



**HAMPSHIRE
STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2020/21

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 GCSEs (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
RE.....	Religious Education
REC.....	Religious Education Council
SACRE.....	Standing Advisory Council for Religious Education
SAPERE	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

Foreword from Chair of SACRE (to be added)

Introduction to the Hampshire Context

Hampshire SACRE continues to be held in high regard locally, regionally, and nationally for the way it functions to support high quality religious education (RE) in Hampshire Schools. During the period of the COVID-19 pandemic in this reporting year, SACRE has continued to work closely with the inspection and advisory service (HIAS) to ensure that LA schools keep RE central to their wider curriculum planning. This has been a challenging time, however evidence gathered and presented to the monitoring group reveals that this support has been effective and welcome during a period of considerable challenge for schools.

During this period the review and revision of the Locally Agreed Syllabus, Living Difference III (LDIII) has taken place. All the meetings and consultations have taken place virtually. The intention is to ensure that, in a context of considerable dialogue and debate about the future of the subject in the RE community nationally, Hampshire RE maintains respect as a theoretically well-grounded educational 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, which has been heavily impacted by COVID-19. During this reporting period, this support has all been provided virtually by well-qualified professionals working in the inspection and advisory service (HIAS), guided and regularly monitored by SACRE. Hampshire continues to have two inspector/advisers, part time for RE, available to give professional advice to SACRE. Primary support has continued at three days per week through this period, with the County Inspector/Adviser continuing to oversee both History and RE with a special focus on secondary RE. Direct professional support to secondary schools increased during the period of this report. Monitoring in various ways continued to show that RE thrives where support from the senior leadership team for RE is strong.

Due to COVID-19 pressures, and other restrictions on schools during this reporting year, Hampshire SACRE Youth Voice has not been able to meet.

Management of SACRE

LA support to SACRE has remained constant over the past 12 years. SACRE is well-supported by an experience clerk located in democratic services. In addition, SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2020-21 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 2020/21 findings have been regularly submitted to the full SACRE at its termly meetings.

Attendance at SACRE by Committee 2020/21

During the period of this report, Local Government elections were held in May 2021. New SACRE membership was appointed at Hampshire County Council AGM in May 2021 following the elections. Some new members were appointed at this time, including a new Chairman and Vice-Chairman.

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
Jewish	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

3 November 2020 – virtual meeting on Teams

Group A – 9/12 – 75%
Group B – 4/5 – 80%
Group C – 5/6 – 83%
Group D - 4/4 – 100%
Co-opted – 4/4 – 100%

2 March 2021 – virtual meeting on Teams

Group A – 7/11- 63%

Group B – 2/4 – 50%
Group C – 4/6 – 67%
Group D – 4/4 – 100%
Co-opted – 1/4 - 25%

29 June 2021 – virtual informal briefing

Group A – 6/12 – 50%
Group B – 4/5 – 80%
Group C – 4/6 – 67%
Group D – 4/4 – 100%
Co-opted – 4/5 – 80%

SACRE has been able to find representatives for some previous vacancies, however, SACRE is still seeking representatives from URC and Church of Latter-Day Saints following the elections.

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. Training is also offered to all members to ensure regular opportunities for all SACRE to refresh their knowledge of SACRE's role and responsibilities and familiarise themselves with the Locally Agreed Syllabus. SACRE members are all encouraged to access NASACRE training and website information.

SACRE Advice to Statutory Bodies

(a) Review of agreed syllabus: Living Difference III

Living Difference III was launched in December 2016. In line with the legal requirement to review the Locally Agreed Syllabus every 5 years, the Agreed Syllabus Conference (ASC) agreed in February 2020 to commence a review of this syllabus.

The review has been continuing during whole of the period covered by this report, 2020-2021 and built on a survey that was undertaken in December 2019 and a teacher focus group in January 2020 before the respective Agreed Syllabus Conferences.

In July 2020, a virtual meeting took place between SACRE members in the 4 authorities who are closely linked with this syllabus and reviewing together. Between this date and a similar meeting in July 2021, various teacher consultation meetings took place virtually. All the way through the consultations and revision proposals teachers have been involved with giving feedback and sharing in making proposals. There have been many meetings also with scholars

in the field; this is both educationalists as well as experts in various religious traditions.

(b) Advice to the Local Authority

SACRE offers advice to the Local Authority regarding religious education. During this period the Agreed Syllabus Conference has been reviewing and revising the locally Agreed Syllabus. As the review has got underway during the period covered by this report, the monitoring of the effectiveness and implementation of the existing agreed syllabus Living Difference III, which came into effect in December 2016, has been even more focused. SACRE has continued to advise the LA regarding the effectiveness of Living Difference III and standards of RE across Hampshire.

(c) Advice given to Schools

SACRE ensures that high quality advice is available to schools in a number of ways.

1. SACRE members, accompanied by a SACRE officer, visit primary and secondary schools through LA funding for up to 5 days HIAS Adviser time. During the period of this report, it has not been possible to make face to face visits due to national COVID-19 regulations. Other ways of monitoring virtually have been undertaken and reported to the Monitoring Group which has met regularly 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 has continued virtually during the period of COVID-19 restrictions. In addition, primary staff meetings with all teachers and support staff have taken place.
3. SACRE officers have continued to run secondary and primary network meetings virtually through this period. It has been found that the virtual format has increased teacher attendance at network meetings, where good practice for teaching RE can be shared along with other updates regarding Living Difference III. All this has contributed to raising standards in RE in Hampshire schools. All these groups are also registered with NATRE.
4. Primary and secondary conferences had to be cancelled in this period.

(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 taken up the position of co-chair of the Association of RE Inspectors, Advisers and Consultants (AREIAC) during this period, whilst SACRE's professional adviser continues to be an elected member of the board of the Religious Education Council (REC) of England and Wales, and also sits on the education committee.

SACRE Monitoring of Standards and Quality of Provision of RE

(a) Public Examinations in 2020 and 2021

GCSE Full Course. GCSE and GCE Religious Studies examinations did not take place in the summer of 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.

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

There are several examples of very good practice in non-examination, core RE courses, taught to all students at KS4 across Hampshire that are known to SACRE. Such courses ensure that young people are taught at the same level of challenge as a GCSE course. When taught with the Age-Related Expectations (AREs) in Living Difference III, SACRE is aware that this will be the case. Although there are some 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 resulted in some changes in this regard. During the period of this report, 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, in many cases, that RE leadership is strong in Hampshire. During the COVID-19 pandemic, while schools were teaching online, some teaching of RE will have become weaker. This is something to address in the coming year. The importance of subject leaders being equipped and confident to lead staff in their own schools has never been more important to secure improvement in RE in the primary school. SACRE is ensuring teachers continue to have access to high quality continuing professional education opportunities offered through HIAS.

(c) The Quality of RE provision in Hampshire schools

Monitoring visits undertaken during this period virtually, taken together with attendance at Inspector/Advisor courses and RE network meetings and steering groups continue to indicate that most schools are compliant with the requirements of the Locally Agreed Syllabus at Key Stage 1, 2 and 3. In the primary phase allocation of time for RE is usually good. During the period of second and additional lockdowns, RE has been limited in places. However, this seems to have picked up as soon as face to face teaching became possible. 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 Locally Agreed Syllabus. Teaching during COVID-19 for GCSE has also been good, with only limited restrictions being heard of anecdotally across the county.

SACRE has been monitoring the teaching of core RE at KS4 and has been especially concerned to ensure all young people are able to access their entitlement to religious education in this phase of secondary school life. There does seem to have been an increase in interest in improving KS4 provision across the authority. This will be monitored more closely once the COVID-19 restrictions have been lifted and presented in a future SACRE report.

(d) Withdrawal from RE

Due to COVID-19, SACRE has been unable to undertake its annual survey regarding requests to schools to withdraw children and young people from Collective Worship and Religious Education in Hampshire schools in this reporting period. Anecdotally, however it seems that the number of children and young people being withdrawn from RE continues to be low and not an issue for concern. As soon as possible, SACRE will once more survey schools.

(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

A programme of training for Governors (through governor services), as well as senior leaders in schools through other HIAS channels as part of regular school improvement practice, on how to implement the Locally Agreed Syllabus continues. Living Difference III 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.

Around 88 teachers were booked to attend one of 6 regional groups in 2020/21. The number of teachers registered to attend was far higher, and the table below indicates where teachers were unable to attend for various unexpected reasons. Primary attendance at network meetings compares extremely favourably to the 77 teachers who attended in 2019/20; 40 who attended in 2018/19 and 55 who attended in 2017/18. Attending primary networks reflects the renewed interest by

Ofsted in the whole curriculum. 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 III. During the period of this report, due to COVID-19, all primary network meetings were held online.

Three well-attended additional subject knowledge booster webinars were run online for primary teachers and a session for newly qualified primary teachers. The primary RE Conference in 2021 is taking place as part of the Launch of Living Difference IV in November 2021. Primary and secondary steering groups meet each term 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 have increased in this reporting year as a result of the meetings being virtual.

These meetings have also functioned as consultation meetings regarding proposed revisions to Living Difference III. The Secondary RE Annual Conference had to be cancelled in October 2020 due to COVID-19.

20/21	Total delegates attended	Total delegates registered on LZ
Primary RE Networks - MS TEAMS		
Fareham	21	28
Eastleigh	11	15
Basingstoke	3	4
Winchester	23	28
St Francis Special School	6	7
Aldershot	6	6
Total	70	88
	Total delegates attended over 3 sessions	Total delegates registered on LZ
Secondary Re Network - MS TEAMS 1 session per term	39	41
Total	39	41
	Total delegates attended	Total delegates registered on LZ
Collective worship	4	4
Total	4	4

	Total delegates attended	Total delegates registered on LZ
RE and New Ofsted	18	18
Total	18	18

	Total delegates attended	Total delegates registered on LZ
Primary RE - Christianity (Webinar)	5	5
Primary RE - Hinduism (Webinar)	7	8
Primary RE - Islam (Webinar)	7	8
Reviewing SMSC Provision - Requirement to Promote Fundamental British Values 20-21 Webinar	8	8
Assessment in Religious Education for the Primary Phase 2020-21 (Webinar)	10	11
How to Manage RE Effectively in KS1 and KS2 2020-21 (Webinar)	9	9
Using Understanding Christianity with Living Difference III 2020-21 (Webinar)	5	5

The 'Moodle' subscription service offered to schools through Hampshire Inspection and Advisory Service is an online 'platform' where materials written by SACRE Advisers can be made available to teachers. This is in addition to the opportunity teachers have to access materials for teaching Living Difference III 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 2020/21 there were 393 subscribers to the Centre including some schools from other local authorities. It is usually used by RE teachers and others for viewing and loaning resources, as a meeting place for planning, consultations, and training and as a source for inspiration and information. However, it has not been possible for teachers to meet and visit in the centre during the period of this report, due to COVID-19. The Centre during this period has been housed in the same building as the County History Curriculum Centre, providing a streamlined service to schools and an opportunity for wider dissemination of information between the different users of the centres.

During the period of this report the centre has continued to be open for business and remain active, loaning artifact boxes and selling packs. Packs are available for purchase through the RE Centre and are very popular with schools. The Centre Manager, Lydia Revett, has continued to market a wide range of artefact boxes which are loaned to schools resulting in a continued increase to the RE

Centre's income and, as a result, further investment in resources. Lydia returned to work in the building from September 2020. Early Years Foundation Stage framework changes necessitated the *RE and Foundation Stage* pack to be comprehensively revised. However, in light of the on-going review of the Locally Agreed Syllabus, no new teaching packs have been made during this period. Lydia Revett has continued to be available to give guidance and direct teachers to already developed materials to assist in the making of RE units of study, and in other ways support the implementation of the agreed syllabus for RE.

Separate curriculum updates for Primary and Secondary schools are available twice each year via subscription, electronically or as hard copy, 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 III. Teachers continued to express the value of these newsletters during this period, especially in light of the difficulties presented by COVID-19. The Interfaith Calendar was produced for 2021.

It has not been possible to work on developing any new primary packs in this reporting period because of the impact of COVID-19.

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

During the period of this report, two Hampshire secondary teachers were accepted onto the national RE leadership programme supported by the Culham St Gabriel's Trust commencing September 2021. Both teachers are part of the Hampshire Secondary RE Steering group and have experience of presenting at conferences and being involved with RE research. One teacher has been accepted into the Stage 2 programme and the other into the Stage 1 programme.

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. Student numbers on secondary PGCE courses across England were high during 2020/21 including at Winchester, UCL/IOE, and Bristol where the SACRE County Inspector/Adviser was able to contribute virtual sessions on Living Difference III. However, during this period, it was announced that the bursary for training as a secondary RE teacher was to be withdrawn for applicants for 2021/22. Schools continue to advertise vacancies on the Hampshire website, Hantsweb.

Secondary NQT (newly qualified teachers) recruitment in 2020/21 was reduced. It is assumed that in light of the COVID-19 pandemic, there have been fewer posts available since teachers have been seeking stability and less movement. SACRE continued to monitor recruitment, since ensuring specialist RE teachers are in post in secondary schools and well qualified informed teachers are appointed into primary schools is essential. 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: was not able to meet during the period of this report. This was due the impact of the COVID-19 pandemic on schools. It is envisaged that this group will reconvene when circumstances allow. Youth Voice to SACRE is important to SACRE and prior to this year had met once each term since September 2013. This group has been supported by SACRE members who play an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings.

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 Commission on RE Recommendation in relation to 'worldviews' as well as the Ofsted Research review published in May 2021.

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
- reports from Ofsted secondary school visits mentioning RE

SACRE finds that compliance with legal requirements in primary schools continues to be good. Because of constraints on space in secondary schools, compliance with legal requirements remains a cause for concern in most. SACRE has therefore included supporting Collective Worship in Secondary schools a priority in its 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.

Contribution of SACRE to the Wider Local Authority Agenda

SACRE's contribution to other agendas

SACRE Inspector/Advisers continue to be involved in the training of teachers, senior leaders and governors in relation to raising awareness of extremism. This is contextualised in the local Hampshire context, particularly in relation to the UN Convention on the Rights of the Child and the place of RE in the whole school curriculum. This training for school leaders and school governors gives an opportunity to make sure ensure school leaders and managers of Hampshire schools are fully aware of what RE, through the approach in Living Difference III, 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.

Contact is maintained between Hampshire's Ethnic Minority and Travellers Achievement Service (EMTAS) and those developing the Rights Respecting Education work across the county and the RE inspectors. A pattern of talks from representatives of different faith communities has been paused during the extraordinary arrangements made due to the COVID-19 pandemic. However, it is planned to continue with this as soon as possible at the start of each SACRE meeting. SACRE supported the production of the 2021 Hampshire Interfaith Calendar (an art competition established in Hampshire schools supporting Living Difference III).

Conclusion

SACRE's three-year development plan for 2021-2024 has been developed during the period of this report (attached to this report: see Appendix 1). This reveals how SACRE plans to continue to meet its responsibilities monitoring the effectiveness of the current locally agreed syllabus *Living Difference III* as well as its revised successor *Living Difference IV*.

Hampshire SACRE continues to be effective because of the steady commitment of SACRE members, alongside the active support of the LA. Support given by

Hampshire County Council to its SACRE is significant 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.