

# HAMPSHIRE COUNTY COUNCIL

## Decision Report

<b>Committee/Panel:</b>	Standing Advisory Council on Religious Education
<b>Date:</b>	28 February 2023
<b>Title:</b>	Monitoring Group
<b>Report From:</b>	Director of Children's Services

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### Purpose of this Report

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

### Recommendation(s)

2. That the SACRE notes this Monitoring Group report.

### Executive Summary

3. This report seeks to inform SACRE of the matters discussed at the SACRE Monitoring Group meeting that took place virtually on 25 January 2023.

### Contextual information

4. SACRE has a statutory responsibility to monitor the effectiveness of the locally agreed syllabus. This group meets about 6 weeks before each full SACRE meeting to support SACRE in fulfilling this responsibility.

5. Those present were:

Chris Hughes (Chair)  
Cllr Elaine Still  
Elizabeth Jenkerson  
Rhiannon Love

Chris May  
Justine Ball  
(SACRE Support Officers)  
Lydia Revett (Minute Taker)

Apologies:

Cllr Chris Donnelly  
Jeff Williams  
Alasdair Richardson (Part)

**Matters discussed:**

Chris May was welcomed to the meeting and introduced himself as the HIAS Secondary RE Adviser and Head of Humanities at Park Community School. He is taking up the secondary RE responsibilities on a part time secondment basis.

**Hampshire 2022 GCSE Religious studies examinations:**

The Secondary RE adviser presented a comprehensive analysis of the latest GCSE long course results; headlines to note are:

- there has been a 9% drop in entries since 2019, which is disappointing after holding steady in recent years.
- The headline Hampshire results are in line with national figures
- Hampshire is 3% higher than national at the top end of results
- The Hampshire results were very similar to 2019 results
- A focus will be the support of schools to enable students at risk of disadvantage to achieve better

Actions arising include

- Network meetings: particular focus on priority groups; sharing examples of good practice.
- RE steering group: agenda item on priority groups; agree best way to share examples of good practice.
- Specific CPD offer eg teaching disadvantaged students course in autumn term.
- Contact schools where data shows greater success with target groups and share practice more widely.
- Conduct survey on GCSE entry including KS4 provision where GCSE not offered.
- Work collaboratively with other HIAS subject inspectors to target priority groups.
- The secondary adviser was thanked for this very comprehensive and clear analysis.

**Professional Education Opportunities:**

The Primary Inspector/Adviser advised that Leading RE, Assessing RE and RE with Early Years termly primary teacher CPD courses and 5 primary networks had run with good attendance. The first cross-phase RE conference ran successfully in October 2022 with over 60 delegates, and a date for a similar event has been set for 19 October 2023.

Training has been arranged on 16 March 2023 for RE visitors to Hampshire schools on Living Difference IV. This will be run by the Primary Inspector/Adviser. National introductory training for speakers in schools is available throughout the year as part of the Regional RE hubs project.

The secondary adviser stated that three secondary networks are available to book each year with one being held each term.

### **SACRE Monitoring Visits:**

The Primary Inspector/Adviser had completed two SACRE visits to primary schools and the Secondary Adviser had completed one SACRE visit to a secondary school. Common areas of RE discussion with schools included:

- updating their curriculum to *LDIV*, mainly golden thread concepts to shape progression
- how to achieve greater depth in the curriculum, to push students to think more actively and deeper
- ways to assess RE across all year groups.

### **Reports from Primary and Secondary Ofsted Visits made since the last meeting were considered.**

RE was mentioned briefly in five primary inspections, all with positive comments made.

### **Information gathered from other inspector/Adviser visits.**

11 primary schools had requested visits from the Primary Inspector/Adviser during the period covered by this report. All of these would have been funded through the schools Management Partnership arrangements with HIAS. 5 secondary schools had requested visits from the Secondary Adviser.

### **Update on teacher vacancies and ITE provision**

The University of Winchester had recently moved from a PGCE in RE to one in humanities. This was because of national issues recruiting onto courses, largely due to RE bursaries being cut and recognising that often student teachers would teach humanities in secondary schools. The university's first cohort has 11 students, one of which is a RE major, the rest being history majors with RE.

There was concern that the bursary is not being re-established for RE, as this is will impact on recruitment for next year's cohort, although students do receive a small grant from the Sarum College Trust. The issue of the bursary for RE PGCE students is being raised nationally.

### **Withdrawal from RE survey and monitoring collective worship:**

The primary Inspector/Adviser reported on the 2022 survey which was as follows:

- 108 schools responded. The figures for withdrawal were very, very low as follows:
- Children withdrawn from all of taught RE: 22 children out of the children in the responding schools
- Children withdrawn from parts of RE: 38 children
- Reasons given: Religion of the family, parents don't agree with teaching religion, and bereavement.
- Children withdrawn from all of collective worship: 16 children

- Children withdrawn from parts of collective worship: 38 children
- Reasons given: Religion or belief of the family.
- What advice/support did schools want?  
Advice on assemblies, golden threads, more subject specific training especially on Christianity and Buddhism.

100% positive comments on support from HIAS and Diocese.

## **2021 Census Results**

The monitoring group discussed the recent national and different local results on religion from the census, which can be found in this link:

[Religion, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/religiousbeliefsandethnities/censusesandpopulation-surveysandanalyses/articles/religion-england-and-wales-2021)

The key headline results were that

- less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.
- “No religion” was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011.
- There were increases across other religious groups.

The monitoring group discussed how they would talk about this in RE teacher training and when considering the context of a school.

**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

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

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

Document

Location

None

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

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

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

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

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

### **2. Equalities Impact Assessment:**

Living Difference IV, the locally agreed syllabus for religious education has an interest in equalities at its heart. A high-quality religious education taught according to Living Difference IV seeks to contribute to the elimination of discrimination, harassment and victimisation especially and directly with regard to the protected characteristics of race and religion. Further, through experiencing a high-quality religious education taught according to Living Difference IV there is the intention to mitigate xenophobia of all kinds thus fostering good relations.