

Other Key Issues

- 7. 2021 GCSE Religious Studies results:** For a second year running results were based on teacher assessments. School level data is not available, again for a second year running. Informal contacts with heads of RE indicate that results were much as teachers had anticipated. Nationally full course entries have reduced slightly in 2021 over 2020. National data available for the combined authorities of Hampshire, Portsmouth and Southampton reveal that out of 4345 entries across the three authorities above national results were achieved for 9+, 8+ and 7+. It is not possible to separate the data between the three authorities. Hampshire heads of Re seem equally split between continuing with teacher assessments as a mechanism for assessing GCSE and formal examinations. One issue is that schools have not undertaken precisely the same things in order to reach teacher assessed grades.

Following an earlier consultation in the summer of 2021 regarding the future of GCSE examinations a second consultation is underway regarding the contingency arrangements, should the planned examination series for the summer of 2022 be further disrupted in light of COVID-19. This consultation opened on 30 September and closes on 13 October.

Most young people in Hampshire do not enter for full course or short course RS GCSE. Living Difference IV makes it clear that SACRE's intention is that all young people in Hampshire should be taught a high quality KS4 Religious education course, regardless of whether this is externally or internally assessed.

- 8. Update on the review of the locally Agreed Syllabus for Religious Education:** SACRE Monitoring Group was advised that the proofing of Living Difference IV was in its final stages. This is following the review process which has been highly participatory with teachers and others, including SACRE members, having the opportunity to join the online meetings. The purpose statement is remaining as it was in 2016. Names of the religious traditions have been reconsidered, taking into account wider national discussions in the RE world, and arranged alphabetically in the syllabus. For example, 'Buddhist traditions (rather than 'Buddhism'), 'Christian traditions' (rather than 'Christianity'), 'Jewish traditions', (rather than 'Judaism') and 'Muslim traditions' (rather than 'Islam'). The religions to be engaged with has been expanded to ensure that at each key stage both Dharmic and Abrahamic traditions are engaged with. Progression statements are now to be known as 'End of Year expectations' and include an outline of what is expected will be taught in each year. This is a recognition of the value of a Statement of Entitlement as recommended in the CoRE report.

Appendices have been written to explain the educational position of the syllabus as well as the position on religion. This latter appendix details the

considerations that have been undertaken in light of the wider worldview discussions in the national religious education world.

Research prior to commencing the review, revealed there were weaknesses in the transition between KS2 and KS3 and Living Difference IV has sought to address this. For example, four A group concepts/words have been identified (*special, love, belonging and community*) and are to be known as 'golden thread' concepts/words which should be present in all key stage curriculum.

Virtual launch conference(s) 30 November 2021 & 12 January 2022:

SACRE members are welcome to join the virtual launch conference taking place in November. Bookings for the November conference for teacher participants have closed due to the high level of interest. A second event has been put on to accommodate the large number of schools wanting to attend the launch conferences.

9. **SACRE Monitoring Visits:** A primary monitoring visit took place in June and further visits will be arranged for the spring term. It has been agreed with HIAS school improvement colleagues that a course will be arranged for LA schools who have found themselves 'out of the loop' with the Locally Agreed Syllabus. HIAS colleagues will support in the selection of schools. The Chair of SACRE monitoring group will aim to attend.

10. **Professional education opportunities for teachers:** Secondary networks have been better attended while they are running virtually. Therefore, it is envisaged that these will continue as virtual meetings in 2022. Primary network meetings and training for teachers have been well attended. For primary these include regional network meetings as well as new RE leader courses and another in assessment and progression in RE. Joint primary and secondary Ofsted and RE courses continue to be well attended, with one course running each term.

11. **National research:** Two secondary RE Heads of Department have been accepted onto the National RE Leadership training pathway. One is accepted onto the Stage 2 and another on Stage 1. These places are awarded after a highly competitive application process. We are delighted to have two Hampshire teachers involved. This is following a pilot project Hampshire was involved with 2 years ago.

The HIAS primary adviser is in contact with the Professor of Public Theology at Chichester University regarding training at Chichester Cathedral for RE teachers. In addition, our primary adviser is filming a 'Vlog' for Culham St Gabriels' Trust website on her MA dissertation research in relation to decolonising the teaching of Jesus in primary schools. This will be open access. This led to further discussion regarding the Church of England's anti-racist initiatives in relation to a Christmas project for schools.

12. **Ofsted inspections:** Section 5 (2-day) Ofsted inspections have resumed face to face in the autumn term. However, no reports so far published have

mentioned religious education. Department for Education school workforce data was discussed, and concern raised about whether schools always complete this accurately. SACRE can gain important information from this data in terms of knowing which schools to give attention to that may be causing concern regarding provision for Religious Education. The HIAS secondary adviser is bringing this data to the attention of other HIAS school improvement colleagues.

13. **Teacher updates**

Initial Teacher Education and Early Career Teacher (ECT) programmes:

The Monitoring Group received an update from colleagues leading religious education at Winchester University regarding the secondary RE PGCE course. Numbers on the course had returned to pre-COVID numbers – this year there are 8 students. Last year the course was unusually full, with 21 trainees. This over-subscription last year has led to the bursary for training of RE teachers to be withdrawn. Trainee teachers for religious education now have to pay the full amount for the course plus living costs. Student loans are available to cover this cost.

New arrangements for ITE: The University is implementing the new Core Framework [core content framework for ITE](#) and the ITE courses are due to be revalidated, probably next year. Some changes are planned and will be discussed in future meetings.

New arrangements for early career teachers (ECT): The induction for all new teachers following their initial teacher education course, is now two years. Much of this induction is not subject based, however the HIAS secondary RE adviser and primary adviser will both be involved in different ways in the provision of subject-based input. More details about Hampshire ECT offer can be seen here: [induction and training](#) .

RE teacher vacancies: Currently SACRE Monitoring Group is only aware of one emerging vacancy for a main scale RE teacher. This is in a very good department and SACRE is hopeful the post will be filled.

14. **Collective worship:** Monitoring Group were made aware of a backbench proposal to cancel the legal requirement for collective worship. However, it seems this is unlikely to make much progress.

Once face-to-face monitoring visits resume advisers will start to request information about collective worship. It was agreed that Collective worship would now become a regular item on the Monitoring Group's agenda.

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

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.)

Document

Location

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 proposed locally agreed syllabus for religious education recommended for adoption at this meeting, 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. IN the revision of the locally agreed syllabus equalities in relation to race and religion have been taken into account through examining the way religious and other orientations on life are presented in the classroom.