

NOTICE OF MEETING

Meeting	Standing Advisory Council for Religious Education
Date and Time	Tuesday, 5th November, 2019 at 2.00 pm
Place	Ashburton Hall, Winchester
Enquiries to	members.services@hants.gov.uk

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

FILMING AND BROADCAST NOTIFICATION

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

Prior to the main meeting, at 1.30pm, there will be a short presentation by Chris Hughes, the representative from the Fellowship of Evangelical Churches.
The main meeting will start at 2.00pm,

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

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

3. MINUTES (Pages 5 - 12)

To confirm the minutes of the previous meeting on 25 June 2019.

4. CHAIRMAN'S ANNOUNCEMENTS

To receive any Chairman's announcements.

5. DEPUTATIONS

To receive any deputations.

6. MEMBERSHIP OF SACRE (Pages 13 - 16)

To receive a report from the Director of Children's Services regarding appointments to SACRE.

7. MONITORING GROUP (Pages 17 - 22)

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

8. SACRE ANNUAL REPORT (Pages 23 - 44)

To consider the SACRE Annual Report 2018/19 on behalf of the Director of Children's Services.

9. REVIEW OF HAMPSHIRE AGREED SYLLABUS, LIVING DIFFERENCE III, IN 2020-2021 (Pages 45 - 48)

To receive a report and presentation on behalf of the Director of Children's Services preparing SACRE for the process entailed in the forthcoming review of Hampshire Agreed Syllabus, Living Difference III, during 2020-2021.

10. KEY NATIONAL AND LOCAL RE MATTERS (Pages 49 - 52)

To receive a report on behalf of the Director of Children's Services on developments in relation to the work of the Religious Education Council, RE Research and other key national and local RE matters.

11. 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 25 June 2019.

12. ANY OTHER BUSINESS

To receive any other business from Members of SACRE.

13. DATE, TIME AND VENUE OF NEXT MEETING

The next meeting is scheduled for 3 March 2020 in the Ashburton Hall:

2.00pm for the Agreed Syllabus Conference

2.15pm or on the rising of the Agreed Syllabus Conference for SACRE.

ABOUT THIS AGENDA:

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

ABOUT THIS MEETING:

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

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

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Agenda Item 3

AT A MEETING of the Standing Advisory Council for Religious Education of
HAMPSHIRE COUNTY COUNCIL held at Park Community School, Middle Park
Way, Havant, PO9 4BU on Tuesday, 25th June, 2019

Chairman:
p Councillor Roy Perry

Vice-Chairman:
p Councillor Anna McNair Scott

p Councillor Wayne Irish

Co-opted members

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

- a Sue Bowen, Church of England
- a Caroline Welch, Church of England
- a Reverend Jeff Williams, Church of England
- a Rev Howard Wright, Church of England
- p Robert Sanders, 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
- a Julie Kelly, Teachers' Liaison Panel

Co-opted members

- a Pam Brown, Special Education
- p Jon Hamer, Secondary Schools
- a Gill Heron, Academy Schools
- Rhiannon Love, Higher Education
- Alasdair Richardson, Higher Education
- a Chris Robinson, Humanists
- p Kate Stubbings, Primary Schools

Also present with the agreement of the Chairman: Mr Chris Anders, Head of Park Community School and Mr Chris May Head of RE at Park Community school .

Prior to the start of the main meeting Mr Chris May, Head of RE at Park Community School, gave a presentation on what RE looks like in the school, why they feel it is important and the impact they are beginning to see from ensuring all students study the subject.

83. 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.

84. APOLOGIES FOR ABSENCE

Apologies were received from Caroline Welch, Howard Wright, Gill Heron, Rhian Jones, Julie Kelly, Pam Brown, Sushma Sahajpal, Harmeet Singh Brar, Sheikh Fazle Abbas Dattoo, Yasmeen Hussain, Graeme Rowe, Chris Robinson and Patricia Timms Blanch.

85. 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.

86. MINUTES

The minutes of the previous meeting on 5 March 2019 were agreed as an accurate record and signed by the chairman.

87. MATTERS ARISING

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

Item 72 (page 7) Recommendations – action on the recommendations to contact the Regional Schools Commissioner regarding training and initiating a South East regional meeting of SACRE chairs is in process in light of changes to the Ofsted framework. This would be taken up in the Autumn meeting of the South Central SACRE Hub.

Item 76 (page 9) – Recommendation 3 – it was noted that there was a re-emergence of a large gap between girls and boys taking RE in some schools. It was suggested that the new GCSE had increased the amount of writing which could be a factor. The Monitoring Group will look further after a second year of GCSE results.

Item 77 (page 10) Recommendation 2: Governor Services had been approached and also agreed it would be a good idea to co-opt a governor onto SACRE.

Item 81 (page 11) Patricia Hannam informed members the Dr Wright had visited on 5 June, but the launch of the Religious Literacy Research Report had been put back until the autumn.

88. CHAIRMAN'S ANNOUNCEMENTS

Councillor Perry introduced himself as the new Chairman of SACRE as Councillor Roz Chadd had been made the Executive Member for Education. He expressed his appreciation for the contribution Councillor Chadd had made to SACRE over the last nine years. He informed Members that Councillor Choudhary was now the Chairman of the County Council for 2019/20.

Chris Anders and Chris May were thanked for hosting the meeting and providing an interesting and informative presentation on RE in Park School.

It was announced that the Sikh representative Harmeet Sing Brar had resigned and the Mrs Pam Brown, the co-opted member for special schools was retiring. Replacements would be sought for them.

89. DEPUTATIONS

There were no deputations.

90. MEMBERSHIP REPORT

SACRE received a report from Patricia Hannam, the County Inspector/Advisor informing members of changes to membership of Group D (item 7 in the Minute Book).

Apart from the changes to the Local Authority representatives, it was also noted that there continued to be a vacancy for a Roman Catholic representative and with the recent resignations also vacancies for a Sikh and Special School teacher.

RESOLVED:

SACRE noted 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.

91. **MONITORING GROUP**

SACRE considered a report from Patricia Hannam, County Inspector/Adviser, on the discussions of the Monitoring Group at its meeting on 20 May 2019.

Following on from a recommendation from the previous meeting regarding monitoring more schools more effectively the Monitoring group had agreed to run a series of 'invitational courses' aimed at schools that have been harder to reach. The effectiveness of this approach would be reviewed regularly by the Monitoring Group.

The letter from the Department for Education to NASACRE concerning non-compliance of schools to teach RE to all pupils through to year 11 was discussed. Members were asked to note that the letter clearly states that RE should be taught to the agreed syllabus throughout secondary school and, therefore, SACRE and the Monitoring Group should be more proactive in calling schools to account and encouraging compliance.

The results of the latest withdrawal survey had shown a slight increase in the numbers withdrawn from RE or Collective Worship, but it was still well below 1% and below the national average. The majority of withdrawals were from Jehovah's Witness and Plymouth Brethren families. The Head of Park Community School commented that as a result of improving the RE at the school there had been no withdrawals and no parental concerns raised about the curriculum. The survey would continue to be sent annually.

The Monitoring Group were continuing to monitor the use of the Church of England resource 'Understanding Christianity', a resource recommended by the Diocese for use in all Church schools. There was a need to ensure that it was not being used to replace the cycle of enquiry in Living Difference III.

Following up a recommendation for the Monitoring Group to investigate the choices made by boys in relation to RE and the re-emerging gender gap it was suggested that the Monitoring Group should try and investigate why children choose to do RE for GCSE if they have the option. From the results of this strategies could be developed to encourage more to take it.

RECOMMENDATION

SACRE noted the report.

92. **NASACRE AGM**

Patricia Hannam, the County Inspector/Adviser informed Members that she had attended the NASACRE AGM on 22 May 2019 on behalf of SACRE, along with Elizabeth Jenkerson, the Baha'i representative who was also on the NASACRE executive. She encouraged everyone to take the opportunity to go.

The speech by the Head of RE of a north Liverpool comprehensive school had been particularly inspirational and it was aimed to ask him to talk at the Hampshire Secondary RE Conference.

There had been discussion about the Commission on RE report; Paul Smalley the Chair of NASACRE had made strong representations to various RE bodies against getting rid of SACREs, which had been advocated in the report, and this was now being reconsidered.

NASACRE wanted to ensure its activities are fully representative of SACREs interests. Members were, therefore, encouraged to read the newsletter that is sent regularly and to visit the NASACRE website which has a variety of interesting topics. Hampshire is a member organisation and a password has been issued to access the locked content areas of the site.

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

The Council received a report from Patricia Hannam, the County Inspector /Advisor, on the key issues discussed at the REC AGM on 16 May 2019.

It was noted that the Commission on RE had finished but the recommendations were being taken forward by the REC. She drew Members' attention to point 7 in the report which mentioned the grouping of the recommendations into those that could be implemented immediately, some that could be implemented with some specific work and those that would need further consideration due to their contentious nature. She indicated that there was a desire for discussion to find common denominators across the country which could lead the way towards the content of a National Entitlement for RE.

94. **OFSTED UPDATE**

SACRE received a verbal report from Patricia Hannam, the County Inspector/Adviser, on the likely impact on RE of the new Ofsted Inspection Framework from September 2019.

Following the last SACRE meeting a group of members had met to formulate a response to Ofsted, which was attached to the minutes of the last meeting. It was noted that very little had changed following the consultation and the inspectors would be looking closely at the inspection reports that would be made in the Autumn term.

Chris Anders, the Head of Park Community School, commented that the new framework appeared to put more emphasis on the breadth of the curriculum when looking at the quality of education. At his school he had chosen for pupils to follow the full course GCSE in RE; although the resulting grades may not necessarily be very good, he hoped inspectors would see the intention of their curriculum was to provide pupils with more breadth and to ensure young people were well-prepared for life in modern Britain.

95. SACRE YOUTH VOICE

The Council received a verbal report from Patricia Hannam, the County Inspector/Adviser on the activities of the SACRE Youth Voice since the last SACRE meeting on 5 March 2019 (Item 12 in the Minute Book).

Members were reminded that the 5th Youth Voice Conference would be held in Winchester on 11 July and encouraged members to attend and become involved. The theme would be 'How do we know what is right and wrong in society? What might cause it to change?'

The 3rd Primary Youth Voice Conference had been held in the north of the county, facilitated by Youth Voice members from Cove School. Their theme had been 'Neighbour' and had included two speakers, a Church of England vicar and a Muslim. Thornden School would shortly be hosting a Primary Youth Voice Conference for the south of the county.

96. SOUTH CENTRAL SACRE HUB

The Council received a verbal report from Patricia Hannam, the County Inspector/Adviser on the activities of the Hub (Item 13 in the Minute Book).

It was noted that the Hub had not met this term, but the dates of the next meetings were 27 November 2019 and 5 March 2020.

Members were encouraged to attend the free Reading and Research Group meetings set up by the Hub and held at Winchester University. The dates for these are 12 November 2019 on Judaism, 25 February 2020 on Non-Conformist Christianity and 23 June 2020 on Sikhism.

97. ANY OTHER BUSINESS

Members were alerted to a potential phishing scam email sent to some schools purporting to be a parent wanting an urgent meeting with the Head of RE. It was noted that it appeared to be countrywide. Patricia Hannam indicated that she would make schools aware via the RE Moodle.

Thanks were given to Chris Anders and Chris May of Park School for their hospitality.

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

The date of the next meeting was confirmed as Tuesday 5 November in the Ashburton Hall, Hampshire County Council, Winchester.

Chairman,

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HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	5 November 2019
Title:	Membership Report
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel: 02392 441442

Email: patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to inform SACRE about membership matters.

Recommendation(s)

2. That SACRE notes the appointment of Councillor Zilliah Brooks to Group D
3. That SACRE approves the appointment of Dr Julie Maxwell as a co-opted member representing the Governors' Forum.
4. That SACRE notes that Julie Wells has been appointed a full member of Group C.
5. That SACRE notes that Eli Stewart has been appointed by the Baptist Union as their representative.

Executive Summary

6. This report updates SACRE on the current situation regarding membership.

Contextual information

7. Councillor Zilliah Brooks has been appointed by County Council to Group D, filling the vacancy caused by Councillor McNair Scott becoming Vice Chair of SACRE.
8. Dr Julie Maxwell has been put forward for appointment by SACRE as a representative from the Governors' Forum.
9. Resignation, due to other commitments, has been received from Susannah Burns (Group C, the Teachers' Associations representatives) who has been replaced by Julie Wells (former deputy). A new deputy is being sought.
10. Resignations, due to other commitments, have also been received from Kate Stubbings (co-opted Primary School representative) and Pam Brown, (co-opted special schools' representative). New co-options for these roles are being sought.
11. The Baptist Union have appointed Eli Stewart as their new representative for Group A, replacing Jo May.
12. Heather Thorpe-Tracey, the Quaker representative, has also resigned from Group A, so a new representative is being sought.
13. New representatives are also being sought for Group A from local Sikh, Methodist, and Roman Catholic communities.

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

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) SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	5 November 2019
Title:	Monitoring Group Report
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel:

Email: patricia.hannam@hants.gov.uku

Purpose of this Report

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

Recommendation(s)

2. That SACRE thanks the Monitoring Group for their report

Executive Summary

3. This report seeks to inform SACRE of significant matters discussed in the recent Monitoring Group meeting and highlight key issues regarding religious education in Hampshire.

Contextual information

4. In order to monitor the effectiveness of Living Difference III, SACRE Monitoring Group discussed the following issues:
5. **Continuing professional development (CPD) opportunities for teachers.** Advice has been placed on the Hampshire RE moodle and a 'Schools' Communication' circulated regarding the shared expectations of both the Dioceses and HIAS advisers regarding the use of the resource Understanding Christianity with Living Difference III in CofE schools. Overall there has been a worrying reduction in attendance by both primary and secondary teachers

on professional development courses. In general, the reason cited is reduction of funding available in schools.

6. **Findings of the Religious Literacy Research report were discussed.** The report is as part of the 7 key areas of research funded by the Culham St Gabriels Trust, a joint project between HIAS and Brunel University researchers. The research report regarding this Research 7 project was published in July 2019. A link to the full report is here: <https://www.reonline.org.uk/news/religious-literacy-a-way-forward-for-religious-education/> and a summary of the report is attached in appendix 1.
7. **Update on Hampshire 2019 RS GCSE results.** Although national data currently available revealed that Hampshire RS GCSE results were 2% above the national, this was likely to be masking a continued reduction in the number of young people able to sit a GCSE examination in 2019. A number of Hampshire schools continue to enter the full cohort. Results vary in such schools depending on the amount of teaching time given to the subject and whether young people are taught by specialist teachers. Anecdotally, it is reported that some strong results have been achieved in a number of schools, but on the whole entry numbers is low. 2018 results revealed a large reduction in entries from 30% of the cohort in 2017 to 27% of the cohort in 2018. The release of unverified data to Local Authorities is anticipated shortly.
8. **Information gathered from Reports of Ofsted visits to schools** The Ofsted reports examined for this meeting were all of inspections made under the former Ofsted Framework. A new framework for Ofsted Inspections has come into force in September 2019, and this new framework is putting more emphasis on inspection of a schools' curriculum. However, no reports from any of these visits had been published by the time of the meeting. Between March and July 2019, 26 primary reports have been published. These revealed that during this period, even under the old framework for inspections, Ofsted inspectors seem to have been putting more emphasis on RE and/or SMSC. Where RE was mentioned in these reports, it was generally very positive. Two, where it was less so, will be followed up by HIAS primary Inspector/Adviser. There were no long reports of visits to secondary schools in this period mentioning RE.
9. **Teacher vacancies and Initial Teacher Education (ITE).** SACRE and HIAS RE advisers both take opportunities to contribute to ITE and SCITT courses. This ensures as many prospective teachers as possible are able to find out more about Living Difference III and are therefore better prepared to work in Hampshire if their first jobs are here.

The local PGCE secondary RE course has recruited very well this year. This seems likely to have been a positive consequence of the reinstatement of the national bursary for prospective RE teachers, giving parity with those entering post graduate courses to prepare to teach History in the secondary school context.

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

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

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- 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:

SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).

SUMMARY

**RELIGIOUS LITERACY:
A WAY FORWARD FOR RELIGIOUS EDUCATION?
A Report Submitted to the Culham St Gabriel's Trust
Gert Biesta, David Aldridge, Patricia Hannam & Sean Whittle
June 2019**

<https://www.reonline.org.uk/news/religious-literacy-a-way-forward-for-religious-education/>

The idea of 'religious literacy' continues to capture the attention of practitioners, scholars and policy makers in the field of religious education, both as an aim for religious education and as an organising principle for curriculum, pedagogy and assessment. 'Being literate' suggests that one is knowledgeable about religions and able to navigate the complexities of religious domains, which seems to be a worthwhile ambition for religious education. It does not come as a surprise, therefore, that the notion of religious literacy figures regularly in recent discussions about religious education. Yet despite the ongoing interest, religious literacy has not become the notion around which discussions about the present and future of religious education have come together. This may have to do with a lack of clarity about what the idea of religious literacy entails, but also with continuing questions about what it would mean to make religious literacy the ongoing principle for classroom practice.

The main ambition of this report is to provide further clarity about the idea of religious literacy, both as an aim for religious education and as an organising principle for curriculum, pedagogy and assessment. For this we have reviewed selected literature on literacy, literacy education, religious literacy, and religious education, mainly focusing on discussions in the UK context and literature from the English-speaking world. A draft version of the report was discussed with scholars from the field of religious education and literacy education from the UK and other countries, and with teachers and teacher educators working in religious education in England. Our intention with this report, is not to draw any final conclusions about the usefulness of religious literacy for religious education, but rather to inform further discussions about its potential value.

The report opens with a discussion of the meanings of literacy. We emphasise that beyond the historical and sociological dimensions of literacy, it is imperative to grasp that it is a deeply political concept. It is argued that it is important to highlight the educational assumptions underlying the idea of literacy itself. The metaphor of literacy as navigation is explored to highlight that being literate means not only that one is able find one's way around in a particular domain or terrain, but also that one can be critical of how the domains are being defined, and by whom. Finally, we present a way of evaluating discussions of literacy in educational contexts. The next section of the report presents a historical review of religious education in the UK in order to map out the contemporary context. Here we highlight that what it means to live a religious life can be conceptualised in different ways, for example as propositional belief

and tradition as well as in terms of existence. This is followed by a section in which we reconstruct and discuss the emergence and development of the term 'religious literacy.' The stances of Wright, Prothero, Moore and Dinham are considered, and we draw attention to the broader context of religion and the growing socio-political calls for religious literacy. The discourse about religious literacy covers more than questions about the aims and contents of religious education in schools. We then engage in a critical discussion of the term religious literacy that draws explicitly on the exploration of literacy. In the final section of the report we draw some conclusions and provide some preliminary points to consider when answering the question as to whether religious literacy can and/or should be a 'way forward' for religious education.

We do think that a convincing case can be made in favour of the idea that education should assist in helping children and young people to become knowledgeable about a wide range of different religious beliefs and practices, on the simple assumption that such beliefs and practices continue to shape contemporary societies. However, although equating this with religious literacy may be relatively uncontentious, it does raise important questions about how different religious beliefs and practices may best be represented as well as how the existential dimension of what it means to live a religious life can be included. Having said this our view is that that such a form of religious literacy would be an appropriate ambition for *all* education rather than being held as the main task for religious education.

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	5 November 2019
Title:	SACRE Annual Report 2018/19
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel: 02392 441442

Email: patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to inform SACRE of its activities for the development of RE in the county during the last academic year.

Recommendation(s)

2. That SACRE approves the report and that it is made available to the relevant authorities and on the appropriate websites.
3. That SACRE expresses concern to the County Council regarding the provision of RE at Key Stage 4 and the decline in the uptake of training by teachers.

Executive Summary

4. This report presents to SACRE its Annual Report (attached as Appendix 1) with the purpose of informing SACRE of its activities in the past year and in doing so to highlight key issues for future consideration. This is especially in light of SACRE's three-year plan as agreed in November 2017 (attached as Appendix 2).

Contextual information

5. It is a duty of SACRE to provide a report on its activities each year.

Other Key Issues

6. The Annual Report for detailing SACRE's work in 2018/19 is attached for SACRE's approval. This will be forwarded to the NASACRE Annual Reports website, the Office for Standards in Education (OFSTED) and made publicly available on the Hampshire website (Hantsnet).
7. Analysis of the attendance of SACRE meetings has shown there are some gaps in attendance and membership.
8. A key cause for concern revealed by this report regarding RE in Hampshire is the reduction in GCSE entries and associated concern of provision for RE at KS4 in Local Authority schools.
9. A further cause for concern is the decline in the number of teachers attending the training courses offered.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

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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:

SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).



**HAMPSHIRE
STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2018/19

Glossary of Terms

AREIAC.....	Association of Religious Education Inspectors Advisers and Consultants
AULRE.....	Association of University Lecturers in Religious Education
CPD.....	Continuing Professional Development
CoRE.....	Commission on Religious Education
E Bacc	English Baccalaureate: Secondary schools in England are measured on the number of young people who are entered for the E Bacc. The E Bacc is a set of GCSE (or other approved qualifications) in subjects as defined by the Department for Education (DfE). The subjects that comprise the EBacc are : English (both literature and language), mathematics, history or geography, two sciences (which could include computing science) and an ancient or modern foreign language
EMTAS.....	Ethnic Minority and Travellers Achievement Services
GCSE.....	General Certificate of Secondary Education
HIAS	Hampshire Inspection and Advisory Services
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
NASACRE....	National Association of Standing Advisory Councils for Religious Education
NATRE.....	National Association of Teachers of Religious Education
NQT.....	Newly Qualified Teacher
OFSTED.....	Office for Standards in Education
PGCE.....	Post Graduate Certificate of Education
PPA.....	Planning, Preparation and Assessment
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 2018/19

1. Introduction and Context

Hampshire SACRE maintains its reputation locally, regionally and nationally for the way it functions to support high quality RE in Hampshire Schools. Hampshire SACRE, whilst maintaining its core function with LA schools, also works to ensure that all Hampshire children regardless of where they go to school have access high quality RE. The approach to RE in the locally agreed syllabus, Living Difference III, has also been adopted by other local authorities. In addition, through various collaborations in academic research, both the theory and practice of LDIII has reached, and is well regarded by, a wide academic audience in the UK and beyond.

The level of support for RE offered to senior leadership teams and teachers of RE in Hampshire primary and secondary and special schools is second to none. This support is guided and monitored for its effectiveness by SACRE and provided by the well qualified professionals working in the inspection and advisory service (HIAS). Hampshire continues to have two RE inspector/advisers, who give professional advice to SACRE. Both are part time for RE. Primary support has been maintained at four days per week during most of this period, however from April 2019 this was reduced to three days per week. Research with schools indicates that budget restrictions have impacted on the amount of professional development schools can enable teachers to access. The County Inspector Adviser continues to oversee both History and RE with a special focus on secondary RE. Direct professional support for RE requested by secondary schools has reduced greatly over the past few years and the numbers of teachers attending network meetings has declined in light of budget cuts. Importantly therefore, 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. This ensures young people's views on the approach to RE contained within the agreed syllabus Living Difference III are heard and acted upon.

2. Advice to Statutory Bodies

(a) Advice to the Local Authority

SACRE has continued to advise the Local Authority regarding religious education and the implementation of the locally agreed syllabus Living Difference III. SACRE also advises the LA regarding the effectiveness of Living Difference III and standards of RE across Hampshire.

(b) Advice given to Schools

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

1. SACRE members, accompanied by a SACRE officer, have the opportunity to make 10 half day SACRE visits to schools through LA funding (8 primary visits + 2 Secondary). This supports SACRE meeting its responsibility to monitor the effectiveness of the Agreed Syllabus.
2. SACRE officers can be invited to work in schools through the Hampshire Inspection and Advisory Service (HIAS) management partnership arrangements. 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. However, for secondary schools especially during this period, the number of visits has been greatly reduced. This is explained by cuts to school budgets as well as accountability pressures on secondary schools since RE continues to be excluded from the E Bacc.
3. SACRE officers run network meetings. Primary teacher RE network meetings are run by the general Inspector/Adviser for primary RE in several locations each term. Here, good practice for teaching RE is shared and other information with regard Living Difference III. This, therefore, contributes to raising standards in RE in Hampshire primary schools. Secondary RE network meetings, run by the County Inspector/Adviser, have taken place in three locations during this reporting period. All these groups (primary and secondary) are also registered with NATRE.
4. SACRE officers have run a separate conference for primary and secondary teachers during this reporting period. International and nationally regarded experts in RE have been key speakers at these conferences, ensuring Hampshire RE subject leaders have the best opportunity to be familiar with key issues regarding RE.

(c) Advice given to Government or other statutory bodies

SACRE contributed to consultation on the OFSTED draft framework in the spring of 2019.

Two Hampshire SACRE members attended the South West AREIAC SACRE conference in March 2019. Hampshire County RE Inspector/Adviser (& professional adviser to Hampshire SACRE) ran a conference workshop on research undertaken into Religious Literacy funded by Culham St Gabriel's Trust.

Hampshire County Inspector/Adviser for RE gave a Key Note address at the annual AULRE conference in May 2019.

SACRE members took part in the NASACRE annual conference in May 2019.

3. Standards and quality of provision of RE

(a) Public Examinations

GCSE Full Course. The summer of 2018 marked the first examination session for a new GCSE. The gradings for the GCSE were changed from 'A*-F' to '9-1', with 9 being the highest grade in 2018. The new examination grades are distributed according to a normal distribution curve (norm-referenced), rather than 'criteria' (criteria referenced). The grade 4 is regarded as a 'standard pass' with the grade 5 regarded as a 'good pass'. In the former GCSE all grades were regarded as a pass.

Analysis of the Hampshire data for the 2018 examination series revealed a considerable reduction of entry numbers from 4736 entries in 2017 (37% of the cohort) to 3381 in 2018 (27% of the cohort). This marked a significant change from what had been constant entry numbers during 2017 and 2016 and which had been reasonably stable for a number of years since the introduction of the E Bacc. The 2018 full course entries numbers were reduced to the numbers of Full Course entries last seen in 2010. Until this point entry numbers were holding up against the downward trend in the rest of England. 2016 Full Course RS GCSE entry numbers (4896) marked the highest number ever recorded in Hampshire. However, although this was something to be celebrated at the time, it also raised a concern that schools were simply replacing the old short course with the Full Course and not giving teachers enough time to teach the full course GCSE.

Since short course GCSE entries no longer count towards the accountability measures against which schools are judged, data is no longer available to the LA for this short course examination. Anecdotal evidence reveals the short course entry numbers are now very low. It is a cause for concern to SACRE that overall the number of Hampshire young people who have accessed a GCSE examination course in RS has so rapidly declined.

However, for those who were entered for GCSE full course in 2018, 70.6% of the cohort achieved grade 4+, with 59.2% achieving 5+ and 27.7 achieving 7+. There was a +0.11-positive residual against the national result in 2018. This was a slight improvement on 2017. When considering the Hampshire data however, it is always important to remember that this masks both some extremely high achievement (for option groups) as well as some very hard work on the part of teachers teaching the full cohort in a reduced amount of time.

Further detail regarding numbers of schools entering young people for full course RS GCSE.

Further analysis of the 2018 RS GCSE data reveals other concerns.

The entries from just 11 of the 68 secondary schools, including 2 Roman Catholic Schools account for around two thirds of all Hampshire entries in 2018. In these schools the whole cohort studies full course GCSE at KS4. However, not all these schools give the required teaching time. In addition, not all students are taught by

specialist teachers. Consequently, the results achieved in these contexts vary widely depending on the teaching time and quality of teaching. However, the fact that a small number of schools account for the large part of the county-wide entry means that in the other Hampshire schools, either a very few young people are entered for GCSE RS full course or in some cases no young people have the opportunity of studying RS GCSE. A few very good schools enter larger numbers through the option system operating in the school.

All this raises a critical concern for SACRE regarding the extent to which most Hampshire young people can not only access RS GCSE but also whether they can access their entitlement to RE, taught according to the agreed syllabus, Living Difference III, at KS4 at all. SACRE seeks to determine what is available to ensure ALL young people can access their statutory entitlement to high quality RE at KS4.

SACRE monitoring visits

Evidence from 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), are having a significantly negative impact on GCSE entries in some Hampshire schools. It is also fair to conclude that this has, overall, had a negative impact on provision of religious education at KS4.

Overall significantly fewer Hampshire young people are sitting a public examination in religious studies than was the case before 2014.

Young people's access to high quality RE at KS4 was already a cause for concern mentioned in the 2017/18 SACRE Annual Report. In light of the considerable drop in GCSE entries in 2018, and small or no entries in the majority of Hampshire Secondary Schools, it is reasonable to conclude that the number of Hampshire young people who can access their entitlement to high quality RE in KS4 (14-16 years old) is decreasing.

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

Examples of very good practice in non-examination RE courses, taught to all students at KS4 are well known to SACRE. In these cases, GCSE RS option groups are also achieving highly, and all students are able to access a well-planned non-examination course taught by specialist teachers according to Living Difference III. Progress through and between KS3 and KS4 is determined by reference to the Age-Related Expectations in Living Difference III. However, as mentioned earlier in this report, there are 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 reveal 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 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 most schools are compliant with the requirements of the Agreed Syllabus. In the primary phase allocation of time for RE is usually good, although several have commented that it is difficult to find all the required hours for teaching in the timetable in each half term. Although in the secondary phase time allocation for all pupils at KS3 continues in general to be good, there is a serious concern regarding the fact that several Local Authority schools continue to not be compliant at KS4. The pressure of meeting other accountability measures such as the EBacc seems in part to be to blame for this. In light of this observation, during the period covered by this report, the County Inspector/Adviser for Religious Education has given a presentation to HIAS School Improvement Partners and others who have the capacity to discuss this concern with senior leadership in schools.

At KS4, where GCSE is being taught, time allocation for young people undertaking GCSE is usually at least in accordance with the time requirements of the County Agreed Syllabus. GCSE results are always even better when time for teaching GCSE is in line with exam board recommendation. This is around double the minimum in the Agreed Syllabus. There continues to be concern about provision for religious education for young people in KS4 who are not entered for GCSE examination. 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. Although there are a few examples of outstanding practice for curriculum development in RE at KS4 across all Hampshire schools, this matter continues to be a subject of regular concern reported to SACRE's Monitoring Group by the County Inspector/Adviser. In 2018 the number of young people undertaking Full Course GCSE dropped by one third across Hampshire. In addition to this, during the period covered by this report the absence of the short course for RE has contributed to more secondary schools failing to ensure full or even adequate provision for young people at KS4. It has become an increasing concern that many Hampshire young people 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 has continued to undertake an annual survey regarding requests to schools to withdraw children and young people from Collective Worship and Religious Education in Hampshire schools. This has revealed 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 complaint's procedure during the period of this report.

4. Agreed Syllabus: Living Difference III

(a) Review of Living Difference III

Living Difference III was launched in December 2016 and this syllabus will be reviewed in 2020-2021.

(b) Implementation and monitoring of the Agreed Syllabus

A programme of training for senior leaders in schools implementing the Agreed Syllabus continues. Living Difference III continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE 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' needs in understanding their responsibilities for collective worship. Recently schools have become more alert to their responsibilities because of the requirement to teach fundamental British Values and prepare children for life in modern Britain through promoting Spiritual, Moral, Social and Cultural (SMSC) development. However, there continues to be demand for the collective worship pack available from the County Religious Education Curriculum Centre.

(b) Complaints about Collective Worship

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

6. Management of SACRE

LA support to SACRE has remained constant over the past 9 years. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2018-19 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 2018/19 findings have been regularly submitted to the full SACRE at its termly meetings.

Attendance at SACRE by Committee

SACRE figures 2018/19

Group A – 14 members

Faiths represented:

Baha'i

Baptist

Buddhist (2)

Church of Jesus Christ of the Latter Day Saints

Fellowship of Evangelical Churches

Hindu

Jew

Muslim (2)

Quaker

Salvation Army

Sikh

URC

Nov 2018 : 9/14 – 64.%

March 2019 : 10/14 – 71%

June 2019 : 5/14 – 36%

Group B – 4 members + 1 deputy

Nov 2018 : 4/4 – 100% + deputy

March 2019 : 3/4 – 75%

June 2019 : 2/4 – 50%

Group C – Church of England - 4 members + 1 deputy

Nov 2018 : 2/4 – 50%
March 2019 : 4/4 – 100%
June 2019 : 1/4 – 25%

Group D – County Councillors – 4 members + 4 deputies

Nov 2018 : 4/4 – 100%
March 2019: 4/4 – 100%
June 2019 : 3/4 – 75%

Co-opted members – 7 members

Nov 2018 : 4/7 – 57%
March 2018: 4/7- 57%
June 2019: 2/7 – 29%

Co-opted from: :

Primary Schools	Higher Education (2)
Special School	Humanist
Secondary/6 th Form College	Academy

During the past 2 years 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 invited to attend. Each SACRE agenda includes an 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 there are enough new members to require this. 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.

7. Contribution of SACRE to the wider Local Authority agenda

SACRE's contribution to other agendas

During this reporting period SACRE has taken a strong interest in the Commission on Religious Education (CoRE).

SACRE continues 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 continued to sit on the Hampshire Prevent Board. Both RE Inspector/Advisers 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 training is placed into the local Hampshire context, particularly in relation to the UN Convention on the Rights of the Child and the place of RE in the whole school curriculum. Running 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 these complex areas - how RE can be an important way to opening safe educational spaces for exploring contested issues whilst ensuring misconceptions and misinformation are corrected.

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

Hampshire SACRE continues to take seriously its contribution to the LA's public sector equality duty. For example, it seeks to ensure that membership reflects the 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.

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.

SACRE is working together with HIAS on the production of the Hampshire Interfaith Calendar (an art competition established in Hampshire schools to produce an interfaith calendar each year). The competition is linked directly with the County Agreed Syllabus.

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. Within the primary phase, the annual Primary Conference continues to recruit. Dr Joyce Miller presented at the primary conference in May 2019. As well as being an expert in religious education and member of The Commission on RE (CoRE), her keynote talk brought up-to-date information about the final CoRE Report ensuring that Hampshire primary teachers have opportunities to keep up to date with the most current issues in RE.

Around 40 primary RE managers have attended one of the 6 regional groups in 2018/19. This compares to 55 teachers who attended primary RE network meetings in 2017/18. The continuing good number of groups, in different locations in the county, ensures that if teachers can be released from their schools, the opportunity is available for them to be well prepared by the SACRE Adviser to teach *Living Difference III*. Other courses have been made available and were well attended. These included Assessment in RE, RE for Newly Qualified Teachers and Collective Worship.

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

50 secondary RE heads of department and other teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October 2018 led by the County RE Inspector. This was an increase in the number of delegates on the previous year (up from 49 delegates in 2017 and 45 in 2016/17). The key speaker at the 2018 secondary conference was also Dr Joyce Miller, member of the Commission on RE (CoRE), speaking on the CoRE final report which was published in September 2018. All 4 exam boards offered workshops as well as individual faith workshops. Power point presentations used were made available to delegates via the RE Moodle. The capacity to ensure a high-quality local conference of national standard ensures SACRE is meeting its responsibility to provide high quality professional development opportunities for secondary RE teachers.

The 'Moodle' subscription service offered to schools through Hampshire Inspection and Advisory Service, is an online 'platform' where materials written by SACRE Advisers can be made available to teachers. This is in addition to the opportunity teachers have to access 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 2018/19 there were 400 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 continue to focus on local and national concerns including planning advice to support the teaching of RE according to the Hampshire Agreed Syllabus, *Living Difference III*, 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 express the value of these newsletters. During this period the HIAS RE Inspector/Advisors have been managing the production of the Hampshire Interfaith Calendar for 2020.

One new primary RE teaching pack has been prepared and published and made available for schools to purchase called Teaching Creatively with LDIII.

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 in this reporting period has been available in just two of the initial teacher training institutions in or close to Hampshire. Where numbers on the Winchester PGCE course continue to rise and are strong, the numbers in Chichester are extremely small. Many teachers who train in these institutions are appointed as newly qualified teachers into secondary RE departments in Hampshire. In addition, one local SCITT course linked with Portsmouth University has trained three new RE specialists in this period. 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.

6 Secondary NQTs (newly qualified teachers) attended training in 2018/19. This marked a slight increase on recent years. However, it is still well below the peak of NQTS coming into Hampshire with 16 NQTs in both 2009/10 and 2010/11. In both 2011/12 and 2012/13 8 NQT's were appointed. Recruitment and retention of good RE teachers is vital and there are several heads of department in Hampshire schools who were NQTs in other schools. The support which the Hampshire County RE Inspector/Adviser is able offer to new teachers, as well as the continuing development of expertise through their careers, has served to ensure there are always teachers experienced in *Living Difference III* ready to teach and take up RE leadership in the county. In a period where there has been a reduced number of new teachers entering teaching, it has been 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.

SACRE South Central Hub

Hampshire SACRE has supported the convening of a 'hub' meeting of SACRE Chairs, meeting once each term in Winchester, from around the south-central area over many years. This has been a positive initiative and well received. Activities this year have included sharing minutes of recent full SACRE meetings, to ensure we are all considering current matters and sharing common practices, as well as sharing development plans.

Secondary Youth Voice 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 2019 the Youth Voice to SACRE ran their fourth conference for year 7 and year 8 students. In 2019 the conference was held in the Ashburton Hall in the County Council buildings with the theme of "How do we know what is right and wrong in society – and when might that change?" Altogether almost 70 young people attended with the Youth Voice to SACRE members facilitating the day. SACRE members gave great support to the conference with workshops also being provided by Buddhist educational experts as well as by the Hampshire PeaceJam committee and members of Hampshire Rotary.

Primary youth voice groups have emerged during this year, in two schools. In each this took the form of a short conference where secondary youth voice members facilitated an event for feeder primary schools. This is an exciting development and one that is anticipated will grow in the coming year.

Conclusion

SACRE's three-year development plan 2018-2020 (attached to this report: see Appendix 1) reveals how SACRE plans to continue to meet its responsibilities monitoring the effectiveness of the locally agreed syllabus *Living Difference III*.

In conclusion, Hampshire SACRE is effective in so much as it can rely on the continuing commitment of SACRE members alongside the active support of the LA. Support given to Hampshire SACRE is important in a number of practical ways, including funding Monitoring visits and ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

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.	Maintaining SACRE Effectiveness and Leadership				
1.1	SACRE to meet once each term and be quorate	County Inspector Adviser and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	
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
2.	Implementation and monitoring the effectiveness of the Agreed Syllabus : Living Difference III				
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 42	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
3.	Meeting training needs of Hampshire teachers and school leaders				
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 3.3 43	<p>Support the on-going development of an annual pattern of professional education for</p> <ul style="list-style-type: none"> (i) New RE leaders in primary schools (ii) Experienced RE leaders in primary schools (iii) NQT, HoD and other specialist courses (iv) Courses for non-specialist secondary teachers of RE (v) special education teachers (vi) Subject booster opportunities available (vii) Governor training (viii) Reading and Research Group well attended 	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
4.	Resourcing Living Difference III				
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.	
No.	Actions	Who	Target date	Intended outcomes	Status and RAG rating
5.	SACRE Youth Voice				
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	

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	5 November 2019
Title:	Review of Hampshire agreed syllabus Living Difference III 2020-2021
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel: 02392 441442

Email: patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to prepare SACRE for the process entailed in the forthcoming review of Hampshire agreed syllabus, Living Difference III during 2020-2021

Recommendation(s)

2. That SACRE notes the report and agrees to convene an Agreed Syllabus Conference (ASC) before its meeting in March 2020

Executive Summary

3. This report updates and informs SACRE on the requirement to review the locally agreed syllabus every five years and sets out a programme in order to achieve that.

Contextual information

4. It is a legal requirement for an agreed syllabus to be reviewed every five years. Living Difference III was launched in December 2016; therefore, a review is necessary and a reviewed agreed syllabus should be in place by the end of 2021.

5. Living Difference III is an agreed syllabus shared by Hampshire, Portsmouth, Southampton and the Isle of Wight. A plan for the review is in hand that enables all four authorities to work alongside each other to review and, if necessary, revise together.
6. In addition to SACRE's regular monitoring of the effectiveness of Living Difference III, research is being undertaken into the impact that Living Difference III may have already had in Hampshire schools since its adoption in December 2016. This is being undertaken through an online survey sent to all schools as well as an analysis of attendance at professional development courses and through face to face conversations in forthcoming primary and secondary network meetings. A combined meeting of primary and secondary RE steering groups will take place in January 2020 to discuss the findings and consider whether there are any educational or other theoretical as well practical gaps in the existing syllabus. This will then be presented to the first review meeting of combined SACRE members in June 2020.
7. The first step in this process is for SACRE is to agree to convene the Agreed Syllabus Conference (ASC) with the purpose of agreeing to review Living Difference III, and that this be held before the next SACRE meeting in March 2020.

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

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) SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	5 November 2019
Title:	Key National and Local RE Matters
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel: 02392 441442

Email: patricia.hannam@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to enable SACRE to consider key RE developments, nationally and locally, not mentioned elsewhere in the agenda.

Recommendation(s)

2. That SACRE notes the report.
3. That SACRE agrees to send 2 delegates to the NASACRE conference in May 2020.
4. That SACRE supports the collaboration with NASACRE initiatives in relation to Local Advisory Network (LAN) research.
5. That SACRE agrees to convene a time-limited small group to consider the schools' advice document and make suggestions, if necessary, for alteration or addition.

Executive Summary

6. This report updates and informs SACRE of key national developments, for example the work of the Religious Education Council and NASACRE as well as national RE Research and local RE matters.

Contextual information

7. **The Religious Education Council (REC)** is an 'umbrella' body made up of members from many organisations in England and Wales with an interested position in relation to RE. It has taken on a particular significance in the last three years as the body that initiated the independent 'Commission on RE' (CoRE). The final report of which was published in September 2018.

The next meeting of the REC is on November 6th at the East London Mosque.

The Education Committee of the REC is taking forward the recommendations of the CoRE report and has grouped the recommendations into three groups. The first are those things that are uncontested and can be undertaken quickly and which need no legal change. The second group are those which need no legal change but warrant further discussion in the RE community. The Third are those which require legal change and will form part of a longer-term agenda.

8. **National Association of SACREs (NASACRE)**. NASACRE is the national body representing and leading on SACRE's interests. A regular newsletter is circulated to SACRE members through their SACRE.

NASACRE, as a constituent member of the REC, has been working with the education committee on CoRE proposals that would particularly impact SACREs. NASACRE is inviting SACREs to participate in a project in relation to Local Advisory Networks (LAN), considering the proposals to reshape SACREs.

9. **South Central SACRE hub**. The next meeting of the South Central SACRE Hub is on November 27 in Winchester.
10. The **Reading and Research Group** meeting at Winchester University in the autumn term will take place on 26 November at 4.30pm on the subject of Judaism. In the spring term the Group meeting is on 25 February on Non-Conformist Christianity and, in the summer, on 23 June on Sikhism.
11. SACRE have noted during the year that schools have asked for advice on a variety of different issues, particularly requests for absence for religious observance. Hampshire SACRE wrote an advice document for schools on issues that might arise on religion and faith in 2017, which included advice on this issue; this is on the RE website to provide advice to Headteachers. As the document was written two years ago, it is timely to review the document and see if further information or advice should be added to it.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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