

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.