

3. Key issues

3.1. Implementation of the new Agreed Syllabus, Living Difference III (LDIII)

3.1.1 Training : representatives from around 100 schools have taken part in half day *Senior Leadership Briefing Courses* run through Hampshire Teaching and Leadership College. These courses will continue and have been prioritised. Training for governors in their statutory responsibilities for RE and introducing the new syllabus, run through governor services, is taking place through 2017/18. We intend that this will lead to further whole school governor training. About 100 primary teachers have received half day or full day training in LDIII in addition to the 7 LA and 6 church network meetings that have met since the launch.

3.1.2 Linking with Understanding Christianity Understanding Christianity (UC) is a resource developed for The Church of England, intended to support the teaching of Christianity meeting needs identified in the 2014 report "Making a difference". The RE team together with Church of England Schools advisers are undertaking a research project bringing LDIII together with the UC materials.

3.1.3 Other projects In a collaboration between HIAS and Professor Gert Biesta, Director of Research at Brunel University London, an academic seminar exploring some of the key issues raised in LDIII is taking place in the beginning of October. An successful application to the Culham st Gabriels' Trust is supporting this venture. An edited volume of the papers presented will be published following the seminar. Further dissemination will be made at the Secondary RE Conference on 13th October. A further bid for a longitudinal study into the impact of LDIII on standards in RE, especially for more vulnerable children is also being put together.

3.2. Ofsted Reports: Extracts from several Ofsted reports where religious education had been mentioned were discussed. In general religious education is only being mentioned in relation to a school's promotion of children and young people's spiritual, moral, social and cultural (SMSC) development or the way in which a school is preparing children for life in modern Britain. The Hampshire SMSC audit tool has recently been updated to bring in line with the latest Ofsted Guidance by SACRE's RE Advisers. New courses with the updated SMSC audit tool will be run by SACRE's advisers in the autumn term. Feedback from other adviser visits to schools was also discussed.

3.3. Monitoring Visits: Reports from two secondary SACRE monitoring visits were received and discussed. In both schools RE is being led by non-specialist RE teachers. However in both cases good time is given for RE at KS3 and there is strong support for RE from SLT. Further training for these teachers is being recommended and additional in-school support is already planned.

3.4. GCSE Religious Studies: Further discussions were had regarding the new GCSE religious studies courses, and concern continued to be raised

regarding the move from criteria referencing to norm referencing and the likely impact this would have. Teachers through network meetings are in general reporting that the students are enjoying the new courses, however teachers have to take care to plan discussion time even though the quantity of information to be learned is higher. Subject booster sessions have been run for teachers who are teaching Islam and also Hinduism, working with the subject experts in the Theology, Religion and Philosophy (TRP) department at Winchester University. Further subject booster courses for Christianity and Judaism are planned.

- 3.5. Teacher vacancies and uptake on ITE courses locally. At the time of the monitoring meeting there was only one known vacancy in Hampshire for a full time RE teacher. However another appointment only attracted 2 candidates. In two schools where the second in department has left during the year, they have not been replaced.

Winchester University secondary PGCE course has recruited a similar number of candidates for the 2017/18 course as this time last year. The SLT at Winchester University are very positive about supporting the RE ITT programme in line with the university's ethos. Students beginning their PGCE at Winchester can access funding from the Sarum st Michael trust. There are currently 15 primary students taking up the specialist primary RE route in 2017/18. There are many offers now for placements for RE students in Hampshire Schools.

SACRE Adviser had met the Teach First students in the first year of their course and places in schools in neighbouring authorities using LDIII.

One of Hampshire teaching schools has recruited 2 students secondary RE for 2017/18.

Currently there are just 2 RE NQTs completing NQT year in Hampshire RE Departments.

4. Recommendation

- That SACRE notes the report

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	no
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	no
Corporate Improvement plan link number (if appropriate):	

Section 100 D - Local Government Act 1972 - background documents

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.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equalities Impact Assessment:

- 1.1. Monitoring sub group has the intention to positively impact equality in terms of achievement in Religious Education.

2. Impact on Crime and Disorder:

- 2.1. No impact on crime and disorder as a result of this report has been identified.

3. Climate Change:

- 3.1. How what does is being proposed impact on our carbon footprint / energy consumption?

No impact on climate change as a result of this report has been identified

- 3.2. How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

No necessity for consideration of the need to adapt to climate change, and be resilient to its longer term impacts as a result of this report has been identified.