

# Public Document Pack



<b>Briefing</b>	Standing Advisory Council for Religious Education
<b>Date and Time</b>	Tuesday, 29th June, 2021 at 2.00 pm
<b>Place</b>	Remote Informal Briefing
<b>Enquiries to</b>	members.services@hants.gov.uk

## **FILMING AND BROADCAST NOTIFICATION**

This briefing is being held remotely and will be recorded and broadcast live via the County Council's website.

### **AGENDA**

#### **1. CHAIRMAN'S ANNOUNCEMENTS**

To receive any Chairman's announcements.

#### **2. APOLOGIES FOR ABSENCE**

To receive any apologies for absence.

#### **3. MINUTES (Pages 3 - 8)**

To note the minutes of the previous meeting on 2 March 2021.

#### **4. MEMBERSHIP OF SACRE (Pages 9 - 14)**

To receive a report on behalf of the Director of Children's services regarding appointments to SACRE.

#### **5. MONITORING GROUP (Pages 15 - 20)**

To receive a report on behalf of the Director of Children's Services regarding the activities and discussions of the monitoring group.

#### **6. UPDATE ON THE REVIEW OF THE LOCALLY AGREED SYLLABUS**

To receive a report from the Director of Children's Services updating SACRE on the review of the Locally Agreed Syllabus.

#### **7. SACRE THREE YEAR ACTION PLAN 2021 -2024 (Pages 21 - 30)**

To receive a report from the Director of Children's Services seeking SACRE's approval in principle for the Three Year Action Plan, 2021 to 2024.

**8. NATIONAL RE MATTERS (Pages 31 - 46)**

To receive a report on behalf of the Director of Children's Services on national RE matters.

**9. SOUTH CENTRAL SACRE HUB**

To receive a verbal report on behalf of the Director of Children's Services on the activities of the South Central SACRE RE Hub.

**10. ANY OTHER BUSINESS**

**11. DATE, TIME AND VENUE OF NEXT MEETING**

The next meeting is scheduled for 9 November 2021 at 2.30pm or on the rising of the Agreed Syllabus Conference in the Ashburton Hall, Winchester, whichever is later.

**ABOUT THIS BRIEFING:**

**This informal briefing is being held remotely to enable County Councillors to receive important updates on County Council services whilst observing Covid related social distancing. Items which are not exempt or confidential will be webcast in the interests of public access and transparency.**

# Agenda Item 3

AT A MEETING of the Standing Advisory Council for Religious Education of  
HAMPSHIRE COUNTY COUNCIL held at a Virtual Meeting via TEAMS on  
Tuesday, 2nd March, 2021

## PRESENT

Chairman:

\* Councillor Roy Perry

Vice-Chairman:

\* Councillor Anna McNair Scott

\* Councillor Zilliah Brooks

\* Councillor Wayne Irish

- \* Margaret Boyne, United Reformed Church
- \* Sheikh Fazle Abbas Dato, Muslim
- Danny Habel, Jewish Community
- \* Chris Hughes, Fellowship of Independent Evangelical Churches
- \* Elizabeth Jenkerson, Baha'i
- \* Rhian Jones, Salvation Army
- \* Charmian Harrison, Methodists
- \* Yasmeen Hussain, Muslim
- \* Sushma Sahajpal, Hindu
- Eli Stewart, Baptist Union
- Lisa-Marie Taylor, Buddhist
  
- Sue Bowen, Church of England
- \* Caroline Welch, Church of England
- Reverend Jeff Williams, Church of England
- \* Rev Howard Wright, Church of England
- \* Robert Sanders, Church of England
  
- \* Maureen Barnes, Teachers' Liaison Panel
- \* Graeme Rowe, Teachers' Liaison Panel
- Julie Kelly, Teachers' Liaison Panel
- \* Carson Elday, Teachers' Liaison Panel - Special Schools
- \* Rachel Jackson, Teachers' Liaison Panel - Primary Schools
- Jon Hamer, Teachers' Liaison Panel - Secondary Schools

## Co-opted Members

- Gill Heron, Academy Schools
- Rhiannon Love, Higher Education
- Alasdair Richardson, Higher Education
- \* Chris Robinson, Humanists

\*Present

**139. APOLOGIES FOR ABSENCE**

Apologies were received from Alasdair Richardson, Julie Kelly, Jon Hamer, Sue Bowen, Rev Jeff Williams and Danny Habel.

**140. DECLARATIONS OF INTEREST**

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore, Members were mindful that where they believed they had a Personal interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 4 of the Code, considered whether it was appropriate to leave the meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

Justine Ball declared that she works one day a month for NATRE as an RE ambassador for the South East.

Elizabeth Jenkerson noted that she was a judge for the Westhill Awards which gives grants to SACREs.

**141. MINUTES**

The minutes of the previous meeting on 3 November 2020 were agreed as an accurate record.

**142. DEPUTATIONS**

There were no deputations.

**143. CHAIRMAN'S ANNOUNCEMENTS**

The Chairman informed Members that this would be his last SACRE meeting as he was stepping down as a County Councillor at the elections in May. The Vice-Chairman, Councillor Anna McNair Scott, also indicated that she was stepping down. Thanks were expressed to both of them on behalf of all Members of SACRE for their excellent service and leadership of SACRE.

It was noted that copies of the 2021 Interfaith Calendar were still available at a reduced price from the Hampshire Online Shop. It had been agreed to publish a Calendar for 2022 and schools had been circulated with the competition details. Members were encouraged to persuade their local schools to enter. For further information about the Calendar Members should contact Patricia Hannam or the clerk, Sue Butler.

**144. MEMBERSHIP OF SACRE**

SACRE received a verbal report from Patricia Hannam, the County Inspector/Advisor informing members of changes to membership (item 6 in the Minute Book).

Members were made aware that Amanda Cawood, the representative for the Church of Jesus Christ of Latter-Day Saints, had resigned and that a replacement was being sought.

Patricia Hannam had written to the Portsmouth Diocese again to request a Roman Catholic representative. There is also a vacancy for a Sikh representative.

Members were advised that following the County Council elections in May 2021, all members of SACRE would need to be ratified by the County Council at its AGM. Members and their appointing bodies would receive a letter in the near future asking them to confirm who would be representing them in the new administration.

**145. MONITORING GROUP**

SACRE received a report from Patricia Hannam, County Inspector for History, Philosophy and RE, and Justine Ball, General Inspectors and Adviser for Primary RE, on the activities of the Monitoring Group (item 7 in the Minute Book).

The Inspector/Advisers advised Members that the 3-year Action Plan and the Withdrawal Survey had been delayed due to uncertainties relating to Covid-19. SACRE Members were asked to agree to their deferral to a later date.

Members' attention was drawn to the wide range of courses and network meetings, listed in the report, that had been run for both primary and secondary teachers, school leaders and governors since the last SACRE meeting in November. It was noted that these had been very successful with good attendance, probably more than usual because they had been held online and were more readily accessible. Short webinars had been run for primary teachers to improve subject knowledge and for secondary teachers on Holocaust education with Winchester University.

It was commented that there had been an unexpected advantage to the difficulties of teaching during the pandemic, in that more teachers have accessed courses, possibly due to them being virtual which has been a more efficient use of their time with not having to travel after school to meetings. It was suggested that SACRE should investigate whether hybrid meetings could or should be the way forward once everything is back to normal.

Primary monitoring had been done virtually with the focus being on advice and support on planning with the cycle of enquiry and improving the quality of work.

Patricia Hannam expressed her concern at the Hampshire GCSE data for the RS 2020 examinations. Her concerns were about the low numbers of pupils accessing full course Religious Studies and what Key Stage 4 RE provision was being made for those not taking the GCSE. She did note that some schools provided good quality non-examination courses. It was requested that SACRE's concerns about the declining numbers should be made to HIAS.

Members were updated on the progress of the review of the Agreed Syllabus, which would be Living Difference IV. The review will be thorough and reflective, but not a total rewrite. It will respond to national issues and remain on the cutting edge of Religious Education in schools. Early Years, special educational needs, progression and assessment are all being tackled, particularly in the light of national changes. Meetings with faith experts and a teachers' focus group have been well attended. SACRE Members would be welcome to attend future focus group meetings. One of the most important decisions to be made will be to what extent the revised Agreed Syllabus will acknowledge the current discussions about Worldviews and RE.

**RESOLVED:**

1. SACRE agreed that a draft of the 3 Year Action Plan 2021-2024 would be brought to the June SACRE meeting.
2. SACRE approved that the Annual Withdrawal Survey should take place in the summer term 2021.
3. SACRE asked Patricia Hannam, the professional adviser to take up the declining number of GCSE RE entries with HIAS.
4. SACRE asked that the practicality of hybrid meetings and conferences in the future should be investigated.
5. SACRE noted the remainder of the Monitoring Group report.

**146. KEY NATIONAL RE MATTERS**

SACRE considered a report from Patricia Hannam, the County Inspector/Advisor, on key national RE matters, especially the national discussions taking place about 'Worldviews and RE' (item 8 in the minute book).

Using a set of PowerPoint slides Patricia Hannam explained the complexities of the issues and discussions around the REC's support of a move away from the current 'world religions' teaching of RE to 'Religion and Worldviews'. As Hampshire was in the process of reviewing its Agreed Syllabus it was critical to decide the extent to which these current discussions on Worldviews and RE were integrated into the review.

There has been no national agreement on what 'Worldviews' actually means and a project had been undertaken, including a literature review, to develop understanding. 'Worldviews' was open to interpretation and three possible scenarios were highlighted:

- a) A move to include more content in addition to RE and/or
- b) A greater focus on the 'lived experience of religious life' and /or
- c) A re-orientation of the subject to start with a young person's interests.

It was stressed that the approach in the Hampshire Agreed Syllabus was flexible enough to take account of the three elements – the cycle of enquiry starts with a young person using their lived experience, the contextualise step has a case study and the 'inquire' step can include many facets. The revised syllabus would be theoretically sound and practically helpful, and it was envisaged that it would include an appendix that had a clear explanation of how it related to Worldviews 'discussions.

Members concurred that the title 'Worldviews' was still very unclear and imprecise nationally, despite several research projects underway. Therefore, to have educational merit the concept of worldviews still needs more clarity. It was noted that the legal requirements for RE had not changed and were unlikely to and Hampshire's revised Syllabus would comply. Members were encouraged to read the Theos report and to attend the next teacher focus meeting on the Agreed Syllabus.

Members were informed that four Members had attended the virtual South West SACRE Conference on 1 March and Justine Ball had run a workshop on 'Primary RE and a decolonised curriculum'. It was hoped to make some of the presentations from the workshops available to Members.

#### RESOLVED:

1. SACRE noted the report and agreed to continue the discussion regarding the relationship of Worldviews to Religious Education.

#### 147. **SOUTH CENTRAL SACRE HUB**

The Council received a verbal report from Justine Ball, the County Inspector/Adviser on the activities of the South Central SACRE RE Hub at its meeting on 16 November 2020 and plans for future meetings. (Item 9 in the Minute Book).

Representatives from Dorset, Bournemouth, Christchurch and Poole, Southampton, Portsmouth, Isle of Wight, East Sussex, Surrey and the Church of England Diocese had attended the virtual meeting on 16 November.

Updates were received on current issues being tackled and a number of SACREs were in the process of reviewing their Agreed Syllabus. The ways of monitoring of RE and providing support and advice in a virtual world had been discussed. Other discussions had centred around the REC report and the debate on Worldviews and RE.

The next meeting scheduled for mid-March 2021 would be looking at similar topics.

RESOLVED:

SACRE noted the report

**148. ANY OTHER BUSINESS**

Members were notified that the NASACRE AGM would be held on Monday 24 May and would be a virtual one. Anyone wishing to attend was asked to contact the clerk, Sue Butler.

The Chairman gave his thanks to SACRE's officers, Patricia Hannam and Justine Ball, for all their hard work and support.

The Chairman of the Monitoring Group, Chris Hughes, expressed his opinion, with which all Members of SACRE concurred, that Hampshire SACRE had been very privileged over many years to have had excellent Chairmen and that both Councillor Perry and Councillor McNair Scott had done sterling service in this capacity and would be greatly missed.

**149. DATE, TIME AND VENUE OF NEXT MEETING**

The date of the next meeting was confirmed as 29 June 2021 at 2.00pm at a venue yet to be decided.

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Chairman,



## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	29 June 2021
<b>Title:</b>	SACRE Membership Report
<b>Report From:</b>	<b>Director of Children's Services</b>

**Contact name:** Patricia Hannam

**Tel:** 02392 441442

**Email:** [patricia.hannam@hants.gov.uk](mailto:patricia.hannam@hants.gov.uk)

### Purpose of this Report

1. The purpose of this report is to inform members who has been appointed to sit on Hampshire SACRE

### Recommendation(s)

2. That SACRE notes the report and that there are still vacancies for Roman Catholic, United Reformed Church and Church of Latter-Day Saints members of Group A.

### Executive Summary

3. This report lists all those who are members of SACRE in the respective groups, as appointed at the County Council AGM on 27 May 2021.
4. Contextual information

The following representatives have been appointed to SACRE. However, it is noted here that as yet, it has not been possible to find representatives from the Roman Catholic or Church of Latter-Day Saints or the United Reformed Churches:

**Group A:**

Sheikh Fazle Abbas Dato – Muslim Representative  
Danny Habel – Jewish Representative  
Charmian Harrison – Methodist Representative  
Chris Hughes – Fellowship of Independent Evangelical Churches Representative  
Yasmeen Hussain – Muslim Representative  
Elizabeth Jenkerson – Baha'i Representative  
Rhian Jones – Salvation Army Representative  
Sushma Sahajpal – Hindu Representative  
Eli Stewart – Baptist Union Representative  
Lisa-Marie Taylor – Buddhist Representative  
Noel Thorpe-Tracey – Society of Friends Representative  
Harjinder Virdee – Sikh Representative  
*Vacancy* – Roman Catholic Representative  
*Vacancy* – The Church of Jesus Christ of Latter-day Saints  
*Vacancy* – United Reformed Church representative

**Group B – Church of England:**

Reverend Jeff Williams	Maria Ackland
Reverend Howard Wright	Rob Sanders (deputy)
Sue Bowen	

**Group C – Teachers' Liaison Panel:**

Maureen Barnes	Graeme Rowe
Carson Elday (Special Schools)	Rachel Jackson (deputy)
Julie Kelly	Jon Hamer (deputy)

**Group D – Councillors**

Councillor Elaine Still - Chairman  
Councillor Prad Bains - Vice-Chairman  
Councillor Chris Donnelly  
Councillor Wayne Irish  
Councillors Roz Chadd and Pal Hayre (Conservative substitutes)  
Councillor Jackie Porter (Liberal Democrat substitute)

**Members Co-opted by SACRE:**

Gill Heron – Academy Representative  
Chris Robinson – Humanist Representative  
Dr Rhiannon Love – Higher Education Representative  
Dr Alasdair Richardson – Higher Education Representative  
James Pitkin – Governor Representative

**5. SACRE Members Training**

There is a Joint SACRE agreed syllabus revision meeting taking place on 14 July from 09.00-12.30pm. All members of SACRE are invited to attend to find out more about the current revisions but will need to book by emailing Sue Butler to be added to the list.

There is a training session for all new members of SACRE, and for any who wish for an update, on Monday 13 September 2021 from 9am – 12.pm. It is expected that all SACRE members should have undertaken the training. This will be a virtual meeting.

**REQUIRED CORPORATE AND 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

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

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 by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it.
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

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

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

### **2. Equalities Impact Assessment:**

- (a) SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).

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## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	29 June 2021
<b>Title:</b>	Monitoring Group Report
<b>Report From:</b>	Director of Children's Services

**Contact name:** Patricia Hannam

**Tel:** **Email:** patricia.hannam@hants.gov.uk

### Purpose of this Report

1. The purpose of this report is to inform SACRE of discussions that took place in the SACRE Monitoring Group meeting that took place virtually on 12 May 2021

### Recommendation(s)

2. That SACRE thanks the Monitoring Group for their report

### Executive Summary

3. This report seeks to inform SACRE of significant matters discussed in the recent Monitoring Group meetings and highlight key issues regarding religious education in Hampshire.

### Contextual information

4. Attendees at the meeting on 12 May: Chris Hughes (Chair), Elizabeth Jenkerson, Jeff Williams, Rhiannon Love, Alasdair Richardson, Justine Ball and Patricia Hannam
5. As requested by full SACRE meeting in March 2021, the Monitoring Group considered a draft of SACRE's 3-Year Action Plan, 2021/2022, 2022/2021, 2023/2024.

6. **Update on review of Locally Agreed Syllabus.** Monitoring Group received information regarding the progress made with the review of the locally agreed syllabus. The new syllabus, which will come to the Agreed Syllabus Conference in November, will be called *Living Difference IV*.
7. **2021 RS GCSE arrangements.** Summer examination series requires teachers to submit teacher assessments. This is fourth year of the current RS GCSE specification, which has the grading system: 9-1 - where 9 represented the highest grade. Grades awarded according to a normal distribution curve rather than criteria referenced as was the original vision for the GCSE.
8. **Withdrawal Survey.** The annual withdrawal survey had been postponed in light of Covid-19. It is planned to undertake this in the second half of the summer term when schools have been back full time for a while.
9. **HIAS Professional Education events.**
  - 9.1. A secondary RE network takes place virtually once each term, focussing on the syllabus review, leading and managing quality RE in a time of Covid-19 Pandemic as well as national developments in RE. A series of free webinars have been well attended. Topics have been in relation to Holocaust Education with Dr Alasdair Richardson and regarding raising achievement at KS4 for those from disadvantaged backgrounds. Most recently the webinar on 24 May was led by Professor Farid Panjwani (former Commissioner on the Commission for RE) on Decolonisation and Muslim traditions.
  - 9.2. Primary network meetings have been held online, after school, resulting in a wider range of teachers signing up. Regular training courses for RE leaders have taken place including SMSC training for school leaders and governors, RE for SENCos, and three subject knowledge webinars on Christian and Muslim traditions with one held on Hindu traditions. A free webinar took place worldviews with Trevor Cooling from the RE Council. The Early Years Foundation Stage (EYFS) and RE pack has been updated for early adopting schools of the reviewed EYFS framework and the Leadership and prophethood pack has been amended. A new KS1 pack is in development regarding Ideas about God as well as new RE resources made available in relation the Climate Crisis. There continues to be good uptake on the local authority run courses regarding Living Difference III and the resource for teaching Christianity in Church Schools: Understanding Christianity.
  - 9.3. Three training sessions on RE and Ofsted have taken place this year for primary and secondary RE leaders.
10. **SACRE Monitoring Visits.** 5 primary monitoring visits have taken place (virtually), one had to be postponed due to illness. In one school their inclusion policy was found to be excellent for example the way the school sought to diversify visitors, as well as the resources and images used in their RE. There have been no secondary monitoring visits in this period.



11. **Ofsted reports and other HIAS inspection/advisory visits.** Ofsted Section 5 (full) inspections have not been taking place due to COVID-19. Some core funding has been made available for support in three local authority secondary schools to improve RE. Other support, funded entirely by the school, is taking place in several other secondary local authority schools. However, some secondary schools remain hard to link with. It is hoped that a Secondary Governor briefing session on the new agreed syllabus ***Living Difference IV*** in October will help raise the profile of RE in senior leadership teams. in Primary RE Governor training will take place in 2 sessions in October and November 2021. Primary network meetings continue to attract good attendance and ensure good connections with primary schools.
12. **Update on NQT and other teacher appointments, vacancies, and uptake on ITE courses.** There has been little movement in secondary RE leadership positions however some posts for newly qualified teachers have been advertised. Of Winchester University's 21 current students, two thirds have teaching jobs, spread wide geographically. This year's cohort had a £9,000 bursary, whilst next year's has been reduced to 0. Sarum St Michael Trust has offered some support for 2021/22 cohort - for the first ten applicants. Eight applicants for 2021/22 course have confirmed places by the time of the monitoring meeting. The removal of the bursary, along with restrictions on the DfE subject knowledge course numbers are potentially disastrous for RE. In addition, the changes to teacher's early career framework, the early years framework and the PGCE core content framework mean that a broad subject specific input is no longer expected.
13. **National programme of leadership development for RE:** Two Hampshire teachers have been accepted onto the National RE Leadership programme funded by Culham St Gabriel's Trust, starting in September 2021. One teacher is on the stage 2 of the programme having participated in the first stage. Around 8 teachers nationally are on each stage of the programme.
14. **Information about other research projects:** Justine Ball is currently undertaking academic research on decolonising the teaching about Jesus, in a small sample of Hampshire primary schools, focussing on imagery shown in RE lessons and historical knowledge about Jesus. This for her dissertation as part of her master's degree.

**REQUIRED CORPORATE AND 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
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## **EQUALITIES IMPACT ASSESSMENT:**

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### **2. Equalities Impact Assessment:**

- (a) SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).

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<b>Date:</b>	29 June 2021
<b>Title:</b>	SACRE Membership Report
<b>Report From:</b>	<b>Director of Children's Services</b>

**Contact name:** Patricia Hannam

**Tel:** 02392 441442

**Email:** patricia.hannam@hants.gov.uk

### Purpose of this Report

1. The purpose of this report is to enable SACRE to discuss its 3-Year Action Plan 2021/2022, 2022/2023, 2023/2024

### Recommendation(s)

2. That SACRE approves in principle the work done on the 3-Year Action Plan by the Monitoring Group and will ratify it at the next SACRE meeting in November 2021.

### Executive Summary

3. This report introduces SACRE's 3-Year Action Plan. The intention of the 3-Year Action Plan is to ensure SACRE can fulfil its statutory functions. This is especially in relation to advising the Local Authority regarding a Locally Agreed Syllabus and monitoring effectiveness of the syllabus.

### Contextual information

4. As requested at SACRE's meeting in March 2021, a draft 3-Year Action plan has been discussed at the Monitoring Group meeting and is presented here for SACRE's consideration (see Appendix).

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

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## Hampshire SACRE 3 year Action Plan for academic years 2021/22, 2022/23 & 2023/24 (Draft)

Action plan agreed at full SACRE meeting in June 2021. Developed by SACRE members together with the County RE Inspector Advisers indicating key actions that Hampshire SACRE wishes to undertake during this period

No.	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
<b>1.</b>	<b>Maintaining SACRE Effectiveness and leadership</b>				
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 to be in place	County Inspector Adviser and SACRE Clerk	When necessary	For Hampshire SACRE to be effective	
1.3	Regular training offered to new SACRE members	County Inspector Adviser(s)	Once each year	For Hampshire SACRE to be effective	
1.4	Training regularly offered to all SACRE members, especially regarding new national initiatives relevant to RE	County Inspector Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.5	SACRE Support South Central SACRE RE Hub	County Inspector/Adviser(s) and 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.	

<b>2.</b>	<b>Implementation of Locally Agreed Syllabus: Living Difference IV</b>				
2.1	Agreed Syllabus conference to adopt Living Difference IV in November 2021	Professional Advisers to SACRE	November 2021		
2.2	Formulate joint SACRE communication strategy across all 4 local authorities regarding key messages in Living Difference IV	SACREs of the 4 owning authorities via the South Central RE Hub meetings	November 2021	Implementation strategy to have been agreed	
2.3	Training in Living Difference IV to take place for Secondary and Primary Governing body training sessions	County & General Inspector/ Adviser(s) together with Hampshire Governor Services	Completed February 2022	For Governors to be fully aware of their responsibilities for RE	
2.4	Training in Living Difference IV to take place for Secondary and Primary head teachers at regular briefing sessions	County & General Inspector/Adviser(s)	February 2022 and thereafter as part of a rolling programme	For Head Teachers to be fully aware of their responsibilities for RE	
<b>3.</b>	<b>Monitoring the effectiveness of Locally Agreed Syllabus: Living Difference IV</b>				
3.1	Monitoring Group to meet once each term and reporting to full SACRE through SACRE reports through:	SACRE Monitoring group and County Inspector/Adviser	Once each term	For Hampshire SACRE to be effective	
3.1.2	Monitoring visits to take place in schools	SACRE Monitoring group and County and General Inspector/Adviser(s)	Once each term	Monitoring visits take place each financial year, anonymised findings presented to SACRE	
3.1.3	Monitoring and reporting of GCSE results	SACRE Monitoring group and County Inspector/ Adviser	Once each year	Data considered by Monitoring Group once each year and findings presented to SACRE	

3.1.4	Monitoring and reporting on non-examination core RE taught at KS4 in LA secondary schools	SACRE Monitoring group and County RE Inspector/Adviser	Once each year	Findings considered by monitoring group and presented to SACRE	
3.1.5	Monitoring group reporting on other HIAS visits made to schools in relation to RE	SACRE and County and General RE Inspector/ Advisers	Once each term	Findings considered by monitoring group and presented to SACRE	
3.1.6	Monitoring group reporting on Ofsted visits to Hampshire schools mentioning or inferring messages about Religious Education	SACRE Monitoring group + County and General RE Inspector/ Adviser(s)	Once each term	Analysis of data from Ofsted reports considered by monitoring group and presented to SACRE	
3.2	SACRE liaise with Governor Services regarding training for school governors on GB responsibility for RE at all key stages	SACRE Monitoring group and County and General RE Inspector/ Advisers	Once each term	Analysis of information from HIAS school visits to Hampshire Schools	

No.	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
<b>4.</b>	<b>Meeting Training Needs of Hampshire teachers and school leaders</b>				
4.1	Review training offer in light of Living Difference IV	County and General RE Inspector/Advisers	July 2021	Identify gaps in current training provision	
4.2	Audit current training provision across partner SACREs	County and General RE Inspector/Advisers	Ongoing	Identify gaps in current training provision	
4.3	Ensure training in place for Living Difference IV that will enable contact with heads of department and subject leaders in all Local Authority Schools and beyond	County and General RE Inspector/Advisers	Ongoing	Ensure induction training in Living Difference IV is in place	
4.4	Adapt and augment existing pattern of professional education 'offer' in Hampshire to ensure thorough implementation of <i>Living Difference IV</i> across Authorities using <i>Living Difference III</i> e.g. in London)	County and General RE Inspector/Advisers	Ongoing	CPD available to ensure effective implementation of <i>Living Difference IV</i> across authorities using it and for those leading and managing RE.	
4.5	Ensure a rolling programme of briefings for head is in place regarding <i>Living Difference IV</i> across the Local Authorities	County and General RE Inspector/Advisers	Ongoing	Effective Governor training taking place across the 4 authorities developing living difference IV together	
4.6	Ensure a rolling programme of briefings for school governors is in place regarding <i>Living Difference IV</i> across the 4 main Local Authorities	County and General RE Inspector/Advisers	Ongoing	Effective Governor training taking place across the 4 authorities developing living difference IV together	
4.4	Adapt training offer to ensure thorough implementation of Living Difference IV across Authorities using Living Difference IV ( e.g. in London)	County and General RE Inspector/Advisers	Ongoing	Effective training to be taking place outside Hampshire for authorities using LDIV	

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
<b>5.</b>	<b>Resourcing Living Difference IV</b>				
5.1	Audit existing publications identifying need for new publications	County and General RE Inspector/Adviser together with Hampshire RE Curriculum Centre manager and SACRE members where appropriate	ongoing	Relevant publications and other support materials available for teachers using Living Difference IV	
<b>6.</b>	<b>SACRE Youth Voice</b>				
6.1	Meet once each term where possible	County RE Inspector Adviser	Once each term	For meetings to take place	
6.2	Annual Summer Youth Voice Conference when Covid restrictions permit	County Inspector Adviser	July each year	For conference to happen and be reviewed/evaluated	

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## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	29 June 2021
<b>Title:</b>	National Updates
<b>Report From:</b>	<b>Director of Children's Services</b>

**Contact name:** Patricia Hannam

**Tel:** 02392 441442

**Email:** patricia.hannam@hants.gov.uk

### Purpose of this Report

1. The purpose of this report is to update SACRE on developments nationally regarding religious education.

### Recommendation(s)

2. That SACRE notes the report and will circulate the NASACRE Report on SACRE Funding to the Local Authority.

### Executive Summary

3. This report gives feedback to SACRE from the Religious Education Council (REC) Annual General Meeting (AGM) attended by SACRE's professional advisers and the National Association of SACRE (NASACRE) AGM that was held virtually on 24 May 2021. In addition, this report brings to SACRE the key points raised in the report on RE published by Ofsted on 12 May 2021.

### Contextual information

#### 4. National Updates

- 4.1. **The Religious Education Council (REC)** Annual General Meeting was held on 11 May 2021. The REC is a membership organisation comprised of well over 60 organisations each of whom have an interested position in relation to religious education. In addition to the regular business of the organisation discussions were held in the afternoon regarding the Vision and Mission statements as well as the values of an organisation that brings together such

a wide range of members together seeking to campaign for high quality religious education for all children in our schools. The REC Commissioned the Commission on RE (CoRE) report published in 2018.

#### **4.2. National Association of SACREs (NASACRE).**

4.2.1 On the 17 May 2021 NASACRE published a research report into SACRE Funding. This report can be accessed here: [1-376-nasacre-report-on-sacre-funding-in-england-2021.pdf](#) [Appendix 1] and has 5 key recommendations. The first two in relation to SACREs and their LAs and the second two in relation to the DfE and Ministers. Hampshire SACRE is well supported currently with a Clerk, Chairman and professional advisers available to support development of RE.

4.2.2 NASACRE, the national body for SACRE's held its AGM on 24<sup>th</sup> May. Two Hampshire SACRE members were able to attend.

4.3. **Ofsted and Religious Education** Ofsted published a Review of religious education on 12 May 2021 and available here: [Research review series: religious education - GOV.UK \(www.gov.uk\)](#). [Conclusion is Appendix 2] A key aspect of the report is to emphasise that RE in LA maintained schools must follow the agreed syllabus and that Academies (without a religious designation) must also arrange for RE to be taught to all pupils. This can either be in accordance with the locally agreed syllabus or in some other way ensure equally high-quality curricular provision. The report acknowledges the usefulness of the Agreed Syllabus in ensuring high-level outcomes, recognising that subject leaders find them helpful as they design their school RE curriculum. The report emphasises that RE teachers and leaders must be clear about the requirements of the locally agreed syllabus, where it applies. Ofsted notes that most locally agreed syllabuses are constructed on the assumption that the amount of curriculum time given to RE is at or above 5%. The review of Living Difference III will be taking into account this report. NASACRE has noted that some of the issues raised in the Ofsted Report have implications for the resourcing of RE.



**REQUIRED CORPORATE AND 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

## EQUALITIES IMPACT ASSESSMENT:

### 1. Equality Duty

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 by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it.
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

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

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

### 2. Equalities Impact Assessment:

See guidance at <http://intranet.hants.gov.uk/equality/equality-assessments.htm>

*Insert in full your **Equality Statement** which will either state:*

- (a) SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).

# SACRE funding in England



## A Report from the National Association of Standing Advisory Councils on Religious Education

May 2021



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## Foreword

It is my pleasure, as current Chair of the National Association of Standing Advisory Councils on RE, to introduce this report to our members, and to thank everyone involved in its production.

Levels of funding for SACREs have been a source of some concern and interest to the Association for some time. Discussions with the Department for Education during 2019 also demonstrated that advice on the levels and sources of funding was of interest to their teams, to ministers and to Members of Parliament. In 2019 NASACRE issued this advice:

*‘...having looked at the statutory expectations that could reasonably be expected to be funded from CSSB<sup>1</sup>, set out a national recommendation that an LA should allocate at least 2% of the CSSB to SACRE in order that SACRE can carry out their statutory duties.’<sup>2</sup>*

SACREs are in the main made up of volunteers, supported by LA officers. Despite inadequate funding and appropriate support structures in some local areas, many SACREs have continued to meet, provide a syllabus and training to schools, and to provide advice on the interface between education and religion and worldviews. SACREs have also continued this work online during the COVID-19 pandemic.

The Freedom of Information request underpinning this report emerged from another NASACRE and RE Council project on piloting ‘Local Area Networks for Religion and Worldviews’, as proposed by the Commission on Religious Education<sup>3</sup>. The FOI request was issued to LAs during the autumn of 2020. We cannot let the publication of the report go by without thanking all who responded, and all who helped FOI officers and SACRE Clerks find the answers during the Covid 19 pandemic, and its series of partial or complete lockdowns.

NASACRE is a non-statutory organisation supported mainly by volunteer executive committee members. The research and writing team gave freely of their own time and expertise to produce this summary of findings, and to offer some advice. The Department of Education has commented positively to NASACRE on this advice<sup>4</sup>, acknowledging that its officials might use NASACRE’s estimate of a funding level of 2% of the CSSB to advise local authorities. However, authorities can, of course, determine their own budgets and where funding comes from to support SACREs.

NASACRE is likely to repeat this FOI request on a regular basis, and the executive committee is very happy to receive feedback on the process and the questions, and other areas we might focus on. Feedback has already shown us that the FOI request in itself helped SACRE officers and members to understand the challenges and complexities of current education funding levels. This report highlights the facts as submitted through LA data, and it shows that many SACREs deserve better support from their local authorities. As statutory bodies, SACREs have a right to raise questions about their levels of support, and to receive the funding that is needed to underpin their work.

We look forward to working with Chairs of SACREs, partner RE associations, politicians, and officials at the DfE on the next steps to achieving some parity of provision in terms of the financial and other resources. These are urgently needed to enable statutory bodies to achieve their obligations, operate efficiently within local democracy, and to promote excellent Religious Education and Collective Worship in schools.

I commend the report to you all.



**Linda Rudge,**  
Chair  
The National Association of Standing Advisory Councils on RE

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<sup>1</sup> The CSSB (Central Services School Block) is funding allocated by central government (through the Education and Skills Funding Agency) to local authorities to carry out central functions on behalf of pupils in both maintained schools and academies in England.

<sup>2</sup> NASACRE (2019), SACRE Briefing 22, <https://mailchi.mp/8292b1171b7d/6g3v9uvmy6-1332313?e=da7db1e3e7>

<sup>3</sup> Commission on Religious Education(2018) *Religion and Worldviews: The Way Forward* Religious Education Council of England and Wales <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

<sup>4</sup> DfE (2019) email to NASACRE, 18<sup>th</sup> March.

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## Headlines

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*The majority of SACREs in England do not get a sufficient share of the CSSB to enable them to carry out their duties well.*

*Only 12 Local Authorities in 2019-2020 stated that they used 2% or more of CSSB funds on SACRE business, meaning 92% of SACREs were allocated less than 2% of the CSSB.*

*25 Authorities (18%) claim to use no funding on SACRE business in contravention of statutory responsibilities.*

*Over a quarter (27%) of Authorities told us they allocate no funds to professional support for the SACRE.*

*More than half of LAs (42, 53%) disclosed that they do not use any funds to support RE in schools.*

*Due to lack of adequate support it is increasingly difficult for some SACREs to fulfil their statutory duties; 7 LAs told us that their Agreed Syllabus was over 6 years old. One syllabus was last reviewed in 2010.*

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*Note: All percentages are based on data from those authorities that provided an answer to that question.*

## Context

In the 1988 Education Reform Act, all Local (Education) Authorities (LAs) were given a statutory duty to establish a Standing Advisory Council on Religious Education (SACRE). In many areas they had existed prior to this date, to agree and support the local syllabus for RE. The latest guidance on RE confirms that “each LA must establish a permanent body called a standing advisory council on religious education”. The LA must also “establish an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA” and must “institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review”. “An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their functions.”<sup>5</sup>

Local Authority funding has been reduced significantly in the last decade with, on average, a 21% real term fall between 2009 and 2019.<sup>6</sup> Financially squeezed Local Authorities often appear to underfund the work of SACREs. The last Ofsted subject report into RE suggested that:

*“Recent changes in education policy are having a negative impact on the provision for RE in some schools and on the capacity of local authorities and SACREs to carry out their statutory responsibilities to monitor and support it.”<sup>7</sup>*

A survey of SACREs completed in 2017 confirmed that a major concern of many SACREs was indeed their capacity to carry out even their statutory duties due to underfunding<sup>8</sup>. When asked a parliamentary question about SACRE funding in March 2018, Schools Minister, Rt Hon Nick Gibb MP gave the following written answer:

*The Government is continuing to provide local authorities with funding for Standing Advisory Councils on Religious Education (SACREs) through the Central School Services Block from 2018/19 onwards. Local authorities are expected to ensure that SACREs are funded adequately to perform their duties. SACREs continue to play an important role in supporting schools to teach high-quality religious education.<sup>9</sup>*

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<sup>5</sup> DCSF (2010) *Religious education in English schools: Non-statutory guidance*, pages 10-11. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)

<sup>6</sup> Neil Amin Smith & David Phillips (2019) *English council funding: what's happened and what's next?*, IFS Briefing Note, Available from: <https://www.ifs.org.uk/publications/14133>

<sup>7</sup> Ofsted (2013) *Religious education: realising the potential*, Page 6

<sup>8</sup> Paul Smalley (2019): A critical policy analysis of local religious education in England, *British Journal of Religious Education*.

<sup>9</sup> HC Deb, 26 March 2018, cW, <https://questions-statements.parliament.uk/written-questions/detail/2018-03-21/133819>

In a letter dated 15<sup>th</sup> August 2019, Secretary of State for Education, Rt Hon Gavin Williamson MP stated “it is important that SACREs should be resourced sufficiently to be able to fulfil their statutory functions”<sup>10</sup>. NASACRE considers that an LA would need to allocate at least 2% of the CSSB to the SACRE to enable it to carry out its statutory duties, and significantly more in the year that the Agreed Syllabus is reviewed.

The following can reasonably be expected to be funded from the CSSB:

- a clerk
- a professional officer who has expertise in RE curriculum design
- a publicly accessible place to meet
- the reasonable expenses of members
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website
- NASACRE subscription and AGM attendance.

A small-scale survey carried out by NASACRE in 2019 suggested that many SACREs were being underfunded. This report, based on a much fuller data set, is intended to enable policymakers to make informed decisions about SACRE funding.

## Research Methodology

A freedom of Information request was sent to all Local Authorities in England on the 6<sup>th</sup> November 2020 by the National Association of SACREs. Specifically, the questions were as follows:

1. How much funding was allocated to your local authority in the ‘ongoing commitments’ category of the CSSB (Central Schools Services Block)
2. How much of the funding specified in (1) above (as a raw figure and a percentage) was allocated to SACRE related spending and if relevant to ASC (Agreed Syllabus Conference) related spending?
3. How much money from the CSSB funding for 2019-2020 did you spend on:
  - (a) Democratic services to support SACRE meetings through 2019-2020 (e.g., a clerk)
  - (b) Professional support (A Religious Education specialist advisor or consultant to support the work of SACRE)
  - (c) Support for schools, including CPD and training specifically for Religious Education and or Collective Worship
  - (d) Other costs: please specify e.g., for separate clerking costs
4. How much money from other funds outside the CSSB fund (e.g., the community integration fund) was used to support RE in your local authority with schools?
5. When was your last agreed syllabus for RE revised, and how much did it cost to complete this revision? (i.e., to write it, develop it, publish it and launch it including initial training for your schools)
6. How/Where would a member of the public access your Agreed Syllabus for RE?
7. Who is the contact for SACRE business in your LA? (Name and email address)
8. Are there any barriers for providing funding to fulfil your statutory duties in relation to SACRE and/or the Agreed Syllabus Conference that you want to tell us about?
9. Is there anything else you want to tell us?

Responses were obtained from 136 LAs, with 15 not supplying answers by the end of March 2021.

Following an analysis of the data received, the following conclusions were reached:

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<sup>10</sup> Gavin Williamson (2019) private correspondence, 15<sup>th</sup> August. <http://www.nasacre.org.uk/file/nasacre/1-246-letter-from-gavin-williamson.pdf>

## 1. Total Authority spend on SACRE

Of the 111 local authorities that reported any spending on SACRE, 82% of the total, the mean spend was £11,000.46. The remaining 25 authorities, 18% of the total, reported allocating no funding to SACRE. The biggest spend by any authority was £93,574, whilst one Authority appeared to use only £105.

One explanation for the wide variance in spending could be the size of the LA, and the number of schools; an LA with few schools may be expected to use less money to fund RE provision in those schools. It would be tempting to assume that those LAs providing the most significant levels of professional support were the largest authorities. That is not the case. Figure 1 below, indicates that there appears no correlation between the number of state-funded secondary schools in an LA (a reasonable measure of the size of the authority) and the amount spent by the LA on SACRE.

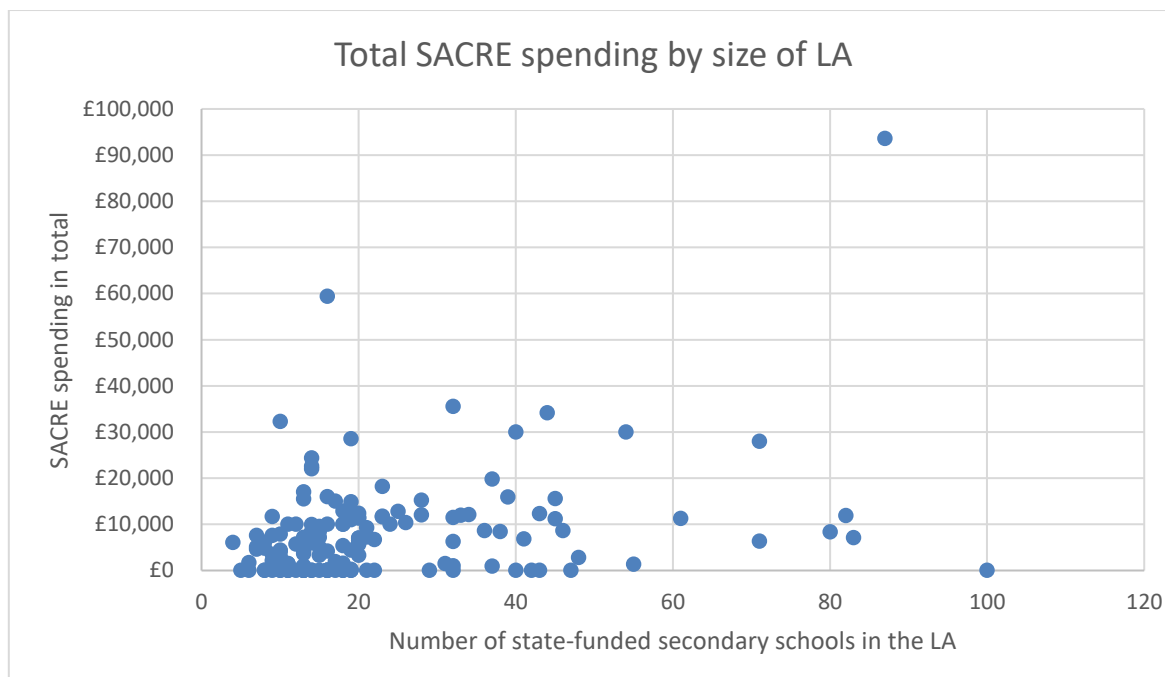


Figure 1

## 2. CSSB and Funding Sources for SACRE

The expectation of the Department for Education is that SACREs and Agreed Syllabus Conferences are funded from the Central School Services Block (CSSB).

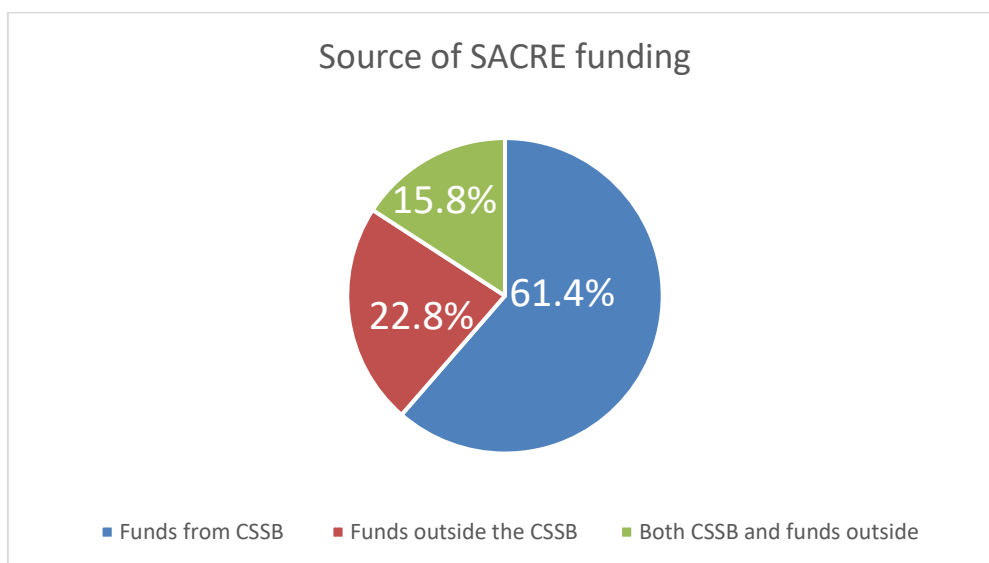


Figure 2

- 62 authorities (61.4% of the 101 that responded to this question) reported that they use funding for SACRE from the CSSB only
- 23 authorities (22.8% of the 101 that responded to this question) reported using funding from outside the CSSB only
- 16 authorities (15.8% of the 101 that responded to this question) reported using both sources.

The most well-funded SACRE received 6% of the CSSB from their LA in 2019/20. The average spending on a SACRE, Religious Education and Collective Worship, as a percentage of the allocated CSSB funding source (based on data from 136 LAs) was less than one percent, 0.72%.

Of the 136 SACREs who responded to the FOI, 79% (107) spent under 1% of CSSB fund or equivalent on SACRE, RE and Collective Worship in 2019/20. There is no correlation between the size of the LA and the proportion of CSSB that is used on SACRE business as the scattergram below shows.

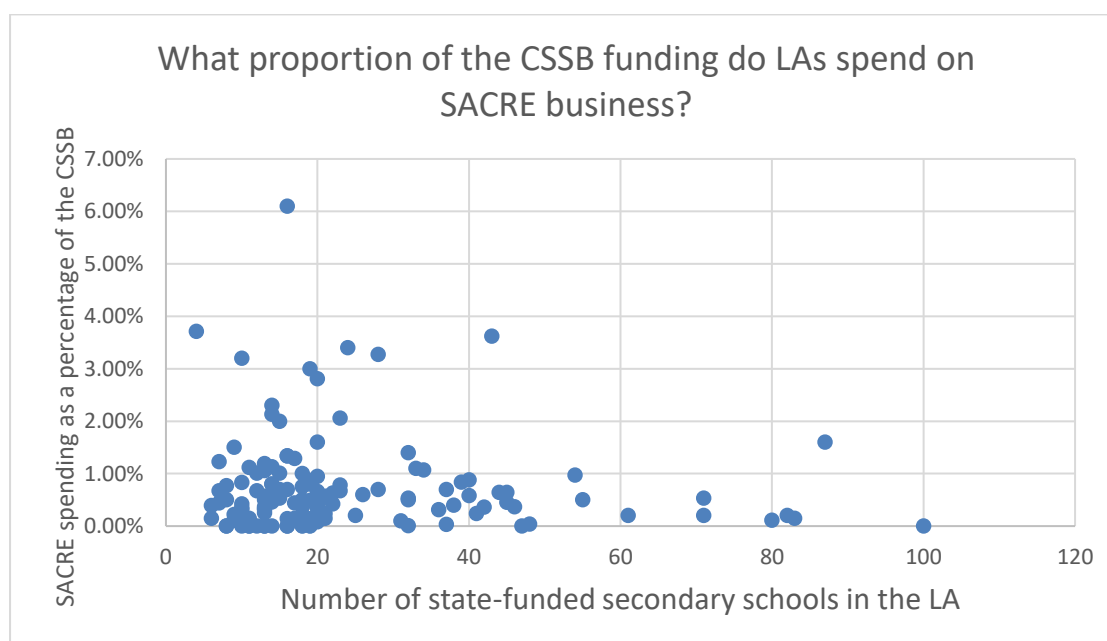


Figure 3



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### 3. Spending on Specific Items

We asked LAs how much they allocated to **professional support** including advisers and consultants. 100 LAs answered this question. 27 reported that they allocated £0 of funding to professional support. The average spend on professional support by the 73 authorities that responded to say they allocate funding was £7,095.03. The responses ranged from £59,418 to £145.

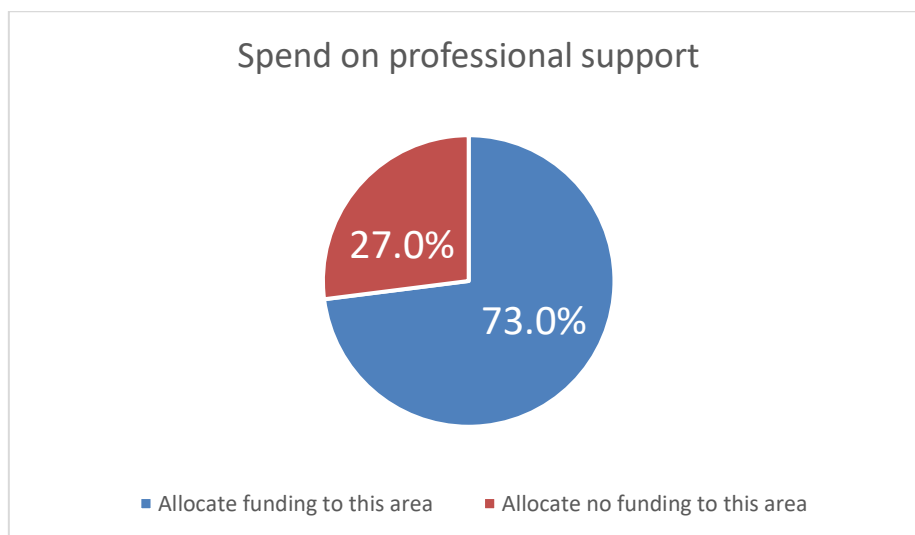


Figure 4

We asked LAs how much they allocated to **democratic services** (e.g. clerking). 49 authorities responded to this question. Seven authorities reported allocating £0. 42 authorities responded that they allocate some funds to this area and their mean spend on democratic services was £2648.18. The responses ranged from £25,574 to £200.

We asked LAs how much they allocated to **supporting RE in schools**. 80 authorities responded to this question. 42 authorities allocate £0. The mean spend for the 38 authorities who allocate funding to this area is £2529.07. The level of support ranges from £10,829 to £112.

***It is difficult to see how a SACRE can be fulfilling its statutory duties, let alone performing well, if an LA does not allocate some budget to professional support, democratic services and support for schools.***

## 4. The Agreed Syllabus

The LA must “institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review”<sup>11</sup>. When the FOI was sent in November 2020 this would mean that the oldest syllabus review should have been 2015. Seven LAs told us that their syllabus was last reviewed earlier than that, three in 2014, one in 2013, two in 2012 and one in 2010, making it 10 years old. This most fundamental duty of LAs is subject to difficulties due to underfunding. When we contacted those SACREs they did tell us that those very old syllabuses were at various stages of review.

81 LAs disclosed the cost of completing their last revision of the Agreed Syllabus, including writing, developing, publishing and launching it with initial training for schools. The mean reported cost was £8,452. The most expensive Agreed Syllabus review was almost £45,000, with five Authorities spending committing more than £20,000 of resource to the last syllabus review; of these five, four were locally produced and one was licenced from RE Today. Most syllabuses (30) cost between £5,000 and £10,000. Three LAs claimed to have spent less than £1,000 on the review, with one suggesting a total cost of £81.

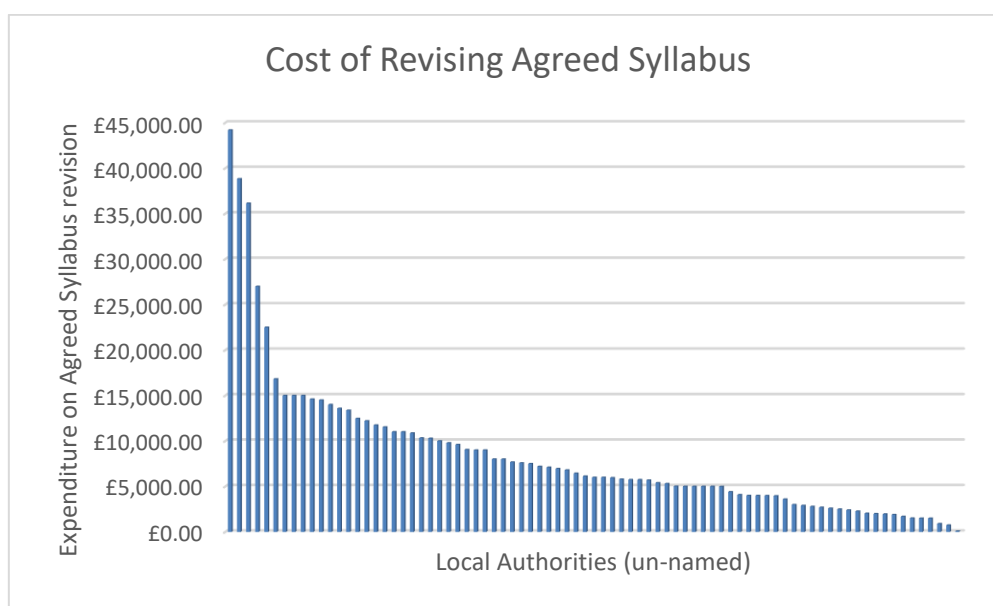


Figure 5

***It is difficult to see how a syllabus can be properly reviewed without a significant spend. If minor changes are required, we would consider £5,000 to be a very bare minimum spend. We would expect a proper review process to cost in excess of £10,000.***

<sup>11</sup> DCSF (2010) *Religious education in English schools: Non-statutory guidance*, Page 11.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)

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## 5. Recommendations

### A. SACREs

SACREs should consider offering formal advice to the local authority about the level of spend required for them to discharge their functions properly. They should share this report with their LA and ask for it to be noted. They should request from the LA their response to our FOI of November 2020 and then compare their local data with the national data in this report. This would provide many SACREs with a rich discussion to have with their LA. The Secretary of State himself has stated that the DfE “would investigate any complaint that statutory responsibilities were not being delivered to ensure that the LA took any necessary remedial action.”<sup>12</sup> SACREs should be able to set out ambitious work programmes without the fear of underfunding. Further clarification of the statutory responsibilities of LAs in respect of their SACREs and Agreed Syllabus Conferences can be found in the 2010 guidance.<sup>13</sup>

### B. Local Authorities

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.<sup>14</sup> We consider 2% of CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus Review can be effective every five years. We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk
- a professional officer who has expertise in RE curriculum design;
- a publicly accessible place to meet;
- the reasonable expenses of members;
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website.
- NASACRE subscription and AGM attendance.

The minister for school standards; Nick Gibb MP included this statement in response to a parliamentary question from Stephen Timms MP. “If the Department is informed that an individual SACRE or ASC is experiencing difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily.”<sup>15</sup>

### C. The DfE

In line with the Secretary of State’s directive above, the department should write to LAs who have not published a timely Agreed Syllabus review and ask for an explanation and a project plan. They should also write to the 25 authorities who declared no spending on SACRE business and ask them how they can be expected to fulfil their statutory duties without using any funds.

### D. Ministers

Finally, NASACRE recommends that government ministers should reiterate at every opportunity the expectation that Local Authorities will use a significant portion of their CSSB to adequately fund SACREs and Agreed Syllabus Conferences to discharge their statutory duties.

## Thanks

NASACRE would like to express gratitude to all those who give so much to ensure that SACREs do their very best to support high quality RE and Collective Worship in schools across the country. Thanks also to Claire Clinton, Marie Cooper, Paul Smalley and Deborah Weston for putting this report together.

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*Cover photograph of a SACRE meeting taken by P. Smalley.*

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<sup>12</sup> Gavin Williamson (2019) private correspondence, 15th August. <http://www.nasacre.org.uk/file/nasacre/1-246-letter-from-gavin-williamson.pdf>

<sup>13</sup> DCSF (2010) *Religious education in English schools: Non-statutory guidance*, pages 10ff: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)

<sup>14</sup> *ibid.*, page 11

<sup>15</sup> HC Deb, 28 March 2018, cW <https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697>

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## Conclusion of the RE Review

### Conclusion

This RE research review outlines the factors that can contribute to the quality of education in RE. This document has drawn on a range of research, evidence and other literature to identify features of high-quality RE at primary and secondary level. As such, it explains the research basis for how we look at RE in schools (where RE falls within our inspection remit). This review is not a simple checklist of activities that we expect to see in school RE, since there are various ways that schools can construct and teach high-quality RE. Rather, it outlines a conception of quality of education in RE viewed through the lens of the EIF.

RE is vital in preparing pupils to engage in a diverse and complex multi-religious and multi-secular society. However, this review has also identified that there are significant challenges that limit high quality in RE, including:

- insufficient time to teach an ambitious RE curriculum
- school decisions that are not taken in the best interests of all pupils, such as decisions concerning the statutory teaching of RE, the opportunity to take a qualification in religious studies, or early examination entry
- a lack of consideration about what it means to ‘be scholarly’ in objective, critical and pluralistic RE
- a lack of clarity on what constitutes reliable knowledge about religion/non-religion, leading to teachers embedding unhelpful misconceptions
- teaching approaches that do not support pupils to remember the RE curriculum in the long term
- approaches to assessment that are poorly calibrated to the RE curriculum
- insufficient development of RE practitioners to address gaps in professional subject knowledge

That said, this review shows that there are well-warranted and constructive ways forward that could support improvements in RE. The literature suggests that many of these are already taking place in the sector in subject communities and in some schools. The significant interest that RE attracts from a range of organisations and associations may also indicate that there is sufficient capacity to support improvements in RE in primary and secondary schools for the benefit of pupils.

We hope that this research review will be useful for all those involved in the design, support and inspection of high-quality RE in schools in England, including agreed syllabus conferences, advisers, curriculum designers, ITE providers, local authorities, local standing advisory councils on RE (SACREs), other inspectorates of RE, researchers in RE, school leaders, subject organisations and teacher subject associations.

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