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NOTICE OF MEETING

Meeting	Standing Advisory Council for Religious Education
Date and Time	Wednesday, 20th July, 2022 at 2.00 pm
Place	Ashburton Hall, Ell Court, Winchester
Enquiries to	members.services@hants.gov.uk

Carolyn Williamson FCPFA
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website. The meeting may also be recorded and broadcast by the press and members of the public – please see the Filming Protocol available on the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES (Pages 5 - 12)

To confirm the minutes of the previous meeting held on 1 March 2022.

4. DEPUTATIONS

To receive any deputations.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any Chairman's announcements.

6. MONITORING GROUP (Pages 13 - 26)

To receive a report on behalf of the Director of Children's Services regarding the activities and discussions of the monitoring group in relation to the monitoring of RE and the implementation of Living Difference IV.

7. KEY NATIONAL AND LOCAL RE MATTERS (Pages 27 - 40)

To consider a report on behalf of the Director of Children's Services regarding significant national RE matters, including a report from SACRE members who attended the recent NASACRE Conference, and to consider the implications for Hampshire children.

8. DETERMINATION OF APPLICATION FOR AN EXEMPTION FROM REQUIREMENT FOR CHRISTIAN COLLECTIVE WORSHIP (Pages 41 - 66)

To consider a report of the Director of Children's Services regarding a request for a determination from SACRE on an application for an exemption from the requirement for a collective worship to be "wholly or mainly of a broadly Christian character".

9. SOUTH CENTRAL SACRE HUB

To receive a verbal report on behalf of the Director of Children's Services on the activities of the South Central SACRE RE Hub.

10. ANY OTHER BUSINESS

11. DATE, TIME AND VENUE OF NEXT MEETING

The next meeting is scheduled for Tuesday 1 November 2022 at 2.00pm in the Ashburton Hall, Hampshire County Council, Winchester.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

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Agenda Item 3

AT A MEETING of the Standing Advisory Council for Religious Education of
HAMPSHIRE COUNTY COUNCIL held at Ashburton Hall, Ell Court, Winchester
on Tuesday, 1st March, 2022

PRESENT

Chairman:

* Councillor Elaine Still

Vice-Chairman:

* Councillor Christopher Donnelly

* Councillor Wayne Irish

* Councillor Pal Hayre

*Present

Father John Chandler, Roman Catholic Church

Sheikh Fazle Abbas Dato, Muslim

* Danny Habel, Jewish Community

Chris Hughes, Fellowship of Independent Evangelical Churches

* Elizabeth Jenkerson, Baha'i

Rhian Jones, Salvation Army

Charmian Harrison, Methodists

Yasmeen Hussain, Muslim

Sushma Sahajpal, Hindu

Eli Stewart, Baptist Union

Lisa-Marie Taylor, Buddhist

* Noel Thorpe-Tracey, Society of Friends

Harjinder Virdee, Sikh Representative

Sue Bowen, Church of England

Jeff Williams, Church of England

* Rev Howard Wright, Church of England

* Maria Ackland, Church of England

Maureen Barnes, Teachers' Liaison Panel

Graeme Rowe, Teachers' Liaison Panel

Julie Kelly, Teachers' Liaison Panel

* Carson Elday, Teachers' Liaison Panel - Special Schools

Co-opted Members

Gill Heron, Academy Schools

Rhiannon Love, Higher Education

* James Pitkin, Governors

Alasdair Richardson, Higher Education

* Chris Robinson, Humanists

Also present with the agreement of the Chairman: Councillor Juliet Henderson,
substitute Conservative Member.

14. **APOLOGIES FOR ABSENCE**

Apologies were received from Jeff Williams, Julie Kelly, Sushma Sahajpal, Gill Heron, Jon Hamer, Rhian Jones, Yasmeen Hussain, Sheikh Fazle Abbas Dato, Alasdair Richardson, Rhiannon Love, Rachel Jackson, Harjinder Virdee, Chris Hughes, Sue Bowen and Maureen Barnes

15. **DECLARATIONS OF INTEREST**

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore Members were mindful that where they believed they had a Personal interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 4 of the Code, considered whether it was appropriate to leave the meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

Elizabeth Jenkerson noted that she was a judge for the Westhill Awards which gives grants to SACREs.

16. **MINUTES**

The minutes of the previous meeting on 9 November 2021 were confirmed as an accurate record. It was noted that a list of current SACRE members and the legal basis for SACRE's monitoring of Collective Worship had been included with these minutes at SACRE's request.

17. **DEPUTATIONS**

There were no deputations.

18. **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman noted that on 10 February local and national faith leaders joined the Chief Rabbi at the unveiling of the statue of Licoricia of Winchester by the Lord-Lieutenant of Hampshire, in the absence of the Prince of Wales who was unable to attend. A key purpose of the project is to educate about England's and in particular, Winchester's important but forgotten medieval Jewish Community. Hampshire's inspector/adviser was involved in supporting the preparation of related educational materials.

SACRE's Jewish representative, Danny Habel, a member of the Licoricia of Winchester board of trustees spoke a few words about the project. Around the base of the statue are the words 'love thy neighbour as thyself' in Hebrew and

English, which is intended to promote religious tolerance and the value of diversity in the community. He noted that she was also a role model for women as a twice-widowed single mother, business woman, and educated, at a time when most people were not.

He said he would be willing to lead a walk on the Winchester Medieval Jewish Trail for SACRE Members and offered to something similar for any schools who were interested.

19. **LIVING DIFFERENCE IV UPDATE**

SACRE received a report from Patricia Hannam, the County Inspector/Adviser on behalf of the Director of Children's Services, updating them regarding developments in relation to Living Difference IV (item 6 in the Minute Book).

There had been a good response to the two virtual launch conferences that had taken place on 30 November 2021 and 12 January 2022 and a further half day virtual event was scheduled for the summer term. There had also been three well-attended online sessions of governor training.

Members were informed that a small amendment – the removal of the words '*and the Office for Standards in Education (Ofsted)*' – would be made to page 3 of the Agreed Syllabus on the advice of Hampshire's legal team. This would not impact the syllabus in any way.

RESOLVED:

That SACRE noted the report.

20. **MONITORING GROUP**

SACRE received a report from Patricia Hannam, County Inspector/Adviser and Justine Ball, Primary Adviser, on behalf of the Director of Children's Services, on the discussions of the Monitoring Group at its meeting on 25 January 2022 (item 7 in the Minute Book).

The advisers took Members through the report drawing attention to items of note and gave opportunities to raise questions.

It was noted that Church of England schools had received guidance and training in using Living Difference IV with their 'Understanding Christianity' resource. This advice was now available to all Church of England schools on the Hampshire RE Moodle.

The results of the recent withdrawal survey had shown that there was no reason for concern. Very few children (about 0.09% of the children in the schools that had responded to the survey) had been withdrawn from all or parts of RE and Collective Worship; it was mainly children from Jehovah's Witness and Plymouth Brethren families.

In-person primary monitoring visits have restarted and SACRE members who wished to go on a visit were asked to get in contact.

The Monitoring Group used to scrutinise Ofsted reports but now they rarely mention RE and Collective Worship and then with no detail. The advisers were to meet with the Ofsted HMI for RE to explain Hampshire's new syllabus Living Difference IV. However, it was noted by Rob Sanders who attends Ofsted feedback meetings in diocesan schools, that RE had been mentioned at these with increasing frequency but it did not get put in the final reports.

There would be a joint primary-secondary teachers' conference in October as the syllabus review had highlighted a gap between primary and secondary practice in RE. The new syllabus had sought to address this by the 'golden threads' which follow through all phases. It was mentioned that all the current teaching packs were being reviewed and updated in the light of Living Difference IV.

It was highlighted that there were local and national concerns about the low number of applications for RE PGCE courses which had implications for new RE teachers in schools. Both Chichester and Southampton Universities no longer had courses, Winchester's was still there; the next nearest ones were Reading, Bristol and London. The removal of the bursary for RE courses could well have affected applications. Teacher vacancies in Hampshire were, however, low as people seem to be staying put.

RESOLVED:

That SACRE noted the Monitoring Group report.

21. **DETERMINATION**

SACRE received a report from Patricia Hannam, the County Inspector/Adviser, on behalf of the Director of Children's Services informing Members about a request for a determination which had been received (item 8 in the Minute Book).

She began by explaining what a determination was and that this was the first one that SACRE had ever received. It was noted that the panel that had met to discuss the determination had felt the need to request further information from the school in order to make a fully informed decision and was now awaiting this before reconvening. It was expected that the panel's final decision would be brought to the June meeting for SACRE's approval.

As a result of the request and the panel meeting it had been realised that the current Determination Procedure document would need some amendment to ensure that it was clearer what information a panel would expect to see in an application. The current panel would be involved in formulating a draft revision of the Procedure which would be brought to the June SACRE meeting for approval.

RESOLVED:

That SACRE noted the report.

22. **KEY NATIONAL RE MATTERS INCLUDING THE 2022 NASACRE CONFERENCE**

SACRE received a verbal report from Patricia Hannam, the County Inspector/Advisor, on behalf of the Director of Children's Services on key national RE matters.

Members were informed of the NASACRE Conference on 23 May in Birmingham and were invited to express an interest in attending. The three key speakers would be Richard Kueh, Ofsted Lead Inspector for RE, David Hampshire former NASACRE Chair, and Ed Pawson, Vice-Chair of the REC.

Termly newsletters are published by NASACRE which Members were encouraged to read. NASACRE training webinars were also available for all members; details of these were sent out to Members by the clerk. It was proposed and agreed that next year SACRE would pay the annual fee for these training webinars as it would be more cost effective.

The South-West SACRE's Conference on 28 February 2022 was attended by three members, Chris Robinson, Elizabeth Jenkerson and Sushma Sahajpal.

Chris Robinson spoke about the keynote speech given by Stephen Pett, a national RE adviser with RE Today. He spoke about the framework project he was involved with to produce a follow on from the 2018 Commission of RE report developing the direction it set out.

Phase one would be the publication of a draft handbook in May 2022 at the REC AGM which would explain the rationale, give a revised national statement of entitlement and practical steps for syllabus development. Phases two and three would be the development of a framework to apply the handbook in different contexts with exemplar units being trialled followed by a revision of the handbook. Implementation would follow in 2024.

He posed the question of whether religion and world views were totally separate things. Everybody had a world view in their own context of family and community and at different stages of life, and religion may or may not be part of it. He suggested six points for reflection: firstly, that this would be a long-term change; secondly, religion and world views were not lists and there should be a shift from a focus on knowledge to interpretation. Thirdly, everyone had a world view; there should be an understanding of 'unbelief' and a recognition that not all with faith have the same depth or engagement with their faith. Fourth, context and developments should be taken into account; the language used should change from religion to people (e.g. Islam to Muslim) and how they conduct their lives; what is orthodox and who determines this and how can change over time. Fifthly, should the 'lived reality' be highlighted, the relationship between organised and individual world views/religions. Finally, in considering the criteria for the selection of content for a national curriculum he questioned whether school RE leaders were best placed to lead the changes.

Elizabeth Jenkerson spoke about the two workshops she had attended on 'being in a SACRE leadership team' and 'how SACRE's can contribute to diversity and inclusion'. She highlighted the differing needs of urban and rural area SACREs and the varying amount of support that SACREs have available to them. In relation to diversity and inclusion Justine Ball mentioned the findings of her dissertation on world views and the teaching of Jesus. She had recorded an overview of her research, which was available on the Culham St Gabriel's website under December 2021 Research of the Month. It is available together with a recorded "In Conversation with Dr Wendy Dossett here : [In Conversation.... - Culham St Gabriel's \(cstg.org.uk\)](#). It was noted that one of the appendices in Living Difference IV dealt with the place of religion in world views.

23. SOUTH CENTRAL SACRE HUB

SACRE received a verbal report from Justine Ball, the Primary Inspector/Adviser, on the activities of the South Central SACRE Hub.

It was explained that the Hub was a group of SACREs from along the south coast that meet virtually once a term and any SACRE member was welcome to attend. The last meeting had been on 17 January 2022 and the next was 26 April.

The meetings regularly discussed what each SACRE was doing and any issues, Collective Worship, RE monitoring, GCSEs and syllabus reviews.

Rob Sanders, an attendee at these meetings and one of SACRE's Church of England representatives, explained a diocesan project he had shared with the Hub. The aim of this project was to increase school's awareness of diversity in the books, artwork and imagery shared with children and to use resources that highlight such issues with children. One such resource was "An Angel just like me".....which the author Maya Hoffman has recorded for the Diocese to use. The story had been about a young black girl cannot find an image of a black angel; the topic explored the lack of diversity through the story.

24. SACRE YOUTH VOICE

The Council received a verbal report from Patricia Hannam, the County Inspector/Adviser on the status of SACRE's Youth Voice.

She indicated that Youth Voice had unfortunately not met for two years due to the Covid-19 pandemic, but she hoped to meet with the teachers of the six schools that had previously attended in the summer with a view to starting up again in the autumn term.

With primary Youth Voice, Justine Ball, the primary adviser, said she was working on a project with AREIAC to record children talking about RE. She intended to share some of this at a future SACRE meeting.

25. ANY OTHER BUSINESS

No other business was raised.

26. **DATE, TIME AND VENUE OF NEXT MEETING**

The date of the next meeting was confirmed as 28 June 2022 in the Ashburton Hall, Hampshire County Council, Winchester.

At 1.30pm, prior to the main meeting at 2.00pm, there would be a presentation from two Hampshire teachers currently on the national RE Leadership Programme.

Chairman,

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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Standing Advisory Council for Religious Education (SACRE)
Date:	20 July 2022
Title:	SACRE Monitoring Group Report
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel:

Email: Patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to update SACRE regarding the activities of the SACRE Monitoring Group

Recommendation

2. That SACRE notes this Monitoring Group report

Executive Summary

3. This report informs SACRE of the matters discussed at the SACRE Monitoring Group meeting that took place virtually on 17 May 2022.

Contextual information

4. SACRE has a statutory responsibility to monitor the effectiveness of the locally agreed syllabus. This group meetings about 6 weeks before each full SACRE meeting in order to support SACRE in fulfilling this responsibility.
5. Those present at the meeting were: -

Chris Hughes (Chair)
Richard Wharton
Alastair Richardson

Cllr Elaine Still
Rhiannon Love
Elizabeth Jenkerson

Patricia Hannam (Supporting Officer)

Justine Ball (Supporting Officer)

Lydia Revett (Manager Hampshire RE Curriculum Centre – taking notes)

Apologies were received from: Cllr Chris Donnelly and Jeff Williams

6. **GCSE examinations**

The Monitoring Group were advised that at the time of the meeting schools were in the middle of public examinations; the first being sat since summer 2019. Monitoring Group acknowledged that this had been a time of great pressure on staff and students, due to such a different set of experiences and engagement during the pandemic. When the Religious Studies examination results become available this should be taken into account. SACRE Professional Advisor had run some secondary RE GCSE webinars in addition to those made available by the examination boards.

Monitoring Group discussed the adjustment to content that was made for Religious Studies, noting that this was such that it was not likely to have made a great deal of difference to the preparation of students ahead of the public examinations.

7. **Locally Agreed Syllabus: monitoring adoption and implementation: SACRE Action Plan**

Monitoring Group considered the SACRE Action Plan – RAG rated this. Find attached to this report as an appendix.

Monitoring Group noted that there had been a heavy load of work required to update all the packs sold from the Hampshire RE Curriculum Centre and other online resources available on the HIAS Website and Hampshire RE Moodle.

There had also been a high level of increased interest in accessing training, especially for primary schools.

There had been an increased uptake in request for 1:1 support from SACRE Professional Advisers in schools.

A particular focus of interest for primary schools had been to explore the purpose of RE in each school context.

Across all phases there was interest in accessing support for the development of Long Term Plans as well as medium term plans embedding the approach to teaching RE in LDIV. Further, in primary schools support has been accessed to ensure both Abrahamic and Dharmic faith traditions are taught well through the primary phase, as well as ensuring 'Golden threads are in place across key stages.

In light of the large number of primary schools and a concern that some schools were not accessing training, it was decided to add a line into the Action Plan to increase contact with all schools.

8. Determination application

Following SACRE's receipt of an application for a Determination, Monitoring Group noted the process has been started and a recommendation from the group appointed by SACRE to consider the application in detail, would be brought to Full SACRE.

9. SACRE Monitoring Visits and other inspection/advisor visits by SACRE Professional Advisers

Five primary SACRE visits had taken place. Each visit in general was focussed on giving schools advice on planning their curriculum especially in light of Ofsted's interest in ensuring both Abrahamic and Dharmic religious traditions were taught through the primary phase of education and how to teach the Golden Threads.

It was noted that schools were also funding visits by SACRE professional Advisers through the Management Partnership arrangements schools had with Hampshire Inspection and Advisory Service. These were currently of a far greater number than in the recent past. Approximately a dozen primary schools had accessed 1:1 support. The focus of interest was similar to the SACRE visits, with an added interest in progression and assessment in the school-funded visits.

A greater engagement is also being noted from Secondary Schools. The Secondary Adviser also initiates contacts on the basis of examination of school websites, which can be revealing in indicating where support might be required.

10. Professional education opportunities for teachers

Four regional primary RE network meetings are running this term. In addition, the following primary courses, publicised through the Hampshire Learning Zone, are also running: (i) Managing RE at KS1 and KS2, (ii) Assessment in the Primary Phase, (iii) LDIV and Understanding Christianity (iv) SMSC and Fundamental British Values.

A Secondary RE Network meeting will run online in June. Going forward the Secondary RE Network meeting is being better coordinated with the other subject network 'offers' being sent to schools. The intention is that head teachers know more what is on offer for each subject. Further similar programme and priorities will be planned and shared for each subject. This is being coordinated by the County Education Manager for Secondary with the intention of increasing schools engagement with network meetings for all subjects. It is hoped the RE network and school engagement will increase also.

The cross-phase course: RE and the Ofsted framework continues to run successfully, once each term.

11. Evidence gathered from Ofsted Inspections and other inspection/advisory visits.

In the period between the autumn Monitoring Group meeting and this Monitoring Group meeting, there had been mention of religious education in six published Ofsted reports of inspections taking place in Hampshire.

In general, it was noted that there now seems to be a greater lag in the Ofsted Inspection taking place. There is now a considerable attention given to knowledge and diversity. Whilst anecdotally, on speaking to subject leaders who had experienced a 'deep dive' (which is not the same as a subject inspection, but part of Ofsted's Inspection methodology), the experience is rigorous and detailed, this is not emerging in the final report. It should be noted by SACRE that Ofsted reports are written in such a way as to be accessed by parents. They rarely give much detail, and don't seem to represent what actually takes place during the inspection.

Only one Ofsted Inspection of a secondary (Academy) school in Hampshire mentioned RE, and only briefly among other subjects mentioned.

12. Meeting with HMI

Hampshire SACRE Professional Advisers had an extended meeting with the RE HMI at the beginning of April. The key purpose was to discuss Living Difference IV, so as to ensure Ofsted Inspectors were well informed about the approach to RE in the areas using LDIV.

It was noted that all Ofsted Inspectors had received a first level subject specific training. Ofsted Inspectors inspecting RE through a Deep Dive would formulate a judgement on RE based on criteria in the Ofsted Handbook regarding the quality of education and not commenting on individual Locally Agreed Syllabus'.

The future of subject reports was discussed and, in particular, how data was being collected for these reports. It was noted that in the past the triennial reports gathered data through published Subject Inspections, which were always in the past undertaken by specialist HMI/Ofsted Inspectors.

13. Update on Teacher Training (ITE), current vacancies and Early Career Teacher RE Subject education provision

Initial Teacher Education: It was noted that the DfE had required all providers of initial teacher education to reapply for their accreditation. At the time of the meeting the findings of the first round of application was that only 40% had been successful. There is a second round with a closing date in June. Some notable providers such as Cambridge University had not applied

for reaccreditation. The DfE's direction of travel is to school-based teacher 'training', however it was noted that this route alone could not provide enough teachers. Winchester University is involved in both routes through School Direct. Monitoring Group was informed that the core content framework (CCF) which informed the national curriculum for ITE is very restrictive.

The PGCE at Winchester University has been adjusted to be open to History and Geography and various combinations of RE, History/Geography. For the time being this has secured the future of secondary RE teacher education for the time being at the University.

Hampshire Secondary RE Teacher vacancies: It was noted that during the height of the pandemic, vacancies remained low, and movement of teachers reduced. In addition, new teachers' opportunities for developing their skill and expertise as teachers was limited by the experience of the pandemic on classroom practice.

Some good news is that there are examples of RE expanding now and some new posts are being created. Whilst this is a positive thing, there are not so many new teachers available. There may be some posts unfilled for September. This is being closely monitored.

There will be several new Subject leaders in September.

Early Career Teacher program

SACRE Monitoring Group received an update on the new process for inducting teachers into the profession – now known as Early Career Teachers. At the time of the Monitoring Group meeting the first of these events had happened face to face and had been received most positively by the new teachers.

14. National Issues

RExChange Conference: SACRE Professional Advisers are both involved with this and also a Hampshire Teacher. SACRE Members are invited to consider attending this free conference on 7/8 October 2022; further details are available from <https://www.reonline.org.uk/research/rexchange-2022/>

AULRE: Professional Adviser to SACRE is now vice-chair of the Association of University Lecturers of Religious Education (AULRE). There had been good Hampshire representation at the recent AULRE conference, with four papers being given by Hampshire Colleagues. AULRE conference held a panel discussion about the saturation of ITE RE which is a cause for concern nationally. It is hoped the new ECT programme will aid retention of new teachers. This needs careful monitoring and something SACRE Monitoring Group will look at over the coming years in Hampshire.

Schools White Paper: It was noted that there was considerable discussion nationally about changes to education in England and the impact of this on religious education. SACRE Monitoring Group will continue to look at this and report to Full SACRE on the impact on RE in Hampshire.

Climate Change Impact Assessment

15. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council's climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does.

16. **Climate Change Adaptation and Mitigation.**

The carbon mitigation tool and climate change adaptation tools were not applicable on this occasion because the decision relates to a programme that is strategic/administrative in nature.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	no
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

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:

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.

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DRAFT Not For Circulation.

Hampshire SACRE 3 year Action Plan for academic years 2021/22, 2022/23 & 2023/24 (Draft)

The purpose of this Action Plan is to support SACRE in fulfilling its statutory duties.

Action plan agreed at full SACRE meeting in November 2021. Developed by SACRE members together with the County RE Inspector Advisers indicating key actions that Hampshire SACRE wishes to undertake during this period

No.	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
1.	Maintaining SACRE Effectiveness and leadership				
1.1	SACRE to meet once each term and be quorate	County Inspector Adviser and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	Green
1.2	Representative appointments to all four Groups of SACRE to be in place	County Inspector Adviser and SACRE Clerk	In line with County Council Cycle and when otherwise necessary	For Hampshire SACRE to be effective	Orange
1.3	Regular training offered to new SACRE members	County Inspector Adviser(s)	Once each year	For Hampshire SACRE to be effective	Green
1.4	Training regularly offered to all SACRE members, especially regarding new national initiatives relevant to RE	County Inspector Adviser(s)	When necessary	For Hampshire SACRE to be effective	Green
1.5	SACRE Support South Central SACRE RE Hub	County Inspector/Adviser (s) and SACRE Chair and Vice Chair and other interested SACRE members	Two - three meetings each year	For Hampshire SACRE to be effective and offer leadership to other SACREs in the region.	Green

1.6	SACRE should review its constitution in the life of this Action Plan together with Hampshire Legal Services		2022	For the constitutional review to have been completed	
2.	Implementation of Locally Agreed Syllabus: Living Difference IV				
2.1	Agreed Syllabus conference to adopt Living Difference IV in November 2021	Professional Advisers to SACRE	November 2021	For living difference IV to have been adopted	
2.2	Formulate joint SACRE communication strategy across all 4 local authorities regarding key messages in Living Difference IV	SACREs of the 4 owning authorities via the South Central RE Hub meetings	November 2021	Implementation strategy to have been agreed	
2.3	Training in Living Difference IV to take place for Secondary and Primary Governing body training sessions	SACRE Advisers together with Hampshire Governor Services	Completed February 2022	Training to have taken place	
2.4	Training in Living Difference IV to take place for Secondary and Primary head teachers at regular briefing sessions	SACRE Advisers	February 2022 and thereafter as part of a rolling programme	Training to be taking place	
2.5	Working together with Adviser to London Boroughs who have adopted Living Difference IV with a view to readoption	SACRE Advisers	Spring 2022 and ongoing	For this to be taking place	
2.6	Research/ collate data in relation to implementation of LDIV, including religions studied and KS2/3 transition	SACRE Advisers	Spring 2022 and ongoing	For research data in relation to implementation to be consistently being gathered	

3.	Monitoring the effectiveness of Locally Agreed Syllabus: Living Difference IV				
3.1	Monitoring Group to meet once each term and reporting to full SACRE through SACRE reports through:	SACRE Monitoring group and RE Inspector Advisers	Once each term	For Hampshire SACRE to be effective	
3.1.2	Monitoring visits (virtual and face to face) to take place in schools. Relevant findings to be applied to future visits and professional education	SACRE Monitoring group and RE Inspector Advisers	Once each term	Monitoring visits take place each financial year, anonymised findings presented to SACRE	
3.1.3	Monitoring and reporting of GCSE results	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Data considered by Monitoring Group once each year and findings presented to SACRE	
3.1.4	Monitoring and reporting on non-examination core RE taught at KS4 in LA secondary schools	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Findings considered by monitoring group and presented to SACRE	
3.1.5	Monitoring group reporting on other HIAS visits made to schools in relation to RE	SACRE and RE Advisers	Once each term	Findings considered by monitoring group and presented to SACRE	
3.1.6	Monitoring group reporting on Ofsted visits to Hampshire schools mentioning or inferring messages about Religious Education	SACRE Monitoring group + RE Inspector Adviser(s)	Once each term	Analysis of data from Ofsted reports considered by monitoring group and presented to SACRE	
3.2	SACRE liaise with Governor Services regarding training for school governors on GB responsibility for RE at all key stages	SACRE Monitoring group and RE Inspector Advisers	Once each term	Analysis of information from HIAS school visits to Hampshire Schools	

No.	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
4.	Meeting Training Needs of Hampshire teachers and school leaders				
4.1	Review training offer in light of Living Difference IV	Hampshire RE Inspector/Advisers	July 2021	Identify gaps in current training provision	
4.2	Audit current training provision across partner SACREs	Hampshire RE Inspector/Advisers	Ongoing	Identify gaps in current training provision	
4.3	Ensure training in place for Living Difference IV that will enable contact with heads of department and subject leaders in all Local Authority Schools and beyond	Hampshire RE Inspector/Advisers	Ongoing	Ensure induction training in Living Difference IV is in place	
4.4	Adapt and augment existing pattern of professional education 'offer' in Hampshire to ensure thorough implementation of <i>Living Difference IV</i> across Authorities using <i>Living Difference III</i> e.g. in London)	Hampshire RE Inspector/Advisers	Ongoing	CPD available to ensure effective implementation of <i>Living Difference III</i> across authorities using it and for those leading and managing RE.	
4.5	Ensure a rolling programme of briefings for head is in place regarding <i>Living Difference IV</i> across the Local Authorities	Hampshire RE Inspector/Advisers + HIAS School Improvement leaders	Ongoing	For this to be taking place	
4.6	Ensure a rolling programme of briefings for school governors is in place regarding <i>Living Difference IV</i> across the 4 main Local Authorities	Hampshire RE Inspector/Advisers + Other school improvement colleagues in the respective authorities	Ongoing	For this to be taking place	

4.7	Adapt training offer to ensure thorough implementation of Living Difference IV across Authorities using Living Difference IIV (e.g. in London)	Hampshire RE Advisers	During academic year 2023/24	For this to be taking place	
4.8	In the case of Academies in Hampshire: They're encouraged to use the syllabus and access training. However the integrity of Living Difference is not compromised	Hampshire RE Advisers	Ongoing	For constructive conversations to be taking place with Multi Academy Chains operational within the area of Hampshire and other authorities using LDIV	
4.9	Actively look to ways to increase engagement from schools who have had limited engagement with primary training on LDIV				
No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
5.	Resourcing Living Difference IV				
5.1	Audit existing publications identifying need for new publications	Hampshire RE Inspector/Advisers together with Hampshire RE Curriculum Centre manager and SACRE members where appropriate	ongoing	Relevant publications available for teachers using Living Difference III	

6.	SACRE Youth Voice				
6.1	Meet once each term	County Inspector Adviser	Once each term	For the meetings to take place	
6.2	Annual Summer Youth Voice Conference	County Inspector Adviser	July each year	For the conference to happen and be reviewed/evaluated	
6.3	Link more secondary schools with their primary clusters for listening to Young People's views on religious education in particular localities	HIAS RE Advisers	Ongoing	For this to be taking place in several areas of the authority in the lifetime of the syllabus	
7.	Collective Worship				
7.1	For monitoring of the provision for Collective Worship to be taking place in secondary schools	HIAS RE Advisers	Ongoing	During the three-year period for information to be gathered to inform SACRE of the picture for Collective workshop across Hampshire Secondary Schools.	
7.2	For monitoring of the provision for Collective Worship to be taking place in primary schools	HIAS RE Advisers	Ongoing	During the three-year period for information to be gathered to inform SACRE of the picture for Collective workshop across Hampshire Primary Schools.	
7.3	For training to be provided for both primary and secondary school leaders on Collective Worship	HIAS RE Advisers	Ongoing	For training to be offered and for uptake to be good.	

HAMPSHIRE COUNTY COUNCIL

Non-decision Report

Committee/Panel:	Standing Advisory Council for Religious Education
Date:	20 July 2022
Title:	National updates
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel:

Email: Patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to update SACRE on national matters, including receiving a report from SACRE members who attended the NASACRE Conference on 24th May 2022.

Recommendation

2. That SACRE notes the report.

Executive Summary

3. This report informs SACRE of national RE matters, in particular of matters discussed at the NASACRE Annual Conference.

Contextual information

4. SACRE was represented at the NASACRE Conference by Chris Hughes and Elizabeth Jenkerson. A report from delegates is attached in appendix 1.
5. The Religious Education Council has produced a new draft handbook for Religion and Worldviews which aims to give advice for Syllabus writers who might be writing a syllabus in the next few years. It is not statutory in status,

but SACRE members need to note and be aware that it is being discussed in the National RE world currently. 3 schools-based teams of writers will be working on their own syllabus framework and produce example units using the handbook over the next two years. The link to the handbook is here: [Draft Resource - The Religious Education Council of England and Wales.](#)

6. The Religious Education Council, NATRE and RE Today Education Services have carried out a review of the data available on RE and produced a Report Card for the subject which can be accessed here and is attached as appendix 2: [School and government performance on religious education failing record number of students, says landmark data review - The Religious Education Council of England and Wales.](#)

The data came from a variety of sources, including an Ofsted subject report, public surveys, school workforce data, freedom of information requests, and interviews with teachers and students. It is the biggest 'state of RE' report for five years.

The most significant findings are:

- A 50% increase in A-level entries for Religious Studies (RS) since 2003, beating Geography and History
- Higher Attainment 8 scores than average in schools with higher rates of entry for GCSE RS
- 46% of academies without a religious character have reported an increase in time to teach RE

However:

- Almost 500 secondary schools are still reporting zero hours of RE provision in Year 11
- Around 34% of academies are reporting no timetabled RE
- No government money spent on the subject in the last five years

SACRE members are recommended to read the report in full.

Climate Change Impact Assessment

7. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council's climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does.

8. **Climate Change Adaptation and Mitigation.**

The carbon mitigation tool and climate change adaptation tools were not applicable on this occasion because the decision relates to a programme that is strategic/administrative in nature.

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	
<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>	
<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 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.

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NASACRE Conference and AGM Report

23rd May 2022

The theme of the conference was that of “Ambitious SACRE’s” and there were just under 150 participants shown on the Zoom screen as taking part during the day.

The main events of the day were 3 keynote addresses each followed by a breakout group and then the last two sessions were a Question Time and a short Business Meeting.

Keynote 1 was a presentation on behalf of the RE Council (by vice-chair Ed Pawson). The core of the presentation was information about a recently published draft Handbook following up the 2018 CoRE Report on Religion and Worldviews. This Handbook is designed to translate the vision set out in that Report into a practical resource to equip syllabus and curriculum developers.

In the presentation there was no acknowledgement that the Religion and Worldviews approach was at all contentious. However, In the breakout group of which I was a part different views were expressed. In Elizabeth’s group, Sarah Lane Cawte, chair of the REC, stated that the draft handbook “is not perfect, they are trying out ideas” She emphasized that they “invite comment”.

In the Question Time it was also acknowledged that “the language about worldviews is evolving”.

Keynote 2 was from Dr Richard Kueh RE lead at Ofsted. The emphasis of his address was that Ofsted were looking for high quality Religious Education. There was a clear indication that the importance was depth and not breadth. Ofsted have defined three ways of describing knowledge:

1. Substantive knowledge – this is the stuff of concepts and content
2. Ways of knowing
3. Personal knowledge – mainly what the pupils bring to the table

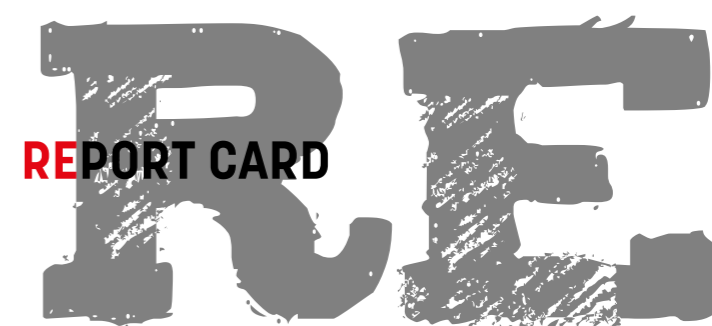
In looking at a curriculum we were told that there were two key factors

- a) Selection of the curriculum – what is selected to be included. Here he spoke of the content needing to be “collectively enough” – as it is impossible to cover everything. He also spoke of the need to help pupils recognise a spectrum of belief and practise among those from different religious and non-religious backgrounds.
- b) Scholarship of the curriculum – he spoke very strongly of the need for high quality study and academic excellence to percolate down to what is provided for pupils to learn and understand. It was a reminder of just how well served Hampshire has been by our Advisers, and others who have been building academic excellence into our local RE over many years.

Keynote 3 – this was a review of Annual Reports submitted by SACRE’s to NASACRE by Dr David Hampshire.

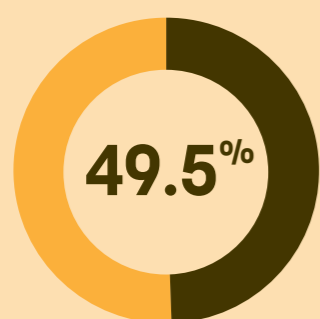
Question Time – the most significant issue raised during Question Time was in relation to the White Paper (Opportunities for all) published in March. The view expressed was that, if implemented as currently proposed, this would lead to a fully trust based system. Consequently, there would no longer be a place for Local Education Authorities and equally no place for SACRE's whose role is to advise LEA's. The implications for the RE world would be very significant and the sense of a "local" Locally Agreed Syllabus which has underpinned RE for over 50 years would be lost. There were many voices raised hoping that changes would be made to the White Paper.

A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE
OF THE QUALIFICATION

IN THE LAST DECADE THE NUMBER OF PUPILS IN ENGLAND ENTERING A FULL GCSE RS COURSE **INCREASED BY** **29.7%**



INCREASE IN A-LEVEL ENTRIES FOR RS

SINCE 2003
BEATING GEOGRAPHY, LAW AND HISTORY²



*RE IN PRIMARY AND SECONDARY SCHOOLS ENABLES PUPILS TO TAKE THEIR PLACE WITHIN A DIVERSE MULTI-RELIGIOUS AND MULTI-SECULAR SOCIETY. AT ITS BEST, IT IS INTELLECTUALLY CHALLENGING AND PERSONALLY ENRICHING.*³

OFSTED RE RESEARCH REVIEW MAY 2021



HIGHER ATTAINMENT **8 SCORES ON AVERAGE** IN SCHOOLS WITH HIGHER RATES OF ENTRY FOR GCSE RS⁴



95% of teachers say that the subject is more or equally relevant than ten years ago⁵

ACADEMICALLY RIGOROUS AND CHALLENGING, RE STUDENTS GO ON TO STUDY AT THE UK'S TOP UNIVERSITIES AND ENTER CAREERS IN LAW, MEDICINE, POLITICS AND JOURNALISM⁶



¹ <https://www.religiouseducationcouncil.org.uk/news/call-for-national-plan-as-religious-studies-gcse-entries-slip/>

² <https://www.religiouseducationcouncil.org.uk/news/news07-20-2/>

³ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#conclusion>

⁴ <https://www.natre.org.uk/news/latest-news/does-studying-rs-gcse-improve-your-overall-academic-attainment/>

⁵ <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers/>

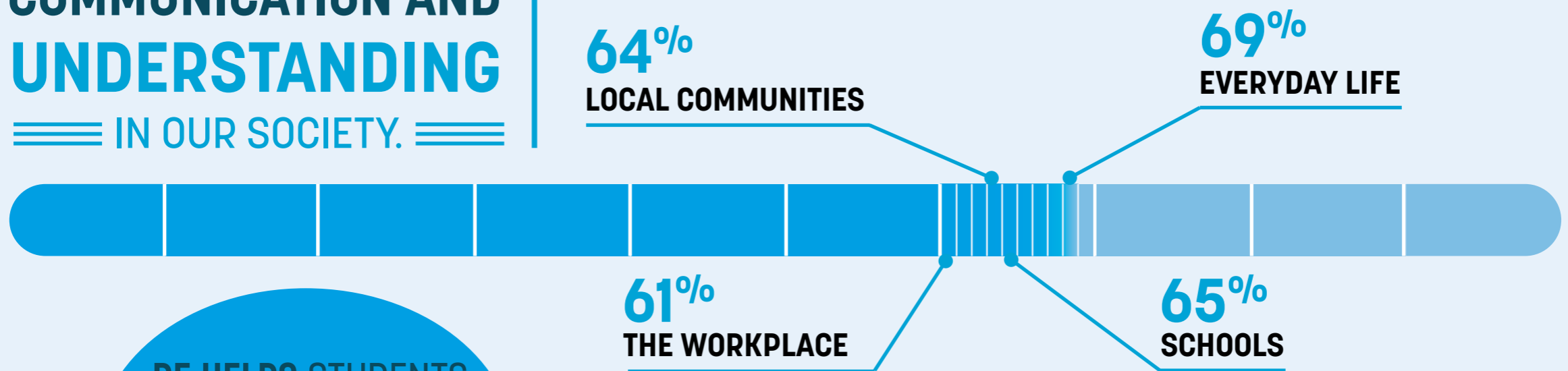
⁶ <https://blogs.bmj.com/bmj/2021/08/04/encourage-students-with-a-humanities-background-to-become-doctors/>

RE IN SOCIETY

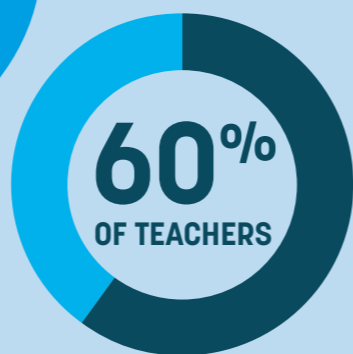
64% of the **UK adult population** think an education in **religion and worldviews** (or RE) is an important part of the **school curriculum**.⁷

HIGH-QUALITY RE IS THE BACKBONE OF COMMUNICATION AND UNDERSTANDING IN OUR SOCIETY.

AROUND TWO-THIRDS OF UK ADULTS SAY IT'S IMPORTANT TO UNDERSTAND THE BELIEFS OF OTHERS IN:



RE HELPS STUDENTS UNDERSTAND AND DEBATE THE BIGGEST ISSUES OF THE DAY⁸



DRAW INSPIRATION FROM DISCUSSING TOPICS IN THE NEWS

The public also recognises RE's positive impact on society. In a 2021 survey a majority believed RE can:

- 69%** Help young people gain a better understanding of their own beliefs
- 71%** Foster mutual understanding of different beliefs among young people
- 65%** Provide young people with the opportunity to learn more about other people

GOOD RELIGIOUS EDUCATION CREATES INDEPENDENT AND CRITICAL THINKERS, PREPARED FOR THE DIVERSITY OF BELIEF IN MODERN BRITAIN AND THE WIDER WORLD.



⁷ Religion & Worldview survey by Savanta on behalf of Culham St Gabriel's Trust, June 2021

⁸ <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers> Page 36

SCHOOL PERFORMANCE


 Time spent on the subject is **improving in some areas:**

OVER 95% of primary teachers report time spent on teaching RE has increased or stayed the same

46% of academies without a religious character have reported an increase in time to teach RE⁹



The 2021 Ofsted Research Review identified barriers to high-quality RE teaching in schools including:¹⁰

Insufficient time to teach an ambitious RE curriculum 

A lack of a 'scholarly approach'

Insufficient professional development for teachers of RE

Some teachers embedding **unhelpful misconceptions**



Gaps in teacher subject knowledge



However, **too many schools** are breaking the law by not teaching RE

34% of academies report no timetabled RE¹¹



Around 500 secondary schools still report **zero hours** of RE provision in Year 11¹²

RE also continues to be neglected on the school timetable in favour of **EBacc** subjects: **On average 5 hours** of RE are allocated to each 'teacher of RE' at **Key Stage 3** as opposed to **7** for history¹³



SCHOOLS MUST DO MORE TO ENSURE THEY PROVIDE THE RIGHT AMOUNT OF HIGH-QUALITY RE PROVISION FOR ALL STUDENTS ACROSS THE YEAR GROUPS



⁹ <https://www.natre.org.uk/news/latest-news/over-95-of-primary-teachers-report-time-spent-on-teaching-re-has-increased-or-stayed-the-same/>

¹⁰ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

¹¹ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

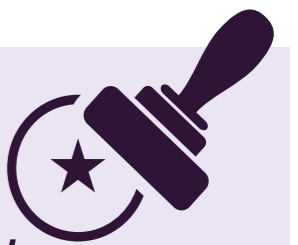
¹² <https://www.natre.org.uk/uploads/NSS%202021%20Infographic.pdf>

¹³ www.thebritishacademy.ac.uk/documents/288/theology-religious-studies.pdf



GOVERNMENT PERFORMANCE

“ **THE GOVERNMENT FIRMLY BELIEVES THAT RE IS IMPORTANT. GOOD QUALITY RE IS ESSENTIAL IN DEVELOPING CHILDREN’S KNOWLEDGE OF BRITISH VALUES AND TRADITIONS, AND THOSE OF OTHER COUNTRIES. RE IS A VITAL PART OF FOSTERING UNDERSTANDING AMONG DIFFERENT FAITHS AND BELIEFS...** ”



MINISTER OF STATE FOR SCHOOL STANDARDS, ROBIN WALKER



YET DESPITE THIS...

£0 SPENT ON RE PROJECTS BETWEEN 2016-2021

AT A TIME WHEN:¹⁴

ENGLISH:
£28.5 MILLION

MUSIC:
£387 MILLION

MATHS:
£154 MILLION

SCIENCE:
£56 MILLION

AMIDST A DECADE LONG CRISIS IN ATTRACTING NEW TALENT:

The 2021-22 teacher training bursary for RE was scrapped despite RE teacher recruitment targets not being met for nine of the last ten years.¹⁵



AND A LACK OF RE SPECIALISM IN SCHOOLS:

25% of RE lessons are taught by teachers with no post A-level qualification in the subject. Three times as many as history (8%).¹⁶



AND A FALL IN GCSE ENTRIES

Progress made in GCSE entries since 2010 is starting to unravel. Between 2016 and 2021 entries for the full course fell by almost 20%.¹⁷

WORDS NEED TO BE BACKED UP WITH ACTION



¹⁴ <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

¹⁵ <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

¹⁶ DfE School workforce census (NATRE Freedom of Information request 2019)

¹⁷ <https://www.natre.org.uk/uploads/GCSE%20results%20media%20release%20FINAL%2012-08-21.pdf>

THE FUTURE OF RE



WE WANT A HIGH-QUALITY EDUCATION
IN RELIGION AND WORLDVIEWS
FOR ALL PUPILS IN ALL SCHOOLS,
TAUGHT BY WELL-QUALIFIED AND
TRAINED TEACHERS

WE CAN ACHIEVE THIS BY:

1

REINSTATING THE
TEACHER TRAINING
BURSARY FOR RE



2

SCHOOLS ENSURING HIGH-QUALITY
PROVISION BY ADOPTING THE
VISION FOR RE SET OUT IN THE 2018
CoRE REPORT RELIGION AND WORLDVIEWS:
THE WAY FORWARD

3

OFSTED WORKING WITH THOSE
SCHOOLS NOT CURRENTLY
TEACHING SUFFICIENT RE
TO ENSURE THEY COMPLY
WITH THE LAW

4

GOVERNMENT RECOGNISING PUBLIC,
PARENT AND PUPIL SUPPORT
FOR THE SUBJECT BY PROPERLY
FUNDING IT IN LINE WITH THE
REST OF THE CURRICULUM

I've really enjoyed the last two years studying RE, for not only the deeper understanding of life it intends, but the analytical mind it encourages.

NAT, YEAR 9

WHAT PUPILS SAY:



RE is the one time in school where you can talk, listen and try to make sense of people, events and beliefs in the world.

SHREYA, YEAR 10

THE FINAL WORD:

In neglecting religious education, we leave a gaping hole in our school curriculum. It leaves young people unprepared for the ethical, moral and religious debates that influence life in modern Britain and the wider world. Put simply, we miss an opportunity to positively enhance our children's and our society's future.

SIR PETER BOTTOMLEY MP, FATHER OF THE HOUSE

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HAMPSHIRE COUNTY COUNCIL

Decision Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	20 July 2022
Title:	Determination of Application for exemption from requirement for Christian Collective Worship
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel:

Email: Patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to seek a Determination from SACRE on the application for an exemption from the requirement for a collective worship to be "wholly or mainly of a broadly Christian character" as received on 17 January 2022 from Poulner Infant School and to recommend that an exemption be refused.

Recommendation(s)

2. That SACRE refuse the application for an exemption from the requirement for collective worship to be of a "wholly or mainly of a broadly Christian character" in respect of Poulner Infant School.

Executive Summary

3. Details of the application by Poulner Infant School received on 17 January 2022 are set out in this report. The application is made by the Head Teacher. The application is for an exemption from the requirement that pupils at the school take part in collective worship that is wholly or mainly of a broadly Christian character. SACRE is asked to decide whether it is appropriate for the statutory requirement for Christian collective worship to apply in respect of this school.

Contextual information

An application for a Determination for an exemption from the requirement for collective worship to be “wholly or mainly of a broadly Christian character” was received from the Headteacher of Poulner Infant School on 17 January 2022. In line with Hampshire County Council Procedure (attached as Appendix 1) a small group of SACRE members held a preliminary meeting on 3 February 2022 and additional information was requested from the school. The additional information received included minutes of Governors meetings with clarification that the limited responses received to the parent consultation on the proposed school collective worship policy consisted of one in support and one asking for further information.

Following receipt of additional information the group reconvened on the 26 May and 28 June to consider the Application and accompanying documentation prior to making the recommendation to SACRE set out in this report. The Application and relevant accompanying documentation are attached in Appendix 2 to this report. This includes:

- Application Form dated 17 January 2022
- Supporting information from Poulner Infant School
- Proposed Collective Worship Policy dated Autumn 2021
- Letter from Poulner Infant School dated 13th May 2022

In the Application it states, “it is not appropriate for collective worship to be wholly or mainly reflective of the broad traditions of ‘Christian belief’. This is particularly so bearing in mind the family backgrounds of the pupils at our school - two thirds of parents do not identify as Christian. We find that parents increasingly exercise their choice by seeking out our community school as an alternative to nearby faith schools”.

The group considered all the information in order to make a recommendation to SACRE including the legislation and meaning and form of collective worship as stated in Department for Education Religious Education and Collective Worship Circular 1/94 (the 1994 Circular).

SACRE is asked to consider the Application in particular the information provided on family backgrounds of the pupils of the school as recorded by the school on admission as being 34% Christian, supporting document, Appendix 2, forming the largest religious group and that there have been no withdrawals from Collective Worship recorded by the school, page 8 of Appendix 2

On the basis of this information SACRE is asked to consider whether it is appropriate for the requirement for Christian collective worship to apply, having due regard to any circumstances of the family backgrounds to the pupils at Poulner Infant school.

Legal

The Education Act 1996 S394 provides that it is for SACRE, on an application from a Head Teacher of a relevant school, to consider whether it is appropriate for the requirement for Christian collective worship to apply in the case of the school or in the case of any class or description of pupils at the school.

The School Standards and Framework Act 1998 states in S70 that each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship.

Schedule 20 paragraph 3(2) of this Act further provides that for relevant schools that do not have a religious character the required collective worship shall be wholly or mainly of a broadly Christian character.

Paragraph 4(1) makes provision for SACRE determinations. This provision applies where SACRE have determined that it is not appropriate for the requirement for collective worship to be wholly or mainly of a broadly Christian character to apply.

In making a determination whether it is appropriate for the requirement to apply S394 states that SACRE shall have regard to any circumstances relating to the family backgrounds of the pupils at the school, or of the pupils in the particular class or description in question, which are relevant for determining the character of the collective worship.

The legislation does not include a definition of 'Collective Worship'. The 1994 Circular refers to the aim of collective worship as being to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

It is stated that "...it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power."

The relevant legislative provisions are set out in Appendix 3 together with an extract from The 1994 Circular relating to Collective Worship.

Therefore, after a full and thorough discussion of the legislation and documents, the small group decided to recommend to SACRE that the Application for a Determination for an exemption from the requirement for collective worship to be of a "wholly or mainly of a broadly Christian

character” as required by paragraph 3(2) of Schedule 20 to the 1998 Act be refused.

Consultation and Equalities

4. There is no adverse impact on equalities and no consultation is required.

Climate Change Impact Assessment

5. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council’s climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does.

6. Climate Change Adaptation and Mitigation.

The carbon mitigation tool and climate change adaptation tools were not applicable on this occasion because the decision relates to a programme that is strategic/administrative in nature.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	no
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

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:

3. High-quality Collective Worship should seek to contribute to the elimination of discrimination, harassment and victimisation especially and directly with regard to the protected characteristics of race and religion. SACRE seeks to promote high quality Collective Worship through supporting training for schools and producing materials to support such Collective Worship. SACRE encourages all schools through the Hampshire Inspection and Advisory Service (HIAS) to access such training and materials. Further, SACRE works with Governor Services to ensure all governors have access to such training and materials.



Hampshire Standing Advisory Council for Religious Education

Applying for a Determination

Background

All maintained schools must provide a daily act of collective worship (CW). The act of CW must be "wholly or mainly of a broadly Christian character". For some schools this may not be appropriate, for example, if their pupils are predominantly from non-Christian faiths.

A Local Authority (LA) school can apply to the local Standing Advisory Council on Religious Education (SACRE) for an exemption from the requirement to provide CW that is "wholly or mainly of a broadly Christian character". This does not remove the requirement to hold a daily act of CW. This application will be assessed by the SACRE who will come to a "determination" on whether an exemption can be allowed. A determination lasts for up to five years.

This process does not apply to LA maintained voluntary controlled or voluntary aided schools, since the character and content of CW in these schools is determined by the governing body.

An Academy school must apply for a determination from the DfE.

The Process

Any LA school seeking to apply for a determination should complete the attached form and send it with the required accompanying documents to the address provided, for consideration by SACRE.

Completed applications should be with the SACRE Clerk at least SIX weeks before the SACRE meeting that will consider the application.

SACRE meeting dates are published [here](https://democracy.hants.gov.uk/mgCommitteeDetails.aspx?ID=187) on the Hampshire County Council's website, at <https://democracy.hants.gov.uk/mgCommitteeDetails.aspx?ID=187>.

SACRE will seek to respond within 3 weeks of that meeting. The response will either be to grant or deny the application for a determination or may request further information.

Schools are strongly advised to have consulted with SACRE's professional advisers in advance of making an application.

The Application

Applications for a determination can only be made by the head teacher of the school.

If a school is considering making an application the head teacher must consult the school's governing body, who in turn may wish to seek the views of parents. It is advised that this consultation is undertaken with the involvement of SACRE professional advisers.

There is no set period for any consultation to have taken place, but the school should provide appropriate guidance for those involved which explains what the proposed changes would mean.

It is important that enough time is given for all concerned to respond.

Head teachers, together with the governing body, should take the results of the consultation into account when deciding whether to proceed with their application.

Applications received will be assessed based on the following evidence, to include:

- An explanation of why a determination is needed
- A current analysis of the religious diversity of the pupils at your school
- Evidence of consultation with the governing body
- Evidence of consultation with parents of children currently attending the school if sought by the governing body

How SACRE will make a decision

Once the application and accompanying documentation has been received by the SACRE Clerk, a small group of SACRE members will hold a preliminary meeting before the Chairman's briefing preceding the next SACRE. This group will be convened as required by the Clerk to SACRE and consist of a representative of each of SACRE group + one co-opted member + SACRE Professional Adviser(s). If there is insufficient time to convene this group before the next SACRE meeting, then a recommendation regarding the determination will be put before the following SACRE meeting.

If a determination is granted, any request for renewal of an existing determination must be submitted by the head teacher to SACRE for review **at least 6 months prior** to the lapse of the determination. This review should follow the same process as the initial application. This timescale is to safeguard, assuming all circumstances remain the same as before, there is no break in the determination.

Notes:

The current and relevant legislation and statutory powers upon which this document has been prepared are: s.394(1) Education Act 1996, s70 and Schedule 20 of School Standard and Framework Act 1998.

Schools may find it helpful to refer to a document known as "Circular 1/94", pp. 20-25. Whilst being aware that some of the legislation referred to has been repealed, it gives explanation of the position pertaining in general to Collective Worship and applications for determinations:

<http://www.educationengland.org.uk/documents/dfe/circular1-94.pdf>

Application and accompanying documentation



HAMPSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION

APPLICATION FOR AN 'EXEMPTION FROM BROADLY CHRISTIAN COLLECTIVE
WORSHIP (DETERMINATIONS) IN ACCORDANCE WITH THE APPROPRIATE
EDUCATION ACTS (e.g. s.394 Education Act 1996,s.70 and Schedule 20 of School
Standards and Framework Act 1998)

School: Poulner Infant School & Nursery **DfE number:** 116031

Headteacher: Jo Corner

Tel. no. 01425 472338

Date of application for determination: 17 January 2022

Please provide:

1. An explanation why a determination is needed
2. A current analysis of the religious diversity of the pupils at your school
3. Evidence of consultation with the governing body
4. Evidence of consultation with parents of children currently attending the school, if sought by the governing body

Head teachers may choose to provide information to SACRE on what the school's policy on collective worship is going to be, how it will be managed and details of the form it will take.

SACRE reserves the right to request further information concerning the consultations the school carried out with parents, governors and staff should this not be included in your submission.

SACRE can provide further advice if required.

Please return this form and any relevant attachments to:

Clerk to Hampshire SACRE
Democratic and Member Services, Hampshire County Council
Winchester, Hampshire, SO23 8UJ
or by e-mail to: members.services@hants.gov.uk

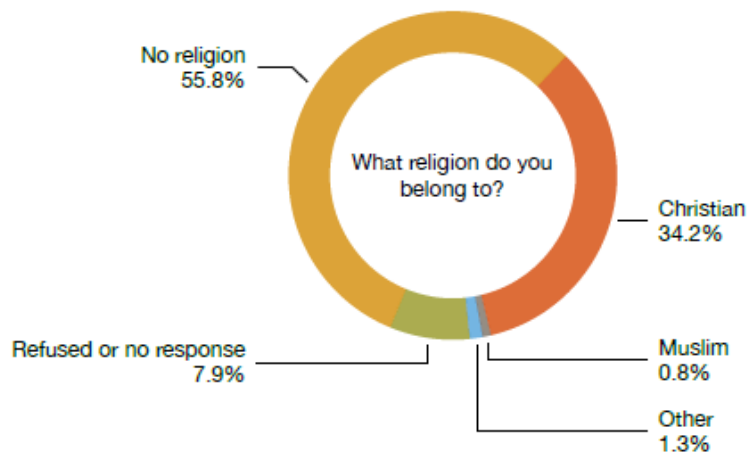
Application for Determination Supporting Information

A current analysis of the religious diversity of the pupils at your school

As an Infant School we have asked parents (rather than pupils) about their religion when joining the school. The graph below summarises the responses to the question “what religion do you belong to?”.

These figures are broadly in line with recent national polls which find that 37% of all adults¹ & 34% of adults under 55 living outside London² identify as Christian.

If anything it is likely the leading nature of the school survey question has resulted in slightly higher figures for those identifying with a religion compared to those not.



Religious affiliation of parents at
Poulner Infant School & Nursery.

¹ British Social Attitudes Survey <https://www.bsa.natcen.ac.uk/latest-report/british-social-attitudes-36/religion.aspx>

² Theos Religious London Research https://www.theosthinktank.co.uk/cmsfiles/Theos-Religious-London-Research_GB-xx-London_tables-final.pdf

An explanation why a determination is required

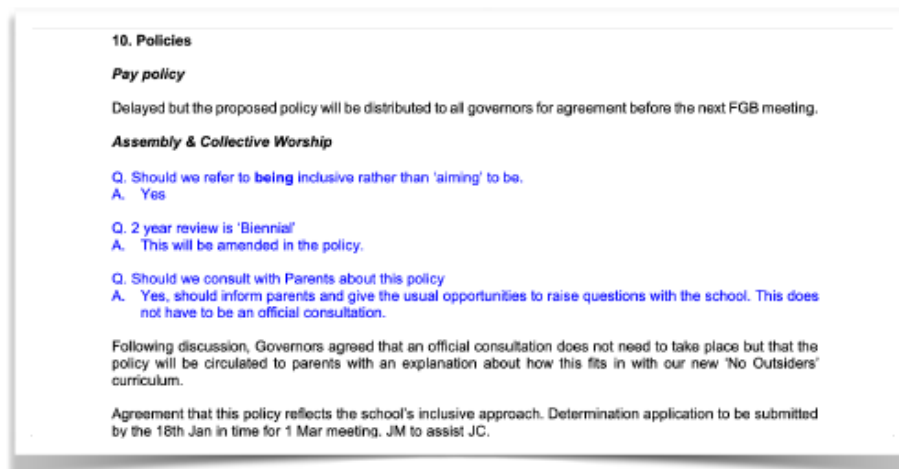
A determination is required because it is not appropriate for collective worship to be wholly or mainly reflective of the broad traditions of 'Christian belief'³. This is particularly so bearing in mind the family backgrounds of the pupils at our school - two thirds of parents do not identify as Christian. We find that parents increasingly exercise their choice by seeking out our community school as an alternative to nearby faith schools.

Our school has recently enhanced its awareness and teaching of the Equality Act in the UK, using resources like 'No Outsiders'. We also embrace the rights respecting approach promoted by The United Nations Convention on the Rights of the Child.

The UNCRC has called on the UK Government to repeal the legal requirement for collective worship.⁴ As long as the legal requirement for collective worship remains in place we feel a determination provides the best opportunity for us to provide inclusive assemblies.

Evidence of consultation with the governing body

The Head Teacher & Governing Body have discussed the school's approach to assemblies and collective worship on several occasions over the previous year and when considering an updated policy made the unanimous decision to seek a determination - an excerpt from our minutes is below. The governing body also decided to consult with parents.



Excerpt from (draft) minutes of whole governing body meeting 30 Nov 2021

Evidence of consultation with parents of children currently attending the school, if sought by the governing body

Please refer to the attached letter to parents. Parental feedback on the consultation was limited in number but wholly positive in nature & will be used by the school when developing assembly & collective worship.

³ School Standards & Framework Act '98. Schedule 20. 3(3) <https://www.legislation.gov.uk/ukpga/1998/31/schedule/20>

⁴ UN Convention on the Rights of the Child, Committee on the Rights of the Child, List of issues prior to submission of the combined sixth and seventh reports of the United Kingdom of Great Britain and Northern Ireland: (pg4) https://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/GBR/CRC_C_GBR_OPR_6-7_44382_E.pdf

POULNER INFANT SCHOOL AND NURSERY

Assembly & Collective Worship Policy

DOCUMENT VERSION CONTROL	Reviewed by WGB
Date of Changes	Summary of Changes
Autumn 2	
Ratified at WGB meeting	<u>Autumn 2021</u>
To be reviewed	<u>Autumn 2023</u>
Signed By Michelle Buckler Chair of Governors	

Assembly & Collective Worship Policy

This policy has been developed in the context of the caring and thoughtful ethos of the school, where all members of the school community are valued and encouraged to take responsibility for themselves, others and the world around them.

Assemblies at Poulner Infant School and Nursery

At Poulner Infant School and Nursery assemblies offer opportunities for our children and staff to come together to reflect on the meaning of beliefs and values held in the wider community, concerning matters of ethical and philosophical importance or significance to people. Assemblies reflect the breadth of values and beliefs within our school and wider community.

In our assemblies we aim to encourage the children to:

- Reflect on their own values and beliefs as well as those of others
- develop a community spirit, a common ethos and shared values
- learn about the main tenets and rituals of the main world faiths & beliefs
- consider spiritual and moral issues

We have adopted the 'No Outsiders' curriculum to support our assemblies. 'No Outsiders' is used as a platform to prepare our children for life in modern Britain. It gives children the language to talk about diversity, community cohesion and inclusion. Ultimately it prepares the children for life as a global citizen.

Implementation

As a school we hold an assembly every day of the week in the hall.

Timetable:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.10pm No Outsiders Headteacher	1.10pm Theme Headteacher	1.10pm Theme Headteacher	1.10pm Singing and reflection Music Leader	9.10am Celebration with parents Headteacher/Deputy

The Headteacher, in consultation with the Senior Leadership team, plan themes that run through the academic year e.g. remembering, festivals such as Diwali, moral issues such as thinking of others or honesty and linked to the RSE curriculum.

We endeavour to provide opportunities for 'worship' through:

- having a special time set apart from the business of the school day
- giving time for reflection, private thoughts, giving thanks, celebrating, being still and noticing
- allowing children time to develop a concept of spirituality, to develop a sense of awe and wonder
- having a sense of belonging, for involvement, active response and sharing time

During Assembly we:

- Present imaginative, well prepared and resourced sessions
- relate to the interests and needs of the school
- aim to be inclusive - all children should gain something from the experience
- give opportunities for children to reflect on what was presented through discussion and in silence
- Involve the children by asking lots of questions and eliciting their view and ideas
- Involve the children in storytelling and role play

Collective Worship

All maintained schools must provide a daily 'act of collective worship' for registered pupils. The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging this after consulting with the Governing Body.

Having regard to the family backgrounds of the children at the school, and following parental consultation, a 'determination' to allow 'acts of collective worship' that are appropriate for all children (rather than 'wholly or mainly reflecting the broad traditions of Christian belief') was obtained.

Withdrawal

This approach ensures our assemblies are appropriate for all children. The school encourages parents and carers to discuss any concerns they may have. If parents and carers wish to withdraw their child from Collective Worship and/or Religious Education they can do so by contacting the Headteacher.

Monitoring and Evaluation

The school will review this policy bi-annually and the 'determination' every five years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

November 2021

by email: members.services@hants.gov.uk

Friday, 13 May 2022

Dear Clerk to Hampshire SACRE

Application for Determination on Collective Worship

Further to your request please find the following information enclosed:

Governor meeting minutes at which assemblies & collective worship were discussed
Our proposed Assembly & Collective Worship Policy
Accompanying Equality Impact Assessment

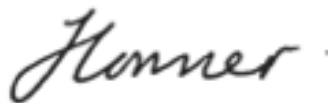
As the school has very low levels of withdrawal from collective worship records are not kept separately for these. We believe theses low numbers reflect the fact that the school already operates the inclusive approach outlined in our policy and are hopeful that the new policy document will help demonstrate to the few families who are still concerned about collective worship e.g. Jehova's Witness, that withdrawal is not necessary.

It has taken a little time to find the relevant meeting minutes so apologies for the delay in replying. As you know we were surprised that the information listed on the application form was not sufficient. As SACRE'S application document says, we still think the principal consideration is quite straightforward.

"The act of CW must be "wholly or mainly of a broadly Christian character". For some schools this may not be appropriate, for example, if their pupils are predominantly from non-Christian faiths [or beliefs]."

We look forward to hearing from you and would be grateful if you can make the panel meeting documents available to us, just as the SACRE meeting documents are publicly available.

Yours Faithfully



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Section 70 of the School Standards and Framework Act 1998

Religious worship

70 Requirements relating to collective worship

(1) Subject to section 71, each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship.

(2) Subject to section 71, in relation to any community, foundation or voluntary school—

(a) the [local authority] and the governing body shall exercise their functions with a view to securing, and

(b) the head teacher shall secure,

that subsection (1) is complied with.

(3) Schedule 20 makes further provision with respect to the collective worship required by this section, including provision relating to—

(a) the arrangements which are to be made in connection with such worship, and

(b) the nature of such worship.

Exceptions and special arrangements etc

71 Exceptions and special arrangements; provision for special schools

[(1) If the parent of a pupil at a community, foundation or voluntary school [in England] requests that he may be wholly or partly excused from receiving religious education given at the school in accordance with the school's basic curriculum, the pupil shall be so excused until the request is withdrawn.

(1A) If the parent of any pupil at a community, foundation or voluntary school other than a sixth-form pupil requests that he may be wholly or partly excused from attendance at religious worship at the school, the pupil shall be so excused until the request is withdrawn.

Schedule 20, Section 70 of the School Standards and Framework Act 1998

General provisions as to collective worship

2

- (1) This paragraph applies to any community, foundation or voluntary school.
- (2) The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.
- (3) For the purposes of sub-paragraph (2) a “school group” is any group in which pupils are taught or take part in other school activities.
- (4) Subject to sub-paragraph (6), the arrangements for the required collective worship shall be made—
 - (a) if the school is a community school or a foundation school which does not have a religious character, by the head teacher after consulting the governing body;
 - (b) if the school is a foundation school which has a religious character or a voluntary school, by the governing body after consulting the head teacher.

Nature of collective worship in community schools and foundation schools without a religious character

3

- (1) This paragraph applies to—
 - (a) any community school; and
 - (b) any foundation school which does not have a religious character.
- (2) Subject to paragraph 4, the required collective worship shall be wholly or mainly of a broadly Christian character.
- (3) For the purposes of sub-paragraph (2), collective worship is of a broadly Christian character if it reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination.
- (4) Not every act of collective worship in the school required by section 70 need comply with sub-paragraph (2) provided that, taking any school term as a whole, most such acts which take place in the school do comply with that sub-paragraph.
- (5) Subject to sub-paragraphs (2) and (4)—
 - (a) the extent to which (if at all) any acts of collective worship required by section 70 which do not comply with sub-paragraph (2) take place in the school,

(b) the extent to which any act of collective worship in the school which complies with sub-paragraph (2) reflects the broad traditions of Christian belief, and

(c) the ways in which those traditions are reflected in any such act of collective worship,

shall be such as may be appropriate having regard to any relevant considerations relating to the pupils concerned which fall to be taken into account in accordance with sub-paragraph (6).

(6) Those considerations are—

(a) any circumstances relating to the family backgrounds of the pupils which are relevant for determining the character of the collective worship which is appropriate in their case, and

(b) their ages and aptitudes.

(7) In this paragraph references to acts of collective worship in the school include such acts which by virtue of paragraph 2(6) take place otherwise than on the school premises.

Disapplication of requirement under paragraph 3(2)

4

(1) This paragraph applies where a standing advisory council on religious education have determined (under [section 394](#) of the Education Act 1996) that it is not appropriate for the requirement imposed by paragraph 3(2) to apply in the case of any school to which paragraph 3 applies or in the case of any class or description of pupils at any such school.

(2) While the determination has effect—

(a) paragraph 3 shall not apply in relation to the school or (as the case may be) the pupils in question, and

(b) the collective worship required by section 70 in the case of the school or pupils shall not be distinctive of any particular Christian or other religious denomination;

but paragraph (b) shall not be taken as preventing that worship from being distinctive of any particular faith.

Section 394 of the Education Act 1996

394 Determination of cases in which requirement for Christian collective worship is not to apply

(1) The council constituted by a [local authority] under section 390 shall, on an application made by the head teacher of—

(a) any [community school] maintained by the authority, or

[(b) any foundation school which has not been designated under section [68A or] 69(3) of the [School Standards and Framework Act 1998](#) by [the Welsh Ministers or] the Secretary of State as having a religious character,]

consider whether it is appropriate for the requirement imposed by [paragraph 3(2) of [Schedule 20](#) to the School Standards and Framework Act 1998 (requirement for Christian collective worship)] to apply in the case of the school or in the case of any class or description of pupils at the school.

(2) In determining whether it is appropriate for that requirement to apply as mentioned in subsection (1), the council shall have regard to any circumstances relating to the family backgrounds of the pupils at the school, or of the pupils of the particular class or description in question, which are relevant for determining the character of the collective worship appropriate in their case.

Collective Worship

Aims

- 50 Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

Responsibility to provide daily collective worship

- 51 All registered pupils (note 4 on page 10) attending a maintained school should take part in daily collective worship (see paragraphs 83-87 for the parental right of withdrawal). The relevant legislation is reproduced at Annex G.
- 52 It is the head teacher's duty to secure this. The governing body or, for LEA-maintained schools, the governing body and the LEA, must also exercise their functions with a view to securing this.
- 53 The responsibility for arranging collective worship rests:
- at a voluntary or equivalent grant-maintained school with the governing body after consultation with the head teacher;
 - at any other school with the head teacher after consultation with the governing body.
-

Organisation of collective worship

- 54 Collective worship, subject to the right of withdrawal, is intended to be appropriate for and to include all pupils attending a school.
- 55 The timing and organisation of daily collective worship can be flexible. It need not be held at the start of the school day. There may be a single act of worship for all pupils or separate acts for pupils in different age groups or in different school groups. For this purpose, a 'school group' means any group, or combination of groups in which pupils are taught or take part in other school activities; it does not mean a group reflecting particular religious beliefs, for which different provision may be made (paragraphs 68-74).
- 56 As a rule, all acts of collective worship should take place on the school premises. However, the governing bodies of grant-maintained, aided and special agreement schools have discretion to organise collective worship elsewhere on special occasions. County and controlled schools which also wish to hold acts of collective worship off the school premises may do so, provided these are in addition to the daily statutory act of collective worship which must still be held on school premises.
-

Meaning of collective worship

- 57 'Worship' is not defined in the legislation and in the absence of any such definition it should be taken to have its natural and ordinary meaning. That is, it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power. However, worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'.
- 58 Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear. Collective worship can, nevertheless, be related to the day to day life, aspirations and concerns of the school.
- 59 'Taking part' in collective worship implies more than simply passive attendance. It follows that an act of collective worship should be capable of eliciting a response from pupils, even though on a particular occasion some of the pupils may not feel able actively to identify with the act of worship.

Character of collective worship (other than at LEA-maintained voluntary and equivalent grant-maintained schools)

- 60 In the light of the Christian traditions of Great Britain, section 7(1) of the Education Reform Act (and the corresponding section of the Education Act 1993) says that collective worship organised by a county or equivalent grant-maintained school is to be 'wholly or mainly of a broadly Christian character'.
- 61 The Act then further defines collective worship of a 'broadly Christian character' as being worship which reflects the broad traditions of Christian belief. Any such worship should not, however, be distinctive of any particular Christian denomination.
- 62 It is open to a school to have acts of worship that are wholly of a broadly Christian character, acts of worship that are broadly in the tradition of another religion, and acts of worship which contain elements drawn from a number of different faiths. Section 7(3) of the Act qualifies section 7(1) by providing that within each school term the majority of acts of worship must be wholly or mainly of a broadly Christian character, but it is not necessary for every act of worship to be so (see also paragraph 124). Thus, whatever the decision on individual acts of worship, the majority of acts of worship over a term must be wholly or mainly of a broadly Christian character.
- 63 Provided that, taken as a whole, an act of worship which is broadly Christian reflects the traditions of Christian belief, it need not contain only Christian material. Section 7(1) is regarded as permitting some non-Christian elements in the collective worship without thus depriving it of its broadly Christian character. Nor would the inclusion of elements common to Christianity and one or more other religions deprive it of that character. It must, however, contain some elements which relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ.

- 64 The extent to which and the ways in which the broad traditions of Christian belief are to be reflected in such acts of collective worship should be appropriate to the family backgrounds of the pupils and their ages and aptitudes. It is for the head teacher to determine this after consultation with the governing body.
- 65 Pupils who do not come from Christian families should be able to join in the daily act of collective worship even though this would, in the main, reflect the broad traditions of Christian belief. The law intends that, subject to the exceptions provided by section 9 of the 1988 Act (paragraph 83), all pupils will take part in such collective worship.
- 66 In all these matters any departure from the broadly Christian Education requirement must be justified in terms of the family backgrounds, ages and aptitudes of the pupils concerned. These considerations should inform:
- 1 the extent to which (if at all) any acts of collective worship in the school are not of a broadly Christian character;
 - 2 the extent to which the broad traditions of Christian belief are reflected in those acts of worship of a broadly Christian character; and
 - 3 the ways in which those traditions are reflected.
- 67 It is suggested that the head teacher ensure that the school's plans for daily collective worship, or some other record, are kept in case of queries.
-

Exemption from broadly Christian collective worship ('determinations')

- 68 The requirements described above (paragraphs 60-66), that collective worship should be wholly or mainly of a broadly Christian character, should be appropriate for most pupils across the country. The 'determination' procedure, however, allows these requirements to be lifted in respect of some or all of the pupils in a school where they are inappropriate. In determining this, the standing advisory council on RE (SACRE) is to have regard to any circumstances relating to the faith backgrounds of the pupils which are relevant for deciding what character of collective worship is appropriate.
- 69 The 1993 Act allows any grant-maintained school equivalent to a county school (i.e. to which section 7(1) of the 1988 Act applies) to apply for a determination in similar circumstances to a county school.

Applying for a determination

- 70 If the head teacher of a school considers that the requirements for collective worship in paragraph 60 could conflict with what is required by paragraph 64, he or she can apply to the local standing advisory council on RE (SACRE) to lift or modify the requirements in paragraph 60. Before doing so the head teacher must consult the school's governing body who in turn may wish to seek the views of parents.
- 71 The head teacher's application may relate either to a clearly described and defined group or to the whole school. Before considering applying for a determination in relation to the whole school, however, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would be appropriate. One factor which may inform a head teacher's decision to make an application to the SACRE is the extent of withdrawals from broadly Christian collective worship.
- 72 In considering whether to grant a head teacher's request, the SACRE must ensure that the proposed determination is justified by any relevant circumstances relating to the family backgrounds of the pupils concerned. When it has made a determination on the request - which can only take the form of acceptance or rejection without modification - it must communicate this in writing to the head teacher and state the date from which it should take effect.

Character and organisation of alternative statutory collective worship

- 77 It is for the head teacher to decide what form the alternative worship will take, although the SACRE should be informed of the proposed arrangements. The head teacher will wish to take appropriate steps to notify the governing body and parents of the new arrangements.
- 78 Where such a determination is made in respect of all or some of the pupils in the school, daily collective worship must still be provided for them. Where a determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative collective worship may be provided for those pupils as a whole. It may not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion. Parents continue to have a right to withdraw their children from the collective worship.

- 79 Where a single determination has been granted for the whole school, it is not permissible for pupils to be divided into faith groups for worship. However, where a determination covers only part of the school, or where more than one determination has been granted in respect of different groups of pupils at the school, a single act of worship may be provided for each group of pupils covered by a single determination. Where such a group has been defined in respect of the pupils' faith background, it follows that single faith worship may be provided for the pupils involved. Each group in respect of which a determination has been made may, of course, be further sub-divided by school or age group, if that is felt to be appropriate (paragraph 68).
- 80 This should not be taken to imply that worship should or should not be provided by faith groups. The arrangements set out above are, however, permitted by the 1988 Act, if this is deemed appropriate (paragraph 68).