



**HAMPSHIRE  
STANDING ADVISORY COUNCIL FOR  
RELIGIOUS EDUCATION**

**ANNUAL REPORT 2017/18**

# Glossary of Terms

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

# HAMPSHIRE SACRE ANNUAL REPORT 2017/18

## 1. Introduction and Context

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

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

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

## 2. Advice to Statutory Bodies

### (a) Advice to the Local Authority

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

### (b) Advice given to Schools

Advice is given to schools in several ways.

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

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

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

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

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

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

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

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

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

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

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

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

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

## Hampshire Full Course GCSE Results 2008-2017

### Candidate Numbers Full Course

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **4. Agreed Syllabus**

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

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

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

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

### **5. Collective worship**

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

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

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

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

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



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

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

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

## **6. Management of SACRE**

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

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

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

#### Attendance at SACRE by Group

28 November 2017 – Hampshire County Council Offices, Winchester

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

6 March 2018 – Hampshire County Council Offices, Winchester

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

26 June 2018 – Al Mahdi Centre, Wickham

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

### Religious Faiths and others represented on SACRE

#### Religions:

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

#### Co-opted Members representing:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sikhism at KS1  
Sikhism at KS2

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

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

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

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

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

## **Conclusion**

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

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