

# Public Document Pack



## NOTICE OF MEETING

<b>Meeting</b>	Standing Advisory Council for Religious Education
<b>Date and Time</b>	Tuesday, 6th November, 2018 at 2.00 pm
<b>Place</b>	Ashburton Hall, Winchester
<b>Enquiries to</b>	members.services@hants.gov.uk

John Coughlan CBE  
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 - 10)

To confirm the minutes of the previous meeting on 26 June 2018.

**4. MATTERS ARISING**

To consider any matters arising from the Minutes of the meeting on 28 June 2018.

**5. CHAIRMAN'S ANNOUNCEMENTS**

To receive any Chairman's announcements.

**6. DEPUTATIONS**

To receive any deputations.

**7. MEMBERSHIP REPORT (Pages 11 - 14)**

To inform SACRE of recent appointments.

**8. MONITORING GROUP (Pages 15 - 22)**

To receive a report on behalf of the SACRE Monitoring Group on its activities and discussions in relation to the implementation of Living Difference III and the monitoring of RE across Hampshire.

**9. THE IMPACT OF THE NEW RELIGIOUS STUDIES GCSE IN HAMPSHIRE (Pages 23 - 30)**

To consider a report on behalf of the Director of Children's Services from the time-limited group convened to consider the impact of the new Religious Studies GCSE on the provision of Religious Education in Hampshire Secondary Schools.

**10. SACRE ANNUAL REPORT 2017/18 (Pages 31 - 54)**

To receive a report from the Director of Children's Services providing SACRE with details of its activities for the development of RE in the county during the last academic year, 2017/18.

**11. FINAL REPORT ON THE COMMISSION ON RE (CORE) (Pages 55 - 78)**

To consider a report and presentation from the Director of Children's Services on the final report and recommendations of the Final Report of the Commission on RE.

**12. SACRE YOUTH VOICE**

To receive a verbal report on behalf of the Director of Children's Services on the activities of SACRE Youth Voice since the SACRE meeting on 26 June 2018.

**13. ANY OTHER BUSINESS**

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

The next meeting is scheduled for 5 March 2019 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](mailto: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 Al Mahdi Centre, Fontley, Fareham on  
Tuesday, 26th June, 2018

## PRESENT

Chairman:  
p Councillor Roz Chadd

Vice-Chairman:  
p Councillor Charles Choudhary

a Councillor Anna McNair Scott                      a Councillor David Simpson

### Co-opted members

Mohammed Ansar, Muslim  
p Margaret Boyne, United Reformed Church  
Harmeet Singh Brar, Sikh  
p Amanda Cawood, Church of Jesus Christ of Latter-Day Saints  
Rev Seishin Darren Clark, Buddhist  
p Sheikh Fazle Abbas Dato, Muslim  
p Elizabeth Jenkerson, Baha'i  
p Rhian Jones, Salvation Army  
a Jo May, Baptist Union  
a Sushma Sahajpal, Hindu  
p Chris Hughes, Fellowship of Independent Evangelical Churches  
p Yasmeen Hussain, Muslim  
a Lisa-Marie Taylor, Buddhist  
Heather Thorpe-Tracey, Society of Friends  
a Sue Bowen, Church of England  
a Caroline Welch, Church of England  
p Richard Wharton, Church of England  
a Reverend Jeff Williams, Church of England  
a Rev Howard Wright, Church of England  
p Maureen Barnes, Teachers' Liaison Panel  
p Patrizia Timms Blanch, Teachers' Liaison Panel  
p James Dye, Teachers' Liaison Panel  
p Susannah Burns, Teachers' Liaison Panel  
a Pam Brown, Special Education  
p Jon Hamer, Secondary Schools  
p Gill Heron, Academy Schools  
a Rhiannon Love, Higher Education  
a Alasdair Richardson, Higher Education  
p Chris Robinson, Humanists  
p Kate Stubbings, Primary Schools

Also present with the agreement of the Chairman: Robert Sanders, Beverley Wayman,  
Mahmood Hooda and Nazznin Hooda.

Prior to the start of the main meeting Sheikh Fazle Abbas Dato and two colleagues from the Al Mahdi Centre, Mr Mahmood Hooda and Mrs Nazznin Hooda, gave Members a guided tour of the Centre, giving a very informative explanation of its history, design and use.

**40. APOLOGIES FOR ABSENCE**

Apologies were received from Councillors Anna McNair Scott and David Simpson, Rhiannon Love, Alasdair Richardson, Jeff Williams, Lisa-Marie Taylor, Jo May, Caroline Welch, Sushma Sahajpal, and Pam Brown.

**41. 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.

**42. MINUTES**

The minutes of the previous meeting on 6 March 2018 were agreed as an accurate record and signed by the Chairman.

**43. MATTERS ARISING**

There were no matters arising.

**44. CHAIRMAN'S ANNOUNCEMENTS**

The Chairman began by thanking Sheikh Fazal for inviting us to the Al Mahdi Centre and to Mr Mahmood Hooda and Mrs Nazznin Hooda from the community who had helped facilitate the meeting. She thanked them for making SACRE feel very welcome; the pre-meeting tour had been very informative and the community was obviously very proud of their Centre.

She welcomed Danny Habel and Rhian Jones to their first SACRE meeting, also Rob Sanders who was standing in for Jeff Williams and Beverley Wayman, a teacher colleague of Patricia Timms Blanch.

The Chairman informed Members that James Dye, one of the Teachers' representatives was leaving Hampshire; she wished him well and thanked him for being such an active Member of SACRE.

The speaker prior to the November meeting would be Chris Anders, head teacher of Park Community School who would talk about the challenges faced by heads in balancing secondary curriculum demands, particularly with regard to RE. Members were asked to put themselves forward as a speaker for the March 2019 meeting.

45. **DEPUTATIONS**

There were no deputations.

46. **SACRE MEMBERSHIP**

SACRE received a report from Patricia Hannam, the County Inspector/Advisor, on the membership of SACRE (item 7 in the Minute Book).

Members were made aware of three new appointments to SACRE.

It was noted that a replacement for James Dye, one of the Teacher's Liaison Panel Members, was being sought. James was acknowledged as an important SACRE Member representing Sixth Form teachers and had played a valuable role networking with similar teachers.

A training session on Monday 17 September at the RE Centre from 9.30am to 12.00pm was highlighted to Members. It was stressed that all Members are expected to attend one of these sessions and they were open to all Members as a refresher.

RESOLVED:

That SACRE notes the report.

47. **MONITORING GROUP**

SACRE received a report from Patricia Hannam, the County Inspector/Advisor on the discussion and findings of the Monitoring Group at their meeting on 14 May 2018 (item 8 in the Minute Book).

Items from the report that were highlighted included the increase in numbers for the Secondary PGCE course at Winchester University and the continued assistance by the primary adviser to the Diocese with regard to Living Difference II and the Understanding Christianity resource.

The collaboration between HIAS and Brunel University would be continuing with a further research project on the different meanings of 'Religious literacy'. It was

indicated that the dates mentioned in the report had been put back, the academic 'summit' would be in January 2019 and the meeting with Hampshire teachers in February.

The Monitoring Group had discussed and agreed the need for schools to have their religious education curriculum clearly visible on their websites and for them to have a specified governor for religious education and requested SACRE to recommend that letters concerning these issues be sent to the relevant people for action.

In answer to a question regarding the nature of the Monitoring Group, it was explained that the Monitoring Group was an important part of SACRE's work but was not a decision-making body. It was agreed that the membership of this group should be opened up and Members wishing to become part of it were asked to contact the Secondary Inspector/Advisor.

RESOLVED:

1. That SACRE notes the report.
2. That the Chairman of SACRE should write to the Executive Member for Education and the Director of Children's Services recommending that schools have a link governor for religious education.
3. That the Chairman of SACRE should write to head teachers reminding them of the need for schools to have clear information on their websites about their religious education curriculum, as well as how children's spiritual, moral, social and cultural development is promoted.

#### 48. **SACRE'S 3 YEAR ACTION PLAN**

The Inspector/Advisor presented the draft Three Year Action Plan 2018-2020 which had been redeveloped by the Monitoring Group following SACRE's meeting in March 2018. (Item 9 in the Minute Book).

Each section of the Action Plan was discussed and minor amendments were agreed.

Teacher Members suggested that, to maximise the possibility of completion, the annual survey on withdrawal should be sent to the head of department rather than the head teacher and that the start of the autumn term would be the best time to send it.

RESOLVED:

That SACRE accepted the 3 Year Action Plan, subject to the agreed amendments, and for it to be reviewed annually.

#### 49. **RELIGIOUS EDUCATION LOCALLY AND NATIONALLY, INCLUDING AN UPDATE ON THE COMMISSION ON RE**

SACRE received a report from Patricia Hannam, the Inspector/Advisor for Religious Education, on behalf of the Director of Children's Services bringing



Members up-to-date with relevant local and national issues (Item 10 in the Minute Book).

Two Members had attended the NASACRE AGM on 25 May, but were not present to give feedback. Elizabeth Jenkerson, who had attended as a member of NASACRE, told members that she felt the best received part of the conference was the sharing of experiences and reports of what was happening in other SACREs.

There was considerable discussion concerning the new GCSE Religious Studies course which had been introduced for the 2018 examinations.

Patrizia Timms Blanch, one of the Teachers' representatives spoke about her personal experience and concerns about the new RE syllabus within her own school. Other teachers also made comments, suggesting that there is a very mixed picture over the County. The Inspector/Adviser stated that the new GCSE was a national concern and suggested that a time-limited group should be convened to look more closely at the impact of the new course on the provision of Religious Education in Hampshire secondary schools; a twilight meeting would be necessary to ensure teachers were able to attend. The importance of SACRE continuing to monitor that core RE was being provided for all children, not just those taking GCSE, was stressed, as it is a legal requirement. Teachers and inspectors agreed that they were waiting to see what the results were like.

Members were informed that the Commission on RE would publish its final report in September 2018 and that it would be discussed at the November SACRE meeting.

RESOLVED:

1. That SACRE would convene a time-limited group to explore the impact of the new Religious Studies GCSE on the provision of Religious Education in Hampshire Secondary Schools, and report its preliminary findings to the SACRE meeting in November.
2. That SACRE requested the Advisers to bring a full report of the Commission on RE Report to the November SACRE meeting for consideration.

## 50. **SACRE YOUTH VOICE**

The Council received a verbal report from Patricia Hannam, the County Inspector/Adviser on the activities of the Youth Voice since the last SACRE meeting on 6 March 2018 (Item 11 in the Minute Book).

Youth Voice had last met on 16 May with a focus on planning for the forthcoming Youth Voice Conference on 9 July in Winchester. The theme, decided by the students, would be 'Religion: Provider of Peace or Causer of Conflict?' There would be about 70 students attending. Members were encouraged to offer to take part.

A second Primary Youth Voice had been hosted by Cove School on 14 June 2018 with the theme of Community which was attended by 28 students from five schools in the local area.

**51. SOUTH CENTRAL SACRE HUB**

The Council received a verbal report from Patricia Hannam, the County Inspector/Adviser on the activities of the South Central SACRE Hub (Item 12 in the Minute Book).

The last meeting of the Hub had been on 12 June 2018 which was attended by representatives from six SACREs. Discussion had centred around minutes of SACRE meetings to find common issues that were being tackled. The next meeting on 19 November would focus on SACRE Action Plans.

**52. ANY OTHER BUSINESS**

The Vice-Chairman suggested that SACRE should invite the Secretary of State for Education, Damien Hinds, to attend a SACRE meeting. This would be appropriate as he is the MP for East Hampshire. SACRE Members agreed with the proposal, but it was stressed that his visit should be an instructive and informative one, about the importance of the work of SACREs.

RESOLVED:

That the Chairman of SACRE would take advice from the Leader and Director of Children's Services with regard to inviting the Secretary of State and then contact him.

The Chairman ended the meeting by reiterating her thanks to Sheikh Fazle and the members of the Al Mahdi Centre for hosting the meeting.

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

The date of the next meeting was confirmed as Tuesday 6 November 2018 at 2.00 pm in the Ashburton Hall, Hampshire County Council, Winchester, with a pre-meeting talk at 1.30pm.

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Chairman,

## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	6 November 2018
<b>Title:</b>	Membership report
<b>Report From:</b>	Director of Children's Services

**Contact name:** Patricia Hannam

**Tel:**

**Email:** Patricia.hannam@hants.gov.uk

#### 1. Recommendation(s)

- 1.1 That Graeme Rowe and Julie Kelly be appointed as representative and substitute representative, appointed by the Teachers' Liaison Panel, to Group C.
- 1.2 That Rob Sanders be appointed as a substitute representative, appointed by the Church of England, to Group B.
- 1.3 That the officer supporting SACRE extends an invitation to the next SACRE training and offers to link them with an experienced member of SACRE as mentor for the first year of service on SACRE.

#### 2. Summary

- 2.1. That SACRE welcomes one new member Graeme Rowe to Group C, and two substitute representatives Julie Kelly to group C and Rob Sanders to group B.

**CORPORATE OR LEGAL INFORMATION:****Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	no
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

DocumentLocation

None

## **IMPACT ASSESSMENTS:**

### **1. Equality Duty**

1.1. 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 under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**Due regard in this context involves having due regard in particular to:**

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

### **1.2. Equalities Impact Assessment:**

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

### **2. Impact on Crime and Disorder:**

2.1. This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

### **3. Climate Change:**

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

Through the use of electronic and digital media.

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

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.



Rhiannon Love

(Supporting Officer)

Justine Ball

(Supporting Officer)

### 2.3. Apologies were received from:-

Cllr Roz Chadd

Alasdair Richardson

## 3. Key Issues

3.1 It was noted that Governor Services had made RE a priority in their governor training last year, commissioning three sessions of training. Prior to that SMSC and British values had been a focus.

3.2 There has been a sharp decline in delegate bookings on RE courses and in the light of funding constraints professional development of teachers cannot take a priority at present. Concern was expressed about the longer-term effects this lack of teacher development on quality of RE teaching.

### 3.3 *Understanding Christianity (UC) and LDIII*

UC is a preferred resource by the Dioceses of Winchester and Portsmouth to support the teaching of Christianity in its schools. Teachers in Church Schools (Aided and Controlled) would value further clarification from HIAS inspectors as to how the *LDIII* links with the concepts in *UC*; in particular for younger children (e.g. *forgiveness / salvation*), was discussed. It was agreed that the SACRE primary adviser would develop existing teaching guidance packs to be sold from the Hampshire RE Curriculum Centre to clarify this.

## 4. Other projects

### 4.1 *Religious literacy research project*

An update was received on the successful joint bid (HIAS/Brunel University) for £12,000 from Culham St Gabriel's Trust. The post doctoral researcher has now been appointed at Brunel University. On 31 January/1st February a 24 hour summit will bring together relevant academics to discuss the report from the religious literacy research; finally on 15 February 6 – 10 teachers and NATRE Research Group members will come together in Winchester to discuss the report and consider next steps. This may include bidding for further funds to develop the research practically.

### 4.2 *P4C and RE project*

Based on the observation that the best RE GCSE results are frequently achieved in schools where philosophical enquiry has been embedded as a



complementary teaching strategy to LDIII, seven secondary teachers are undertaking the Level 1 (2-day course) and also the Level 2a course (a further 2 days) in Philosophy for Children (P4C) with SACRE Professional Adviser. This is also linked with another piece of research ongoing with 2 other HIAS inspectors working at doctoral/post doctoral level (Art and English) into the effectiveness of continuous professional education. One of the impacts being looked at will be whether this may lead to higher GCSE grades over the next three years (*N.B. other impacts will also be considered including teacher well-being*). SAPERE level 1 training has been completed, with level 2a scheduled for February 2019. The five LA schools and two academies are involved

#### **4.3 AREIAC RE future leaders project**

Following modest pilot funding to the Association of RE Inspectors, Advisers and Consultants (AREIAC) from Culham St Gabriel's Trust, a model mentoring programme is beginning with 4/5 Hampshire Secondary RE teachers. This is with the intention of developing future RE leaders. All those involved in the project will receive a year's membership of AREIAC.

### **5. 2018 GCSE results**

5.1 At the time of the meeting unverified data had not yet been received from government. However, based on Ofqual data, the national result for grades 9 – 4 is 71.9%, whereas the same source gives Hampshire's results (including Portsmouth and Southampton) as 74.6%.

### **6. Information from SACRE monitoring visits**

Reports from four SACRE monitoring visits to primary schools were discussed and one SACRE monitoring visit to a Hampshire Secondary School

### **7. Ofsted reports mentioning RE, British values and SMSC**

**7.1 Primary:** There were 29 recent Ofsted reports since the last meeting. Most of these were short reports or section 8 reports, that did not mention or infer religious education had been taken into account. It was agreed to compile a list of Ofsted inspectors who regularly mention RE in their reports.

#### **7.2 Secondary**

Since the last meeting there had been three full Ofsted inspections of Hampshire secondary schools. Concern was expressed over the positive comments regarding RE in two of the Ofsted reports. In both cases the curriculum information available online reveals a poor understanding of Living

Difference III, in addition the latest school workforce data show no RE reported in these schools. It was agreed that the chair of SACRE would write to Ofsted to enquire in what way the inspectors had taken the locally agreed syllabus into account whilst making their judgement. SACRE monitoring visits would be made to these schools as soon as possible.

## **8. Teacher vacancies and uptake on ITT courses**

8.1 9 PGCE students are currently on the Secondary RE PGCE course at the University of Winchester. This is up from 6 students in 2017/18. UCAS goes live on 9 October for applications for 2019/20 this is a month earlier than in previous years. IT had recently been announced that for 2019/20 there would be a full £9,000 bursary available for all students who were accepted onto PGCE courses. It is hoped that this will ensure more students are recruited into RE PGCE courses.

**CORPORATE OR LEGAL INFORMATION:****Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	no
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes
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Location

None

## **IMPACT ASSESSMENTS:**

### **1. Equality Duty**

1.1. 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:

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- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

### **5 Impact on Crime and Disorder:**

5.1 This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

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6.1.1 How does what is being proposed impact on our carbon footprint / energy consumption?

Through the use of electronic and digital media.

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

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.

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- (ii) Are there theological / religious studies problems associated with the content of the syllabus that could lead to reductionism and/or essentialisation in the teaching of religion at GCSE level?
  
- (iii) Is the syllabus content too great and is this likely to lead to teaching GCSE over 4/5 years, compromising KS3 and the proper teaching of RE using the Agreed Syllabus Living Difference III?

### **3.2 Is the GCSE too difficult and as a consequence has led to a reduction in the number of students taking RS GCSE?**

4.2.1 Since the unverified data was not yet available, preliminary GCSE results that been informally accessed were discussed. In general indications so far show that where RS GCSE is taught as an option group by specialist teachers in the correct amount of time recommended by Ofqual and sat in year 11, results have been extremely good. In addition examples of two schools where all students were taught and entered for the examination and taught in the correct amount of time by specialist teachers were considered. These groups achieved on or above the national result. This indicates that the course can be taught well and students achieve well. Although, it was agreed that if students have not freely chosen the subject there may be a reduced motivation that brings the results down. However where whole groups of students have been entered who have been taught in less time than the recommended time and by a mixture of teachers (either all non-specialist or some specialist and other s non-specialist), results have continued to be well below the national.

3.2.2 In conclusion evidence would seem to show that students are enjoying the new GCSE and it is not too difficult where taught in the right amount of time by specialist teachers who are familiar with a dialogical approach to teaching and whose subject knowledge is thorough and reflected.

### **3.3 Are there theological / religious studies problems associated with the content of the syllabus that could lead to reductionism and/or essentialisation in the teaching of religion at GCSE level?**

3.3.1 There has been some concern expressed nationally about the use of texts in the new GCSE. The religions being taught by teachers in this review group were Christianity (all) and then either Islam or Judaism. These three traditions have a similar approach to the role of scripture in the tradition.



3.3.2 Our findings would show that despite the early indications by the exam boards and Ofqual, in the event there seemed to be less demand for reference to texts in the examination that was at first thought. This is unless students take the textually based papers. Nevertheless it is possible that the way texts are referred to in specifications relating to Buddhism and/or Hinduism could be handled poorly, especially where students were encouraged to compare across religions. Regarding the essentialisation of religion or reductionism, both things were possible in the hands of poorly trained teachers.

3.3.3 The group agreed that any problems that may be present in the specifications would more than likely be at least ameliorated by ensuring that all teachers teaching RS GCSE are well trained, knowledgeable in their understanding of the religious traditions and further knowledgeable regarding the range of ways it may be possible to live a life in that tradition. These will also be teachers who are skilled in their professional classroom skills for teaching RE and this include dialogical enquiry such as found in P4C training.

### **3.4 Is the syllabus content too great and is this likely to lead to teaching GCSE over 4/5 years compromising KS3 and the proper teaching of RE using the Agreed Syllabus Living Difference III?**

3.4.1 The group agreed that any problems that may be present in the specifications would more than likely be at least ameliorated by ensuring that all teachers teaching RS GCSE are well trained, knowledgeable in their understanding of the religious traditions and further knowledgeable regarding the range of ways it may be possible to live a life in that tradition. They are teachers who are skilled in their professional classroom skills for teaching RE and this includes dialogical enquiry such as found in P4C training.

## **4. Overall Conclusions**

4.1. Any problems or challenges that may arise from the new specification can be at least ameliorated by ensuring that all teachers teaching RS GCSE are well trained, knowledgeable in their understanding of the religious traditions and further knowledgeable regarding the range of ways it may be possible to live a life in that tradition. In addition to this the group agreed that for the new GCSE it would be essential that young people are taught in sufficient time as recommended by the exam boards and that the exam is likely to be best sat in year 11. However, some evidence will be forthcoming regarding groups sitting in year 10. It will also be essential for teachers to have a strong repertoire of professional classroom skills appropriate for teaching RE including dialogical enquiry such as found in P4C training.



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- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

### **1.2. Equalities Impact Assessment:**

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

### **2 Impact on Crime and Disorder:**

This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

### **3 Climate Change:**

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

Through the use of electronic and digital media.

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

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.

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**CORPORATE OR LEGAL INFORMATION:****Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes/
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes/
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes/
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes/

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

DocumentLocation

None



## **IMPACT ASSESSMENTS:**

### **1. Equality Duty**

1.1. 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 under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**Due regard in this context involves having due regard in particular to:**

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

### **1.2. Equalities Impact Assessment:**

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

### **2. Impact on Crime and Disorder:**

2.1. This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

### **3. Climate Change:**

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

Through the use of electronic and digital media.

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

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.



**HAMPSHIRE  
STANDING ADVISORY COUNCIL FOR  
RELIGIOUS EDUCATION**

**ANNUAL REPORT 2017/18**

# Glossary of Terms

CPD.....	Continuing Professional Development
CoRE.....	Commission on Religious Education
E Bacc .....	English Baccalaureate: a new performance measure for good GCSE or accredited Certificate passes in English, Mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language
EMTAS.....	Ethnic Minority and Travellers Achievement Services
GCSE.....	General Certificate of Secondary Education
HIAS .....	Hampshire Inspection and Advisory Services
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
NASACRE....	National Association of Standing Advisory Councils for Religious Education
NATRE.....	National Association of Teachers of Religious Education
NQT.....	Newly Qualified Teacher
OFSTED.....	Office for Standards in Education
PGCE.....	Post Graduate Certificate of Education
PPA.....	Planning, Preparation and Assessment
QCDA.....	Qualifications and Curriculum Development Agency
RE.....	Religious Education
REC.....	Religious Education Council
SACRE.....	Standing Advisory Council for Religious Education
SAPERE .....	Society for the Advancement of Philosophical Enquiry and Reflection in Education
SCITT.....	School Centred Initial Teacher Training
SEF.....	Self Evaluation Form
SIP.....	School Improvement Partner
SMSC.....	Spiritual, Moral, Social and Cultural
VLE.....	Virtual Learning Environment
WRAP.....	Workshop to Raise Awareness of Prevent

# HAMPSHIRE SACRE ANNUAL REPORT 2017/18

## 1. Introduction and Context

Hampshire maintains a good reputation locally, regionally and nationally for high quality RE. The innovative approach in Living Difference III, enriched by the skills of philosophical and theological enquiry, has not only been gathering interest from other local authorities, but, through the sponsorship of academic research seminars, is also coming to international attention.

A particularly significant strength of RE in Hampshire continues to be the level of support offered to senior leadership teams and teachers of RE in primary and secondary schools through the inspection and advisory service (HIAS). Hampshire continues to have two RE inspectors. Although both are part time for RE, primary support has been maintained at four days per week during this period. The County Inspector Adviser continues to oversee both History and RE with a special focus on secondary RE. SACRE monitoring visits to both primary and secondary schools continue to show that RE thrives where support from the senior leadership team for RE is strong.

Hampshire SACRE has continued, in this reporting period, to support a Youth Voice to SACRE enabling young people's views on the work of the enquiry approach of the Agreed Syllabus to be heard.

## 2. Advice to Statutory Bodies

### (a) Advice to the Local Authority

SACRE has continued to advise the Local Authority with regard to the implementation of the Locally Agreed Syllabus Living Difference III. In addition, SACRE is able to advise the Local Authority with regard to the effectiveness of the Agreed Syllabus as well as standards in RE across the Local Authority. The SACRE Adviser presented the SACRE Annual report 2016/17 to Children and Young People Select Committee in July 2018.

### (b) Advice given to Schools

Advice is given to schools in several ways.

Firstly, SACRE officers have been invited to work in schools through the Hampshire Inspection and Advisory Service (HIAS). In the primary schools this usually takes the form of a support meeting with the subject leader for RE followed by a staff meeting with all teachers and support staff. In the secondary schools this takes the form of a day or half day with the Head of RE and will usually involve lesson observations. Where a report is written from the visit, this

can be useful evidence for a school to show they have been developing their RE in accordance with the Agreed Syllabus.

Secondly SACRE members, accompanied by a SACRE officer, are enabled to make 10 half day SACRE visits through Local Authority funding. This is as part of SACRE meeting its responsibility to monitor the effectiveness of the Agreed Syllabus.

The number of primary network meetings stabilised in this reporting period. At these meetings the Primary SACRE officer shares good practice and other information with regard to the Agreed Syllabus and this contributes to raising standards in RE in Hampshire primary schools.

Secondary RE network meetings have taken place in two locations during this reporting period, once each term. These groups are also registered with NATRE.

### **(c) Advice given to Government or other statutory bodies**

SACRE members took part in the NASACRE annual conference in 2018.

The Chair of SACRE, together with one of SACRE's Advisers, ran a workshop at the South West SACRE Conference in March 2018.

SACRE received a visit from a member of The Commission on RE (CoRE) at the summer 2017 meeting. SACRE Advisers were invited to an evidence gathering meeting in December 2017 and a Commissioner from the CoRE was key speaker at the Primary RE Conference in May 2018.

## **3. Standards and quality of provision of RE**

### **(a) Public Examinations**

**GCSE Full Course** entry numbers were fairly stable in 2017 compared to 2016; being slightly reduced to 4736 in 2017 compared to 4896 in 2016. 2016 entries marked the highest number of full course entries ever recorded in Hampshire. However, although this is something to be celebrated it also indicates need for some concern if schools have simply replaced the old short course with the full course and not given teachers sufficient time to teach the full course GCSE. We know this is occasionally the case and results in these situations are not able to be the same compared to schools where young people are taught in the correct time recommended by the examination boards.

The GCSE is a course that should be taught in more hours than afforded by one lesson per week, even over three years. 2017 examination series was the last year of the old GCSE and not comparable with what is replacing it in 2018.

## Hampshire Full Course GCSE Results 2008-2017

### Candidate Numbers Full Course

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>ALL</b>	2457	2951	3364	3849	3669	3575	3831	4490	4894	4736

### Candidate Performance – Full Course % A\*-C

	2008	2009	2010	2011	2012	2013 (national)	2014 (national)	2015 (national)	2016 (national)	2017 (national)
<b>ALL</b>	75.5	76.3	77.0	73.6	77.4	79.3 (72.2)	73.2 (70.4)	69.8 (70.6)	68.0 (70.4)	68.3 (70.0)

### Overview analysis of 10 years of data from 2008 – 2017

During this period there have been a number of factors that have impacted on the GCSE results in Hampshire. As has already been mentioned earlier in this report and as was evident from data presented in previous Annual Reports, the Short Course was always a popular option in Hampshire. Indeed up until 2013/14 numbers of entries for both courses together amounted to over 7000 entries. This was well over half of the whole cohort of students during this time. With the demise of the Short Course we saw a fairly rapid rise in the number of Full Course entries, however this did not make up for the fall in Short Course entries, meaning that fewer young people are able to access a GCSE qualification in RE.

Standards in GCSE in Hampshire have been rising above national in 2015. However in the years from 2015 onwards, where there has been a strategic move to 'norm referencing' the marking of GCSE we saw this changing. The GCSE examination was initially established in 1988 as an examination that would be marked by reference to criteria, so this is marking a key change in the ethos of this examination without changing the name of the examination. This has had impact on the results we have seen in Hampshire although does not necessarily mark a change in the quality of teaching. However it has meant that where we have schools entering large numbers of students and teaching them in less than the recommended time, this may have had an impact on the overall GCSE results for the full course in the years following these changes.

In addition to the above changes, during this period there have been two different specifications for the GCSE. One was introduced and first examined before 2007 and so a rise can be seen up to 2010. This is likely to be revealing under a criteria referencing system that Hampshire teachers were getting better at teaching the GCSE. A new specification was introduced and first examined in 2011 which accounts for the dip in the results that year. Again a steady rise is seen in students' achievement to a peak in 2013. After this time the data was impacted by

a rise in full course entries, transferred from the Short Course, as well as the introduction of norm referencing.

During this time data included in previous annual reports showed that in Hampshire although in general girls achieving at GCSE was above that of boys, over several years the gap had been narrowing. Indeed boys' achievement in Hampshire was rising more rapidly than girls and bucking the national trend.

**Evidence from SACRE monitoring visits** reveals that the new accountability measures at KS4, combined with funding pressures on schools, taken together with an emphasis on other humanities subjects (history and geography), is having an impact on GCSE entries in some schools. Although the results indicate students continue to have the opportunity to study for a full course RS examination in similar numbers to that in the past, fewer students overall are having the opportunity to study RS at GCSE standard (because the short course is not included in accountability measures) than was the case in the past. Overall far fewer young people are sitting a public examination in religious studies than was the case before 2014.

This is a cause for concern where, following a move away from offering a full course for all students, a non-examination course is not introduced through all KS4. This means there are likely to be more young people at KS4 (14-16 years old) who are not able to access their entitlement to high quality RE than before these changes.

#### **(b) Progress and attainment in RE not covered by public examinations**

The number of students in secondary schools, who are not able to access a GCSE qualification in Religious Studies has stabilised in the last two years. However, evidence continues to support previous assertions that fewer young people have access to GCSE than prior to 2014 when the Short Course examination was included into the accountability measures.

Examples of very good practice at KS4 are well known to SACRE. In these cases option groups are achieving highly and in addition all students are able to access a well-planned non-examination course taught by specialist teachers according to the Agreed Syllabus Living Difference III. In these cases the challenge of what is taught as well as progress through KS4 is determined by reference to the Age Related Expectations in the Agreed Syllabus. However there continue to be schools where young people are not able to access their entitlement to high quality RE at KS4.

Regarding RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 reveals in many cases RE leadership is strong in Hampshire. Monitoring visits in the last two years have also sought to identify and interrogate areas of weaker practice. This is facilitating a better understanding of the reasons why practice might be poor and to be able to identify the key issues schools sometimes face that are barriers to improvement. Head teachers continue to be willing to invite SACRE members and the Primary Inspector for RE into schools,



showing that that there continues to be good interest in RE. The importance of subject leaders being equipped and confident to lead staff in their own schools continues to be a key factor in improvement in RE in the primary school. Therefore, it remains vital for teachers to have access to the high quality continuing professional education opportunities offered through HIAS.

### **(c) The Quality of RE provision in Hampshire schools**

Evidence from SACRE monitoring visits, RE Inspector/Advisor visits, courses and RE development groups indicate that a high proportion of schools are compliant with the requirements of the Agreed Syllabus.

In the primary phase time allocation for RE is usually good. In the secondary phase time allocation for all pupils at KS3 continues, in general, to be good.

At KS4, where GCSE is being taught, time allocation for those students undertaking GCSE is usually in accordance with the time requirements of the County Agreed Syllabus. This is because of the time requirement to teach the GCSE. However, the quality of provision for young people who are not being entered for GCSE examination, and in other ways the provision for non-examination courses at KS4, continues to be mixed. Evidence to support this view has been found during SACRE monitoring visits to secondary schools but most reliably from meetings with heads of RE at network meetings and conferences. The situation with regard to RE at KS4 in Hampshire schools continues to be a subject of regular reporting to the Monitoring Group by the County Inspector/Adviser. Although the number of students undertaking Full Course GCSE is stable in Hampshire, it seems likely that the absence of the short course for RE has resulted in more secondary schools failing to ensure full provision for young people in KS4. This is a matter that continues to cause concern. SACRE has raised this through our Advisers to HIAS, however the pressures on schools to meet other accountability measures frequently takes priority when the KS4 curriculum is being designed and provision for RE is therefore, compromised in some cases.

It, therefore, remains a concern that in some schools students are not able to access their entitlement to Religious Education at KS4.

SACRE monitoring continues to reveal that where the leadership of a school value the contribution of RE to the core curriculum, for example its contribution to students spiritual, moral, social and cultural development, compliance and provision at KS4 is unaffected by new accountability measures.

### **(d) Withdrawal from RE**

SACRE's surveying of the situation with regard to withdrawals from Collective Worship and Religious Education in Hampshire schools reveals that the number of children and young people being withdrawn from RE continues to be low. Three years' of data shows that this is not an issue for concern. SACRE will continue survey schools on an annual basis

#### **(e) Complaints about RE**

No complaints have been received about RE under the local statutory complaints procedure during the period of this report.

### **4. Agreed Syllabus**

#### **(a) Review of the Agreed Syllabus**

SACRE has capacity to review its Agreed Syllabus through convening an Agreed Syllabus Conference in line with the current legal requirements. The Agreed Syllabus was last reviewed through 2015-16 with Living Difference III being launched in December 2016.

#### **(b) Implementation and monitoring of the Agreed Syllabus**

A programme of training for senior leaders in schools implementing the Agreed Syllabus continues. The Agreed Syllabus continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE and reporting to the SACRE.

### **5. Collective worship**

#### **(a) Compliance with statutory requirement and the quality of collective worship**

Evidence about collective worship in Hampshire has been gathered from various sources including:-

- work with secondary and primary development groups (ongoing)
- school monitoring visits by the RE Inspectors accompanied by SACRE members
- reports provided by the county RE Inspectors in relation to their work with schools
- GCSE data
- reports from Ofsted secondary school visits mentioning RE

In general in the primary school, compliance with legal requirements is good. Because of the constraints on space in the secondary school compliance with legal requirements remains a cause for concern in most secondary schools.

SACRE has the capacity to respond to schools' need for developing their understanding of their responsibilities with regard to collective worship. In the previous two years schools have been more alert to their responsibilities in light of the requirement to teach fundamental British Values and prepare children for life in modern Britain through promoting their Spiritual, Moral, Social and Cultural (SMSC) development. However the interest in this seems to have waned in the

period of this report. There continues to be some demand for the collective worship pack that is available from the County Religious Education Curriculum Centre. This pack was updated in 2016 in line with current requirements regarding preparing students for life in Modern Britain. Evidence gathered from Ofsted reports of Hampshire schools reveals that, this year, Collective Worship was less frequently used as an example of how a school is preparing children for life in modern Britain than in the previous year.

### **(b) Complaints about Collective Worship**

No complaints have been received about collective worship under the local statutory complaints procedure during the period of this report.

## **6. Management of SACRE**

Local authority support to SACRE in 2017/18 has remained constant over the past 8 years. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2017-18 for SACRE monitoring visits to schools. In addition the authority offers support to SACRE from an experienced clerk, located in democratic services.

Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2017/18 findings have been regularly submitted to the full SACRE at its termly meetings.

### **Attendance at SACRE by Committee**

#### Attendance at SACRE by Group

28 November 2017 – Hampshire County Council Offices, Winchester

Group A [Representatives of Religious Bodies] – 36%  
Group B [Representatives of the Church of England] – 75%  
Group C [Representatives of Teachers' Associations] – 75%  
Group D [Representatives of the Local Authority] – 100%  
Co-opted members – 75%

6 March 2018 – Hampshire County Council Offices, Winchester

Group A – 57%  
Group B – 25%  
Group C – 50%  
Group D – 100%  
Co-opted members – 26%

26 June 2018 – Al Mahdi Centre, Wickham

Group A – 50%  
Group B – 50%  
Group C – 100%  
Group D – 75%  
Co-opted members – 57%

#### Religious Faiths and others represented on SACRE

##### Religions:

- Church of England
- Muslim
- Sikh
- Hindu
- Buddhist
- United Reformed Church
- Baha'i
- Jewish
- Church of Jesus Christ of the Latter-day Saints
- Baptist Union
- Society of Friends
- Fellowship of Independent Evangelical Churches
- Salvation Army

##### Co-opted Members representing:

- Humanist
- Secondary School
- Primary School
- Special School
- Academy
- Higher Education

During the past year, despite several attempts, SACRE has been unable to recruit either a Roman Catholic or Methodist Representative.

In addition to this SACRE Youth Voice members are occasionally able to attend and report on the agenda item in relation to the Youth Voice to SACRE.

#### **Training available to SACRE Members.**

Training is made available to SACRE members by the SACRE officers when sufficient numbers of new members require this; usually when there are three or four new members. Training is also offered to all SACRE members in case a member would like to refresh their understanding of SACRE's role and responsibilities as well as familiarise themselves with the County Agreed Syllabus. During the period of this report a well attended and successful SACRE training session took place in September 2017 at the Hampshire RE Curriculum Centre.

## **7. Contribution of SACRE to the wider Local Authority agenda**

### **SACRE's contribution to other agendas**

During this reporting period SACRE has continued to take an interest in the wider Local Authority Agenda particularly in relation to promoting children's SMSC development and preparing young people for life in modern Britain.

During this period the SACRE Officer and County Inspector/Advisers have sat on the Hampshire Prevent Board and have continued to be instrumental in leading the training of teachers, senior leaders and governors in the Home Office 'Workshop to raise Awareness of Prevent' (WRAP) training. This continues to be set in the local context, particularly in relation to the UN Convention on the Rights of the Child as well as giving opportunity for exploring the role of the curriculum, including RE, in these matters. This training for school leaders and school governors has been an opportunity to ensure all involved in the leadership and management of Hampshire schools are fully aware of what RE, through the approach in *Living Difference III*, can bring to the whole school curriculum in terms of opening safe educational spaces for exploring issues which are contested whilst ensuring misconceptions and misinformation is corrected.

Hampshire SACRE offers leadership to other SACREs in the region by hosting a South Central SACRE Hub meeting three times a year in Winchester. Around ten SACRE representatives attend.

The Reading and Research Group organised between the SACRE, the SACRE officers and Winchester University has given a further opportunity for teachers and SACRE members to develop their knowledge and understanding alongside each other.

HIAS's involvement with the production of the Hampshire Interfaith Calendar (an art competition established in Hampshire schools to produce a faiths calendar each year) has ensured SACRE has had direct involvement in interfaith matters and other agencies that have an interest in these areas during this reporting period. This involvement continues in such a way as to ensure links with the County Agreed Syllabus.

### **SACRE's Contribution to the LA's public sector equality duty**

Hampshire SACRE takes seriously its contribution to the LA's public sector equality duty. For example, it seeks to ensure that membership reflects diversity of the local community by, where possible, developing closer links with faith communities represented on SACRE.

Contact is maintained between Hampshire's Ethnic Minority and Travellers Achievement Service (EMTAS) and those developing the Rights Respecting Education work across the county and the RE inspectors. A pattern of talks from representatives of different faith communities continues at the start of each SACRE meeting.

### **SACRE support to schools and school improvement through events and training**

The SACRE officers continue to be responsive to the needs of teachers in Hampshire and a range of training and other support (as discussed elsewhere in this report) through Hampshire Teaching and Leadership College (HTLC) and the Hampshire Inspection and Advisory Service (HIAS).

A full programme of in-service training courses has been provided (see Appendix 1 for details). Within the primary phase the annual Primary Conference continues to recruit, although numbers attending the conference were fewer in 2017 compared to 2016. The national speaker, Professor Denise Cush, who presented at the 2017 conference, as well as being an expert in religious studies and religious education, has also been a member of The Commission on RE ensuring that Hampshire primary teachers have opportunities to keep up to date with contemporary issues in RE.

Around 55 primary RE managers have attended one of the 6 regional groups in 2017/18. Although this is a reduction of those attending some of the meetings compared to 2016/17, the numbers of groups continues to be high, ensuring that if they are able to be released from their schools, teachers have the opportunity to be well prepared by the SACRE Adviser to teach *Living Difference III*. Other courses were also well attended and included Assessment in RE, RE for Newly Qualified Teachers and Collective Worship.

Primary and secondary steering groups meet each term to develop support materials and guidance which is disseminated by the SACRE support officers, on the county RE website or through publications available from the RE Centre.

49 secondary RE heads of department and other teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October 2017 led by the County RE Inspector. This was an increase in the number of delegates on the previous year (up from 45 delegates in 2016/17). Funding to support the conference was accessed from The Culham St Gabriel's Trust ensuring that the cost of the conference was reduced in 2017 by about 50%. The Director of the Culham St Gabriel's Trust attended the conference and our key speaker was Professor Gert Biesta from Brunel University London. Exam boards presented workshops as well as individual faith representatives accompanied by members of the Hampshire Secondary Re Steering Group. Power point presentations used were made available to delegates via the RE Moodle.

A new initiative during the period of this report has been the establishment of another subscription service through Hampshire Inspection and Advisory Service. This is a moodle where materials written by SACRE Advisers can be made available to teachers. This is in addition to the opportunity teachers have to access support materials for teaching *Living Difference III* through the Hampshire Website.

**The County RE Curriculum Centre** continues to support the work of teachers across Hampshire. During the academic year 2017/18 there were 420 subscribers to the Centre including some schools from other local authorities. It is used by RE teachers (including Post Graduate Certificate in Education students) for viewing and loaning resources, as a meeting place for planning, consultations and training and as a source for inspiration and information. It is housed in the same building as the County History Curriculum Centre, providing a streamlined service to schools and opportunity for wider dissemination of information between the different users of the centres.

The RE Centre manager, Lydia Revett, has continued to assist in the production of teaching packs which provide guidance and materials for the development of RE units of work to support the delivery of the agreed syllabus for RE. These are purchased through the RE Centre and have proved to be very popular with schools. Lydia has continued to develop and market a wide range of artefact boxes which are loaned to schools resulting in a continued increase to the RE Centre's income and, as a result, further investment in resources.

**Separate curriculum updates for Primary and Secondary schools** are available twice each year via subscription electronically or as hard copy, and on the HIAS RE website. Matters covered in newsletters in the past year include planning advice to support the teaching of RE according to the Hampshire Agreed Syllabus *Living Difference III*, assessment, national changes to the GCSE and relationship with SMSC and British values as well as examples of good practice and samples of exemplary work from pupils. Teachers continue to comment on the value of these newsletters. RE Inspectors/Advisors have been managing the production of the Hampshire Interfaith Calendar for 2019.

A number of new RE teaching packs have been prepared and published and made available for schools to purchase. These include:

Sikhism at KS1  
Sikhism at KS2

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

The County Inspector/Adviser keeps in good contact with local and regional initial teacher education institutions training new specialist RE teachers. A Post Graduate Certificate of Education course has run in only two of the initial teacher training institutions in close proximity to Hampshire. However, whereas the numbers joining the Winchester course continue to be viable, the numbers in Chichester are extremely small. Most teachers who train in these institutions are appointed as newly qualified teachers into secondary RE departments in Hampshire. Schools continue to advertise vacancies on the Hampshire website,

Hantsweb. The County Inspector continues to develop contacts with initial teacher education institutions further afield, for example Bristol University and UCL Institute of Education in London. Contacts are being made with the new teaching schools and those offering 'Schools' Direct' and 'SCITT' courses in Hampshire.

Secondary NQT (newly qualified teachers) recruitment in 2016/17 was greatly reduced to 2 teachers compared to 6 in 2015/16 and 3 in 2014/15. This compares to 7 NQTs in 2008/9, and 16 NQTs in both 2009/10 and 2010/11. In both 2011/12 and 2012/13 8 NQT's were appointed. CPD opportunities in Hampshire mean the Inspector Adviser is able to track the progress of new teachers and ensure provision for leadership development is in place for those who remain in Hampshire. In a time of reduction of new teachers, it is important that those who are in post have access to high quality CPD, both in terms of RE subject specialism as well as leadership development.

**The Youth Voice group to SACRE** has met once each term since September 2013. This group is supported by SACRE members who play an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings. In July 2018 the Youth Voice to SACRE ran their third conference for year 8 students. In 2018 the conference was held in The Ashburton Hall in the County Council buildings. The theme of the 2018 conference was "*Religion: Provider of Peace or Causer of Conflict?*" Over 70 students attended with the Youth Voice members facilitating the day. SACRE members gave great support to the conference with workshops being provided by lecturers from Winchester University Theology, Religion and Philosophy Department as well as from the Peace and Reconciliation Centre at Winchester University.

## Conclusion

SACRE's new three-year development plan agreed at its meeting in November 2017 and attached to this report (see Appendix 2), shows how SACRE plans to continue to meet its responsibilities including the implementation and monitoring the effectiveness of the Agreed Syllabus *Living Difference III*.

In conclusion, Hampshire SACRE is able to continue only because of commitment from SACRE members to attend meetings regularly, as well as their willingness to take part in additional activities. Further, the on-going support from the Local Authority to SACRE is important in a range of ways, including support of Monitoring visits as well as ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.



## Continuing Professional Development Opportunities for RE teachers 2017-18

Course Title	Adviser	Delegates	Date
Secondary RE Conference	Patricia Hannam	49	13/10/2017
Secondary RE NQT Meetings x3 full days	Patricia Hannam	5	21/11/2017
Reviewing SMSC Provision in light of the Requirement to Promote Fundamental British Values	Justine Ball	<b>CANCELLED</b>	
Reviewing SMSC Provision in Light of the Requirement to Promote Fundamental British Values (Governor Training)	Patricia Hannam		xx/xx/xxx
Assessment in Religious Education for the Primary Phase	Justine Ball	7	18/10/2017
Assessment in Religious Education for the Primary Phase	Justine Ball	5	15/03/2018
Getting to Grips with the Secondary RE Agreed Syllabus - Leading and Managing RE	Patricia Hannam	0	not run in 2017/18
Collective Worship Issues in Primary Schools	Justine Ball	<b>CANCELLED</b>	
How to Manage RE Effectively in Key Stages 1 and 2	Justine Ball	14	11/10/2017
How to Manage RE Effectively in Key Stages 1 and 2	Justine Ball	5	07/02/2018
Getting to Grips with the Primary RE Agreed Syllabus	Justine Ball	<b>CANCELLED</b>	
Primary RE Conference	Justine Ball	34	24/05/2018
Getting to Grips with the Primary RE Agreed Syllabus	Justine Ball	<b>CANCELLED</b>	
Prevent Duty - Initial School Training (WRAP)	Justine Ball	23	21/9/17
Prevent Duty - Initial School Training (WRAP)	Justine Ball	13	11/01/18
Prevent Duty - Initial School Training (WRAP)	Justine Ball	15	18/04/18
Secondary RE Network Meetings in two locations each meeting once each term (17 schools involved)			
Secondary RE Network Meetings: Winch (2017-18)	Patricia Hannam	9	13/11/2017
Secondary RE Network Meetings: Basingstoke (2017-18)	Patricia Hannam	8	05/12/2017
Primary RE Network Meetings in 5 locations in the county plus Special School and Advanced groups: each meeting once a term (52 schools involved)			
Help! I'm an RE Manager - Aldershot	Justine Ball	7	31/10/2017
Help! I'm an RE Manager - Basingstoke	Justine Ball	11	20/11/2017
Help! I'm an RE Manager - Eastleigh	Justine Ball	10	01/11/2017
Help! I'm an RE Manager - Havant	Justine Ball	7	19/10/2017
Help! I'm an RE Manager - Fareham	Justine Ball	5	02/11/2017
Help! I'm an RE Manager - Special Schools	Justine Ball	7	15/11/2017
Help! I'm an RE Manager - Advanced Group	Justine Ball	5	30/10/2017
Governor training session on RE	Justine Ball		7.12.17
Governor training session on RE	Pat Hannam		26.02.18
Primary RE Diocesan Network	Justine Ball		8.11.17
Primary RE Diocesan Network	Justine Ball		7.11.17
Primary RE Diocesan Network	Justine Ball		27.11.17

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## Hampshire SACRE 3 year Action Plan for SACRE 2018, 2019 & 2020: to be reviewed annually with annual report

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
1.	<b>Maintaining SACRE Effectiveness and Leadership</b>				
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	
1.2	Representative appointments to all four groups of SACRE and other appropriate co-options to be in place	County Inspector Adviser and SACRE Clerk	When necessary	For Hampshire SACRE to be effective	
1.3	Introductory training offered to new SACRE members	County Inspector/Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.4	Regular training offered to all SACRE members regarding new national initiatives relevant to RE	County Inspector/Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.5	SACRE to support South Central SACRE RE Hub	County Inspector/Adviser(s) SACRE Chair and Vice Chair	Two-three meetings each year	For Hampshire SACRE to be effective and offer leadership to other SACREs in the region	
1.6	SACRE engage in monitoring Collective Worship across the county and identify examples of best practice in secondary, primary and special schools	Monitoring Group with County Inspector/Adviser(s) SACRE Chair and Vice Chair	Monitoring Group report to SACRE meetings	For Hampshire SACRE to be effective	
1.7	SACRE monitor withdrawal from RE and Collective Worship and develop guidance for schools	Monitoring Group with County Inspector/Adviser(s) SACRE Chair and Vice Chair	Annually: questionnaire in September then reported to SACRE	For Hampshire SACRE to be effective	

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
<b>2.</b>	<b>Implementation and monitoring the effectiveness of the Agreed Syllabus : Living Difference III</b>				
2.1	Monitoring Group to meet once each term and report to each following SACRE meeting	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	For Hampshire SACRE to be effective	
2.2	Monitoring visits to take place in schools	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	This and other data (e.g. annual GCSE results) ascertain provision of RE in Hampshire Schools & overall findings presented to SACRE	
2.3	Monitoring and reporting of GCSE results	SACRE Monitoring Group and RE Inspector/Advisers	Once each year	Verified results to have been considered by Monitoring group once each year and findings presented to SACRE	
Page 52	Monitoring in-service Professional Educational opportunities for teachers: (i) Feedback on teacher need (ii) Uptake of HTLC courses (primary and secondary and special ) (iii) Analysis in secondary courses in relation to specialist and non-specialist teachers (iv) Research project on effectiveness of LDIII (TBC)	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from HTLC as well as from feedback and evaluation of HTLC course undertaken by inspector/Advisers	
2.5	Monitoring group reporting on Ofsted Visits to Hampshire Schools mentioning or inferring messages about religious education	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from Ofsted inspections of Hampshire Schools	
2.6	Monitoring group reporting on other HIAS visits made to schools revealing information about RE	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from HIAS school visits to Hampshire Schools	
2.7	Monitoring withdrawal from RE and Collective Worship through annual questionnaire – ensuring that this is received in schools by the right person to complete	SACRE Monitoring Group and RE Inspector/Advisers	Once each year	Analysis of questionnaire reported to SACRE	

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
<b>3.</b>	<b>Meeting training needs of Hampshire teachers and school leaders</b>				
3.1	Review professional education offer including questionnaire to teachers	Hampshire Inspector/Advisers	Summer term annually	Identify and meet any gaps in current professional education provision	
3.2	Audit current professional education offer across partner and neighbouring SACREs	Hampshire Inspector/Advisers	ongoing	Identify and meet any gaps in current professional education provision	
Page 53 <sup>3</sup>	<p>Support the on-going development of an annual pattern of professional education for</p> <ul style="list-style-type: none"> <li>(i) New RE leaders in primary schools</li> <li>(ii) Experienced RE leaders in primary schools</li> <li>(iii) NQT, HoD and other specialist courses</li> <li>(iv) Courses for non-specialist secondary teachers of RE</li> <li>(v) special education teachers</li> <li>(vi) Subject booster opportunities available</li> <li>(vii) Governor training</li> <li>(viii) Reading and Research Group well attended</li> </ul>	Hampshire Inspector/Advisers	ongoing	ensure pattern of professional education is relevant and well-timed	
3.4	Adapt and augment existing pattern of professional education to ensure thorough implementation of Living Difference III across Authorities using Living Difference III (e.g. in London)	Hampshire Inspector/Advisers	Developed as new authorities adopt Living Difference III		
3.5	Ensure a rolling programme of briefing for head teachers and separately for governors regarding Living Difference III across Local Authorities'	Hampshire Inspector/Advisers	ongoing	For teachers in Local Authorities that are using Living Difference III to have access to high quality appropriate professional education opportunities	

No.	Actions	Who	Target date	Intended outcomes	Status and RAG rating
<b>4.</b>	<b>Resourcing Living Difference III</b>				
4.1	Audit existing publications in light of contemporary research identifying need for new publication and adjusting existing ones	Hampshire RE Inspectors/Advisers, Hampshire Curriculum RE Centre manager and SACRE members and teachers	Progress on these elements reviewed annually by Monitoring group	Relevant publications available for teachers using Living Difference III	
4.2	In particular (i) redevelopment of Judaism pack for KS1, 2 & 3 (ii) development of Christianity packs for KS3 (iii) produce 'Great ideas for Primary RE' CD (iv) revise of WW1 pack (secondary) (v) revise of Day of The Dead Pack (secondary) (vi) completion of Youth Voice pack on Media	Hampshire RE Inspectors/Advisers, Hampshire Curriculum RE Centre manager and SACRE members and teachers		Relevant and accurate publications available for teachers using Living Difference III	
4.3	Develop common assessment tasks for key units for each year KS1, KS2, KS3 and for special schools for sale from Hampshire RE Curriculum Centre	Hampshire RE Inspectors/Advisers Hampshire RE Curriculum Centre manager and SACRE members and teachers		More systematic cross phase progression through Living Difference III to be in place	
4.4	Review KS4 provision in schools especially non examination courses in light of developments with GCSE	Hampshire County RE Inspector/Adviser		Ensure all young people have access to Good Quality RE at KS 4 and able to receive their entitlement for RE.	
<b>No.</b>	<b>Actions</b>	<b>Who</b>	<b>Target date</b>	<b>Intended outcomes</b>	<b>Status and RAG rating</b>
<b>5.</b>	<b>SACRE Youth Voice</b>				
5.1	Secondary Youth Voice to meet once each term	Inspector/Advisers SACRE Chair and members	ongoing		
5.2	Annual summer secondary Youth Voice conference to take place	Inspector/Advisers SACRE Chair and members	ongoing	Annual conference to take place	
5.3	Primary Youth Voice to meet once each term	Inspector/Advisers SACRE Chair and members	ongoing		
5.4	Annual summer primary Youth Voice conference to take place	Inspector/Advisers SACRE Chair and members	ongoing	Annual conference to take place	



**CORPORATE OR LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes/
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes/
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes/
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes/



## **IMPACT ASSESSMENTS:**

### **1. Equality Duty**

1.1. 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 under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**Due regard in this context involves having due regard in particular to:**

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

#### **1.1. Equalities Impact Assessment:**

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

### **2. Impact on Crime and Disorder:**

2.1. This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

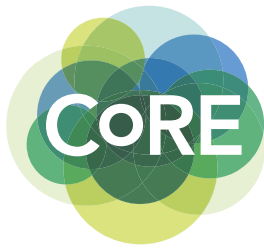
### **3. Climate Change:**

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

Through the use of electronic and digital media.

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

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.



Commission on  
Religious Education

EXECUTIVE SUMMARY

# RELIGION AND WORLDVIEWS: THE WAY FORWARD

## A national plan for RE

SEPTEMBER 2018





# EXECUTIVE SUMMARY

## INTRODUCTION: THE CASE FOR CHANGE

1. The study of religious and non-religious worldviews is a core component of a rounded academic education. This has long been recognised as essential in Britain. Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves. One need only glance at a newspaper to know that it is impossible fully to understand the world without understanding worldviews – both religious and non-religious.
2. This report reaffirms the central importance of learning about religious and non-religious worldviews for all pupils, regardless of their background, personal beliefs or the type of school they attend. Knowledge of religious and non-religious worldviews is an essential part of all young people’s entitlement to education. This report seeks to articulate that entitlement.
3. Despite its central importance, Religious Education (RE) in too many schools is not good enough to prepare pupils adequately for the religious and belief diversity they will encounter, nor to support them to engage deeply with the questions raised by the study of worldviews. Our report sets out a National Plan to ensure that all pupils receive their entitlement to an academically rigorous and rich study of religious and non-religious worldviews. This National Plan has three core elements.
  - a. There is a need for a new and richer vision of the subject. Our vision preserves the best of current practice and demands new developments drawn from the academic study of religious and non-religious worldviews as well as broader social changes in England and globally. We discuss this new vision below, and propose that the subject should be called *Religion and Worldviews* to reflect the new emphasis.
  - b. Too many pupils are not currently receiving their entitlement to knowledge of religious and non-religious worldviews. This is an essential subject for all pupils, so we propose that there should be a statutory National Entitlement to the study of Religion and Worldviews which applies to all publicly funded schools and is subject to inspection. This entitlement reflects our vision for the subject, which is widely shared among teachers and subject experts, while retaining the flexibility for schools of all types to interpret it in accordance with their own needs, ethos and values.

- c. The study of religious and non-religious worldviews requires high-quality, well-informed specialist teaching. Religious and non-religious worldviews are complex, diverse and plural. Understanding them requires a nuanced, multidisciplinary approach. Therefore, there will need to be sustained investment in developing knowledgeable teachers, as well as investment in high quality curriculum materials to support them, particularly at primary level. Local communities have often played a key role in supporting teachers, and they form an essential component of our recommended structures to develop and support high-quality teaching.
4. Academisation and the move towards a school-led system have transformed the educational landscape. The structures and systems supporting Religious Education have not kept pace with these changes. The evidence that we have gathered confirms the need identified in many previous reports for a change to the structures supporting Religious Education so that the subject is taught well across all schools in all localities. The National Entitlement is a direct response to this need, as are our recommendations for developing and supporting teachers nationally and locally.
5. We have carefully analysed the evidence that we have received. Our recommendations set out a coherent structure which preserves the best of the excellent practice that exists in some schools and localities, and strengthens the subject across all schools and localities.

## RELIGION AND WORLDVIEWS: THE CASE FOR A NEW VISION AND A STATUTORY NATIONAL ENTITLEMENT

### WHAT IS A WORLDVIEW?

The English word ‘worldview’ is a translation of the German *weltanschauung*, which literally means a view of the world. A worldview is a person’s way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person’s worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

We use the term ‘institutional worldview’ to describe organised worldviews shared among particular groups and sometimes embedded in institutions. These include what we describe as religions as well as non-religious worldviews such as Humanism, Secularism or Atheism. We use the term ‘personal worldview’ for an individual’s own way of understanding and living in the world, which may or may not draw from one, or many, institutional worldviews.

6. It is one of the core tasks of education to enable each pupil to understand, reflect on and develop their own personal worldview. This is a whole-school responsibility and the explicit, academic study of worldviews is an essential part of it. Through understanding how worldviews are formed and expressed at both individual and communal levels, the ways in which they have changed over time, and their influence on the actions of individuals, groups and institutions, young people come to a more refined understanding of their own worldview – whatever this happens to be – as well as those of others. Currently, this study takes place mainly through RE.
7. Studying religious and non-religious worldviews gives young people the opportunity to develop the knowledge, understanding and motivation they need to engage with important aspects of human experience including the religious, spiritual, cultural and moral. It provides an insight into the sciences, the arts, literature, history and contemporary local and global social and political issues. The young people we have spoken to have told us that RE enables them to have better friendships and to develop greater respect and empathy for others. Learning about worldviews helps young people to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes. In an increasingly diverse society, understanding religious and non-religious worldviews has never been more essential than it is now.
8. The nature of RE has changed over time to reflect new understandings and new social realities. At the time of the 1944 Education Act, it was known as Religious Instruction, was limited to Christianity and was the only compulsory subject. Over time, subject experts came to recognise that young people needed to understand both a wider range of religious and non-religious worldviews and the idea of diversity within worldviews. This was reflected in the Education Reform Act of 1988, which also changed the name of the subject to Religious Education. Thirty years on, the local, national and global religious landscape and academic understandings of the subject have changed significantly.
9. The presentation of religious worldviews in schools has not always placed enough emphasis on their diverse and plural nature and the ways that they have changed over time. While many teachers and subject experts do present diversity within religions, this can often be reduced to crude differences between denominations. RE has sometimes inadvertently reinforced stereotypes about religions, rather than challenging them<sup>1</sup>. As we learn more about diversity and change within religious worldviews, it becomes even more important that the presentation of worldviews in schools reflects this.

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<sup>1</sup> See, for example, *Thobani (2011). Islam in the school curriculum: symbolic pedagogy and cultural claims. London, Routledge.*

10. Non-religious worldviews have also become increasingly salient in Britain and Western Europe. According to the most recent British Social Attitudes survey, over 50% of adults identify as not belonging to a religion, with 41% identifying as Christian. The proportion of adults identifying as not belonging to a religion has increased from 31% in 1983 and has remained fairly stable around 50% since 2009<sup>2</sup>. While some of these individuals may identify with non-religious worldviews such as Humanism, many have looser patterns of identification or do not identify with any institutional worldviews.
11. Deeper academic study of the experience of those who hold both religious and non-religious worldviews suggests that the distinction between religious and non-religious worldviews is not as clear-cut as one might think. Individuals may draw on aspects of both religious and non-religious worldviews in their own personal worldviews.<sup>3</sup>
12. The time is right for a new vision for the subject if we are to prepare children and young people for living in the increasingly diverse world in which they find themselves. We need to move beyond an essentialised presentation of six ‘major world faiths’ and towards a deeper understanding of the complex, diverse and plural nature of worldviews at both institutional and personal levels. We need to ensure that pupils understand that there are different ways of adhering to a worldview – you may identify with more than one institutional worldview, or indeed none at all. More still needs to be done to ensure that a wider range of institutional worldviews is taught, particularly Hinduism, Buddhism and Sikhism, which are sometimes neglected. And there needs to be a greater understanding, at a conceptual level, of how worldviews operate, the accounts they provide of the nature of reality, and how they influence behaviour, institutions and forms of expression. It is this powerful, conceptual knowledge that all pupils need to have.
13. This is why we have set out a statutory National Entitlement for all pupils in all publicly funded schools. The National Entitlement makes clear the central importance of understanding religious and non-religious worldviews as well as the conceptual categories which lead to this understanding. It sets out a clear purpose and core knowledge which all pupils across all schools must gain. It also reflects the new vision that we have outlined here, which will effectively prepare all pupils for the world of religious and belief diversity in which they find themselves.

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2 NATCEN (2017). *British Social Attitudes Survey*. [www.natcen.ac.uk/news-media/press-releases/2017/september/british-social-attitudes-record-number-of-brits-with-no-religion/](http://www.natcen.ac.uk/news-media/press-releases/2017/september/british-social-attitudes-record-number-of-brits-with-no-religion/)

3 Wallis, S (2014). *Ticking ‘no religion’: a case study amongst ‘young nones.’* *Diskus* 16:2. Woodhead, L (2016), *‘The rise of “no religion” in Britain: The emergence of a new cultural majority’*, *Journal of the British Academy*, 4: 245–261. DOI 10.85871/jba/004.245



14. Our new vision is also signified by a new name for the subject: Religion and Worldviews. The shift in language to ‘worldviews’ captures, as best we can, the shifts in vision that we have outlined above, in particular the complex, diverse and plural nature of worldviews. The name also removes the ambiguity in the phrase ‘Religious Education’, which is often wrongly assumed to be about making people more religious. We are keeping the word ‘religion’ in the subject name both to provide continuity and to signify that young people need to understand the conceptual category of ‘religion’ as well as other concepts such as ‘secularity’, ‘secularism’ and ‘spirituality’.

## THE CASE FOR IMPROVED SYSTEMS AND STRUCTURES

15. As we have stated above, the structures supporting RE have not kept pace with the changes to the education system. This has led to a situation in which, despite pockets of excellent practice in some schools and localities, the provision and quality of RE is not good enough in too many schools.
16. The quality of RE is highly variable across all school types. The last Ofsted subject review (2013) found RE to be to be less than good in just under half of secondary schools and in six out of ten primary schools observed by Ofsted.<sup>4</sup> In *Making a Difference*, a review of standards in RE in Church of England schools, the reviewers found that RE was good or better in 70% of secondary schools, but only 40% of primary schools<sup>5</sup>. No evidence was forthcoming on the quality of RE in Catholic schools or other schools of a religious character. Since 2013, there has been no mechanism to gather evidence on the quality of RE in primary and secondary schools at a national level. The evidence that we have gathered suggests that there has been little positive change in the past five years and that the situation has got worse in some areas.
17. One reason for this variability in quality is some confusion over the purpose of RE, which we hope will be resolved through our new vision for the subject and the common National Entitlement which provides clarity on the aims and purposes of RE.
18. Another key reason for this variability in quality is the lack of adequate training and support for teachers. A majority of recently qualified primary teachers received fewer than three hours of subject specific training for RE

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4 Ofsted (2013). *Religious Education: Realising the potential*. [www.gov.uk/government/publications/religious-education-realising-the-potential](http://www.gov.uk/government/publications/religious-education-realising-the-potential)

5 *Archbishops' Council of the Church of England, Education Division (2014). Making a Difference: a review of Religious Education in Church of England schools*. [http://www.churchofengland.org/sites/default/files/2017-10/2014\\_making\\_a\\_difference\\_-\\_a\\_review\\_of\\_religious\\_education\\_in\\_church\\_of\\_england\\_schools\\_web\\_final.pdf](http://www.churchofengland.org/sites/default/files/2017-10/2014_making_a_difference_-_a_review_of_religious_education_in_church_of_england_schools_web_final.pdf)

during their Initial Teacher Education (ITE)<sup>6</sup>. At secondary, almost three times<sup>7</sup> as many RE lessons as History lessons are taught by non-specialists. We therefore set out plans for improving training and support for teachers, so that they have the knowledge that they need to teach this important subject.

19. Successive surveys of teachers, especially at primary level, have shown that teachers lack confidence to teach RE and to tackle the sensitive and controversial issues that are the lifeblood of the subject.
20. An increasing number of schools, particularly academies, offer no provision for RE at Key Stages 3 and 4. In 2016, 33.4% of all schools did not offer any RE at Key Stage 4 and 23.1% did not offer any RE at Key Stage 3. This represents nearly 900 schools offering no RE at Key Stage 4, and a significant increase from 22.1% (nearly 600 schools) in 2015.<sup>8</sup> Curriculum time for primary is also limited, with nearly 30% of schools which responded to the 2016 NATRE primary survey offering less than 45 minutes per week.
21. There is a clear, and increasing, disparity between school types in terms of provision of RE. For example, the percentage of schools without a religious character offering no RE at Key Stage 4 in 2016 (38.9%) is almost four times that of schools with a religious character (11.2%)<sup>9</sup>. If something is not done urgently to re-establish the subject, there is a real risk that it could disappear from schools without a religious character, depriving pupils of their entitlement to this vital area of knowledge.

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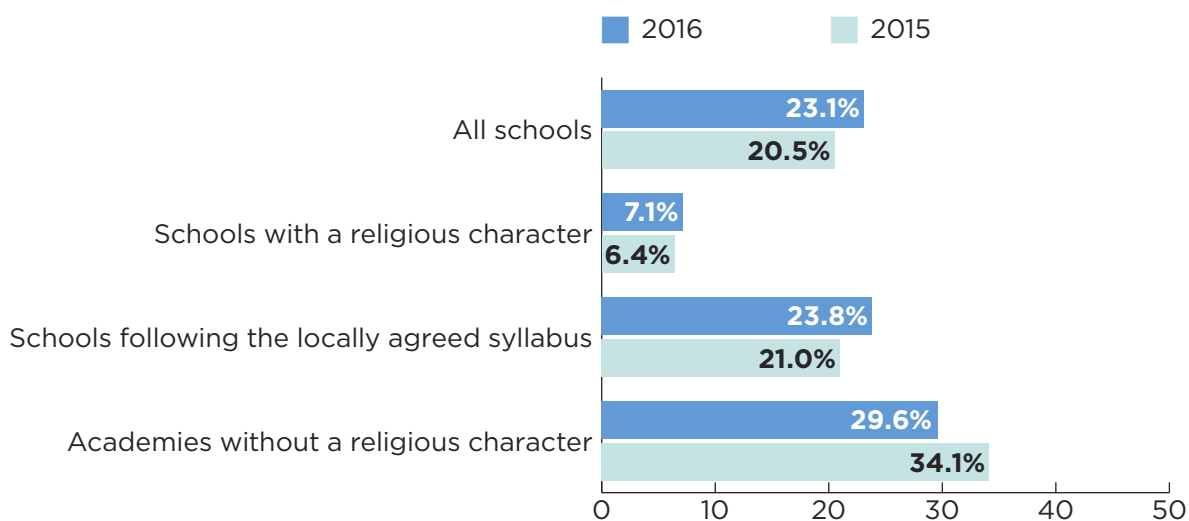
6 NATRE (2016). *An Analysis of the provision for RE in primary schools*. [www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf](http://www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf)

7 NATRE (2016). *An Analysis of the provision for RE in primary schools*. [www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf](http://www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf)

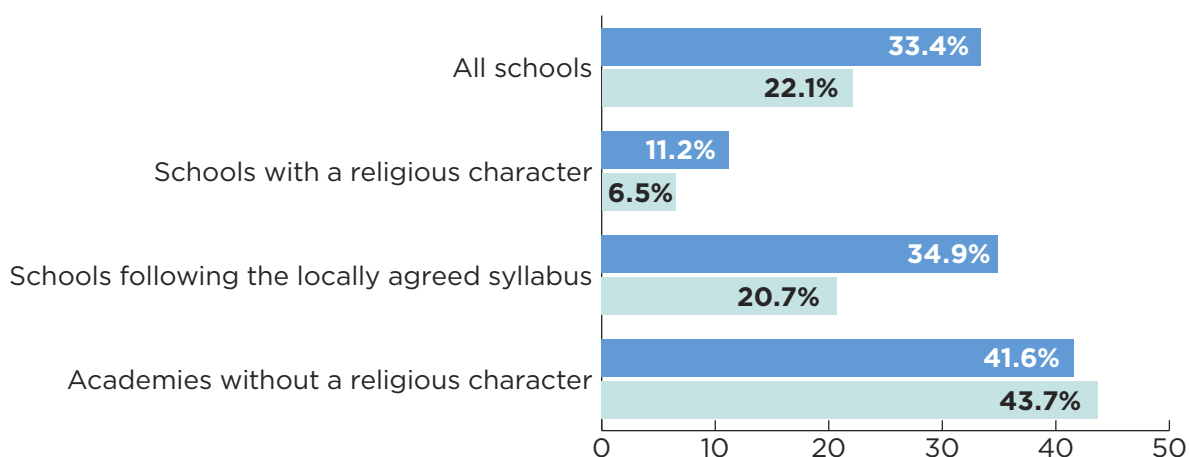
8 Source: *School Workforce data 2015 and 2016, analysed by Deborah Weston for NATRE.*

9 Source: *School Workforce data 2016, analysed by Deborah Weston for NATRE.*

**Figure 1: Schools offering no RE at Key Stage 3<sup>10</sup>**



**Figure 2: Schools offering no RE at Key Stage 4<sup>11</sup>**

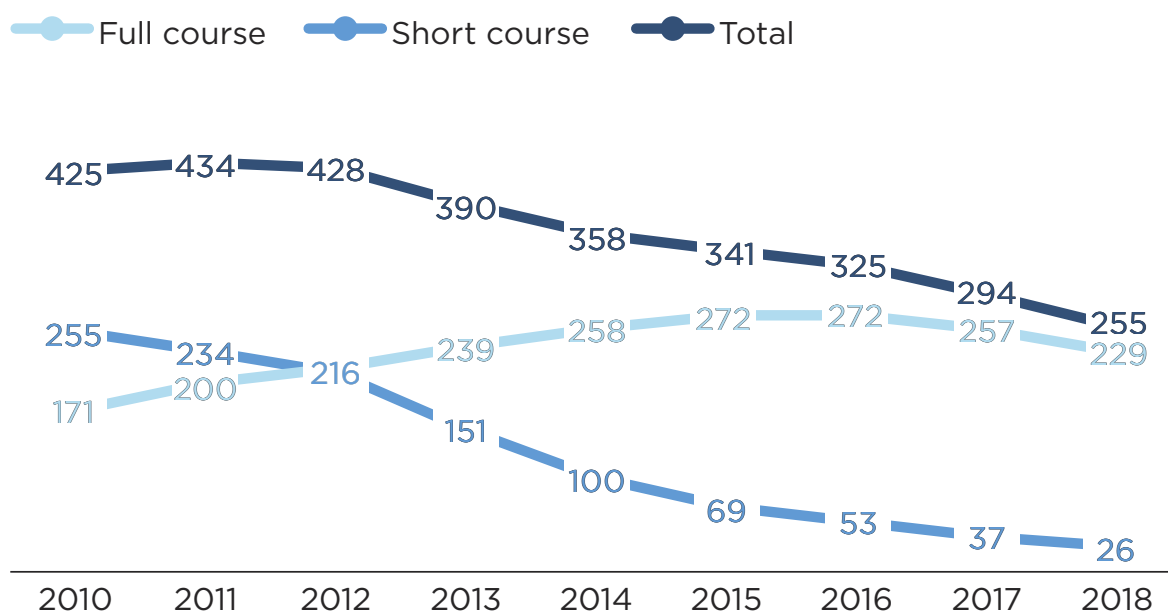


22. Academisation and reductions in funding have reduced local authority support for RE via Standing Advisory Councils on Religious Education (SACREs) and professional advisers, to the point where such support is unsustainable in many areas and already disappearing in some. This further increases the disparity between schools with a religious character, where support structures remain relatively robust, and those without, where they are increasingly in jeopardy.

<sup>10</sup> Source: School Workforce Data 2016, analysed by Deborah Weston for NATRE.

<sup>11</sup> Source: School Workforce Data 2016 analysed by Deborah Weston for NATRE.

23. Changes to accountability systems have created an environment where there is less and less incentive for schools to offer good RE, particularly at secondary level. These include Ofsted no longer inspecting individual subjects, the removal of GCSE Short Courses from school performance measures and the non-inclusion of Religious Studies GCSE in the Ebacc. This has led to a significant drop in students taking a Key Stage 4 qualification in RE<sup>12</sup> and has affected, for example, the number of specialist teachers at secondary level.



**Figure 3: Trends in GCSE entries for Religious Studies<sup>13</sup>**  
*Religious Studies GCSE entries in England 2010–2018 (thousands)*

24. All of these issues mean that urgent action needs to be taken to reform and strengthen the structures that support Religion and Worldviews in schools. We therefore recommend changes to accountability systems, curriculum development, local and national support structures and initial teacher education, creating a robust and coherent structure for Religion and Worldviews. Our recommendations, as set out below, will enable all pupils in all schools to receive high quality education in Religion and Worldviews and will support and strengthen the subject for the foreseeable future.

<sup>12</sup> 260,300 pupils entered for a Key Stage 4 qualification in Religious Studies in 2018, down from a high of 433,750 in 2011.

<sup>13</sup> GCSE entry figures for 2017 and 2018 do not include the Channel Islands and the Isle of Man. In 2016, there were 1,142 Full Course entries and 938 Short Course entries from the Channel Islands and the Isle of Man. Source: JCQ: [www.jcq.org.uk/examination-results/gcses](http://www.jcq.org.uk/examination-results/gcses)

25. We are aware that rapid change is disruptive and counterproductive for teachers and schools. We therefore suggest a phased approach in which programmes of study and support structures are established before schools are required to change their curriculum to align it with the National Entitlement to the study of Religion and Worldviews. We have set out our proposed timeline in Appendix 1.

## LIST OF RECOMMENDATIONS

### RECOMMENDATION 1

The name of the subject should be changed to Religion and Worldviews. This should be reflected in all subsequent legislation and guidance.

### RECOMMENDATION 2

The National Entitlement to the study of Religion and Worldviews should become statutory for all publicly funded schools.

- a. For community, foundation and voluntary controlled schools, the requirement for Religion and Worldviews to be provided in accordance with the National Entitlement will replace the requirement in the Education Act 1996 (Section 375) to follow their locally agreed syllabus.
- b. For academies, all funding agreements should be amended to state that all academies must provide Religion and Worldviews in accordance with the National Entitlement.
- c. For voluntary aided schools of a religious character, a requirement should be introduced to provide Religion and Worldviews in accordance with the National Entitlement as well as the requirements of their Trust Deed.

## THE NATIONAL ENTITLEMENT TO THE STUDY OF RELIGION AND WORLDVIEWS

All pupils are entitled to be taught Religion and Worldviews in every year up to and including year 11. Post-16 students, including those in Further Education should have the opportunity to study Religion and Worldviews during their post-16 course of study.

Schools must publish a detailed statement about how they meet the National Entitlement and ensure that every pupil has access to it through the curriculum, lessons and wider experiences they provide.

Pupils must be taught:

1. about matters of central importance to the worldviews studied, how these can form coherent accounts for adherents, and how these matters are interpreted in different times, cultures and places
2. about key concepts including 'religion', 'secularity', 'spirituality' and 'worldview', and that worldviews are complex, diverse and plural
3. the ways in which patterns of belief, expression and belonging may change across and within worldviews, locally, nationally and globally, both historically and in contemporary times
4. the ways in which worldviews develop in interaction with each other, have some shared beliefs and practices as well as differences, and that people may draw upon more than one tradition
5. the role of religious and non-religious ritual and practices, foundational texts, and of the arts, in both the formation and communication of experience, beliefs, values, identities and commitments
6. how worldviews may offer responses to fundamental questions of meaning and purpose raised by human experience, and the different roles that worldviews play in providing people with ways of making sense of their lives

7. the different roles played by worldviews in the lives of individuals and societies, including their influence on moral behaviour and social norms
8. how worldviews have power and influence in societies and cultures, appealing to various sources of authority, including foundational texts
9. the different ways in which religion and worldviews can be understood, interpreted and studied, including through a wide range of academic disciplines and through direct encounter and discussion with individuals and communities who hold these worldviews.

Programmes of study must reflect the complex, diverse and plural nature of worldviews. They may draw from a range of religious, philosophical, spiritual and other approaches to life including different traditions within Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, non-religious worldviews and concepts including Humanism, secularism, atheism and agnosticism, and other relevant worldviews within and beyond the traditions listed above, including worldviews of local significance where appropriate.

Teaching must promote openness, respect for others, objectivity, scholarly accuracy and critical enquiry.

Pupils are therefore entitled to be taught by teachers who:

- a. have secure subject knowledge
- b. are capable of addressing misconceptions and misunderstandings and handling controversial issues
- c. demonstrate a critical understanding of developments in the study of religion and worldviews
- d. promote the value of scholarship.

In order for all pupils to have equal access to high quality education in Religion and Worldviews, the subject must be given adequate time and resources commensurate with the place of Religion and Worldviews as a core component of the curriculum.

### RECOMMENDATION 3

- a. Non-statutory programmes of study for each of Key Stages 1–4 should be developed at a national level, at a similar level of detail as those for History and Geography in the National Curriculum. These should be ratified by the DfE.
- b. Programmes of study should be developed by a national body of a maximum of nine professionals, including serving teachers. This body could choose to take advice from other organisations as relevant.
- c. The core purpose of the national body should be to develop and revise the programmes of study. It will also make recommendations to the government and advise the profession on issues relating to Religion and Worldviews and the resources and support needed to deliver high quality Religion and Worldviews for all pupils.
- d. The national body should be appointed by the DfE on the basis of recommendations from the Religious Education Council of England and Wales, following an open application process.
- e. Members of the national body should be appointed on the basis of commitment to the approach taken to Religion and Worldviews in the National Entitlement and proven expertise in some or all of the following:
  - i. specialist knowledge of Religion and Worldviews with both research and classroom experience
  - ii. curriculum development, within or beyond Religion and Worldviews
  - iii. initial teacher education or continuing professional development of teachers
  - iv. current or recent classroom experience in either primary or secondary phases.
- f. The national body should be a standing body with a third of members changing every three years. It should be funded on a *per diem* basis by the DfE.
- g. Programmes of study should be reviewed whenever the National Curriculum is reviewed, but the national body should also have the power to request the DfE for a review if they believe this is warranted.



#### RECOMMENDATION 4

Section 375ff of the Education Act 1996 should be amended to remove the requirement for local authorities to convene Agreed Syllabus Conferences and develop locally agreed syllabuses.

#### RECOMMENDATION 5

- a. When GCSE and A-level specifications are next reviewed, this should be done in the light of the National Entitlement.
- b. The national body should also consider how the study of Religion and Worldviews may be incorporated into vocational qualifications, either as a stand-alone course or as modules within existing vocational courses.

#### RECOMMENDATION 6

All Initial Teacher Education (ITE) should enable teachers, at primary and where relevant at secondary level, to teach Religion and Worldviews based on the National Entitlement and with the competence to deal with sensitive issues in the classroom, and the teachers' standards should be updated to reflect this. In order to support this, the following should be implemented.

- a. There should be a minimum of 12 hours of contact time for Religion and Worldviews for all forms of primary ITE including School Direct and other school-based routes.
- b. Bursaries for ITE in Religion and Worldviews should be set at parity with other shortage subjects.
- c. Funding for Subject Knowledge Enhancement courses should be reinstated at parity with Ebacc subjects. Funding should be allocated for Subject Knowledge Enhancement for primary.
- d. Two new modules for Religion and Worldviews should be developed for primary ITE, and also made available as continuing professional development (CPD) modules: one for those with limited experience and one for those with proficiency in the subject who would like to be subject leaders or work beyond their own classrooms. These modules should focus on the delivery of the national programmes of study.

#### RECOMMENDATION 7

The government should allocate funding for CPD for Religion and Worldviews to support the delivery of the new non-statutory national programmes of study. This funding should be for a period of at least five years and be sufficient to cover:

- a. a national programme of online and face-to-face CPD, including an online platform with both massive open online courses (MOOCs) and static resources
- b. the development of curriculum materials and supplementary guidance, including resources for local studies
- c. support for local face-to-face CPD including teacher hubs and networks, with specific allocations for areas of opportunity and of a sufficient level to cover adequate professional advice and support.

All of the above funding streams should be administered and overseen by the national body as part of their remit.

## RECOMMENDATION 8

Legislation regarding the establishment of Standing Advisory Councils on Religious Education should be amended as follows.

- a. The name of the body should be changed to Local Advisory Network for Religion and Worldviews.
- b. The Local Advisory Network for Religion and Worldviews must facilitate the implementation of the National Entitlement to the study of Religion and Worldviews in all schools within the local authority boundaries by providing information about sources of support available, and must connect schools with local faith and belief communities and other groups that support the study of Religion and Worldviews in schools.
- c. The Local Advisory Network for Religion and Worldviews must submit an annual report to the DfE and to their local authority. The DfE and the local authority must publish the annual reports on a dedicated web page.
- d. The Local Advisory Network for Religion and Worldviews should be made up of members from five groups:
  - i. teachers of Religion and Worldviews from all phases including Higher Education
  - ii. school leaders and governors
  - iii. ITE and/or CPD providers
  - iv. school providers including the Local Authority (LA) and Multi Academy Trust (MAT), dioceses etc
  - v. religion, belief and other groups that support RE in schools or wish to do so (this might include local museums and galleries as well as religion and belief groups).

- e. The Local Advisory Network for Religion and Worldviews may also:
  - i. provide CPD support for schools
  - ii. develop programmes of study to support the National Entitlement and supplementary curriculum materials for use within and across their local authority boundaries
  - iii. provide extra resources for schools on local faith and belief communities to support local studies
  - iv. provide further support for learning outside the classroom
  - v. provide advice to schools and school providers on matters of religion and belief in schools
  - vi. facilitate school-to-school collaboration
  - vii. celebrate success including through offering prizes and competitions
  - viii. promote good community relations within and outside schools.

Statutory funding must be provided for all Local Advisory Networks for Religion and Worldviews, calculated by size of local authority and of a sufficient level to enable the group to carry out its activities effectively. This should be ring-fenced within the Central Schools Services Block (CSSB) of funding provided to local authorities.

## RECOMMENDATION 9

- a. Ofsted or Section 48 inspectors must report on whether schools are meeting the National Entitlement.
- b. There should be a one-off, in-depth review of the impact of the National Entitlement and national programmes of study once these have been implemented. This should be conducted by Ofsted.
- c. The DfE should publish data on hours taught in all subjects (Key Stages 1-4) and GCSE entries for all subjects, including trend data, in an easily accessible format on their website.

## RECOMMENDATION 10

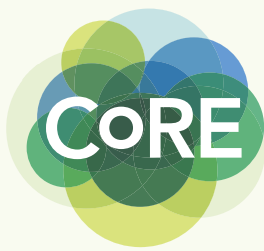
- a. The DfE should consider the impact of school performance measures on the provision and quality of Religion and Worldviews, including the impact of excluding Religious Studies GCSE from the Ebacc and of excluding GCSE Short Courses from school performance measures.

- b. In the light of the evidence, the DfE should make amendments to school performance measures to ensure that the study of Religion and Worldviews is not neglected or disadvantaged.
- c. The Russell Group universities should review the list of facilitating subjects and consider whether, given their stated comments on the academic rigour and value of Religious Studies A-level, it should be included.

## RECOMMENDATION 11

- a. The DfE should review the right of withdrawal from Religion and Worldviews and provide legal clarification on:
  - i. whether parents have a right to withdraw selectively from parts of Religion and Worldviews
  - ii. whether parents have a duty to provide an alternative curriculum for Religion and Worldviews
  - iii. whether children withdrawn from Religion and Worldviews can access other curriculum subjects or special educational needs and disabilities (SEND) support during the time they would normally be studying Religion and Worldviews.
- b. The DfE should work with school leaders to develop a code of good practice for managing the right of withdrawal.
- c. The DfE should monitor how the right of withdrawal is being used on an annual basis and provide data on the number of full and partial withdrawals and the reasons for withdrawal where given.





## Commission on Religious Education

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