

## NOTICE OF MEETING

<b>Meeting</b>	Standing Advisory Council for Religious Education
<b>Date and Time</b>	Tuesday, 3rd March, 2020 at 2.15 pm or on the rising of the Agreed Syllabus Conference
<b>Place</b>	Ashburton Hall, Winchester
<b>Enquiries to</b>	members.services@hants.gov.uk

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

## FILMING AND BROADCAST NOTIFICATION

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

## AGENDA

### 1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

### 2. DECLARATIONS OF INTEREST

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

### 3. MINUTES (Pages 5 - 18)

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

**4. CHAIRMAN'S ANNOUNCEMENTS**

To receive any Chairman's announcements.

**5. DEPUTATIONS**

To receive any deputations.

**6. SACRE MEMBERSHIP (Pages 19 - 22)**

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

**7. MONITORING GROUP (Pages 23 - 28)**

To receive a report on behalf of the Director of Children's Services updating SACRE on the recent activities and discussions of the monitoring group, including the meeting that took place on 21 January 2020.

**8. HAMPSHIRE SACRE ADVICE DOCUMENT FOR SCHOOLS ON RELIGION AND FAITH (Pages 29 - 48)**

To consider a report on behalf of the Director of Children's Services providing an update on the meeting held to review the Hampshire Advice Document for schools on religion and faith.

**9. HAMPSHIRE SACRE DETERMINATIONS PROCESS (Pages 49 - 56)**

To consider a report on behalf of the Director of Children's Services seeking SACRE's approval of the findings of the meeting regarding a proposed determination application process for Hampshire SACRE.

**10. 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 November 2019 and plans for the July 2020 conference.

**11. 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 since the last SACRE meeting on 5 November 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 30 June 2020 in the Taylor-Selwyn Room at the Learning Centre at Winchester Cathedral.  
1.30pm for a short pre-meeting talk about the work of the Centre  
2.00pm for the main meeting.

#### **ABOUT THIS AGENDA:**

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

#### **ABOUT THIS MEETING:**

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

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

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# Agenda Item 3

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

## PRESENT

Chairman:

\* Councillor Roy Perry

Vice-Chairman:

\* Councillor Anna McNair Scott

\* Councillor Zilliah Brooks

\* Councillor Wayne Irish

\*Present

### Co-opted members

- \* Margaret Boyne, United Reformed Church
- \* Amanda Cawood, Church of Jesus Christ of Latter-Day Saints
- Rev Seishin Darren Clark, Buddhist
- Sheikh Fazle Abbas Dato, Muslim
- \* Danny Habel, Jewish Community
- \* Elizabeth Jenkerson, Baha'i
- Rhian Jones, Salvation Army
- Sushma Sahajpal, Hindu
- \* Chris Hughes, Fellowship of Independent Evangelical Churches
- \* Yasmeen Hussain, Muslim
- \* Lisa-Marie Taylor, Buddhist
- Sue Bowen, Church of England
- Caroline Welch, Church of England
- Reverend Jeff Williams, Church of England
- \* Rev Howard Wright, Church of England
- \* Maureen Barnes, Teachers' Liaison Panel
- Patrizia Timms Blanch, Teachers' Liaison Panel
- Graeme Rowe, Teachers' Liaison Panel
- \* Julie Kelly, Teachers' Liaison Panel
- Jon Hamer, Secondary Schools
- \* Gill Heron, Academy Schools
- Rhiannon Love, Higher Education
- Alasdair Richardson, Higher Education
- \* Chris Robinson, Humanists

Also present with the agreement of the Chairman:

Julie Maxwell, Eli Stewart, Charmian Harrison, Rachel Jackson and Carol Koerner.

Prior to the start of the main meeting Chris Hughes, representative for the Fellowship of Independent Evangelical Churches and Chairman of the Monitoring Group gave a short presentation.

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.

99. **APOLOGIES FOR ABSENCE**

Apologies were received from Alasdair Richardson, Caroline Welch, Jon Hamer, Graeme Rowe, Sheikh Fazle Abbas Dato, Sushma Sahajpal, Jeff Williams, Sue Bowen, Rhiannon Love, Patricia Timms Blanch.

100. **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.

Justine Ball declared that she works one day a month for NATRE as an RE ambassador for the South East.

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

101. **MINUTES**

The minutes of the previous meeting on 25 June 2019 were agreed as an accurate record and signed by the Chairman. There were no matters arising.

102. **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman welcomed four new members to SACRE, Eli Stewart representing the Baptist Union, Dr Julie Maxwell who was being co-opted as a representative for school governors, Charmian Harrison for the Methodists and Rachel Jackson to be co-opted as a representative for Primary Schools. Carole Koerner, a general phase inspector/adviser from HIAS was welcomed as an observer.

He announced that there had been a number of resignations since the last meeting, from Patricia Timms Blanch and Susannah Burns, both representatives for the Teachers' Associations, Heather Thorpe-Tracey, the Quaker represented,

Kate Stubbings and Pam Brown, both co-opted teachers and Susannah Burns, also a Teachers' Association representative.

The Chairman indicated that the work to erect a statue to Licoricia of Winchester, one of the most prominent Jews of the Middle Ages would probably be completed in 2021. He also announced that he was due to attend a Mitzvah Day, on Sunday 17 November, when the Jewish community in Winchester demonstrate their commitment to the community by planting bulbs in a garden they have adopted.

Members' were encouraged to attend the launch of the Interfaith Calendar on 11 November at 4.30pm in the Ashburton Hall and to buy one.

### 103. **DEPUTATIONS**

There were no deputations.

### 104. **MEMBERSHIP OF SACRE**

SACRE received a report from Patricia Hannam, the County Inspector/Advisor informing members of changes to membership (item 6 in the Minute Book).

Members were directed to the report listing a number of new members. An additional co-option was brought for Members' approval. Rachel Jackson was put forward as a co-opted representative for primary schools, replacing Kate Stubbings.

#### RESOLVED:

- SACRE noted the appointment of Councillor Zilliah Brooks to Group D
- SACRE approved the appointment of Dr Julie Maxwell as a co-opted member representing the Governors' Forum.
- SACRE noted the appointment of Julie Wells as a full member of Group C.
- SACRE noted the appointment of Eli Stewart as the representative of the Baptist Union.
- SACRE approved the appointment of Rachel Jackson as a co-opted member representing primary school.

### 105. **MONITORING GROUP**

SACRE received a report from Patricia Hannam, County Inspector/Adviser, on the discussions of the Monitoring Group at its recent meeting (item 7 in the Minute Book).

Patricia Hannam drew Members' attention to parts of the Monitoring Group's report.

The reduction in the number of teachers attending professional development courses was a worrying trend, with budget restrictions being cited as the main reason. Two half day courses were to be held for secondary heads of RE, targeting those who were not coming on courses and where there was concern over the RE in the school. This was also the case for primary schools.

It was indicated that there were signs nationally that the new Ofsted inspections were looking at RE more carefully and it was being mentioned more often; this was the case for both primary and secondary schools. The 'deep dive' inspections would look at particular subjects and RE was as likely to be looked at as any other non-core subject.

In looking at the RS GCSE results for 2019, it was noted that on the positive side results were above the national, but there are serious concerns that the number of students taking the GCSE have dropped to 27%, below the national average. Another concern was what the rest of the cohort were doing at Key Stage 4 if they were not doing RE?

Speaking about the research that she and some Hampshire teachers had been involved with on Religious Literacy, Patricia Hannam began by explaining the term. She noted that the project had concluded that there were two types of religious literacy - broad or functional literacy which was the responsibility of all teachers and a more specialised literacy which was specific to RE. This research would have an impact on the review of the Agreed Syllabus.

RESOLVED:

- SACRE thanked the Monitoring Group for its report.

#### 106. **SACRE ANNUAL REPORT**

The Council considered the SACRE Annual Report for 2018/19 prepared and presented by Patricia Hannam, the County Inspector/Adviser. (Item 8 in the Minute Book).

Members were reminded that SACRE has a statutory duty to provide an annual report on its activities and were given an overview of the report. They were provided with an opportunity to discuss the report in small groups and feed back comments and observations.

It was noted that the status and RAG rating on the 3 Year Action Plan had not been completed; this omission would be rectified by the Inspector/Adviser and the updated appendix would be circulated to SACRE for approval before being distributed.

Members queried the possible reasons for the reduction in the numbers of students taking RS GCSE. This was partly attributed to schools being under pressure to achieve the EBacc, an accountability measure not a qualification; RS



had not been placed in the Humanities group as the DfE claimed that as RS was compulsory it did not need to be. Some schools have the whole cohort taking RS GCSE on just one lesson a week, others have only 20% taking it. Where schools put RS in various option groups there is more opportunity for students to take it. Secondary teacher members commented that the new GCSE had an increased amount of work. Not all schools were allowed to do the short course GCSE any more as it does not count in the schools' statistics. It was stressed that achievement in RS GCSE was good, but it was important to provide a good RS course for all students and get the numbers taking GCSE back in line with the national ones.

Inconsistency in attendance by SACRE Members, particularly at the June meeting was brought to Members' attention. Following a review of attendance numbers, a decision would be taken as to whether to move the date of the 'away' meeting or stay in Winchester for all meetings.

Justine Ball, the primary inspector/adviser for RE, advised Members that a change needed to be made to Section 5, Collective Worship on page 34; the second bullet point should read, 'school visits by the RE Inspectors'.

#### RESOLVED:

- SACRE approved the report, subject to the changes noted on page 34 and the inclusion of SACRE approved Status and RAG rating on the 3 Year Action Plan, and agreed that it should be made available to the relevant authorities and on appropriate websites.
- SACRE would express concern to the County Council regarding the provision of RE at Key Stage 4 and the decline in the uptake of training by teachers.

#### 107. **REVIEW OF HAMPSHIRE AGREED SYLLABUS, LIVING DIFFERENCE III, IN 2020-2021**

SACRE received a report and presentation from Patricia Hannam, the County Inspector/Adviser preparing SACRE for the forthcoming review of the Hampshire Agreed Syllabus during 2020/2021 (item 9 in the Minute Book).

Patricia Hannam began by explaining to Members the Agreed Syllabus, Living Difference II, was locally determined and that SACRE has a statutory duty to review its Agreed Syllabus every five years, which meant the next review is due for completion in November 2021. Traditionally Hampshire's Agreed Syllabus has been shared with Portsmouth, Southampton and, more recently, the Isle of Wight. Other authorities using our current Agreed Syllabus, Living Difference III, are Camden, Westminster, Fulham and Hammersmith and Kensington and Chelsea. Patricia Hannam gave an overview of the process which would start with the convening of the Agreed Syllabus Conference prior to the next main SACRE meeting on 3 March 2020 which would accept the minutes of the last meeting and agree to the review. Plans included talking with teachers and Youth Voice members and a meeting in June or July 2020 of teachers from all four

authorities; SACRE members were invited to take part. There are no plans to make great changes to the Cycle of Learning, but to take into consideration recent developments in RE.

RESOLVED:

- SACRE noted the report and agreed to convene an Agreed Syllabus Conference before its meeting on 3 March 2020.

## 108. **KEY NATIONAL AND LOCAL RE MATTERS**

SACRE considered a report from Patricia Hannam, the County Inspector/Advisor, on key national and local RE matters (item 10 in the Minute Book).

Members were updated on a number of national and local matters from the report.

An additional item on determinations was raised with Members. It was explained that a determination is a power that SACRE has regarding Collective Worship, which has never been used in Hampshire. All Local Authority schools must hold Collective Worship that is broadly Christian based. A whole school may request to be released from this requirement and SACRE must 'determine' the outcome of this request. As SACRE currently did not have a procedure for dealing with determinations it was suggested and agreed that a small task and finish group led by Patricia Hannam would be established to develop one.

RESOLVED:

- SACRE noted the report
- SACRE agreed to send 2 delegates to the NASACRE conference on 18 May 2020 in London.
- SACRE would support the collaboration with NASACRE initiatives in relation to Local Advisory Network(LAN) research.
- SACRE agreed to convene a time-limited small group to consider the schools' advice document and to make suggestions, if necessary, for alteration or addition.
- SACRE agreed to convene a small task and finish group to bring a process for Hampshire SACRE to manage determinations to the next SACRE meeting.

## 109. **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 25 June 2019 (Item 11 in the Minute Book).

Members were informed that there had been a very successful Youth Voice conference in July. Two Primary Youth Voice conferences had also been held at Cove and Thornden Schools; these had also been successful and would be

repeated next year. The new Youth Voice members had not yet met this term, but would do so on 11 November, where they would take part in the County Council's Remembrance commemoration.

**110. ANY OTHER BUSINESS**

No other business was raised.

The Chairman re-iterated his thanks to Chris Hughes for his presentation at the start of the meeting and reminded everyone about the Interfaith Calendar and the launch on 11 November.

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

The date of the next meeting was confirmed as Tuesday 3 March 2020 in the Ashburton Hall at 2.00 pm for the Agreed Syllabus Conference and 2.15pm, or on the rising of the Agreed Syllabus Conference for SACRE.

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Chairman,

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## Appendix 1

Steve Crocker  
Director of Children's Services

Cllr Roy Perry  
Chairman of Hampshire SACRE  
The Castle  
Winchester  
Hampshire  
SO23 8UJ

Enquiries to Roy.perry@hants.gov.uk

Direct line

Date 14 January 2020

E-mail Roy.perry@hants.gov.uk

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Dear Director of Children's Services

The Standing Advisory Council on Religious Education (SACRE) is responsible for advising the County Council on Religious Education (RE). I write here as Chairman of Hampshire SACRE, to share SACRE's pressing concerns about the provision of RE at KS4 in some of our secondary schools and to make some suggestions as to how this might be remedied.

These concerns arise from SACRE's monitoring of the take-up of Full Course RS GCSE, which has declined sharply from being taken by 37% of Hampshire young people in 2017 to 27% in 2018. This percentage seems to have stabilised in 2019, nevertheless it shows that fewer young people in Hampshire are taking RS GCSE than is the case nationally. There are several reasons for this decline, one being that RS GCSE has been excluded from the English Baccalaureate (EBacc) collection of GCSE qualifications.

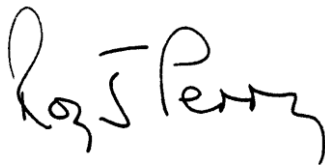
However, RE remains part of the statutory curriculum for all young people at KS4. Studying for a GCSE qualification in RS, whilst an invaluable academic experience, is not the only way young people can access their statutory entitlement to high quality RE. SACRE monitors the provision and quality of RE. At both KS3 and KS4 RE should be taught according to the Locally Agreed Syllabus: *Living Difference III*. Some excellent core RE KS4 courses exist in the county, taught by specialist teachers.

However, we are aware of some LA schools where the numbers of students entered for GCSE are either very low or even zero. In these cases, SACRE is concerned whether all students can access their statutory entitlement to RE in KS4. SACRE is also concerned about the quality of the curriculum of these non-examination courses as well as the quality of teaching. Too often teachers without a specialist qualification in RE, with little specialist subject knowledge, are teaching RE at KS4. In a time when there is a well-documented increase in the incidence of religiously motivated hate crime, high quality religious education for all Hampshire young people has perhaps never been more important. SACRE's monitoring of RE over many years reveals that RE is best in schools where the head teacher and senior

team understand Living Difference III as well as value the contribution RE can make to the vision and values of the school and to the broad balanced curriculum offered. In order to make positive change SACRE would like to ask the County Council to support it ensuring

- (i) that all new and aspiring head teachers have, as part of their induction, a presentation on *Living Difference III*, the statutory position of RE and its value to the whole curriculum.
  
- (ii) that regular updates on the educational position of *Living Difference III*, and the value of RE to a broad balanced curriculum, forms part of the regular programme offered to head teachers in Hampshire – especially to secondary head teachers.
  
- (iii) That SACRE receives encouragement and support to devise, with its professional adviser, a core RE course that can be a model of excellence nationally and recognised by 6<sup>th</sup> form colleges. Further, that head teachers of LA schools are encouraged to enable this to be taught by specialist teachers to all KS4 students in addition to GCSE provision.

Yours sincerely

A handwritten signature in black ink that reads "Roy Perry". The signature is written in a cursive style with a horizontal line underneath it.

Cllr Roy Perry  
Chairman of Hampshire SACRE

cc  
Executive Lead Member for Children's Services  
Executive Member for Education  
Chairman of the Children and Young People's Select Committee  
Chairman of the Education Advisory Panel

Cllr Roy Perry  
Chairman of Hampshire SACRE  
The Castle  
Winchester  
Hampshire  
SO23 8UJ

*Children's Services Department  
Elizabeth II Court North,  
Winchester  
Hampshire SO23 8UG*

Telephone 0300 555 1384  
Fax 01962 842355  
Textphone 0845 603 5625

Sent via email:  
[roy.perry@hants.gov.uk](mailto:roy.perry@hants.gov.uk)

<i>Enquiries to</i>	David Hardcastle	<i>My reference</i>	130569/DH/REKS4
<i>Direct Line</i>	01252 814755	<i>Your reference</i>	
<i>Date</i>	31 January 2020	<i>E-mail</i>	david.hardcastle@hants.gov.uk

Dear Cllr Perry

Thank you for your letter expressing your concerns regarding the provision of Religious Education in schools at Key Stage 4.

My team recognises and shares the concern expressed by the Standing Advisory Council on Religious Education (SACRE), regarding the rapid reduction in the numbers of young people in Hampshire schools being entered for a Full Course Religious Studies (RS) GCSE examination. It is especially concerning that this reduction now brings the proportion of pupils being entered in Hampshire schools below the national figures. It is unfortunate that the changes that have been made to the KS4 school performance measures means that religious studies does not have the same status as either history or geography and I think this underpins the increase in numbers of pupils taking these latter two subjects and the decline in those taking RS. This is a matter that we have raised with Ministers and will continue to do so.

Clearly, we need to act urgently to ensure that there is high quality religious education (RE) being taught to all young people in our secondary schools at both KS3 and KS4, whether they are taking a GCSE or not. We recognise that RE is taught best where the headteacher and senior teams in schools fully appreciate and support the strong contribution RE makes to the broad balanced curriculum, in addition to contributing to the educational vision and values of the school.

Having said that, we need to recognise that approximately half the secondary schools in Hampshire are academies and this significantly limits the reach of the local authority in such matters, and in any school, it is the governing body that maintains curriculum oversight.

*Director of Children's Services*  
**Steve Crocker OBE**

In your letter you make a number of helpful suggestions regarding how we could engage schools further in developing the teaching of RE.

1. In terms of providing an induction for new headteachers, I will ask that the County Inspector for RE, History and Philosophy is able to provide an input at the new headteachers' course that the local authority runs. The situation is slightly different for secondary schools. The number of new secondary school headteachers each year is small – typically three or four. This means it is uneconomic to run new headteacher courses for secondary headteachers in the way that we do for primary school headteachers. However, every new headteacher in a Hampshire maintained school receives an induction from the School Improvement Manager (SIM). I will ask the County Inspector to provide a written briefing paper that the SIM will share with secondary school headteachers as part of this induction.
2. Regular curriculum guidance is currently provided for schools through a termly update written/edited by each County Inspector. RE is no different in this matter to other subjects in the curriculum. We are keen to augment this by presenting at headteacher meetings. Primary headteachers meet in district networks every half term. These are “their” meetings and the agenda is set by their representatives, not the local authority. A number of County Inspectors have approached the chairs of these local meetings and as a result have been asked to provide an update to these meetings. I will ask the County Inspector for RE to do this. Secondary school headteacher meetings are of a different nature. Again, the agenda is set by headteachers. When we have important curriculum updates to give, we have convened meetings and provided the required information. We held one at the start of this academic year and the County Inspector for RE delivered a session on the role of RE in the curriculum at this.
3. I am going to ask the County Inspector to prepare a new non-examination course for KS4. It will be intended that this is taught alongside a GCSE course that is taught to option groups. We would not want to discourage schools from offering Full Course GCSE to all its students. The intention is to make sure that all students at KS4 can access their entitlement to high quality religious education at this important stage of adolescence. This course will be published and made available to all LA schools without charge. We plan for it to be sold to Academies locally and nationally, through the County RE Curriculum Centre. We intend this course to be well researched and of national significance. It will be available at the same time as the reviewed and revised locally agreed syllabus is launched in the autumn of 2021.
4. In addition to this, I think it is important to recognise the role that schools' governing bodies play in their oversight of the curriculum. Given the statutory nature of the RE curriculum, it is important that governors understand their responsibilities in this area, particularly so given the sometimes crowded nature of the secondary school curriculum. I am therefore going to ask the County Inspector to run a series of governor training events, with a particular focus on KS3 and K4.



Yours sincerely

A handwritten signature in black ink, appearing to be 'SC', with a long horizontal stroke extending to the right and ending in a small dot.

**Steve Crocker OBE**  
**Director of Children's Services**

Copy to:

Cllr Stallard, Executive Lead Member for Children's Services and Young People

Cllr Chadd, Executive Member for Education and Skills

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## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	3 March 2020
<b>Title:</b>	Membership of SACRE
<b>Report From:</b>	Director of Children's Services

**Contact name:** Pat Hannam

**Tel:** 02392 441442

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

#### **Purpose of this Report**

1. The purpose of this report is to inform SACRE and seek its approval of changes in membership.

#### **Recommendation(s)**

2. That SACRE notes the appointment of Charmian Harrison as the new Methodist representative on Group A, replacing Colin How.
3. That SACRE notes the appointment of Carson Elday as a representative on Group C, the Teachers' Associations and Rachel Jackson and Jon Hamer as deputies.

#### **Executive Summary**

4. This report updates SACRE on membership and seeks its approval for a co-opted member.

#### **Contextual information**

5. Charmian Harrison has been appointed the new Methodist representative on Group A, replacing Colin How

6. SACRE is asked to note the appointment of Carson Elday as a representative for Group C, the Teachers' Associations, also representing Special Schools, replacing Patricia Timms Blanch who retired in November and Pam Brown, the special school co-opted member who retired in the summer. Rachel Jackson and Jon Hamer, currently co-opted members for Primary and secondary schools respectively are appointed deputies on Group C.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

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

## **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

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	3 March 2020
<b>Title:</b>	Monitoring Group Report
<b>Report From:</b>	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 update SACRE on the recent activities of the SACRE Monitoring Group, including the meeting that took place on 21 January 2020

#### **Recommendation(s)**

2. That SACRE thanks the Monitoring Group for their report,
3. That SACRE notes the withdrawal survey and recommends that the survey is conducted annually to monitor withdrawal from RE and collective worship.

#### **Executive Summary**

4. 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**

5. Attendees at this meeting: Chris Hughes (Chair), Cllr Roy Perry, Cllr Anna McNair-Scott, Rob Sanders, Justine Ball, Patricia Hannam
6. In order to monitor the effectiveness of Living Difference III, SACRE Monitoring Group discussed the following issues:

7. **Hampshire 2019 RS GCSE results.** 2019 GCSE RS (unverified data) reached the local authority in December. Concern was expressed in the monitoring meeting regarding the GCSE data arriving so late (for all subjects) from the DfE. This restricts the Council's ability to analyse it and make action plans effectively, in a timely manner to make a difference for subsequent years.
8. This is the second year of the new RS GCSE, which has the grading system: 9-1, where 9 represented the highest grade. Percent of 7-9 grades nationally, in terms of numbers, are intended to be in similar proportion to the old A\* and A grades and 4-9 more or less similar in proportion as formerly A\*-C.
9. The number of entries for the RS GCSE in Hampshire stabilised at around just above 28% of the cohort, which was similar to 2018 entry numbers. It is, however, still below the national figure of 30% of the cohort.
10. The monitoring group noted that fewer schools now enter the full cohort for the GCSE Full Course.
11. Gender: In some schools a large gender gap was noted. The widening gender gap was noted nationally. Three-year data following 2020 examinational analysis will reveal whether this is a trend.
12. FSM6: Young people in this group do less well in Hampshire than nationally. This is a recognised concern across other subjects and is a focus for HIAS. However, several Hampshire schools were noted as ensuring young people in this group do achieve well in RE and two LA schools, where the full cohort is entered, have received congratulatory letters in light of this.
13. Other congratulatory letters have been sent to schools achieving well generally in RS GCSE in 2019. As usual these letters acknowledge the several ways in which schools teach RS GCSE. Some schools teaching to the full cohort, some schools teach to larger numbers of 'option' groups and other schools teach RS GCSE to just one group of students.
14. **Professional development:** SACRE-funded *hard to reach* primary and secondary courses have been successfully initiated to ensure more teachers are able to access high quality professional education opportunities with regard to the Locally Agreed Syllabus. Two cross-phase courses on *RE and the 2019 Ofsted framework* have run to ensure teachers and senior leaders are prepared to give account to Ofsted for RE.
15. Primary RE network meetings have continued to attract good attendance, however secondary RE network meetings have been slower to recruit. There continues to be good uptake on the LA run courses regarding Living



Difference III and the resource for teaching Christianity in Church Schools: Understanding Christianity.

#### **16. Review of the Locally Agreed Syllabus: Living Difference III**

Preliminary surveys to analyse the provision for RE across Hampshire to discover the extent to which the agreed syllabus is used effectively have been communicated to primary and secondary schools via school communication and are being analysed alongside uptake on courses. An initial meeting of teachers, advisers and academics has taken place to begin to identify the areas of theory in relation to education and religion that need re-examination in the revised syllabus.

#### **17. SACRE monitoring visits – primary**

Six monitoring visits had taken place and were discussed during the meeting. The reports are now being put into the general school improvement system, allowing other HIAS staff to see RE as part of the whole picture of a school.

Typical action points after these visits included:

- ensuring school websites include all the necessary information on RE
- assessment and progression in RE using age-related expectations
- increasing children's vocabulary.

#### **18. Ofsted reports – primary**

In the period between monitoring group meetings 45 Ofsted inspections of Hampshire primary schools had taken place; however, very few mentioned RE, SMSC and / or British values. One had had a 'deep dive' in RE as part of the inspection's consideration of the broad balanced curriculum. In this case RE had received a positive comment. One other school had one comment on RE/British values; in another SMSC was identified as not being well developed. This was disappointing since many in the RE world nationally had hoped Ofsted would mention RE more often and that the new Ofsted framework for school inspections, with their interest more on the whole school curriculum would be picking up RE more often. However, the Ofsted published reports are shorter than before.

#### **19. Ofsted reports – secondary**

During this period very few secondary Ofsted inspection visits have taken place. None mentioned RE, even in schools where we know RE is weak.

#### **20. Information from other inspection/advisory visits**

In the primary phase of education there is a renewed interest in the foundation subjects and RE, meaning there has been a rise in interest for in-school support. Most of these visits have been to look at assessment and progression, using age-related expectations, rather than curriculum development alone.

In the secondary phase, where the head teacher already appreciates the contribution of RE to the whole school curriculum there has continued to be interest in bringing in support for RE.

#### **21. Withdrawal Survey**

The results of the latest withdrawal survey undertaken at the end of the Autumn term 2019 were discussed and showed very low figures again for withdrawal from all of or parts of RE (below 0.15% of children) and from all of or parts of collective worship (below 0.2% of children). There was a very slight increase in the numbers withdrawn from all of taught RE and decreases in the numbers withdrawn in other categories compared to 2018. The majority of withdrawals were from Jehovah's Witness and Plymouth Brethren families. The survey will be carried out annually to continue to monitor these figures.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

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

## **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

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	3 March 2020
<b>Title:</b>	Hampshire SACRE advice document for schools on religion and faith
<b>Report From:</b>	Director of Children's Services

**Contact name:** Justine Ball

**Tel:** 02392 441442      **Email:** Justine.ball@hants.gov.uk

### Purpose of this Report

The purpose of this report is to update SACRE on the meeting held to review Hampshire SACRE advice document for schools as issued in September 2017.

### Recommendation(s)

1. That SACRE approves the adjustments to the advice document and requests schools are made aware of the updated document

### Executive Summary

2. A small working group from SACRE met on 9 December 2019 to discuss the document and agreed that the sections in it were still relevant and the format of the document and the advice within it was also still useful. Those attending included Elizabeth Jenkerson, Rachel Jackson, Eli Stewart, Lisa Marie Taylor and Howard Wright.
3. Small suggestions were made for amending. The document was considered to be useful for schools and the advice it contained was agreed by the group, with small changes. These include:
  - a. To include links to relevant websites for information on each religion, faith or other non-religious worldview rather than a brief overview of each of these.
  - b. To include a brief paragraph about the procedure for determinations and a link to provide further information on this for schools.

- c. Small changes to the text to strengthen the recommendations for communication with parents and governors and with children and young people themselves.
  - d. Consideration to further advice on handling artefacts and religious resources and information about respectful storage and disposal of these was added.
  - e. A section will be added giving further information on safeguarding
  - f. It was agreed that the appendix containing a brief summary will be replaced with links to appropriate websites, so that further information can be obtained easily by the school which is relevant to the issue they are considering.
  - g. It was agreed that a link to the procedure for determinations for Collective Worship should be included in the section on Collective Worship.
4. Schools are able to access this document free of charge from the RE curriculum website. A school communication to inform schools about the revised document as well as a link to the document itself will be sent out after the full SACRE meeting.
5. The document is provided free of charge to schools and there are no additional cost implications for SACRE.
6. The document will be reviewed every two years to see if further changes are needed and can be reviewed more frequently if the need arises. The next date for review is September 2021.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes
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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;
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# Hampshire SACRE advice for schools

## Issues relating to religion and faith

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# Hampshire SACRE advice for schools

The Standing Advisory Council for Religious Education (SACRE) supports the effective provision of religious education (RE) and collective worship in schools. SACRE works with the local authority to review existing provision of RE and promote community cohesion. Hampshire SACRE comprises four groups, representing religions other than the Church of England, the Church of England, teachers' associations, and the local authority, and also a number of co-opted members. Hampshire SACRE members have contributed to the information included in this advice document and recommend it to Hampshire schools.

This document aims to give advice to schools on issues relating to religion and faith that may occasionally arise. Within the world of religion and beliefs there are many differing points of view, even within one religion. Therefore, it is important to remember when there is an issue that it may be one set of parents and not one religion. This is not intended to be a definitive document, but rather it seeks to highlight some of the issues that there might be in a school and to give ideas about how to respond.

Hampshire SACRE encourages all children to be interested in other religions and to want to know more, while being secure in their own beliefs. Therefore, RE in Hampshire schools does not seek to indoctrinate the child, but to help them find out more about the communities in which they live and about the world around them.

Hampshire SACRE encourages schools to communicate effectively with parents/carers about collective worship and RE and, in this way, many concerns will be alleviated. Hampshire SACRE also encourages schools to communicate with governors about RE and collective worship and to discuss the school's approach with them.

Where issues arise, Hampshire SACRE's advice for all schools is to be flexible and to seek a solution that is relevant to the local community. In all cases, the first approach should be to have a conversation with the parents/carers about the issue raised and then to seek a solution, after having given careful consideration and taking further advice if necessary.

This approach underpins rights respecting education, with particular reference to the United Nations Convention on the Rights of the Child (UNCRC). In particular, article 14, *“Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right”* and article 30, *“Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live”*.

Legally it is unlawful to discriminate (directly or indirectly), victimise or harass a pupil or prospective pupil by treating them less favourably on the basis of their religion or belief. The content of the school curriculum is excluded from Equalities legislation, however, the way in which a school provides education – the delivery of the curriculum – is explicitly included. Any questions on the practical application of the Equalities Act in respect of issues of religion and belief can be addressed by Hampshire Legal Services.

At the end of this advice document you will find a short summary of the following areas, which the Hampshire RE Team has received questions about from schools:

- Jehovah's Witness beliefs
- Plymouth Brethren beliefs
- The Five Pillars of Islam as the foundation of Muslim beliefs

- Muslim religious festivals, including those specifically for Shia Muslims
- The five Ks of Sikhism
- Humanism.

This is not intended to be a definitive list, but aims to help schools plan for some of the areas they may receive queries about. The document will be reviewed by Hampshire SACRE from year to year.

Further contributions to this document are welcome as it is reviewed. We hope you find it useful and that it raises your awareness about some of the issues that may arise and how to respond. Contact details can be found at the end of the document.

## Clothing

Areas that may arise	The context	Considerations for the school
Clothing relating to modesty, belief or religion.	A parent might request this as part of their religious belief and this is not linked to just one religion – it can be important in several religions. The clothing may well be seen as part of the child’s identity, so a request needs to be considered with acknowledgment of this.	<p>A school’s response should consider individual needs here along with the school’s uniform policy to see if the request can be accommodated with some adjustments, for example on colour or material.</p> <p>Physical education (PE) and health and safety concerns also need to be considered, as clothing may need to be removed or adapted to be safe for exercise. These concerns should be discussed with parents/carers.</p> <p>If the clothing is related to identity (for example, a Sikh child wanting to wear the five Ks), then detailed conversations need to be had with the parents/carers about the use of these within school.</p>

## Jewellery

Areas that may arise	The context	Considerations for the school
<p>Jewellery that parents/carers request being worn as part of religious belief.</p>	<p>This request is not just limited to one religion. Christian families may request their child wear a cross; Greek or Russian Orthodox parents may want their child to carry an icon; Sikh parents may want their child to have the five Ks on their person at all times; Hindu parents may request their child wear a bracelet linked to a religious festival or for a blessing, for a time-limited period.</p>	<p>It is important for schools to decide whether an item requested is essential for the religion or belief or whether it is something that is desirable. For example, the cross is not a requirement for all Christians. However, a Sikh family may require their child to wear the five Ks at school and may want to discuss this with you. Schools are advised to check their jewellery policy and see what can be allowed. For example, a small icon or cross on a chain may be permissible providing it is covered up. Regulations for PE need to be discussed with the parents/carers and either the jewellery taken off or covered up; for example, a sweat band over a Kara (Sikh bracelet).</p>
<p>Jewellery linked to a cause or charity.</p>	<p>Some parents/carers may have a strong belief about Remembrance or have ties to a particular charity, which is affiliated to a religious belief.</p>	<p>It may be advisable to insert a phrase into the school's jewellery policy to cover requests such as these, linked to the school's health and safety policy. A meeting with the parents/carers is advised so that the reasons for the request are understood.</p> <p>It is also advisable that policies on the school's website are checked to ensure that they do not hold conflicting information for parents/carers.</p>

## Curriculum

Areas that may arise	The context	Considerations for the school
<p>A parent/carer may request a child be withdrawn from the curriculum areas that conflict with their own beliefs.</p>	<p>For example, parents/carers may disagree with the teaching of evolution in Year 6 science, or the references to magic in English reading.</p> <p>Some parents/carers may not wish their child to take part in artistic activities that conflict with their beliefs, such as drawing God or a religious person, making Christmas decorations, drawing Father Christmas or making birthday cards (for example, parents/carers who are Jehovah's Witness).</p>	<p>The law on withdrawal for children only applies to taught RE, collective worship and sex and relationships education (SRE). It does not apply to the rest of the curriculum. Therefore, any parental or carer concerns should be discussed with parents/carers, whilst making clear the position of the school.</p> <p>With regard to artistic activities, the school can consider making alterations for the child that still are in line with the general theme of the lesson – for example, drawing a religious scene without having to draw God.</p>
<p>Storage of religious resources.</p>	<p>School staff will need to show and help children interact with religious resources as part of their education – for example, reading and discussing religious books, looking at religious icons and artefacts of value to a religious person.</p>	<p>Schools should discuss with their staff how to store these and advise children on how to handle them. It is important that children are taught that artefacts should be treated with the utmost respect and used for educational purposes as much as possible.</p>
<p>PE – swimming and modesty.</p>	<p>A parent/carer might have concerns about their child attending swimming lessons due to their beliefs.</p>	<p>Schools should consider the arrangements made for the children in terms of male and female staffing and changing arrangements. Swimming is part of the PE curriculum, however, and withdrawal from it is not allowed.</p>

## Collective worship

Areas that may arise	The context	Considerations for the school
<p>Parents/carers who want to withdraw their child from collective worship.</p>	<p>A parent/carer might be concerned about their child saying a prayer or singing a hymn or the content of the collective worship.</p>	<p>By law, schools must have a daily act of collective worship and the school cannot withdraw children for their own reasons but a parent/carer may withdraw their child.</p> <p>It is important for a school to consider their collective worship policy and the content of collective worship that is most appropriate for their school. It is important to decide what is worship and what is not so that a school can communicate to parents/carers. Schools should make it clear that children will be invited to respond in a way appropriate for them, for example silence, meditation or joining in a prayer.</p> <p>The structure of collective worship will also need to be considered as the focus of some collective worship may be more of an issue for a parent/carer than others (for example, a collective worship that focuses on the Bible rather than one that focuses on school values alone).</p> <p>Schools may want to consider inviting parents/carers in to observe a collective worship (not just a celebratory assembly at the end of the week) so that parents/carers can see the structure of a typical collective worship.</p> <p>For Hampshire schools, a collective worship guidance document is available from the County RE Centre.</p> <p>A church school will also need to consult the Diocesan policy for worship as well as county guidelines.</p>



## Dietary needs

Areas that may arise	The context	Considerations for the school
<p>A parent/carer may want to help their child fast for a particular reason.</p>	<p>A common reason for this may be the family wanting the child to experience some or all of Ramadan if they are Muslim.</p> <p>Others may want their child to give up something (for example, meat for Lent).</p>	<p>A discussion is advised as soon as possible with the family to find out what the family wants and what the school can or cannot accommodate. The length of the school day and the type of activities the child takes part in need to be discussed (such as sport if the child is fasting).</p>
<p>A parent may want to encourage their child to adopt a vegetarian or other diet as part of following family values.</p>	<p>It may be important to a family to help their child adopt the same values to food as they have and they may seek the school's help in achieving this.</p>	<p>This issue should be discussed with the school meal providers to alleviate any concerns and to meet the family needs as far as reasonably practical.</p> <p>Schools may also want to consider where in the school curriculum they teach about dietary requirements in relation to religions. For example, are children aware of foods that are kosher if they are studying Judaism?</p>
<p>Other families may want their child to eat separately from others because of their religious beliefs.</p>	<p>It may be important for a family that the school accommodates this as it is a central feature of their religion.</p>	<p>Parents should discuss the practicalities of this with the parents/carers and consider where the children might eat on a regular basis – for example, an empty classroom or a separate part of the hall. Thought will also need to be given about who is aware of this request, the reasons for it and the implications (for example, lunchtime supervisors). It may be that this will need to be reviewed on a termly basis so that educational trips can be considered well in advance and planned for.</p>

## Religious festivals

Areas that may arise	The context	Considerations for the school
<p>A parent/carer would like to withdraw a child from school for a religious festival or a pilgrimage.</p>	<p>This may well be a requirement of the religion, such as celebrating Eid-al-Adha, Diwali or celebrating Ashura for Shia Muslims.</p>	<p>Careful consideration needs to be given here as any response from the school must take into consideration the advice from the Hampshire Attendance Team before responding to any request. Normally, if it is a religious festival that is central to the religion, then a request for leave is accommodated but usually limited to a day for the attendance.</p> <p>It is important to discuss this with local religious leaders, if possible, or with the Hampshire RE Team.</p> <p>It is also important to share with other schools in a local cluster what your school proposes, as the child's sibling may have been offered something completely different by another school.</p> <p><b>Hampshire Attendance Team</b></p> <p>Email: <a href="mailto:attendance.queries@hants.gov.uk">attendance.queries@hants.gov.uk</a></p>

## National celebrations

Areas that may arise	The context	Considerations for the school
<p>Some parents/carers may not wish their child to take part in commemorating national events, such as the Queen's birthday.</p>	<p>A reason for this may be that the parents/carers believe that honour should only be given to God and not to an institution, country or person. For example, Jehovah's Witness families will not celebrate Mother's or Father's Day.</p>	<p>While the school may prepare children to take part in many activities, such as celebrating the Queen's reign, Remembrance or preparations for Mother's Day, it should be remembered that some families may not agree with such events. Schools should also be sensitive to children who may not have a mother or father, or who may be separated from them.</p> <p>A meeting with the parents/carers is advised to help the school understand the concerns of the family and to see what activities are the cause for concern.</p>

# Appendix: Beliefs

## Jehovah's Witness beliefs

Jehovah's Witnesses believe in God and believe that Jesus was the son of God, but not God Himself. Therefore, they do not believe in the Trinity. They read the Bible and meet in Kingdom Halls locally. The Kingdom Halls do not have icons, religious pictures or crucifixes on display and children will not want to interact with these in school. They do not have priests, but have a body of elders who supervise the congregation. Jehovah's Witnesses do not celebrate Christmas because they do not believe there is sufficient basis for the celebration of Christmas in the Bible. Therefore, they may request a child is withdrawn from taught RE lessons about Christmas and does not take part in a nativity. At Easter, Witnesses will commemorate Jesus's death, but not his resurrection, so they may not attend all the Easter activities organised by schools. Jehovah's Witness families do not celebrate birthdays, but will give gifts on different occasions throughout the year. They are required to be politically neutral, but to respect the rights and beliefs of others in all areas, including religious beliefs. Part of this may involve a refusal to take part in a national anthem or saluting a flag, as they believe this may have religious connotations.

## Plymouth Brethren beliefs

Plymouth Brethren are a Christian fellowship centred around the teachings of the Bible. Many Plymouth Brethren children attend infant schools, but then move to a Plymouth Brethren school from the end of Key Stage 1. They have a belief that they should only eat or drink with those that they would share the Lord's Supper with, therefore, families may request that their child eats separately at lunchtimes and other

occasions. Female Plymouth Brethren members will wear a headscarf when worshipping and often may wear a headband or ribbon generally.

## Muslim beliefs

The foundation of Muslim beliefs are the Five Pillars which bind together all in a worldwide community (the Umma). The pillars are as follows:

- **the Shahadah:** this is the Muslim declaration of faith and is as follows: *"There is no God but Allah and Muhammad (pbuh) is his messenger"*
- **Salah:** the requirement to pray five times a day wherever you are at dawn, midday, afternoon, sunset and evening. Prayer is always directed in towards the Ka'ba shrine in Makkah and a prayer mat is used commonly. Muslims may pray at home or at the Mosque and the focus for prayer in the community is the noonday prayers on a Friday
- **Zakah:** Muslims give 2.5% of their surplus income to charity and are also urged to donate additional voluntary payments (Sadaqah)
- **Hajj:** Muslims are required to complete a pilgrimage to Makkah at least once in their lifetime, if they have the money and health to do so. This is completed in the twelfth month of the Islamic calendar
- **Sawm:** this is the requirement to fast during the Holy month of Ramadan from just before dawn until sunset. The requirement extends to not eating and drinking anything during this time and extends to all Muslims from the age of puberty (unless ill health prevents this).

## Muslim religious festivals

The two major Muslim festivals are Eid-ul-Fitr and Eid-al-Adha. Eid-ul-Fitr occurs at the end of Ramadan and this celebration marks the end of fasting and involves the first meal eaten in daylight for a month, as well as thanking Allah for providing the strength to fast for such a long period of time. Muslim families may wish to attend a special celebration and many will wear new clothes and decorate their homes to celebrate this. It is also seen as a time of forgiveness.

Eid-al-Adha is the festival of sacrifice and is the second most important festival for Muslims. It remembers the Prophet Ibrahim (Abraham)'s willingness to sacrifice his son when asked to by God. In the story, God stops Ibrahim when he is about to kill his son and instead provides a sheep for sacrifice. In many countries the festival is celebrated by the offering of a sheep or goat, which is shared out among family, friends and the poor.

Among Shia Muslims, Ashura is a major religious festival and it is of central importance to them. It commemorates the death of Hussein, son of Imam Ali and grandson of Muhammad (pbuh).

## Sikh beliefs

Sikhism is founded upon the life and teachings of Guru Nanak Dev Ji and nine successive Gurus. The 11th Guru is the Scripture, the Guru Granth Sahib, which Sikhs consider the supreme spiritual authority and head of the religion. Practising Sikhs visit the Gurdwara often and they may choose to wear the five Ks of the Khalsa. These are Kesh (uncut hair), Kangha (comb), Kacheera (undergarments), Kara (bracelet) and Kirpan (sword). Sikh families may request that their child wears these when attending school as it is an important part of Sikh identity for some families.

## Humanism

Humanists aim to bring non-religious people together in order to help them develop their own views and an understanding of the world. They are people who, therefore, do not believe in God and an afterlife, but instead seem to make the most of the life people have. Logic and evidence are very important in shaping Humanist attitudes, as well as treating others with respect whatever beliefs they may have. Information on Humanist concepts can be found in the *Living Difference III* syllabus and further information on the [Understanding Humanism website](#).

## Further Information

There are many teaching materials available from the Hampshire RE Team and these will help add detail to all of the religions and world views mentioned here, as well as other religions.

For further advice, please contact either Dr Patricia Hannam, County Inspector/Adviser for RE, History and Philosophy (Email: [patricia.hannam@hants.gov.uk](mailto:patricia.hannam@hants.gov.uk)) or Justine Ball, General Inspector/Adviser for Primary RE (Email: [justine.ball@hants.gov.uk](mailto:justine.ball@hants.gov.uk)).

For further information on planning and teaching packs to supplement your knowledge, please contact Lydia Revett at the County RE Centre (Email: [re.centre@hants.gov.uk](mailto:re.centre@hants.gov.uk)).

For Hampshire Legal Services please contact:  
Email: [SchoolLegalSupport@hants.gov.uk](mailto:SchoolLegalSupport@hants.gov.uk).

## Proposed Changes to the Hampshire SACRE Advice Document for 2020

Page 2: Strengthen the advice to “Hampshire SACRE advises that schools should communicate effectively with parents/carers about collective worship and RE.....Hampshire SACRE also advises that schools should appoint a governor for RE and collective worship and discuss the school’s approach with them”.

Delete the last paragraph about a short summary of religious and non religious beliefs and include a link to RE Online for further information on religions and beliefs: <https://www.reonline.org.uk/>

Page 4: Insert “A parent or young person might request this as part of their religious belief”. Under the heading Considerations for the school in the final paragraph insert “Detailed conversations need to be had with the parents/carers and all staff about the use of these within school”.

Page 5: Under the heading Context replace Greek or Russian Orthodox parents with “other Christians may want their child to carry an icon; Sikh parents or the young person themselves may want to carry the five Ks on their person at all time”. Under Considerations for the school, insert “Schools are advised to check their jewellery policy and see what can be allowed. For example, small versions of the five K’s can be sewn into the uniform and a small icon or cross on a chain....”

Page 6: Under headings, include “Storage and disposal of religious resources” and in the same section, insert in Considerations “It is also advisable to check how to dispose of your artefacts respectfully. Be sure to ask the RE centre if they would like any of your artefacts in case they are able to reuse these in other schools”.

Under the first section on curriculum, insert “Some parents/carers or young people may not wish to take part in artistic activities that conflict with their beliefs, such as drawing a religious scene”.

Page 7: Include a section “Headteachers wanting to consider a determination for their school’s collective worship” and a link to the determination procedure for further information.

Page 9: At the end of the section on considerations for the school, include “It is important for every request to consider the safeguarding policies and procedures in your school and to utilise these if you have any concerns. Further advice on absence should be sought from the attendance team if necessary”.

Page 10: Under the Context, insert “birthdays or singing the national anthem” as examples.

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## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	3 March 2020
<b>Title:</b>	Hampshire SACRE determinations process
<b>Report From:</b>	Director of Children's Services

**Contact name:** Patricia Hannam

**Tel:** 02392 441442

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

### Purpose of this Report

The purpose of this report is to report back and seek SACRE's approval of the findings of the meeting regarding the determination application process for Hampshire SACRE that took place on 22 January 2020.

### Recommendation(s)

1. That SACRE approves the determinations process.

### Executive Summary

2. A small group of SACRE members met to agree a draft process for receiving applications for and granting determinations. In attendance were Yasmeen Hussein, Howard Wright and Chris Robinson together with Patricia Hannam and Justine Ball.

### Contextual information

3. The group received draft proposals for a process for SACRE receiving and granting determinations. These have been checked by Hampshire Legal team and regarded as fit for purpose. They are attached here for consideration by SACRE in Appendices 1 and 2.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

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

## **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).

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## Hampshire Standing Advisory Council for Religious Education

### Applying for a determination<sup>i ii</sup>

#### Background

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

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

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

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

#### The Process

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

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

SACRE meeting dates are published [here](#).

[<http://democracy.hants.gov.uk/ieListMeetings.aspx?Committeeld=187>].

SACRE will seek to respond within 3 weeks of that meeting. The response will either be to grant or deny the application for a determination or may request further information. Schools are strongly advised to have consulted with SACRE's professional advisers in advance of making an application.

#### The Application

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

If a school is considering making an application the head teacher must consult the

school's governing body, who in turn may wish to seek the views of parents. It is advised that this consultation is undertaken with the involvement of SACRE professional advisers. There is no set period for any consultation to have taken place, but the school should provide appropriate guidance for those involved which explains what the proposed changes would mean. It is important that enough time is given for all concerned to respond. Head teachers, together with the governing body, should take the results of the consultation into account when deciding whether to proceed with their application.

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

- An explanation of why a determination is needed
- A breakdown (in percentages) of children from families they believe the determination will apply to
- Evidence of consultation with the governing body, including a section from the governing body minutes where approval was granted
- Evidence of consultation with parents of children currently attending the school
- Information on what the school's policy on collective worship is now going to be, how it will be managed and details of the form it will take

### How SACRE will make a decision

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

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

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<sup>i</sup> This document known as 'Circular 1/94', pp. 20-25, contains explanation of the relevant statutes pertaining for Collective Worship and applications for determinations:

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

<sup>ii</sup> This process does not apply to Local Authority maintained Voluntary Aided and Voluntary Controlled schools, see bullet point 84 of Circular 1/94:

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

<sup>iii</sup> See footnote i above

## HAMPSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

### APPLICATION FOR AN 'EXEMPTION FROM BROADLY CHRISTIAN COLLECTIVE WORSHIP (DETERMINATIONS) IN ACCORDANCE WITH THE APPROPRIATE EDUCATION ACTS (e.g. SCHOOL STANDARDS AND FRAMEWORK ACT 1998 + EDUCATION ACT 1996, SECTION 394(1)? )

**School:**

**DfE number:**

**Headteacher:**

**Tel. no.**

**Date of application for determination:**

**Please provide:**

1. Explanation why a determination is needed
  
2. A current analysis of the religious diversity of the pupils at your school, e.g. the number of pupils as given on the school application form

	Number	%
<b>BAHA'I</b>		
<b>BUDDHIST</b>		
<b>CHRISTIAN</b>		
<b>HINDU</b>		
<b>HUMANIST</b>		
<b>JAIN</b>		
<b>JEWISH</b>		
<b>MUSLIM</b>		
<b>SHINTO</b>		
<b>SIKH</b>		
<b>ZOROASTRIAN</b>		
<b>NO RELIGION</b>		
<b>UNCLASSIFIED</b>		
<b>OTHER – PLEASE SPECIFY</b>		

3. Evidence of consultation with the governing body, including the relevant section from governing body minutes where approval was granted
4. Evidence of consultation with parents of children currently attending the school
5. Provide information on the school's policy on collective worship and how it will be managed and details of the form it will take in the future
6. Involvement of SACRE professional advice

Please return this form and any relevant attachments to:

Clerk to Hampshire SACRE  
Democratic and Member Services  
Hampshire County Council  
Winchester  
Hampshire  
SO23 8UJ

or by e-mail to:  
[members.services@hants.gov.uk](mailto:members.services@hants.gov.uk)