

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Standing Advisory Council for Religious Education
Date:	6 June 2023
Title:	Key National and Local RE Matters
Report From:	Director of Childrens' Services

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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 the Standing Advisory Council for Religious Education 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. Culham St Gabriel's Trust initiatives:
5. Hampshire SACRE members will be interested 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://Homepage - Culham St Gabriel's (cstg.org.uk)). These include:
 - Regular promotion of a national teacher recruitment campaign for RE. Further information on the campaign can be found below: [New RE teacher recruitment campaign kicks off as popular GCSE subject faces staff shortage - Culham St Gabriel's \(cstg.org.uk\)](#)
 - Virtual RE courses that are free to all on different aspects of RE. These are especially useful to new teachers, those teaching with no background in RE and those simply wishing to know more about the current world of RE. These can be found here: [E Learning - Culham St Gabriel's \(cstg.org.uk\)](#)

- One of the Hampshire teachers on the national RE Leadership Programme, Matt Pitcher, has written an article on the courses for Secondary RE News and this is enclosed as Appendix A to this report for SACRE members to read.
6. RE Hubs – a national update: [Explore RE in your Region \(re-hubs.uk\)](https://re-hubs.uk)
 7. This project was introduced to the SACRE last term and the website for this has just been launched. On the page for the South East, the link is given for the Portsmouth Directory of Places of Worship, together with details of all of our Hampshire primary and secondary CPD for teachers and speakers in our local area. There is the potential for a wide range of resources to be uploaded onto the website, which will be of real interest and use to the SACRE and to Hampshire teachers, including information on further places of worship across Hampshire.
 8. Sacred Texts British Library: The British Library have produced a series of resources for teachers at Key Stage 2 on a range of different religions with advice included. The resources can be accessed here: [Discovering Sacred Texts: Key Stage 2 teaching resources | The British Library \(bl.uk\)](https://www.bl.uk/learning/religious-education/resources)
 9. The Association of University Lecturers in Religious Education (AULRE) is still leading on issues in relation to the shortages in Secondary Initial Teacher Education (ITE) and the Secondary Teaching and Learning Adviser attended their national conference recently and has since spoken on this topic nationally.
 10. AULRE, in association with Culham St Gabriel's, ran a second teacher recruitment webinar on 5/6/23. This included speakers from across the RE community from university providers to current teachers, advisors and RE ECT's. Although less well attended than the first it is an example of continuing ways the RE community is working together to promote recruitment.
 11. 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 are invited to note the last in series of training events this year and to contact the SACRE clerk if they wish to attend: 26 June 7-8.30 pm So you've joined your local SACRE.

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				
<p>Section 100 D - Local Government Act 1972 - background documents</p> <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> <table border="0"> <thead> <tr> <th><u>Document</u></th> <th><u>Location</u></th> </tr> </thead> <tbody> <tr> <td>None</td> <td></td> </tr> </tbody> </table>		<u>Document</u>	<u>Location</u>	None	
<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.