

Public Document Pack



NOTICE OF MEETING

Meeting	Standing Advisory Council for Religious Education
Date and Time	Tuesday, 25th June, 2019 at 2.00 pm
Place	Park Community School, Middle Park Way, Havant, PO9 4BU
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

Prior to the start of the meeting, at 1.30pm, there will be a short presentation from Chris May, Head of RE at Park Community School, on how he has approached developing RE in the School.

The main SACRE meeting will start at 2.00pm

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 - 14)

To confirm the minutes of the previous meeting on 5 March 2019.

4. MATTERS ARISING

To consider any matters arising from the Minutes of the meeting on 5 March 2019.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any Chairman's announcements.

6. DEPUTATIONS

To receive any deputations.

7. MEMBERSHIP REPORT (Pages 15 - 18)

To receive a report on behalf of the Director of Children's Services on changes to the membership of SACRE.

8. MONITORING GROUP (Pages 19 - 26)

To consider a report from the director of Children's Services on the discussions and findings of the monitoring group in relation to monitoring the effectiveness of the Agreed Syllabus, Living Difference III, across Hampshire.

9. NASACRE AGM (Pages 27 - 30)

To receive a report on behalf of the Director of Children's Services on matters discussed at the NASACRE AGM on 22 May 2019.

10. REPORT TO SACRE ON THE COMMISSION ON RE (CORE) AND THE ACTIVITIES OF THE RELIGIOUS EDUCATION COUNCIL (REC)

(Pages 31 - 34)

To receive a report on behalf of the Director of Children's Services on further developments following the final report of The Commission on RE and activities of the Religious Education Council since the last SACRE meeting on 5 March 2019.

11. OFSTED UPDATE

To receive a verbal report on behalf of the Director of Children's Services regarding the likely impact on RE of the new Ofsted Inspection Framework from September 2019.

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 5 March 2019.

13. SOUTH CENTRAL SACRE HUB

To receive a verbal report on behalf of the Director of Children's Services on the activities of the South Central SACRE RE Hub, in particular the Reading and Research Group.

14. ANY OTHER BUSINESS

15. DATE, TIME AND VENUE OF NEXT MEETING

The next meeting is scheduled for 5 November 2019 in the Ashburton Hall, Hampshire County Council, Winchester. The meeting will start at 2.00pm following a pre-meeting presentation at 1.30pm.

ABOUT THIS AGENDA:

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

ABOUT THIS MEETING:

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

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

Agenda Item 3

AT A MEETING of the Standing Advisory Council for Religious Education of
HAMPSHIRE COUNTY COUNCIL held at Ashburton Hall, Winchester on
Tuesday, 5th March, 2019

Chairman:
p Councillor Roz Chadd

Vice-Chairman:
p Councillor Charles Choudhary

p Councillor Anna McNair Scott

p Councillor Wayne Irish

- Margaret Boyne, United Reformed Church
- p Harmeet Singh Brar, Sikh
- p Amanda Cawood, Church of Jesus Christ of Latter-Day Saints
- a Rev Seishin Darren Clark, Buddhist
- p Sheikh Fazle Abbas Dato, Muslim
- p Danny Habel, Jewish Community
- p Elizabeth Jenkerson, Baha'i
- p Rhian Jones, Salvation Army
- Jo May, Baptist Union
- a Sushma Sahajpal, Hindu
- p Chris Hughes, Fellowship of Independent Evangelical Churches
- p Yasmeen Hussain, Muslim
- p Lisa-Marie Taylor, Buddhist
- p Heather Thorpe-Tracey, Society of Friends

- p Sue Bowen, Church of England
- p Caroline Welch, Church of England
- Richard Wharton, Church of England
- p Reverend Jeff Williams, Church of England
- p Rev Howard Wright, Church of England

- p Maureen Barnes, Teachers' Liaison Panel
- a Patrizia Timms Blanch, Teachers' Liaison Panel
- p Susannah Burns, Teachers' Liaison Panel
- a Graeme Rowe, Teachers' Liaison Panel

Co-opted members

- 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: Mr Chris Anders, Head Teacher of Park Community School, Havant.

Prior to the start of the main meeting there was a short presentation by Chris Anders, the Head Teacher of Park Community School, Havant. His talk focussed on the challenges to school, particularly for schools, like Park, which are in deprived areas, where the new GCSEs and Progress 8 make it more difficult for these schools to improve standards. He hoped that the new Ofsted framework would look more at the curriculum in the wider school context. Members had the opportunity to ask questions.

The Chairman thanked Chris Anders for his presentation.

68. BROADCASTING ANNOUNCEMENT

The Chairman announced that the press and members of the public were permitted to film and broadcast the meeting. Those remaining at the meeting were consenting to being filmed and recorded, and to the possible use of those images and recording for broadcasting purposes.

69. APOLOGIES FOR ABSENCE

Apologies were received from Rhiannon Love, Alasdair Richardson, Graeme Rowe, Patricia Timms Blanch, Pam Brown, Sushma Sahajpal.

70. 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.

71. MINUTES

The minutes of the previous meeting on 6 November 2018 were agreed as an accurate record and signed by the Chairman, subject to the addition of Danny Habel as present at the meeting.

72. **MATTERS ARISING**

Members were given updates on a number of matters arising from the minutes of the last meeting.

Item 57 (page 6): Members were informed that the Annual Survey results would be discussed at the summer meeting of SACRE.

Item 57 (page 7): The Chairman informed Members that she was awaiting a response to her email from MP Damien Hinds regarding a possible visit.

Item 59 (page 9) Recommendation 1.2 : There had been some correspondence with Ofsted in regard to taking the Locally Agreed Syllabus into account in their judgements, but this was still ongoing. It was agreed that Ofsted has quite a job coming to a local area to do an inspection, but the new framework has the intention of having a more in depth look at a few subjects as part of the process. It was felt that SACREs may be able to provide some help and guidance in relation to the Locally Agreed Syllabus and it was suggested that this should be discussed at the next South Central Hub meeting.

RECOMMENDATIONS:

1. That SACRE requested the Professional Advisers and the Chairman should contact the Regional Schools Commission with regard to providing Ofsted Inspectors with training on the Agreed Syllabus.
2. That SACRE requested that the South Central SACRE hub is asked to initiate a South East regional meeting of SACRE chairs to consider common aspects of their Agreed Syllabuses as well as distinctive elements.

73. **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman began by welcoming Councillor Irish to his first meeting.

She congratulated Sheikh Fazle Abbas for being recognised as the Most Impactful Imam at the 2018 British Beacon Mosques awards event. This was in recognition of his work in raising awareness about Islam as a peaceful religion, as well as reaching out to various communities to enhance share common goals.

It was noted that two SACRE Members, Lisa-Marie Taylor and Heather Thorpe-Tracey had attended the South West SACRE Conference in Somerset. Lisa-Marie told Members that it had been her first time and found the experience thought-provoking, with excellent speakers and brilliant workshops.

Members were informed that the Annual NASACRE Conference would be held on 22 May in Manchester and that as usual two spaces were available for anyone who would like to go.

74. DEPUTATIONS

There were no deputations.

75. MEMBERSHIP REPORT

The Council received a report from Patricia Hannam, the County Inspector/Adviser informing Members that Councillor Wayne Irish was replacing Councillor David Simpson on Group D and that Richard Wharton was stepping down from Group B with Sue Bowen becoming a full representative.

RECOMMENDATION:

That SACRE welcomed Councillor Irish and Sue Bowen.

76. MONITORING GROUP

SACRE considered a report from Patricia Hannam, County Inspector/Adviser, on the discussions of the Monitoring Group at their meeting on 28 January 2019.

Members were informed that the Monitoring Group had discussed the 2018 RS GCSE results and concerns had been raised about the dramatic fall in the number of entries, which was felt to be largely due to schools focussing on the EBacc. It was highlighted that 11 schools that entered almost all of their cohort accounted for about two thirds of all entries. Overall the results had been pleasing. Further concerns were expressed about how HIAS is working with schools to ensure that all students study RE in KS4 even if they are not doing the GCSE.

Members were made aware that the large gender gap had re-emerged. It was suggested that the new GCSE required more subject knowledge and fast writing; whereas previously there were more themed issues which boys engaged with. It was noted that it was a national issue, not a local one. There was discussion about how children are guided to choose their GCSEs and whether the timetabling of subjects has an impact. It was proposed that SACRE should examine what motivates children's choice to do RS, particularly boys, and whether they would make the same choice again; it was felt that doing this just before they leave would be the best time. Patricia Hannam suggested that she could approach the two most commonly used examination boards to ask them to look at this issue.

Justine Ball, the Primary Adviser, indicated an amendment to paragraph 3.3 of the report, that the infant guidance pack for Understanding Christianity had been written, but would be published shortly.

On behalf of the Monitoring Group the Chairman had contacted the Assistant Director for Education and Inclusion to ask what training SIM (School Improvement Managers and LLP (Lead Learning Partners) had on the Locally Agreed Syllabus. It was confirmed that currently there is none. Inspectors are taking a greater view of the whole curriculum, but in only a half day annual

review it is difficult to pick up problem. The two inspector/advisers will have the opportunity to speak about the Agreed Syllabus to the other inspectors.

Patricia Hannam updated Members on the Religious Literacy Research Project informing them of the launch on 4 June 2019 of its Report.

Members were informed that there was a reliable supply of good new RE teachers from Winchester University, with good recruitment, partly due to the reinstatement of the bursary. More of a problem was that there were fewer RE positions in school. Monitoring visits had also highlighted a reduction in the funding available for professional development; creative ways to ensure that teachers have access to Agreed Syllabus training was discussed.

Patricia Hannam invited comments on a proposal to monitor more schools than currently; that the money for monitoring visits could be used more intelligently and creatively by inviting five schools at a time to meet with the advisers. It was agreed that this approach should be tried.

RECOMMENDATIONS:

1. That SACRE thanked the Monitoring Group for its report.
2. That SACRE requested that the Monitoring Group looks for new ways to monitor the provision of RE in a greater number of schools.
3. That SACRE requested the Monitoring Group to investigate the choices made by boys in relation to RE.

77. **THE FINAL REPORT OF THE COMMISSION ON RE: RELIGION AND WORLD VIEWS: THE WAY FORWARD**

SACRE considered a verbal report from Justine Ball, the County Inspector/Adviser on the findings of the group convened to discuss the finding of the final report of the Commission on RE. (item 9 in the Minute Book)

Members were informed that the group had met in December 2018 to look at the final report, the Education Secretary's letter and the response of the RE Commission. The group had felt that the proposed name change to Religion and Worldviews could be a positive, but the title would need further clarification. It was agreed that the National Entitlement was useful, particularly for those areas with little RE and to ensure some parity across the country; also that Living Difference III would work well with this and it was hoped that it would still be able to be used. Concerns were raised over who would produce schemes of work, since few teachers were involved with the Commission.

The group felt strongly that SACREs and Agreed Syllabus Conferences should continue rather than the proposed advisory bodies. They would not be a good way forward as the composition was unspecified and there appeared to be no statutory duty related to them. The inclusion of governors as people to be

involved was welcomed and it was suggested that SACRE should investigate co-opting a governor representative. As the Commission had not looked at Collective Worship, SACREs would need to continue.

The inclusion of CPD and reintroduction of bursaries was welcomed. It was felt that strengthening the status of RE should be done now within the current system. There was disappointment in the acceptance of withdrawal from the Commission and a requirement only to look at selective withdrawal.

Following the publication of the Secretary of State for Education's letter that there would be no legislative change at the current time and the RE Council response, it was felt that no further meetings and discussions would be appropriate at this time. It was noted that NASACRE would very likely be undertaking an audit of all SACREs in the near future.

RECOMMENDATIONS:

1. That SACRE thanked the group for their discussions and noted the report.
2. That SACRE should invite a member of the School Governor Forum or Governor Services to be a co-opted onto SACRE.

78. **OFSTED UPDATE**

SACRE considered a report from Patricia Hannam, County Inspector/Adviser on the New Ofsted Framework and Handbook (item 10 in the Minute Book).

Patricia Hannam gave a brief introduction to the new Ofsted framework and how it might affect inspections. It was noted positively that RE is mentioned in the document and with the introduction of in-depth subject inspections that RE should be looked at in some inspections. It was noted, however, that with the large number of Locally Agreed Syllabuses inspectors would need assistance from SACREs.

It was drawn to Members' attention that in the criteria for a 'good' school RE is missing and that there appears to be an emphasis on the EBacc in the way a school is to be judged, in which RE is not included (page 41 of the report). The omission from the proposed Handbook of the existing appendix which details what is expected in RE in each type of school was highlighted and it was agreed that this should be reinstated. The criteria also mention the need for a curriculum which provides pupils with the 'cultural capital' to succeed; this was felt to be an ambiguous term which needed further clarification.

It was also observed that the section on the inspection of religious education and collective worship is concerned with faith schools, and whilst important, does not include other schools (page 13 of the draft framework).

It was agreed that a group of Members should meet to formulate a response to the consultation on behalf of SACRE based on discussions and all Members were encouraged to make a personal response.

RECOMMENDATIONS:

1. That SACRE noted the report and raised concerns about how RE is mentioned in the new Ofsted Framework.
2. That a small group of SACRE members should meet on 7 March to formulate a response to the new Ofsted framework proposals on behalf of SACRE based on the discussions of this meeting (attached to these minutes)
3. That all SACRE members are encouraged to make their own individual response about the new framework.

79. **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 November 2019.

At their meeting on 27 February the students had discussed the proposed Ofsted new area of 'Quality of Education' and the grading criteria for a 'Good' judgement and the Annual Youth Voice Conference.

The Annual SACRE Youth Voice Conference would take place on Thursday 11 July and the theme was, 'How do we know what is right and wrong in society? What might cause it to change?' Offers from SACRE members to be involved with the conference were sought.

Pat Hannam thanked the Chairman and Elizabeth Jenkerson for their great support for SACRE Youth Voice and indicated that she would welcome other Members joining them.

80. **SOUTH CENTRAL SACRE HUB**

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

It was indicated that the next meeting of the Hub was on 7 March and would include discussion about the new Ofsted framework.

The Reading and Research Group was scheduled to meet on 14 March and the topic would be the Religious Literacy Project. The 5 June meeting would be a talk by David Scard on 'what makes cracking good teaching'. It was noted that teacher attendance at these meetings was better when the content had a religious input.

81. **ANY OTHER BUSINESS**

Pat Hannam informed Members that the new CEO of the Culham St Gabriel's Trust, Dr Kathryn Wright, would be visiting Hampshire on 4 and 5 June to see

the work of SACRE and to attend the launch of the Religious Literacy Research Report.

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

The date of the next meeting was confirmed as Tuesday 25 June 2019 at 2.00 pm, but the venue was still to be settled.

Chairman,

From: Chadd, Cllr R <roz.chadd@hants.gov.uk>

Date: 11 March 2019 at 10:45:17 GMT

To: inspection.consultation@ofsted.gov.uk <inspection.consultation@ofsted.gov.uk>

Subject: Response to consultation from Hampshire SACRE

Dear sir/madam

I am writing as Chairman and on behalf of the Hampshire Standing Advisory Council for Religious Education (SACRE), in response to the consultation on the draft School Inspection Handbook.

We have four key concerns.

1. Page 13, bullet points 33 – 37. This section claims to be giving clarity on the Inspection of Religious Education (RE) and Collective Worship. However the information in these bullet points is insufficient as it only refers to religious education in Faith Schools. In the current handbook there is a very helpful appendix giving details of what is required in all publically funded schools, including faith schools (see pages 74-77 of School Inspection Handbook, September 2018) . This makes it clear that all LA schools including voluntary controlled schools, are required to follow the Locally Agreed Syllabus and that Academies can do so. We regard it as vital that an equivalent is added into new handbook.
2. We we are pleased to note that Religious Education is included alongside the national curriculum in bullet point 159 on page 49. However, we are concerned that religious education is omitted in the grade descriptor of 'Good' judgement of the Quality of Education on page 49. Further, bullet point 161 (page 42) seems to imply that religious education is not a requirement at KS1. Section 352 of the Education Act 1996 identifies the distinctive place of religious education as part of the basic curriculum alongside the national curriculum. We regard it as essential that religious education is inserted on page 49 into the fourth bullet point and that the requirement to teach religious education in year R as well as in KS1 should also be made clear, so that lines 1-6 should read: "Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum, *religious education and age-appropriate sex education*) is taught in key stage 1 and key stage 2 throughout all of Years 1 to 6, with religious education also taught in year R. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum, *religious education and age-appropriate sex education*) throughout Years 7 to 9, [or is in the process of transitioning to such arrangements.*] " . In addition to this, since grade descriptor bullet point 4 relates to all schools (including primary phase), reference to the EBacc at this point would appear to be inappropriate.
3. We are concerned that the emphasis on the EBacc in bullet point 162 will have the effect of narrowing the curriculum at both KS3 and KS4, especially since religious education is not included in the EBacc. This is rather than meeting the declared intention of the reforms in this new framework to broaden the curriculum for students as stated in paragraph 161. The exclusion of RE from the EBacc is something that continues to trouble the religious education community nationally.
4. When inspecting religious education in schools, we would anticipate that inspectors are well informed about the Locally Agreed Syllabus, this is not mentioned at all in the handbook.

Finally, although this is not a particular concern, we think it would be helpful to define Cultural Capital in section 163; since this is a term that can be used in ambiguously.

Yours sincerely,

Cllr Roz Chadd

Chairman of Hampshire SACRE

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HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	25 June 2019
Title:	Membership report
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel: 02392 441434

Email: Patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to inform SACRE of changes to membership to Group D.

Recommendation(s)

2. That SACRE notes the County Councillor appointments made at the AGM on 17 May 2019 and the vacancy on Group D that will be filled at the next County Council meeting.

Executive Summary

3. This report informs SACRE that Councillor Roy Perry is taking over as Chairman and Councillor Anna McNair Scott as Vice-Chairman. Councillor Roz Chadd has become the Executive Member for Education but will remain as one of the Conservative substitute members.
4. Councillor Choudhary has become the Chairman of the County Council so there is currently a vacancy on Group D.
5. SACRE extends its thanks to Cllr Roz Chadd for her nine years of service to Hampshire SACRE as Vice-Chairman and Chairman.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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

Section 100 D - Local Government Act 1972 - background documents

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

Document

Location

None

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

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

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

2. Equalities Impact Assessment:

- (a) This 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.

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HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	25 June 2019
Title:	Monitoring Group Report
Report From:	Patricia Hannam

Contact name: Patricia Hannam

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

Purpose of this Report

1. The purpose of this report is to inform SACRE members of the discussions and findings of the Monitoring Group at its meeting on 20 May 2019.

Recommendation(s)

2. That SACRE notes the report.

Executive Summary

3. The group was updated on the current situation regarding the monitoring of the effectiveness Hampshire Agreed Syllabus of Living Difference III (LDIII). Evidence for this included an analysis of secondary and primary SACRE Ofsted reports referring to RE, British Values or SMSC that had taken place since our last meeting in addition to information gathered from other HIAS visits. An update on research projects Hampshire teachers are engaged with as well as initial teacher education and current RE staffing was received and considered. An outline for the review, due to being during 2020, of Living Difference III was discussed.

Contextual information

4. The monitoring sub-group met on 20th May 2019 at The County RE Centre.
Those who attend were:-

Chris Hughes (Chair)

Rob Sanders

Cllr Roz Chadd
Elizabeth Jenkerson
Patricia Hannam
(Supporting Officer)

Rhiannon Love
Alasdair Richardson
Justine Ball
(Supporting Officer)

5. No apologies were received.

Key Issues

6. The on-going programme for analysing the effectiveness of the Hampshire agreed syllabus, Living Difference III (LDIII) was discussed. SACRE Officers continue to run regional network meetings for primary and secondary teachers and other school leaders where possible.
7. In addition to the Primary RE Steering group, five primary network groups run across the county. A group for teachers of children in special schools also runs. Meetings continue to focus on LDIII and advising schools how to meet its requirements and assist teachers develop their subject knowledge.
8. The Secondary RE steering group, comprised of eight heads of department from some of the highest performing schools, meets once each term and helps to plan and deliver the annual secondary conference. Two secondary network groups meet once each term in Winchester and Basingstoke.
9. New ways of not only monitoring, but also implementing positive change across the county, were discussed. It has been agreed to run a series of invitational 'courses' for schools that have been harder to reach rather than simply making visits to schools that it is not possible always to follow-up. SACRE members will be invited to attend these events/courses. The effectiveness of this new way of monitoring will be reviewed by the monitoring group regularly.
10. The SACRE Professional Adviser gave a 45-minute input on LA responsibilities for RE and the Locally Agreed Syllabus Living Difference III, to a recent HIAS inspector team training morning. This had been well received.
11. A letter from the DfE to the Chair of NASACRE was discussed and is attached to this report. It seems likely to be indicating support for LA and SACRE to take up the matter of non-compliance with schools and to actively resolve any illegality locally. The letter also makes clear that where GCSE is sat in year 10, the law still requires young people to have access to their statutory entitlement to RE in year 11.

12. An update on the RS GCSE was received including discussing concerns about the newly growing gender gap that was apparent in the 2018 examination series. An enquiry has been made to the two largest GCSE exam boards regarding any national concern and plans to address any questions arising from findings.
13. The latest withdrawal survey was discussed. There had been an increase in the numbers of children being withdrawn from RE or Collective worship compared to the previous survey. Although proportionately still a very small number of children and schools this is something SACRE will want to continue to keep an eye on.
14. The relationship between Living Difference III and the resource 'Understanding Christianity' was discussed. A Schools' Communication is being sent to head teachers to remind them that where Understanding Christianity is being used with Living Difference III, it is a resource than can support at the 'Enquire' step, where it is a B or C Concept, and the 'Contextualise' and 'Evaluate' steps but should never replace the cycle of enquiry. A new course has been made available to ensure LDIII is being used well in all cases.
15. An update on research projects involving Hampshire RE teachers was received. Particular note was taken of the research (funded by Culham St Gabriel's Trust and part of 7 nationally significant key areas of research) in relation to Religious Literacy in partnership with Brunel University London. The report of this research will be published shortly, and the findings shared widely. It is likely that the findings of this research will influence thinking in a future review of Living Difference III.
16. Recruitment on Winchester University's RE Post Graduate Certificate of Education (PGCE) course is going extremely well. A strong cohort is being recruited.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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

Other Significant Links

Section 100 D - Local Government Act 1972 - background documents	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

EQUALITIES IMPACT ASSESSMENT:

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The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

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

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

2. Equalities Impact Assessment:

This project 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.

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Department
for Education

Department for Education
Curriculum Policy Division
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Date: 22 March 2019

Dear Paul

Compliance with the duty to teach Religious Education

As discussed when we last met, I have spoken to a few representatives of SACREs over recent months about what can be done about schools that are failing to meet their obligations to teach RE – whether that is in accordance with an Agreed Syllabus or, in the case of academies and free schools, in line with their funding agreements.

I thought it might be helpful if I set out what we expect of state funded schools and the steps to follow if these expectations aren't met.

The requirement to teach RE

SACRE members will be familiar with the requirements on maintained schools, including the duty on those without a religious designation and voluntary controlled schools to follow the local Agreed Syllabus.

Under the terms of their Funding Agreement with the Secretary of State, all academies (including free schools) must provide RE for all their registered pupils from age 5 to 18, except for those whose parents exercise the right of withdrawal. Each academy's funding agreement should be published on its website, but can also be found on DfE's 'Compare Schools' website (once you've found the school, select the 'workforce and finance' option and scroll down to the funding agreement. The requirement to teach RE is set out in the 'supplementary funding agreement' for each school and also in newer 'master funding agreements' at multi-academy trust level).

Generally speaking, academies with a religious designation (except ex-voluntary controlled schools) must teach within the tenets of the faith specified in their designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose. Academies with no religious designation must teach RE that 'reflects that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. Academies are free to follow a locally agreed syllabus if they choose to.

Unlike an agreed syllabus, funding agreements do not provide further detail of the RE to be taught. However, we would expect that all schools provide pupils with a curriculum that is high quality and promotes progression through the key stages, including in RE. The non-

statutory guidance for RE (2010) also states that head teachers should ensure that 'the subject is well led and effectively managed, and that standards and achievement in RE, and the quality of the provision, are subject to regular and effective self-evaluation.'

Agreed syllabuses and requiring schools to teach an accredited qualification

The issue of requiring schools to teach an accredited Religious Studies qualification is one that has come up recently and, if this is a requirement of an agreed syllabus, it's important that wording is carefully chosen. For example, I've seen variations of the following text in agreed syllabuses: 'It is a legal requirement and an entitlement that all students (other than those withdrawn by parental request) study RE at Key Stage 4 through an accredited course.....'

This wording implies that it is a legal requirement to teach a RS qualification – whereas, in my view, the law does not directly state this ie. legislation doesn't specifically require schools to teach RS. Neither does it require each agreed syllabus to specify that schools must teach a full or short course RS GCSE or other accredited qualification. However, the law does require relevant schools to follow the agreed syllabus. So, if an area's syllabus says that an accredited RS qualification must be taught, then a school may be in breach of that statutory duty (ie. to follow the agreed syllabus) if it doesn't do so.

It is also the case that, if a school is required by the agreed syllabus to teach a RS qualification at key stage 4, and enters its pupils for this at the end of Year 10, it should still be teaching RE in Year 11. Otherwise, it does not meet the duty to provide RE as part of its curriculum to 'all registered pupils at the school'.

Handling reports that a school is not meeting its duty to teach RE

Where a school appears to be failing to meet its obligations – either to comply with the agreed syllabus or to meet funding agreement requirements to teach RE – we would expect the LA or SACRE to follow this up; and to refer the case to DfE if it cannot be resolved locally.

I'd recommend starting by contacting the school, outlining details of concerns and asking for comments. This allows the school an opportunity to correct misconceptions, provide clarifying information, or to resolve an issue. I'm also aware of cases where an LA officer or SACRE member has visited a school to discuss an issue in person to help them assess whether it is complying with the agreed syllabus.

If talking to the school hasn't resolved the issue, the LA or SACRE should refer the case or any queries to my team via CurriculumSupport.TEAM@education.gov.uk, providing details of the issue and with copies of any related correspondence or emails between them and the school.

I hope that this is helpful.

Best wishes

Neil Lawson

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6. The conference opened with two key speakers. The first was head of RE and representative on Liverpool SACRE, from a north Liverpool comprehensive, 11-18, non-denominational LA secondary school. He spoke about the support SACRE was able to offer to his school enabling RE to be a key driver of the school's values and ethos. Thus, RE was critical to the recognition the school gave to the value of each young person for who they were, in one of the poorest areas of Liverpool. This was in addition to making new opportunities for outreach in the community and welcoming high-profile of visitors, such as Archbishop Sentamu and the Chair of the Bank of England Mark Carney, into school.

The second speaker was Professor Julian Stern from York St John University, one of the 'Churches group' of universities, traditionally strong in the training of RE teachers. Julian Stern is also chair of the International Seminar on Religious Education and Values (ISREV) and editor of the British Journal of Religious Education (BJRE). This talk was inspirational in enabling NASACRE representatives attending to think deeply about the role schools should play in the life of the child and in wider society, and the unique contribution RE brings to that.

7. There were many afternoon workshops to choose from. SACRE's representative attended a workshop considering the relationship between SACREs and NASACRE in which the NASACRE's three-year action plan was discussed. This included improving the website as well as the regular communication between NASACRE and individual SACREs. SACRE members are encouraged to read the regular briefing email from NASACRE, to share their own good practice, and be more proactive in their own SACREs in the consideration of this.
8. The AGM revealed NASACRE to be in a healthy position and that it is valued and receives respect from other RE bodies for its unique contribution to the well-being of RE in England and Wales. Thanks to the Chair, and other officers, were given for their hard work during this interesting time for Religious Education following the publishing of the Commission on RE (CoRE) report.
9. The Chair of NASACRE sits on the Religious Education Council (REC) as well as a joint group of Chairs of the various other RE bodies such as the Association of Religious Education Inspectors, Advisers and Consultants (AREIAC), the Association of University Lecturers of Religious Education (AULRE) and the National Association of Teachers of Religious Education (NATRE). In his report to NASACRE, the chair spoke of the various ways he has undertaken this.

The letter received by the Chair of NASACRE from the DfE was discussed. SACRE members attending found this encouraging and thanked the Chair of NASACRE for his representation of SACREs' concerns at the highest level.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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

Section 100 D - Local Government Act 1972 - background documents

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

Document

Location

None

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

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

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

2. Equalities Impact Assessment:

This 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.

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	25 June 2019
Title:	Report to SACRE regarding The Commission on Re (CoRE) and the activities of The Religious Education Council (REC) in the light of this
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel:

Email: Patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to inform SACRE of the key issues discussed at the Religious Education Council AGM, that took place on 16 May 2019.

Recommendation(s)

2. That SACRE notes the report.

Executive Summary

3. This report seeks to inform SACRE of key issues discussed at the REC AGM on 16 May 2019.

Contextual information

4. The Religious Education Council (REC) of England and Wales, is a large body consisting of members of many organisations which have an interested position in relation to RE. This includes many faith bodies as well as national bodies such as AREIAC (Association of RE Inspectors, Advisers and Consultants), NATRE (National Association of Teachers of RE) and AULRE (Association of University Lecturers of RE).

5. The REC was the body that commissioned the Commission on RE (CoRE) which reported its findings in September 2018. The REC is now the body taking forward the recommendations of the CoRE report.

6. The REC meets twice a year in London in various places of worship. The May 2019 meeting was held in Southwark Catholic Cathedral education centre. The meeting included a tour of the Cathedral and explanation of the shrine dedicated to Saint Oscar Romero by CAFOD Education Advisers. A key interactive presentation was received from a speaker from Exeter University who shared their findings of the MPhil research into trainee primary teachers' sense of their own 'worldview'. This enabled group discussions of the concept of worldviews. This was highly relevant because of the first recommendation from the CoRE report that religious education's name is changed to 'Religion and Worldviews'.

7. The REC Board is a body consisting of those elected from the whole REC membership. A small sub-group has been advising the REC Board on a way forward for the CoRE report findings, in light of the limited response received from the DfE. The REC board is proceeding to consider ways to take forward the CoRE report recommendations by grouping them into three broad groups.
 - (i) Aspects of the report that can be put into place right away, acknowledging that some recommendations have already been met. For example, reinstating the bursary for RE PGCE and funding Subject Knowledge Enhancement courses for people wanting to train as RE teachers from other undergraduate disciplines.
 - (ii) Aspects of the report that are not so contentious and could be implemented soon with some specific action. For example, encouraging government to consider bringing together a body to discuss the continuance of the 'right to withdraw' from RE which does not exist for any other subject. In addition, discussion can begin now on what the precise and desirable content of a National Entitlement would be - were it to exist.
 - (iii) Aspects of the CoRE report that need further consideration. For example, the legal position of SACREs, and position and management of a National Entitlement; and in general aspects of the CoRE report that would need legislative change.

8. The AGM revealed the REC to be in a position where finances need to be continually looked at. If the REC is to be able to continue to take a lead as a broad representative and inclusive body taking forward a new and shared vision for RE, it needs to secure funding beyond that which the membership organisations membership-fee can cover alone.

9. The Chair of REC has been working to continue to keep RE in the national eye. The CEO continue to give a clear voice to matters relating to religious education in our schools in many national forums.

10. The Board and especially all office holders and staff of the REC were thanked for their commitment to ensuring that the contribution RE can make to the wider school curriculum, continues to have a high profile in the public sphere.

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

12. Equalities Impact Assessment:

- (a) This 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.