional nature of network meetings ensures opportunities are available for religious education subject leaders to be well-prepared by SACRE Advisers to teach *Living Difference III*. In the summer term of 2020, due to COVID-19, all primary network meetings were held online. Three additional subject knowledge booster webinars were run online for primary teachers. These were on teaching Christianity and Islam, as well as 'RE for Newly Qualified Teachers'. Unfortunately, the annual primary RE conference in May 2020 had to be cancelled.

Primary and secondary steering groups meet each term to develop materials and guidance which is disseminated by the SACRE support officers, on the county RE website, as well as through publications available for sale from the RE Centre.

Around 34 secondary Religious Education heads of departments and other teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October 2019 led by the County RE Inspector. This was a decrease in the numbers attending compared to the previous year (50 in 2018, 49 delegates in 2017 and 45 in 2016/17). The key speaker at the 2019 conference was Dr Alasdair McIntosh. The theme of the conference was considering the relationship between RE and teaching about the climate crisis. All 3 exam boards used by the great majority of Hampshire RE teachers ran workshops as well as individual faith workshops. Power point presentations used were made available to delegates via the RE Moodle. Kathryn Wright, CEO of the Culham St Gabriel's Trust, attended the conference to share the latest plans to support research in RE nationally. The capacity to ensure a high-quality local conference of national standard

ensures SACRE is meeting its responsibility to provide high quality professional development opportunities for secondary RE teachers.

Attendance at the Summer meetings of the secondary RE Network were increased when the meetings became virtual.

The 'Moodle' subscription service offered to schools through Hampshire Inspection and Advisory Service, is an online 'platform' where materials written by SACRE Advisers can be made available to teachers. This is in addition to the opportunity teachers have to access materials for teaching *Living Difference III* through the Hampshire Website.

The County RE Curriculum Centre continues to support the work of teachers across Hampshire and the Isle of Wight. During the academic year 2019/20 there were 393 subscribers to the Centre including some schools from other local authorities. It was used by RE for viewing and loaning resources, as a meeting place for planning, consultations, and training and as a source for inspiration and information. It is housed in the same building as the County History Curriculum Centre, providing a streamlined service to schools and opportunity for wider dissemination of information between the different users of the centres.

The RE Centre manager, Lydia Revett, has continued to assist in the production of teaching packs which provide guidance and materials for the development of RE units of work to support the delivery of the agreed syllabus for RE. These are purchased through the RE Centre and have proved to be very popular with schools. Lydia has continued to market a wide range of artefact boxes which are loaned to schools resulting in a continued increase to the RE Centre's income and, as a result, further investment in resources.

Separate curriculum updates for Primary and Secondary schools are available twice each year via subscription electronically or as hard copy, and on the HIAS RE website. Matters covered in newsletters in the past year continue to focus on local and national concerns including planning advice to support the teaching of RE according to the Hampshire Agreed Syllabus *Living Difference III*, assessment, national changes to the GCSE and the relationship with SMSC and British values, as well as examples of good practice and samples of exemplary work from pupils. Teachers continue to express their value of these newsletters. During this period, despite the difficulties presented by COVID-19 and most children and young people not being in school during the summer term, the HIAS RE Inspector/Advisors have managed the early stages of production of the Hampshire Interfaith Calendar for 2021.

A further new primary RE teaching pack, called Teaching Christmas at KS1, has been prepared with the Primary RE Steering Group and published; this is available for schools to purchase.

Links to broader teacher education and other community initiatives in relation to religious education

The County Inspector/Adviser keeps in good contact with local and regional initial teacher education institutions training new specialist RE teachers. In this reporting period a Post Graduate Certificate of Education course has been available at Winchester University and a new course has been offered at Reading. Student numbers on the Winchester PGCE course continue to rise. Many teachers who train in nearby institutions will be appointed as newly qualified teachers into secondary RE departments in Hampshire. Schools continue to advertise vacancies on the Hampshire website, Hantsweb. The County Inspector has also developed contacts with initial teacher education institutions further afield, for example Bristol University, Exeter University and UCL Institute of Education in London. The Primary RE Inspector has also developed contacts with two schools providing SCITT training and has run a training session for trainee teachers at both.

Secondary NQT (newly qualified teachers) recruitment in 2019/20 was constant at around 7 teachers. Recruitment and retention of good RE teachers is vital and there are several heads of department in Hampshire schools who were NQTs in other schools. The support which the Hampshire County RE Inspector/Adviser is able offer to new teachers as well as the continuing development of expertise through their careers has served to ensure there are always teachers, experienced with Living Difference III ready to teach and take up RE leadership in the county.

Youth Voice to SACRE has met once each term since September 2013. This group is supported by SACRE members who play an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings. Unfortunately, COVID-19 lock-down in March prevented both the summer meeting taking place as well as the annual conference. This was disappointing as this would have been the fifth SACRE Youth Conference for year 7 and year 8 students which was to have been held in The Ashburton Hall in the County Council buildings.

The South Central SACRE Hub has been an ongoing piece of work over the past few years. Hampshire SACRE has offered leadership to chairs and professional advisers of neighbouring SACREs enabling physical and more recently virtual meetings once each term. About 10 SACREs attend regularly discussing key national issues for RE and their implication for local SACREs, in addition to giving support on particular local issues.

Conclusion

SACRE's three-year development plan 2018-2020 (attached to this report) reveals how SACRE has continued to meet its responsibilities monitoring the effectiveness of the locally agreed syllabus *Living Difference III*.

In conclusion, Hampshire SACRE continues to be effective because of the steady commitment of SACRE members alongside the active support of the LA. Support given by Hampshire County Council to its SACRE is significant in a number of practical ways, including funding Monitoring visits and ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

Hampshire SACRE 3-year Action Plan for 2018, 2019 & 2020

to be reviewed annually with annual report

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
1.	Maintaining SACRE Effectiveness and Leadership				
1.1	SACRE to meet once each term and be quorate	County Inspector Adviser and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	
1.2	Representative appointments to all four groups of SACRE and other appropriate co-options to be in place	County Inspector Adviser and SACRE Clerk	When necessary	For Hampshire SACRE to be effective	
1.3	Introductory training offered to new SACRE members	County Inspector/Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.4	Regular training offered to all SACRE members regarding new national initiatives relevant to RE	County Inspector/Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.5	SACRE to support South Central SACRE RE Hub	County Inspector/Adviser(s) SACRE Chair and Vice Chair	Two-three meetings each year	For Hampshire SACRE to be effective and offer leadership to other SACREs in the region	
1.6	SACRE engage in monitoring Collective Worship across the county and identify examples of best practice in secondary, primary and special schools	Monitoring Group with County Inspector/Adviser(s) SACRE Chair and Vice Chair	Monitoring Group report to SACRE meetings	For Hampshire SACRE to be effective	
1.7	SACRE monitor withdrawal from RE and Collective Worship and develop guidance for schools	Monitoring Group with County Inspector/Adviser(s) SACRE Chair and Vice Chair	Annually: questionnaire in September then reported to SACRE	For Hampshire SACRE to be effective	

2.	Implementation and monitoring the effectiveness of the Agreed Syllabus : Living Difference III				
2.1	Monitoring Group to meet once each term and report to each following SACRE meeting	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	For Hampshire SACRE to be effective	
2.2	Monitoring visits to take place in schools	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	This and other data (e.g. annual GCSE results) ascertain provision of RE in Hampshire Schools & overall findings presented to SACRE	
2.3	Monitoring and reporting of GCSE results	SACRE Monitoring Group and RE Inspector/Advisers	Once each year	Verified results to have been considered by Monitoring group once each year and findings presented to SACRE	
2.4	Monitoring in-service Professional Educational opportunities for teachers: (i) Feedback on teacher need (ii) Uptake of HTLC courses (primary and secondary and special) (iii) Analysis in secondary courses in relation to specialist and non-specialist teachers (iv) Research project on effectiveness of LDIII (TBC)	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from HTLC as well as from feedback and evaluation of HTLC course undertaken by Inspector/Advisers	
2.5	Monitoring group reporting on Ofsted Visits to Hampshire Schools mentioning or inferring messages about religious education	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from Ofsted inspections of Hampshire Schools	
2.6	Monitoring group reporting on other HIAS visits made to schools revealing information about RE	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from HIAS school visits to Hampshire Schools	

2.7	Monitoring withdrawal from RE and Collective Worship through annual questionnaire – ensuring that this is received in schools by the right person to complete	SACRE Monitoring Group and RE Inspector/Advisers	Once each year	Analysis of questionnaire reported to SACRE	
3.	Meeting training needs of Hampshire teachers and school leaders				
3.1	Review professional education offer including questionnaire to teachers	Hampshire Inspector/Advisers	Summer term annually	Identify and meet any gaps in current professional education provision	Delayed due to COVID-19
3.2	Audit current professional education offer across partner and neighbouring SACREs	Hampshire Inspector/Advisers	ongoing	Identify and meet any gaps in current professional education provision	Delayed due to COVID-19
3.3	Support the on-going development of an annual pattern of professional education for: (i) New RE leaders in primary schools (ii) Experienced RE leaders in primary schools (iii) NQT, HoD and other specialist courses (iv) Courses for non-specialist secondary teachers of RE (v) special education teachers (vi) Subject booster opportunities available (vii) Governor training (viii) Reading and Research Group well attended	Hampshire Inspector/Advisers	ongoing	ensure pattern of professional education is relevant and well-timed	All in place. Reading and Research Group being reconsidered in light of other online provision.
3.4	Adapt and augment existing pattern of professional education to ensure thorough implementation of Living Difference III across Authorities using Living Difference III (e.g. in London)	Hampshire Inspector/Advisers	Developed as new authorities adopt Living Difference III		Training for other authorities purchasing LDIII taken place

3.5	Ensure a rolling programme of briefing for head teachers and separately for governors regarding Living Difference III across Local Authorities'	Hampshire Inspector/Advisers	ongoing	For teachers in Local Authorities that are using Living Difference III to have access to high quality appropriate professional education opportunities	HIAS School Improvement Managers upskilled	
4.	Resourcing Living Difference III					
4.1	Audit existing publications in light of contemporary research identifying need for new publication and adjusting existing ones	Hampshire RE Inspector/Advisers, Hampshire Curriculum RE Centre manager, SACRE members and teachers	Progress on these elements reviewed annually by Monitoring group	Relevant publications available for teachers using Living Difference III		
4.2	In particular: (i) redevelopment of Judaism pack for KS3 (ii) development of Christianity packs for KS3 (iii) produce 'Great ideas for Primary RE' CD (iv) revise of WW1 pack (secondary) (v) revise of Day of The Dead Pack (secondary) (vi) completion of Youth Voice pack on Media	Hampshire RE Inspector/Advisers, Hampshire Curriculum RE Centre manager and SACRE members and teachers		Relevant and accurate publications available for teachers using Living Difference III		New packs developed as far as possible .Other developments awaiting review of LDIII
4.3.	Develop common assessment tasks for key units for each year KS1, KS2, KS3 and for special schools for sale from Hampshire RE Curriculum Centre	Hampshire RE Inspector/Advisers Hampshire RE Curriculum Centre manager and SACRE members and teachers		More systematic cross phase progression through Living Difference III to be in place		Assessment and progression now under review
4.4	Review KS4 provision in schools especially non examination courses in light	Hampshire RE Inspector/Adviser s		Ensure all young people have access to Good Quality		on-going

	of developments with GCSE			RE at KS 4 and able to receive their entitlement for RE.	
5.	SACRE Youth Voice				
5.1	Secondary Youth Voice to meet once each term	Inspector/Advisers SACRE Chair and members	ongoing		
5.2	Annual summer secondary Youth Voice conference to take place	Inspector/Advisers SACRE Chair and members	ongoing	Annual conference to take place	2020 conference unable to take place due to COVID 19
5.3	Primary Youth Voice to meet once each term	Inspector/Advisers SACRE Chair and members	ongoing		
5.4	Annual summer primary Youth Voice conference to take place	Inspector/Advisers SACRE Chair and members	ongoing	Annual conference to take place	2020 Prevented due to COVID-19