



**HAMPSHIRE  
STANDING ADVISORY COUNCIL FOR  
RELIGIOUS EDUCATION**

**ANNUAL REPORT 2022/23**

# Glossary of Terms

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

# HAMPSHIRE SACRE ANNUAL REPORT 2022/23

## Introduction from Chair of SACRE

I am writing this report after my first full year as Chairman of Hampshire SACRE. I am delighted to present in this annual report the achievements and other activities of SACRE that have taken place in the last year.

The key activity in the last year has been the work monitoring the RE syllabus and reviewing the SACRE constitution with the help of a task and finish group. I am grateful to all the SACRE members, teachers and our SACRE Advisers who have contributed to the work of the SACRE. In particular, I would like to thank those who have left during this reporting period; Sue Butler for her work over many years as a clerk to the SACRE, Jackie Taylor who took over briefly as SACRE clerk and Patricia Hannam for her comprehensive work as SACRE adviser to Hampshire over many years too. We wish them both a long and happy retirement. We also said farewell to our Hindu representative Sushma Sahajpal and thanked her for all her years of service to the SACRE.

During this year we have welcomed Justine Ball as the County Inspector for RE and History who for many years was the Primary RE Adviser to the SACRE and Chris May, who is the Secondary Teaching and Learning Adviser for Hampshire. We have also welcomed Adam Mori as our Clerk to the SACRE.

I am greatly encouraged by the commitment to Religious Education across the county of Hampshire. Meetings are well attended, and I have been impressed at how all members are focused on ensuring all Hampshire children and young people have access to the best advice and support for religious education possible, regardless of where they go to school.

SACRE Monitoring Group meets once each term some weeks before the full SACRE. This detailed reflection on religious education ensures SACRE is well prepared to make decisions regarding provision of training and other issues. SACRE is well served by experienced Clerks based in democratic services and HIAS professional advisers ensure SACRE is informed and up to date about all issues concerning religious education locally and nationally. I am grateful for the work and dedication of all colleagues, and how all together we ensure high quality religious education in Hampshire.

Councillor Elaine Still

# 1. Overview of 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.

During this period training and advice has been given to schools to support the implementation of the locally agreed syllabus, Living Difference IV, revised in 2021. Engagement with the national world 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, 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, the training and support that has been offered to schools has been both face to face and virtually with a mix of times to suit teacher availability, including many twilight sessions. Hampshire continues to have advisers, part time for RE, available to give professional advice to SACRE. The County Inspector/Adviser has continued to oversee both History and RE with a special focus on Primary RE.

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

## 2. SACRE Advice to Statutory Bodies

### **Implementation of reviewed Locally Agreed Syllabus: Living Difference IV**

The locally agreed syllabus (Living Difference IV) was adopted at the Agreed Syllabus Conference held in November 2021. During this period of reporting, the SACRE has provided advice on the implementation of the syllabus to the Local Authority. It has been able to ensure that high quality advice is available to schools in a number of ways:

1. SACRE officers have made face to face visits to a small selection of primary and secondary schools during this period. These visits have been completed with LA funding for HIAS Adviser time. Reports on these visits are regularly made to the Monitoring Group, which has continued to meet each term during this period.
2. SACRE officers have continued to work one to one with heads of department in secondary schools and subject leaders in primary schools through the Hampshire Inspection and Advisory Service management partnership arrangements. This has been combined with adviser training in-school at whole school staff meetings, with all teachers and support staff.
3. SACRE officers have continued to run termly secondary and primary network meetings through this period. All these groups are also registered

with NATRE. 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. A Joint primary, secondary and special school conference took place during this period in the Autumn term and workshops were provided by SACRE members and members of the primary and secondary RE steering groups.
5. SACRE officers have worked with both primary and secondary steering groups during the year to advise and support fellow teachers. Some members of these steering groups are also on the SACRE and are able to feedback to the SACRE through the year.

### **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 RE. The County Inspector/Adviser has been a member of the Executive Committee of the Association of RE Inspectors, Advisers and Consultants (AREIAC) during this period, having previously been its Co-chair. The Secondary RE Adviser is a member of Association of University Lecturers of RE and presented at their national conference in the summer term.

Both SACRE advisers were also involved in giving presentations at the bi-annual REXchange large virtual conference, as were several Hampshire RE teachers.

The County Inspector/Adviser is the South East leader for the RE Hubs national project and as such, has kept the SACRE updated on its work throughout the year.

## **3 SACRE Monitoring of standards and quality of provision of RE**

### **(a) Public Examinations in 2022**

#### **GCSE Full Course Religious Studies.**

The Secondary RE adviser advised the SACRE that in 2022 there was a 9% drop in entries since 2019, which was disappointing after holding steady in recent years. The Hampshire results were in line with national figures and 3% higher than national at the top end of results. The SACRE were advised that a focus for the secondary RE adviser would be supporting schools to enable students at risk of disadvantage to achieve better. Actions arising included:

- Network meetings with a particular focus on priority groups and sharing examples of good practice.
- Using the secondary RE steering group to discuss and agree the best ways to share examples of good practice.
- Offering Specific CPD eg teaching disadvantaged students course in autumn term.

- Contacting schools where data shows greater success with target groups and share practice more widely.
- Conducting a survey on GCSE entries including KS4 provision where GCSE is not offered.
- Working collaboratively with other HIAS subject inspectors to target priority groups.

## **(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. SACRE remains concerned about the percentage of young people overall across Hampshire who are able to access a GCSE course. This concern is shared in training provided for teachers, senior leaders and governors as well as key messages shared with other Inspectors and Advisers.

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 areas noted for development were updating school websites and having a focus on implementing the golden threads from the syllabus in the RE curriculum and assessment.

## **(c) The Quality of RE provision in Hampshire schools**

Monitoring visits undertaken during this period, together with attendance at Inspector/Advisor courses, 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 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**

The SACRE were informed about the annual survey to schools regarding withdrawal from RE and Collective Worship. 108 schools responded from a range

of primary, secondary and special schools. The figures for withdrawal were very, very low as follows:

- Children withdrawn from all of taught RE: 22 children out of the children in the responding schools
- Children withdrawn from parts of RE: 38 children

The reasons given were the religion of the family and bereavement. The survey also asked schools for feedback on the support offered to them and training needs going forward. Schools asked for further advice on assemblies, golden threads and more subject specific training, especially on Christianity and Buddhism. All the comments were positive on support from HIAS and Diocese. These areas have been a focus in network and conference sessions to support teacher needs and a focus in planning resources for the free to access RE Moodle.

### **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 teachers, senior leaders, school governors and speakers for RE on the Locally Agreed Syllabus. The 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 offer 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.

143 teachers were booked to attend one of 5 primary and a secondary group in 2022/23. The regional nature of primary network meetings ensures opportunities are available for Religious Education subject leaders to be well-prepared by SACRE Advisers to teach Living Difference IV.

An additional subject knowledge booster webinar on teaching Hindu traditions was run online for primary teachers and run in schools too upon request. Primary and secondary steering groups met 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.

A cross phase RE Conference took place in October 2022 with delegates from a range of primary, secondary and special schools in attendance. Members of both the primary and secondary steering groups were present and many ran workshops and presentations with fellow teachers.

A summary of the RE CPD on offer to teachers is here:

<b>22/23</b>	<b>Total delegates attended</b>
Primary RE Networks	
Fareham	34
Eastleigh	34
Basingstoke	17
Winchester/Teams	27
Aldershot	14
<b>Total</b>	<b>126</b>
<b>22/23</b>	
	<b>Total delegates attended over 3 sessions</b>
Secondary RE Network - MS TEAMS 1 session per term	17
<b>Total</b>	<b>17</b>
<b>22/23</b>	
	<b>Total delegates attended</b>
Collective Worship	20
<b>Total</b>	<b>20</b>
<b>22/23</b>	
	<b>Total delegates attended</b>
RE and New Ofsted	9
<b>Total</b>	<b>9</b>

	<b>Total delegates attended</b>
Primary RE - Hinduism (Webinar)	6
Reviewing SMSC Provision - 22-23 Webinar	



Assessment in Religious Education for the Primary Phase 2022-23	26
How to Manage RE Effectively in KS1 and KS2 2022-23	18
Using Understanding Christianity with Living Difference III 2020-21 (Webinar)	23
RE Conference 2022	62

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** continued to support the work of teachers across Hampshire and the Isle of Wight. During the academic year 2022/23 there were 388 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. The History and RE Curriculum Centres 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 been very active throughout the period of this report, loaning artefact boxes as well as selling packs. The Centre Manager has continued to be available to offer guidance and to direct teachers to 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. At the end of this reporting period, the Centre Manager retired and an experienced colleague has taken over the role, ensuring continuity for teachers.

**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.

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

During the period of this report, and commencing in September 2022, two Hampshire secondary teachers participated in the Stage 1 National RE

leadership programme. This project is supported by the Culham St Gabriel's Trust. Both teachers are part of the Hampshire Primary and Secondary RE Steering groups, have experience of being involved with RE research and have regularly presented at Hampshire RE Conferences and elsewhere. SACRE received a presentation from the teachers at the end of their programme to update the on the programme and how it benefited their teaching and advising of RE.

The County Inspector/Adviser and Secondary Adviser maintain good contacts with Winchester University Teacher Training departments. Both programme managers are members of the SACRE and report regularly on areas to do with teacher training. SACRE continued to monitor recruitment in this period, since ensuring specialist RE teachers are in post in secondary schools and well qualified informed teachers appointed into primary schools is essential. SACRE remains concerned that recruitment nationally for RS teachers 2022/23 was considerably reduced and recognises that locally efforts are being made to ensure increased recruitment for 2023/24 intake. The SACRE has been made aware through the year 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.

Support continues to be offered to new teachers as well as continuing development of expertise through the whole of a teacher's career. In this way SACRE ensures there are always teachers experienced with the Locally Agreed Syllabus ready to teach and take up RE leadership in the county.

**Youth Voice to SACRE:** In this reporting period, both SACRE advisers have been involved in a cross phase, cross curricular environment project with a selection of young people from across Hampshire schools. A workshop was held with all the children on the environment and RE and feedback was very positive. It is intended to develop further youth voice work with SACRE next academic year.

In the summer term of 2022, the County Inspector/Adviser was involved with a national project collecting children's voices 7 – 11 year olds, talking about their RE experience. The many positive comments from the children were brought back to the Autumn SACRE meeting and informed the SACRE about the RE going on in their schools.

**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 monitoring of RE by SACRE's and diversity in RE.

## **5 SACRE Monitoring of standards and quality of provision of Collective Worship**

### **Compliance with statutory requirement and the quality of collective worship**

SACRE has gathered evidence about Collective Worship in Hampshire from various sources including: -

- Work with secondary and primary networks
- Collective Worship professional education course for teachers
- Reports provided by the county RE Inspectors in relation to their work with schools
- reports from Ofsted secondary school visits mentioning Collective Worship

In the survey regarding withdrawal from RE and Collective Worship, the numbers of children withdrawn from Collective Worship were very, very low as follows:

Children withdrawn from all of collective worship: 16 children from the schools who responded to the survey.

Children withdrawn from parts of collective worship: 38 children from the schools who responded to the survey.

The reasons given were the religion or belief of the family.

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 continues to be included in SACRE's 3-Year Action Plan: 2021-2024.

Advice on Collective Worship is offered to schools on the RE Curriculum Site and through the Collective Worship pack available from the County Religious Education Curriculum Centre.

### **Complaints about Collective Worship**

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

### **Applications for Determinations regarding the character of Collective Worship**

There were no applications for a Determination regarding the character of Collective Worship during this period.

## **6 Management of SACRE**

LA support to SACRE has remained constant over the past 13 years. In the summer of 2022, the long standing SACRE clerk retired and the SACRE would like to take this opportunity to thank her for her dedicated contribution to the SACRE over many years. The SACRE has continued to be well supported by

Democratic Services and there have been two SACRE clerks in post during this reporting period.

SACRE has also over many years been provided with inspector time for the support of its activities. Additional funding of Inspector days continued in 2022-23 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 2022/23 findings have been regularly submitted to the full SACRE at its termly meetings.

In this reporting period, the SACRE appointed a Task and Finish Working Group as a sub-committee of SACRE to review the current Constitution for SACRE in line with all relevant legislation, in particular the Education Act 1996, Sections 390-397. This was a significant piece of work in partnership with Democratic Services and the Hampshire Legal Services and the constitution was adopted in July 2023.

## **Attendance at SACRE by Committee 2022/23**

### **Group A**

Faiths represented:

Baha'i	Methodist
Buddhist	Muslim (2)
Salvation Army	Roman Catholic
Fellowship of Evangelical Churches	Sikh
Jewish	Society of Friends

**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

### Autumn - November 2022

Group A = 73%	8/11
Group B = 100%	4/4
Group C = 75%	3/4
Group D = 75%	3/4

### Spring - February 2023

Group A = 18%	2/11
Group B = 100%	4/4
Group C = 100%	4/4
Group D = 75%	3/4

### Summer - July 2023

Group A = 30%	3/10
Group B = 50%	2/4
Group C = 50%	2/4
Group D = 100%	4/4

### Co-opted Members

Nov 2022 – 3/5 – 60%

March 2023 – 3/5 – 60%

July 2023 – 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 and Hindu 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.

## **7 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. 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 way 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.

## **Summary**

SACRE's three-year development plan for 2021-2024 has been 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.