

NOTICE OF MEETING

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|----------------------|---|
| Meeting | Standing Advisory Council for Religious Education |
| Date and Time | Tuesday, 1st November, 2022 at 2.00 pm |
| Place | Ashburton Hall, Ell Court, Winchester |
| Enquiries to | members.services@hants.gov.uk |

Carolyn Williamson FCPFA
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website. The meeting may also be recorded and broadcast by the press and members of the public – please see the Filming Protocol available on the County Council's website.

Prior to the start of the main meeting, at **1.30 pm**, there will be a short presentation by Hampshire Teachers, Chris May and Emma Adam, on their experience of being part of the National RE Leadership Programme in 2021/22.

The main SACRE meeting will start at **2:00 pm**

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES (Pages 5 - 12)

To confirm the minutes of the previous meeting held on 20 July 2022.

4. CHAIRMAN'S ANNOUNCEMENTS

To receive any Chairman's announcements.

5. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

6. SACRE MONITORING GROUP (Pages 13 - 20)

To receive a report on behalf of the Director of Children's Services regarding the activities and discussions of the monitoring group in relation to implementation of Living Difference IV and monitoring of RE across Hampshire.

7. SACRE ANNUAL REPORT 2021/2022 (Pages 21 - 48)

To consider a report on behalf of the Director of Children's Services presenting the SACRE Annual Report 2021/2022 for approval.

8. KEY NATIONAL AND LOCAL RE MATTERS (Pages 49 - 54)

To receive a report on behalf of the Director of Children's Services on developments in relation to the work of the Religious Education Council (REC) and NASACRE, as well as the Association of University Lecturers in Religious Education (AULRE) and initiatives being led by the Culham St Gabriel's Trust.

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 Hub.

10. ANY OTHER BUSINESS

To receive any other business from Members of SACRE.

11. DATE, TIME AND VENUE OF NEXT MEETING

The next meeting is scheduled for 28 February 2023 at 14:00 in the Ashburton Hall.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

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Agenda Item 3

AT A MEETING of the Standing Advisory Council for Religious Education of
HAMPSHIRE COUNTY COUNCIL held at Ashburton Hall, Ell Court, Winchester
on Wednesday, 20th July, 2022

PRESENT

Chairman:
Councillor Elaine Still

Vice-Chairman:
* Councillor Christopher Donnelly

* Councillor Wayne Irish

* Councillor Pal Hayre

*Present

- Father John Chandler, Roman Catholic Church
- Sheikh Fazle Abbas Dattoo, 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
- * Lisa-Marie Taylor, Buddhist
- * Noel Thorpe-Tracey, Society of Friends
- * Harjinder Virdee, Sikh Representative

- Sue Bowen, Church of England
- Jeff Williams, Church of England
- * Rev Howard Wright, Church of England
- Maria Ackland, 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
- Jon Hamer, Teachers' Liaison Panel - Secondary Schools

Co-opted Members

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

Also present with the agreement of the Chairman:

27. APOLOGIES FOR ABSENCE

Apologies were received from Councillor Elaine Still, Jeff Williams, Sue Bowen, Maria Ackland, Sheikh Fazle Abbas Dato, Charmian Harrison, Yasmeen Hussain, Sushma Sahajpal, Julie Kelly, Rhiannon Love, and Alasdair Richardson.

28. 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.

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

29. MINUTES

The minutes of the previous meeting on 1 March 2022 were confirmed. It was noted that a draft revision of the determination procedure (item 21) was not being brought to this meeting.

30. DEPUTATIONS

Mr Joe Moorhouse, Vice-Chair of Governors of Poulner Infant School and Nursery and Mrs Michelle Buckler, the Chair of Governors spoke about the determination application that the school had made.

Mr Moorhouse expressed his concerns about the determination procedure. He told SACRE that theirs was a community school not a faith school and prospective parents were seeking an impartial and inclusive school. Two thirds of the school's parents consider themselves as not Christian and most are non-religious or other faith. The Governors unanimously agreed that collective worship should be less than half "wholly or mainly of a broadly Christian character" and believe using the 'No Outsiders' programme, which promotes diversity and equality, is more relevant to the pupils. The governors believe that there is a benefit in lifting the requirement for collective worship to be broadly or mainly Christian in character and negative in retaining it. Mr Moorhouse highlighted that the UNCRC (United Nations Convention for the Rights of the

Child) had called on the government to remove this requirement and ten years ago NASACRE and AREIAC had said the Circular 1/94 guidance should be repealed. He believed that SACRE was taking too much notice of the 1/94 guidance and not the legislation, and were failing to consider the negative impact of equality on non-religious families of having Christian collective worship taking account of the family backgrounds of parents.

The Vice-Chairman thanked Mr Moorhouse and Mrs Buckler for their deputation.

31. **CHAIRMAN'S ANNOUNCEMENTS**

The Vice-Chairman explained that he was chairing the meeting because the Chairman, Councillor Still, was unable to be present as she had Covid.

He announced that the presentation from the two Hampshire teachers on the national RE Leadership Programme which should have taken place at this meeting had been postponed due to the change in meeting date.

32. **MONITORING GROUP**

SACRE received a report from Patricia Hannam, County Inspector/Adviser, on the discussions of the Monitoring Group at its meeting on 17 May 2022 (item 6 in the Minute Book).

Patricia Hannam drew Members' attention to the 3 Year Action Plan, paying particular attention to those sections rated as amber. In Section 1.2 she highlighted that there are a number of representative vacancies that need to be filled, including Baptist, URC and Church of Jesus Christ of Latter Day Saints. At 1.6 it was indicated that a review of SACRE's constitution had been started as the last review was in 2009. Under Section 2.2 the close communication links with the four local authorities sharing the Agreed Syllabus needed to be strengthened. With the collation of research data on the implementation of Living Difference IV at 2.6 was too early to show anything. An audit of current training provision, 4.2, was highlighted as something to be undertaken. An additional section, 4.9, had been added as it was felt to be important to find and engage with those primary schools who were not taking advantage of training opportunities. There had been a lot of interest in and attendance at training by schools and an increased amount of freely available guidance, plans and resources on the RE Moodle, which the primary steering groups have been involved with.

In relation to the audit of the RE packs for Living Difference IV (Section 5) Patricia Hannam wanted her thanks and appreciation expressed to Lydia Revett, the manager of the RE Centre, who had spent a large amount of time updating them.

It was noted with regret that SACRE Youth Voice, Section 6.1 and 6.2 on the Action Plan, had been a casualty of Covid. It was hoped to restart in the next academic year and hold a conference in the summer 2023.

Some of the teachers present told of clusters of secondary schools and their feeder primary schools that were networking in their areas, but noted that the main problem is that there was no money in primary schools for teachers to be released during school hours.

Justine Ball indicated that she was involved with a national project collecting children's voices, 7 – 11year olds, talking about RE and would bring the comments to the November meeting of SACRE.

Members were informed of a cross-phase RE conference being held on 12 October which would provide another opportunity for primary, secondary and special education teachers to meet together.

In relation to Ofsted Inspections it was noted with disappointment that there had been few 'deep dives' into RE and it was a concern about where the data would come from for the next subject report as the published reports were brief and written for parents and the general public in mind. It was noted that of the twelve Ofsted inspections that one of the Members had been involved with at Church of England schools there had been no 'deep dives' into RE. 'Deep dives' were intended to provide a more in depth view of the curriculum and were part of Ofsted's current inspection methodology.

There was concern nationally about Initial Teacher Education and RE as fewer people were applying PGCE courses in general including RE. There was concern that the reduction in RE PGCE applications was in a large part due to the withdrawal of the bursary. Winchester University had changed its PGCE to mixed humanities, so RE was an option with History or Geography, which had secured its future at the moment. There were also problems filling all the secondary RE teacher vacancies across Hampshire.

Members were informed about the RExChange Conference, a free online conference on 7 and 8 October. Both professional advisers and several Hampshire secondary teachers were taking part in and SACRE Members were encouraged to attend. . Further details and booking link here: [RExChange 2022 - RE:ONLINE \(reonline.org.uk\)](https://reonline.org.uk)

Mention was made about the Schools White Paper and potential changes to education in England; the Monitoring Group would report to SACRE about its impact on RE in Hampshire.

Resolved:

That SACRE noted the Monitoring Group report.

33. **KEY NATIONAL AND LOCAL RE MATTERS**

SACRE received a report from Justine Ball, the Primary Inspector/Advisor, on national matters and a report from Members who had attended the NASACRE conference in May (item 7 in the Minute Book).

Chris Hughes and Elizabeth Jenkerson presented their report on the NASACRE conference. They both encouraged members to attend if they could to get a different view of RE and network with people from other SACREs. It was noted that NASACRE was considering changing the annual conference from May to July and opinions were being canvassed.

Members were encouraged to have a look at the new draft handbook for Religion and World Views published by the RE Council; it was being discussed nationally and getting ongoing amendments.

Members' attention was drawn to Appendix 2, the Report Card for RE, which was a review of the data available on RE collated by the REC, NATRE and RE Today Education Services. It had produced some interesting findings which were highlighted in the report and it was recommended for SACRE members to read it.

Resolved:

That SACRE noted the report.

34. **DETERMINATION OF APPLICATION FOR AN EXEMPTION FROM REQUIREMENT FOR CHRISTIAN COLLECTIVE WORSHIP**

SACRE considered a report of the Director of Children's Services requesting the determination of an application for an exemption from the requirement for Christian Collective Worship (Item 8 in the Minute Book).

Referring to the report the County Inspector/Adviser, explained the background to this item and highlighted the salient points in the report which SACRE needed to consider. As per the agreed process a small working group of SACRE members had discussed in detail the application in the context of the legislation and guidance and the documents provided by the school, together with additional legal guidance, and had come to the conclusion to recommend refusing the application.

Following legal advice, it was recognised that the key question that SACRE had to answer in making the determination was whether it was appropriate for the requirement for Christian collective worship to apply to Poulner Infant School having due regard to the circumstances of the family backgrounds (paragraph 7 in the report). It was noted that, according to the application, 34% of parents at Poulner Infant School identified themselves as Christian, the largest religious group. Furthermore, that any parent had a right to withdraw their child from collective worship but no withdrawals had been recorded by the school.

The legislation and guidance surrounding collective worship was explained and, in particular, the statutory requirement for children to take part in a daily act of collective worship and the lack of definition of collective worship in the legislation was discussed. In this case the common and natural meaning of collective worship was used as stated in the guidance (paragraph 57). It was again noted that parents can withdraw their child from collective worship.

The legal advisers to SACRE reiterated the legal question to be considered by SACRE “whether it is appropriate for the requirement imposed by paragraph 3(2) of Schedule 20 to the 1998 Act (requirement for Christian collective worship) to apply in the case of the school”. Attention was drawn to the information provided by the school on the question asked of parents “What religion do you belong to?”. The legal adviser stressed that SACRE would want to consider the impact on each group (Christian and other groups) of the decision as identified in the evidence .

Members discussed the application and acknowledged that an outcome to remove the requirement for collective worship was not within SACRE’s authority according to the legislation. The legal advisers explained that from the research that they had carried out, which had been based on Brent and not everywhere, there was no record of any other council making a determination for no faith or to remove the requirement for collective worship. Amongst SACRE Members there was some sympathy for the school’s request, but the need to adhere to the legislation was stressed and it was accepted that any change to this could only be made by parliament.

Members divided into their four groups for further discussion and to agree on their position on whether to grant the determination for an exemption from the requirement for collective worship to be “wholly or mainly of a broadly Christian character”.

The groups voted unanimously to refuse the application.

Resolved:

That SACRE refuse the application for an exemption from the requirement for collective worship to be of a “wholly or mainly of a broadly Christian character” in respect of Poulner Infant School.

35. SOUTH CENTRAL SACRE HUB

The Council received a brief verbal report from Justine Ball, Primary Inspector/Adviser on the discussions of the South Central Hub (Item 9 in the Minute Book).

At their last meeting the members had discussed diversity and equality in their curriculum and what training and support was being given in their various areas. East Sussex members explained their Key Stage 4 provision and those from

Bournemouth, Christchurch and Poole talked about their recent conference. All had very little to report on any RE 'deep dives' by Ofsted.

The next meeting was scheduled for September and was open for any SACRE member to attend.

36. **ANY OTHER BUSINESS**

Dr Patricia Hannam announced that she would be retiring as SACRE's professional adviser after the November meeting, although not giving up here professional activities for RE altogether. She said told Members that it had been a privilege to have worked with SACRE and the RE teachers in Hampshire and was glad to be handing over to excellent colleagues; Justine Ball would be taking over as the professional adviser following the November meeting.

Thanks and gratitude were extended to the clerk, Sue Butler, who was retiring in the summer, for her support and behind the scenes work for the last eleven years. The advisers and individual members also expressed their appreciation for her help and support.

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

The date of the next meeting was confirmed as Tuesday 1 November 2022 at 2.00pm in the Ashburton Hall, Hampshire County Council, Winchester.

A presentation would be made before the main meeting at 13.30pm by two secondary teachers who have been undertaking the national RE Leadership programme in 2021/22. This presentation was postponed from June 2022.

Chairman,

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HAMPSHIRE COUNTY COUNCIL

Report

| | |
|-------------------------|--|
| Committee/Panel: | Standing Advisory Council on Religious Education |
| Date: | 1 November 2022 |
| Title: | SACRE Monitoring Group Report |
| Report From: | Director of Children's Services |

Contact name: Patricia Hannam

Tel:

Email:

Purpose of this Report

1. The purpose of this report is to update SACRE on the activities and considerations of the SACRE Monitoring Group.

Recommendation(s)

2. That SACRE notes this Monitoring Group report.

Executive Summary

3. This report seeks to inform SACRE of the matters discussed at the SACRE Monitoring Group meeting that took place virtually on 5 October 2022.

Contextual information

4. SACRE has a statutory responsibility to monitor the effectiveness of the locally agreed syllabus. This group meets about 6 weeks before each full SACRE meeting in order to support SACRE in fulfilling this responsibility.

5. **Those present were:**

Chris Hughes (chair)

Patricia Hannam

Cllr Elaine Still

Justine Ball

Elizabeth Jenkerson

(SACRE Support Officers)

Jeff Williams

Lydia Revett (minute taker)

Apologies

Cllr Chris Donnelley

Rhiannon Love

Alasdair Richardson

6. **Matters discussed:**

The situation following the retirement of County Inspector Adviser RE, History and Philosophy in November, was discussed. Justine Ball is being seconded into the County Inspector/Adviser role and a part time secondary secondee appointment is being made to support secondary RE especially.

SACRE Constitution review: this is in hand and discussion held with the Hampshire Legal team. There is a pause for reflecting now whilst awaiting results of data analysis from the 2021 Census for Hampshire. It is important that SACRE's constitution and membership of Group A takes into account and is informed by the census data, whilst not being exclusively determined by it.

Determinations application update: Correspondence has been received by the Chair of SACRE from the head of the applying school, and a response has been sent.

Hampshire 2022 GCSE Religious studies examinations: Since the full set of data is not available currently a full report on this will be brought to the February meeting of SACRE. However, data available from Ofqual (which includes Southampton and Portsmouth in the Hampshire Data) indicates that Hampshire results will have been above the national. Anecdotal reports from individual heads of RE would seem to show that schools are pleased overall with the results achieved by their students in 2022 examination series.

Living Difference IV update on implementation. Three launch events took place. Including two full day virtual events in November 2021, January 2022, with a further half day 'top-up' event being offered in the early summer of 2022. Altogether almost 400 schools attended over the three events.

All plans are now updated on the Hampshire RE Moodle and Hampshire RE Website which LA schools have access to. This as well as making the necessary adjustments to the Packs sold from the Hampshire RE Curriculum centre has been a huge amount of work.

Ongoing training is being offered to schools through network meetings and 1:1 visits from the inspector/Advisers.

Visits to primary schools from SACRE's primary adviser indicate that some particular aspects of Living Difference IV are requiring additional thought and engagement. For example:

Golden threads

Balance of Abrahamic and Dharmic faiths

Assessment (especially in light of Ofsted's focus on knowledge building blocks)

Conversations with secondary school contacts would indicate that more work is needed regarding the implementation of the golden threads in order to ensure secure progression from KS2 to KS3. Improving primary and secondary transition was the key reason for introducing this innovation into the Living Difference IV syllabus.

Given Ofsted's focus on knowledge, and Living Difference IV's more balanced approach, it was thought that a meeting with the Executive Lead Member for Children's Services could be helpful and SACRE Chair would look into enabling that.

SACRE Monitoring Visits: SACRE has the opportunity to make monitoring visits to schools accompanied by the professional adviser(s). These give an opportunity to SACRE members to see how RE works in action in school as well as for the school to gain professional advice from Advisers.

Reports from Primary and Secondary Ofsted Visits made since the last meeting were considered. Although a number of schools had been inspected in the time frame being considered in this meeting, RE is rarely mentioned. Only one secondary school during this period had had a deep dive for RE. Most Ofsted reports do not mention RE even when there has been discussions with the head of department or subject leader. This continues to be a frustration.

Information gathered from other inspector/Adviser visits.

13 primary schools had requested visits from the Primary Inspector/Adviser during the period covered by this report. All of these would have been funded through the schools Management Partnership arrangements with HIAS. Two very good secondary schools have requested an inspection visit for RE. 4 other secondary schools are receiving on-going support for RE through school improvement service arrangements with HIAS.

Update on teacher vacancies and ITE provision

There is a widely acknowledged crisis in recruitment into Secondary initial Teacher education courses, including RE PGCE courses. As mentioned earlier in this report AULRE are running a series of days to explore this and to ensure there is an increase in applications for 2023/4. In addition ITE institutions have had to apply for reaccreditation, a process which has led institutions to face a great deal of uncertainty. These two factors taken together are serving to make the future supply of teachers for RE and other subjects insufficient for need. This is having a knock-on impact in the capacity of Hampshire Secondary schools to recruit enough specialist RE teachers. There are unfilled vacancies in very good RE departments in Hampshire schools, for posts that were advertised in the summer. This is a cause for grave concern.

Withdrawal from RE survey and monitoring collective worship:

Monitoring Group were reminded that schools in Hampshire and the Isle of Wight are surveyed about their withdrawal statistics every year. This is shortly to be arranged for 2022. Likewise Collective Worship is in the process of being monitored for 2022.

National Project – collecting children’s voices talking about RE:

As highlighted at the 20 July 2022 SACRE meeting, Justine Ball is involved with a national project collecting children’s voices 7 – 11year olds, talking about RE. It was noted that these comments would be brought to the November SACRE meeting, and these are appended at Appendix 1 to this report.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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

| | |
|---|-----------------|
| Section 100 D - Local Government Act 1972 - background documents | |
| <p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p> | |
| <u>Document</u> | <u>Location</u> |
| None | |

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:

Living Difference IV, the locally agreed syllabus for religious education has an interest in equalities at its heart. A high-quality religious education taught according to Living Difference IV seeks to contribute to the elimination of discrimination, harassment and victimisation especially and directly with regard to the protected characteristics of race and religion. Further, through experiencing a high-quality religious education taught according to Living Difference IV there is the intention to mitigate xenophobia of all kinds thus fostering good relations.

Comments made by Primary Children on RE Summer term 2022

Introduction

The Primary RE Adviser participated in a national project which aimed to capture children's comments on RE in their schools. She visited three schools and recorded a small sample of children from year 3 to year 6.

The schools were very different Hampshire primary schools:

2 were large maintained primary schools without a religious focus in towns far away from each other geographically.

1 was a large Church of England primary school in a small town.

All 3 used the Locally Agreed Syllabus, Living Difference IV for their framework for RE and used the cycle of enquiry for teaching.

They spoke about the RE they had done in class, which RE they enjoyed, what they would like more of and what they would say about the value of RE to others. A sample of their comments are provided below.

1. What is RE? All knew it was Religious Education
2. Why do you think it is important?
It tells you about how other people celebrate and believe.
You learn things you wouldn't in other lessons, for example why some people believe in God.
3. Do you have to be religious to enjoy RE?
No, you don't have to believe in God at all, but it helps you understand others who do.
4. Tell me about some RE that you have done this year:
Belonging in Islam, Kingdom of God in Christianity, Holi in Hindu traditions, Angels, Ritual in Islam, Incarnation in Christianity.
5. What did you learn?
We learnt about different concepts.
We learnt about different beliefs and practices, for example we learnt about wudu, Holi, Shabbat.
6. Did you enjoy it? Yes, they enjoyed it and all said they really enjoyed RE.
7. Is there anything you would like to find out about in RE?

Children often spoke about learning more about different religions, for example learning more about Hindu traditions and more about different thoughts about God.

8. Is there anything you would like to do less of in RE? No, the children stated that they really enjoyed all the lessons.

9. What would it be like if no RE was taught in school?
Children's comments varied but for example stated that it wouldn't teach you about different beliefs about God or other religions, that you couldn't understand others and you couldn't learn how to express your own opinions.

10. What can the best teachers of RE do that others cannot?
Go and teach others and spread the news about how to teach RE, be enthusiastic and show others, help children learn through interesting examples.

11. What can you do with a good RE education that you couldn't do otherwise?
Learn about different beliefs and learn about other people's opinions, understand why people celebrate different things.

12. What would you say to a headteacher who did not include RE in their school?
That it isn't fair on the school as the school has been there before you and will be there after you and you cannot just do what you like as a headteacher.

13. How can you help parents learn more about what is taught in RE?
Teach them and show them your work, give them lessons yourself.

How can we share your ideas with others?

Make a ppt presentation, record voices and put on website, help teach others.

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| | |
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| <u>Document</u> | <u>Location</u> |
| None | |

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- 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:

Living Difference IV, the locally agreed syllabus for religious education has an interest in equalities at its heart. A high-quality religious education taught according to Living Difference IV seeks to contribute to the elimination of discrimination, harassment and victimisation especially and directly with regard to the protected characteristics of race and religion. Further, through experiencing a high-quality religious education taught according to Living Difference IV there is the intention to mitigate xenophobia of all kinds thus fostering good relations.

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**HAMPSHIRE
STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2021/22

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 BaccEnglish 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
- SAPERESociety 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 2021/22

Foreword from Chair of SACRE (to be added)

Introduction to the Hampshire Context

Hampshire SACRE is held in high regard locally, regionally, and nationally for the way it functions to support high quality religious education (RE) in Hampshire Schools. Evidence gathered and presented to the monitoring group during this period, reveals that SACRE's support has been most welcome as well as effective during a period of considerable challenge for schools following the recovery beginning following the impact of COVID-19 pandemic.

During this period the adoption and launch of a new locally agreed syllabus, Living Difference IV (LDIV) has taken place. The launch conferences took place virtually. Engagement with the national works of RE has ensured that the innovations present in Living Difference IV are contributing to conversations about the future of the subject in the RE community more widely. Hampshire RE maintains respect as a well-researched, educationally strong approach to religious education.

Senior leadership teams and teachers of RE in Hampshire primary, and secondary and special schools have continued to have access to a high level of quality support and guidance through the period of this report. During this reporting period, considerable amount of this support has resumed face to face following the COVID-19 pandemic. However, some of the training and support offered has remained virtual. One positive outcome of the COVID-19 pandemic has been the capacity to choose the mode of operation and select face to face or virtual meetings to ensure the support is appropriate to the context. Hampshire continues to have two inspector/advisers, part time for RE, available to give professional advice to SACRE. Primary support has increased from three to four days per week during this period in recognition of the increased demand for primary support following the adoption of Living Difference IV. The County Inspector Adviser has continuing to oversee both History and RE with a special focus on secondary RE.

Monitoring in various ways continued to show that RE thrives where support from the senior leadership team for RE is strong.

Management of SACRE

LA support to SACRE has remained constant over the past 13 years. SACRE has been consistently well-supported by an experienced clerk located in democratic services. For the last 11 years this has been the same experienced clerk. SACRE has also over many years been provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2021-22 for SACRE monitoring visits to schools.

Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2021/22 findings have been regularly submitted to the full SACRE at its termly meetings.

Attendance at SACRE by Committee 2021/22

Group A

Faiths represented:

| | |
|---|------------------------|
| Baha'i | Methodist |
| Baptist | Muslim (2) |
| Buddhist | Roman Catholic |
| Church of Jesus Christ of the Latter-Day Saints | Salvation Army |
| Fellowship of Evangelical Churches | Sikh |
| Hindu | Society of Friends |
| Jew | United Reformed Church |

Group B Church of England – 4 members + 1 deputy

Group C – Teachers Liaison Panel (TLP) - 4 members + 2 deputies
This includes representatives from a Sixth Form College, Secondary, Special and Primary Schools and a Head Teacher.

Group D – County Councillors – 4 members + 3 deputies

Co-opted members representing:

Higher Education (2)
Humanist
Academy
School Governors

Attendance

Group A

Nov 2021 – 8/13 – 61.5%
March 2022 – 3/12 – 25%
June 2022 – 6/12 – 50%

Group B

Nov 2021 – 4/4 – 100%
March 2022 – 3/4 - 75%
June 2022 – 2/4 – 50%

Group C

Nov 2021 – 4/4 – 100%
March 2022 – 1/4 – 25%
June 2022 – 3/4 - 75%

Group D

Nov 2021 – 4/4 – 100%

March 2022 – 4/4 – 100%

June 2022 – 3/4 – 75%

Co-opted Members

Nov 2021 – 2/5 – 40%

March 2022 – 2/5 – 40%

June 2022 – 3/5 – 60%

For 2 years SACRE has sought representation from URC and Church of Latter-Day Saints. This year, a vacancy has remained unfilled for a Baptist representative.

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. The launch of Living Difference IV took place during the period covered by this report. SACRE members were encouraged to attend the various launch events in order to gain thorough appreciation of the Locally Agreed Syllabus and to take the opportunity to 'meet' teachers albeit virtually.

SACRE Advice to Statutory Bodies

(a) Adoption and implementation of reviewed Locally Agreed Syllabus: Living Difference IV

The reviewed and revised locally agreed syllabus (Living Difference IV) was adopted at the Agreed Syllabus Conference held in November 2021.

Living Difference IV was launched at a large full day online event in November 2021 attended by subject leaders from over 180 primary and secondary and special schools. Local and national speakers set the syllabus in context and celebrated the research and care that had been undertaken in the revision. A further, replica, launch conference with over 160 delegates took place in January. An additional half day event took place in June and altogether almost 400 schools were able to participate in the launch of Living Difference IV. The conference launch events were designed to ensure teachers were introduced to the essential elements of the new syllabus and were able to begin making the changes to their curriculum for September 2022.

(b) Advice to the Local Authority

SACRE offers advice to the Local Authority regarding religious education. During this period the Agreed Syllabus Conference adopted the revised locally agreed syllabus: Living Difference IV. SACRE Advised the Local Authority that this

syllabus would now be the one to be used in all Hampshire Local Authority Schools.

(c) Advice given to Schools

During this period SACRE has been able to ensure that high quality advice is available to schools in a number of ways.

1. SACRE members have been able to resume face to face visits to primary schools during this period. These visits have been made together with the primary RE Adviser, through LA funding for up to 5 days HIAS Adviser time. Other ways of monitoring virtually have continued for secondary schools. Reports are regularly made to the Monitoring Group which has continued to meet virtually during this period.
2. SACRE officers have continued to work 1:1 with heads of department in secondary schools and subject leaders in primary schools through the Hampshire Inspection and Advisory Service management partnership arrangements. This support has largely resumed as face to face in-school support. However, the option to continue with virtual visits has ensured flexibility following the period where SACRE was living with COVID-19 restrictions. Adviser training in-school to whole school staff meetings, with all teachers and support staff, have resumed in this reporting period as face-to-face sessions.
3. SACRE officers have continued to run secondary and primary network meetings virtually through this period. All these groups are also registered with NATRE. Primary network meetings have resumed as face-to-face meetings, however secondary network meetings have continued in a virtual format. Network meetings play a large part in the implementation of the new locally agreed syllabus Living Difference IV and therefore to the raising of standards in RE across Hampshire schools.
4. Joint primary, secondary and special school conferences took place during this period in the form of large launch conferences for the new locally agreed syllabus Living Difference IV.

(d) 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. The primary adviser has held the position of co-chair of the Association of RE Inspectors, Advisers and Consultants (AREIAC) during this period. SACRE's professional adviser continues to be an elected member of the board of the Religious Education Council (REC) of England and Wales, sitting on the education committee and also took up the role of vice-chair of the Association of University Lecturers in Religious Education (AULRE) during this period

SACRE Monitoring of standards and quality of provision of RE

(a) Public Examinations in 2021

GCSE Full Course Religious Studies. GCSE Religious Studies examinations did not take place in the summer of either 2020 or 2021. Grades were awarded on the basis of teacher assessments and no subject level data was released to local authorities from individual schools during the period covered by this report.

However, in light of data that was available and other conversations with heads of department, SACRE remains concerned about percentage of young people overall across Hampshire who are able to access a GCSE course.

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

KS4: SACRE has sought to reemphasise, through the new locally agreed syllabus Living Difference IV, the significance of high-quality core provision for all young people at this stage of their school career.

Several examples of very good practice in non-examination, core RE courses, taught to all students at KS4 across Hampshire are recognised by SACRE. Workshops were run at the LDIV launch conferences to support schools in the development of such courses. Best practice ensures that young people are taught at the same level of challenge as a GCSE course. The end of year expectations for year 10 and 11 as in LDIV should be used to inform the expectations for the core RE courses at KS4.

SACRE is aware that there remain schools where young people are not able to access their entitlement for RE either in part or at all at KS4. SACRE's monitoring and action during the last few years has had some positive impact in this regard.

During the period of this report, through training available to support the implementation of Living Difference IV, SACRE has been able to ensure more head teachers are aware of their responsibilities and are taking action to improve provision.

Regarding RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 reveals that RE leadership is strong in Hampshire and that RE leaders feel supported by their school leaders. RE leaders were aware of the changes to the locally agreed syllabus and had attended training for this to ensure they were up to date. Planning and delivery of RE followed the locally agreed syllabus and key area going forward were updating school websites and having a focus on assessment in 2022-2023. SACRE is ensuring teachers continue to have access to high quality continuing professional education opportunities offered through HIAS going forward.

(c) The Quality of RE provision in Hampshire schools

Monitoring visits undertaken during this period face to face as well as virtually, together with attendance at Inspector/Advisor courses and RE network meetings and steering groups indicates that most schools are developing their curriculum to ensure compliance 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 and RE tends to be blocked to allow for teaching the cycle of enquiry effectively from one step to another. In the secondary phase time allocation for all pupils at KS3 continues to be good in most schools and was still taught during periods of remote teaching.

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 County Agreed Syllabus. SACRE is aware that many of the young people sitting GCSE examinations in 2020 and 2021 will have experienced some disruption of their GCSE teaching in light of COVID-19. However as far as SACRE is aware all schools will have sought to mitigate this disruption and ensure young people have had access to the appropriate additional support in order to achieve the best outcome in public examinations.

SACRE has continued to monitor the teaching of core RE at KS4. Living Difference IV reemphasises the significance of core RE at KS4 and has sought to offer additional advice and guidance on the development of high quality courses appropriate for this age of young person.

(d) Withdrawal from RE

124 Hampshire schools completed the survey from a range of primary, secondary and special schools. The number of children withdrawn from all or parts of RE and Collective Worship were very low indeed. They were as follows: 0.09% of children from all RE, 0.08% from parts of RE, 0.07% from parts of Collective Worship and 0.2% from all Collective Worship. The reasons were mainly due to parental personal belief.

(e) Complaints about RE

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

(f) Implementation and monitoring of the Agreed Syllabus

Regular training is offered for primary, secondary, and special school Governors (through governor services). During the period of this report such training for governors has been run as part of the implementation programme of Living Difference IV. This has been both as well as senior leaders in schools through other HIAS channels as part of regular school improvement practice, on how to implement the Agreed Syllabus continues. The locally agreed syllabus continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE and reporting to the SACRE.

(g) 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 the County Council, Learning Zone and Hampshire Teaching and Leadership College (HTLC) supported by the Hampshire Inspection and Advisory Service (HIAS) advisers and inspectors. A full programme of in-service training courses has been provided.

Around 52 teachers were booked to attend one of 5 regional groups in 2021/22, which has reduced from the previous year as many attended the launch training for Living Difference IV instead. 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 IV.

Three additional subject knowledge booster webinars on teaching Christianity, Hindu traditions and Islam were run online for primary teachers and run in schools too upon request. Primary and secondary steering groups meet 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.

The numbers of teachers attending the Secondary RE Networks has reduced in 2021/22 as compared to 2020/21. This is thought to have been due to the additional pressures in schools as teaching has resumed fully face to face and GCSE re-emphasised. These meetings have continued as virtual meetings. During this period.

The Secondary RE Conference that would under other circumstances have taken place in October 2021 was replaced by virtual launch conferences for living Difference IV that took place in November 2021 and January 2022.

| 21/22 | Total delegates attended | |
|--|---|--|
| Primary RE Networks - MS TEAMS | | |
| Fareham | 11 | |
| Eastleigh | 13 | |
| Basingstoke | 9 | |
| Winchester | 8 | |
| Aldershot | 11 | |
| Total | 52 | |
| 20/21 | | |
| | Total delegates attended over 3 sessions | |
| Secondary Re Network - MS TEAMS 1 session per term | 39 | |
| Total | 39 | |

| | | |
|--------------------|--------------------------|--|
| 20/21 | Total delegates attended | |
| Collective worship | 17 | |
| Total | 17 | |
| 20/21 | Total delegates attended | |
| RE and New Ofsted | 41 | |
| Total | 41 | |

| | Total delegates attended | |
|--|--------------------------|--|
| Primary RE - Christianity (Webinar) | 6 | |
| Primary RE - Hinduism (Webinar) | 11 | |
| Primary RE - Islam (Webinar) | 6 | |
| Reviewing SMSC Provision - Requirement to Promote Fundamental British Values 20-21 Webinar | 21 | |
| Assessment in Religious Education for the Primary Phase 2020-21 (Webinar) | 22 | |
| How to Manage RE Effectively in KS1 and KS2 2020-21 (Webinar) | 18 | |
| Using Understanding Christianity with Living Difference III 2020-21 (Webinar) | 23 | |
| Living Difference IV Launch Conference November 2021 | @200 Cross phase | |
| Living Difference IV Launch Conference January 2022 | @200 Cross phase | |
| Living Difference IV Launch 'Catch-up' Webinar Summer 2022 | @50 Cross Phase | |

The RE Moodle is offered to schools through Hampshire Inspection and Advisory Service and is an online 'platform' where materials written by SACRE Advisers and the RE steering groups can be made available to teachers. This is in addition to the opportunity teachers have to access materials for teaching Living Difference IV 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 2021/22 there were 377 subscribers to the Centre including some schools from other local authorities. The RE centre is used by teachers and others for viewing and loaning resources. In addition the centre is available for use as a meeting place for planning, consultations, and training and as a source for inspiration and information.

For many years the Centre has been housed in the same building in the Falcon House site and in the same space as the County History Curriculum Centre. Both centres have been able to provide a streamlined service to schools and opportunity for wider dissemination of information between the different users of the centres.

During the period of this report the centers moved into a new shared space on the same Falcon House site. Whilst presenting considerable logistical challenges, the move has also given an opportunity for reviewing the library materials available for teachers to view and has also created some new meeting spaces. The History and RE Curriculum Centers now share a location with the Maths and Rights and Diversity Education (RADE) centres. This has further optimized the possibility of wider collaboration and dissemination across all four centers.

The RE Curriculum centre has continued to be open for business and remain active throughout the period of this report, loaning artefact boxes as well as selling packs.

In light of SACRE adopting Living Difference IV as the locally agreed syllabus, considerable time has had to be given to making adjustments to all packs are available for purchase through the RE Centre. These continue to be very popular with schools and therefore the adjustments have made a great deal of work. The Centre Manager, Lydia Revett, has undertaken a considerable amount of this adjustment whilst continuing to market a wide range of artefact boxes which are loaned to schools. The increased interest in resources for RE that has come about as a result of the launch of Living difference IV has resulted in considerable increase to the RE Centre's income during this period. As a result, there is an opportunity for continued investment and updating of resources.

Lydia Revett continues to be available to offer guidance and to direct teachers the latest materials to ensure the thorough implementation of Living Difference IV, and in other ways support the SACRE in securing high quality RE across Hampshire.

Separate curriculum updates for Primary and Secondary schools continue to be made available to schools through subscription, twice each year. These have been an important part of ensuring the important messages regarding implementation of Living Difference IV have been received by schools. In general, these are received electronically into schools, however a hard copy version is available to schools at an additional cost.

In the period covered by this report, SACRE advisers have spent a great deal of time, together with the RE Centre manager, updating materials on the Hampshire RE Moodle 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 IV as well as other matters in relation to national concerns regarding moving to teaching of religion and worldviews. Teachers continue to express the value of these newsletters during this period.

SACRE professional advisors are closely involved with national RE work including as elected representative on the board of the Religious Education Council (REC) as well as executives of AREIAC (as co-chair) and AULRE (as vice-chair).

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

During the period of this report, and commencing in September 2021, one Hampshire secondary teacher participated in the Stage 1 and another Hampshire secondary teacher participated in the Stage 2 national RE leadership programme. This project is supported by the Culham St Gabriel's Trust. Both teachers are part of the Hampshire Secondary RE Steering group, have experience of being involved with RE research and have regularly presented at Hampshire RE Conferences and elsewhere. Beginning in September 2022, two further Hampshire teachers have been accepted into the Stage 1 national RE leadership programme. One is a secondary RE leader and the other is a primary RE leader from a Hampshire Special School.

The County Inspector/Adviser and Primary Adviser maintain good contacts with local and regional initial teacher education providers who are training new specialist RE teachers. Numbers of students on PGCE courses in the region have dipped greatly during this period. The Bursary that has been available for studying RS PGCE was withdrawn. The reduced numbers of new teachers available to join the teaching profession in Hampshire is a cause for grave concern.

Secondary NQT programme has been replaced with a new Initiative called the Early Career Teacher (ECT) programme. This is a two-year programme which involves independent contractors. Hampshire Inspection and Advisory Service is able to offer the subject level education for new teachers. In 2022 there were 7 teachers from a variety of schools who attended the 1 face to face and 2 virtual half day sessions. Time will tell whether this new programme has the desired impact of retaining more teachers. SACRE has always been pleased to ensure there is high quality training for new teachers in the Locally Agreed Syllabus who are then prepared later to teach and take up RE leadership in the county.

Youth Voice to SACRE: due the impact of the COVID-19 pandemic on schools SACRE's secondary school Youth Voice group was not able to meet during the period of this report. Youth Voice to SACRE continues to be important to SACRE and prior to the COVID-19 pandemic has been meeting once each term since September 2013. SACRE members have played an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings and supporting an annual SACRE Youth Voice conference in July each year. It is hoped this work of SACRE will resume in 2022/23.

SACRE Primary Youth Voice has been active in the period of this report. SACRE's primary adviser has participated in a national Youth Voice project led by

AREIAC, capturing the voices of children in a small number of primary schools about the importance of RE.

South Central SACRE hub: Hampshire SACRE has offered leadership to chairs and professional advisers of neighbouring SACREs for around 10 years. During the period of this report the hub has continued to meet virtually with around 10 SACREs attending regularly, discussing key national issues for RE and their implication for the local SACREs in addition to giving support on particular local issues. During this period several SACREs have either been reviewing their locally agreed syllabus or making plans to do so. This forum has offered an important place to discuss shared issues. Other matters discussed have been the Ofsted Research review published in May 2021 and diversity in RE.

SACRE Monitoring of standards and quality of provision of Collective worship

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

SACRE gathers evidence about collective worship in Hampshire 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 (when available)
- reports from Ofsted secondary school visits mentioning RE

SACRE's monitoring of Collective Worship reveals that compliance with legal requirements in primary schools continues to be good. However, constraints on space in secondary schools is frequently cited as a reason for poor compliance with legal requirements in secondary schools. An action point to support Collective Worship in Secondary schools has been included in SACRE's 3-Year Action Plan: 2021-2024.

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.

(c) Applications for Determinations regarding the character of Collective Worship

One application for a Determination regarding the character of Collective Worship was received during this period.

Contribution of SACRE to the wider Local Authority agenda

SACRE's contribution to other agendas

In the period of this report SACRE's professional advisers have been active in responding to the climate crisis through interdisciplinary projects. In addition, some materials have been developed to enable children and young people explore issues through the lens of those of faith. SACRE Inspector/Advisers continue to be involved in the training of teachers, senior leaders, and governors in relation to raising awareness of extremism. SACRE's advisers have also been able to run training for governors in relation to the contribution of religious education to the promotion of children and young people's spiritual moral and social development (SMSC). All of this is contextualised into the Hampshire local context. Further all these matters are explored in such a as to be appreciated in relation to the UN Convention on the Rights of the Child. Training that has been run for head teachers in relation to Living Difference IV has also ensured that the place of RE in the whole school curriculum is well understood by school leaders.

All training for school leaders and school governors gives an opportunity to make sure ensure school leaders and managers of Hampshire schools are aware of what RE, through the approach in Living Difference IV, 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, it seeks, by taking care that SACRE membership reflects the diversity of the local community and, where possible, by developing close links with faith communities represented on SACRE.

Through the work of SACRE's professional advisers (HIAS Inspector/Advisers), communication is maintained between SACRE and Hampshire's Ethnic Minority and Travellers Achievement Service (EMTAS) as well as those developing the Rights Respecting Education work across the county. SACRE is able to be aware of issues arising in the county and ensure religious education is relevant and responsive and a range of school contexts.

Conclusion

SACRE's three-year development plan for 2021-2024 has been regularly considered at SACRE Monitoring group meetings as well as by full SACRE (attached to this report: see Appendix 1). The development plan aims to ensure that SACRE is able to continue to meet its responsibilities. The focus of the year covered by this report has been to ensure SACRE is able to monitor the implementation as well as the effectiveness of the locally agreed syllabus *Living Difference IV*.

Hampshire SACRE is fortunate to have the continued support of the Local Authority, and this is a key part of ensuring an effective SACRE. This is evidenced in a number of practical ways, including funding Monitoring visits and in ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

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DRAFT Not For Circulation.**Hampshire SACRE 3 year Action Plan for academic years 2021/22, 2022/23 & 2023/24 (Draft)**

The purpose of this Action Plan is to support SACRE in fulfilling its statutory duties.

Action plan agreed at full SACRE meeting in November 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 |
|-----------|---|---|--|---|-----------------------|
| 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 | Green |
| 1.2 | Representative appointments to all four Groups of SACRE to be in place | County Inspector Adviser and SACRE Clerk | In line with County Council Cycle and when otherwise necessary | For Hampshire SACRE to be effective | Orange |
| 1.3 | Regular training offered to new SACRE members | County Inspector Adviser(s) | Once each year | For Hampshire SACRE to be effective | Green |
| 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 | Green |
| 1.5 | SACRE Support South Central SACRE RE Hub | County Inspector/Adviser (s) and SACRE Chair and Vice Chair and other | Two - three meetings each year | For Hampshire SACRE to be effective and offer leadership to other SACREs in the region. | Green |

| | | | | | |
|-----------|--|--|---|--|--|
| | | interested SACRE members | | | |
| 1.6 | SACRE should review its constitution in the life of this Action Plan together with Hampshire Legal Services | | 2022 | For the constitutional review to have been completed | |
| 2. | Implementation of Locally Agreed Syllabus: Living Difference IV | | | | |
| 2.1 | Agreed Syllabus conference to adopt Living Difference IV in November 2021 | Professional Advisers to SACRE | November 2021 | For living difference IV to have been adopted | |
| 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 | SACRE Advisers together with Hampshire Governor Services | Completed February 2022 | Training to have taken place | |
| 2.4 | Training in Living Difference IV to take place for Secondary and Primary head teachers at regular briefing sessions | SACRE Advisers | February 2022 and thereafter as part of a rolling programme | Training to be taking place | |
| 2.5 | Working together with Adviser to London Boroughs who have adopted Living Difference IV with a view to readoption | SACRE Advisers | Spring 2022 and ongoing | For this to be taking place | |
| 2.6 | Research/ collate data in relation to implementation of LDIV, including | SACRE Advisers | Spring 2022 and ongoing | For research data in relation to implementation | |

| | | | | | |
|-----------|--|---|----------------|--|--|
| | religions studied and KS2/3 transition | | | to be consistently being gathered | |
| 3. | Monitoring the effectiveness of Locally Agreed Syllabus: Living Difference IV | | | | |
| 3.1 | Monitoring Group to meet once each term and reporting to full SACRE through SACRE reports through: | SACRE Monitoring group and RE Inspector Advisers | Once each term | For Hampshire SACRE to be effective | |
| 3.1.2 | Monitoring visits (virtual and face to face) to take place in schools. Relevant findings to be applied to future visits and professional education | SACRE Monitoring group and RE Inspector Advisers | 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 Secondary RE 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 Secondary 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 RE 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 + 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 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 |
| 4. | Meeting Training Needs of Hampshire teachers and school leaders | | | | |
| 4.1 | Review training offer in light of Living Difference IV | Hampshire RE Inspector/Advisers | July 2021 | Identify gaps in current training provision | |
| 4.2 | Audit current training provision across partner SACREs | Hampshire 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 | Hampshire 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 e.g. in London</i>) | Hampshire RE Inspector/Advisers | Ongoing | CPD available to ensure effective implementation of <i>Living Difference III</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 | Hampshire RE Inspector/Advisers + | Ongoing | For this to be taking place | |

| | | | | | |
|------------|--|---|-------------------------------|---|------------------------------|
| | regarding <i>Living Difference IV</i> across the Local Authorities | HIAS School Improvement leaders | | | |
| 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 | Hampshire RE Inspector/Advisers + Other school improvement colleagues in the respective authorities | Ongoing | For this to be taking place | |
| 4.7 | Adapt training offer to ensure thorough implementation of Living Difference IV across Authorities using Living Difference IIV (e.g. in London) | Hampshire RE Advisers | During academic year 2023/24 | For this to be taking place | |
| 4.8 | In the case of Academies in Hampshire: They're encouraged to use the syllabus and access training. However the integrity of Living Difference is not compromised | Hampshire RE Advisers | Ongoing | For constructive conversations to be taking place with Multi Academy Chains operational within the area of Hampshire and other authorities using LDIV | |
| 4.9 | Actively look to ways to increase engagement from schools who have had limited engagement with primary training on LDIV | | | | |
| No. | Actions | Who | Target completion date | Intended outcomes | Status and RAG rating |
| 5. | Resourcing Living Difference IV | | | | |

| | | | | | |
|-----------|---|--|----------------|---|--|
| 5.1 | Audit existing publications identifying need for new publications | Hampshire RE Inspector/Advisers together with Hampshire RE Curriculum Centre manager and SACRE members where appropriate | ongoing | Relevant publications available for teachers using Living Difference III | |
| 6. | SACRE Youth Voice | | | | |
| 6.1 | Meet once each term | County Inspector Adviser | Once each term | For the meetings to take place | |
| 6.2 | Annual Summer Youth Voice Conference | County Inspector Adviser | July each year | For the conference to happen and be reviewed/evaluated | |
| 6.3 | Link more secondary schools with their primary clusters for listening to Young People's views on religious education in particular localities | HIAS RE Advisers | Ongoing | For this to be taking place in several areas of the authority in the lifetime of the syllabus | |
| 7. | Collective Worship | | | | |
| 7.1 | For monitoring of the provision for Collective Worship to be taking place in secondary schools | HIAS RE Advisers | Ongoing | During the three-year period for information to be gathered to inform SACRE of the picture for Collective worship across Hampshire Secondary Schools. | |

| | | | | | |
|-----|---|------------------|---------|---|--|
| 7.2 | For monitoring of the provision for Collective Worship to be taking place in primary schools | HIAS RE Advisers | Ongoing | During the three-year period for information to be gathered to inform SACRE of the picture for Collective worship across Hampshire Primary Schools. | |
| 7.3 | For training to be provided for both primary and secondary school leaders on Collective Worship | HIAS RE Advisers | Ongoing | For training to be offered and for uptake to be good. | |

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HAMPSHIRE COUNTY COUNCIL

Report

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|-------------------------|---|
| Committee/Panel: | Standing Advisory Council for Religious Education |
| Date: | 1 November 2022 |
| Title: | Key National and Local RE Matters |
| Report From: | Director of Children' Services |

Contact name: Patricia Hannam

Tel:

Email:

Purpose of this Report

1. The purpose of this report is to enable SACRE to consider key RE developments, nationally and locally not mentioned elsewhere in this agenda

Recommendation(s)

2. That SACRE notes the report

Executive Summary

3. This report seeks to update and inform SACRE of key national development, for example the work of the Religious Education Council (REC) and NASACRE as well as the Association of University Lecturers in Religious Education (AULRE) and initiatives being led by the Culham St Gabriel's Trust

Contextual information

4. This is a time of much activity in the national RE world in part a response to the current situation in education in England as well as in particular actions that have taken place as a consequence of the Commission on Religious Education (CoRE) final report that was published in 2018.

All national matters mentioned below have an important impact locally.

5. **Culham St Gabriel's Trust initiatives:** Hampshire colleagues have been and continue to be involved in several initiatives that are being funded by the

Culham St Gabriel's trust; the largest grant giving body supporting religious education [Homepage - Culham St Gabriel's \(cstg.org.uk\)](http://cstg.org.uk) .

These include:

- (i) ReXchange2 Conference on 7/8 October: SACREs primary and secondary advisers are both involved with giving presentations at this large virtual conference, as are several Hampshire RE teachers.
- (ii) The National RE Leadership programme: Two Hampshire Secondary teachers were involved in the programme in 2021/22 and two further Hampshire teachers one secondary and one from special education context are involved in 2022/23. SACRE's primary adviser is involved on the national team leading this program.
- (iii) The National RE Ambassador project: SACREs secondary adviser is on the national management team for this initiative and SACRE's primary adviser is a south-central region ambassador.
- (iv) The National Mentoring scheme: SACREs primary adviser is involved in the management of this project.
- (v) REONLINE: a significant website for teachers offering among other things support for subject knowledge enhancement: [Home - RE:ONLINE \(reonline.org.uk\)](http://reonline.org.uk)

6. **Religious Education Council (REC)** is an umbrella body made up of members from many organisations in England and Wales with an interested position in relation to RE. The REC managed the research and is taking a lead on implementing the various recommendations following the Commission on RE (CoRE) final report.

A particular recommendation in the CoRE report was to change the name of RE to Religion and Worldviews Education. The REC has sourced funding which has led to the publication of [REC Draft Handbook Religion and Worldviews in the Classroom: developing a worldviews approach \(religiouseducationcouncil.org.uk\)](http://religiouseducationcouncil.org.uk)

7. **Association of University Lecturers in Religious Education (AULRE)** has been taking a lead on the matter of issues in relation to Secondary Initial Teacher Education (ITE). Funding has been given by Culham St Gabriel's Trust for a series of 3 meetings with leaders of Re Initial Teacher Education programmes. Recruitment for 2022/23 was considerably reduced and efforts are being made to ensure increased recruitment for 2023/24 intake. There is recognition that there are national issues that are leading to this situation and these also need addressing, for example into the reaccreditation of ITE provision in Universities.

8. **National Association of SACREs (NASACRE).** NASACRE is the national body representing and leading on SACREs interests. A regular newsletter is circulated to SACRE members through their SACRE. In addition, a series of training sessions are offered for SACRE members to attend. SACRE members have been circulated this information. All SACRE members are invited to consider attending.

The NASACRE Annual Conference and AGM will be held on 22 May 2023. SACRE members are invited to consider whether they would like to attend. Hampshire SACRE can send 2 delegates to this conference which will be held in London in 2023.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

| | |
|---|-----------------|
| Hampshire maintains strong and sustainable economic growth and prosperity: | yes |
| People in Hampshire live safe, healthy and independent lives: | yes |
| People in Hampshire enjoy a rich and diverse environment: | yes |
| People in Hampshire enjoy being part of strong, inclusive communities: | yes |
| Section 100 D - Local Government Act 1972 - background documents | |
| <p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p> | |
| <u>Document</u> | <u>Location</u> |
| None | |

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:

Living Difference IV, the locally agreed syllabus for religious education has an interest in equalities at its heart. A high-quality religious education taught according to Living Difference IV seeks to contribute to the elimination of discrimination, harassment and victimisation especially and directly with regard to the protected characteristics of race and religion. Further, through experiencing a high-quality religious education taught according to Living Difference IV there is the intention to mitigate xenophobia of all kinds thus fostering good relations.

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