



**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.