

## **HAMPSHIRE COUNTY COUNCIL**

### **Report**

<b>Committee/Panel:</b>	Standing Advisory Council for Religious Education (SACRE)
<b>Date:</b>	3 March 2021
<b>Title:</b>	Monitoring Group Report
<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 regarding activities of the SACRE Monitoring Group

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

2. That SACRE agrees that a draft of the 3 Year Action Plan 2021-2024 is brought to the June SACRE meeting for discussion.
3. That SACRE approves that the Annual Withdrawal Survey should take place in the summer term 2021, providing schools are fully opened.
4. That SACRE asks the professional adviser to take up the declining number of GCSE RE entries with HIAS (Hampshire Inspection and Advisory Service)
5. That SACRE notes the remainder of the Monitoring Group report

#### **Executive Summary**

6. SACRE Monitoring Group did not meet in advance of this meeting because of the impact of Covid-19 on the activity in schools. However, some matters were considered virtually and other activities, such as review of the locally agreed syllabus, have been ongoing.

## 7. **SACRE 3-Year Action Plan 2021-2024.**

At its last meeting in November, SACRE asked its Monitoring Group to consider the next 3-year development plan and bring a draft to SACRE in March 2021 for consideration. In the light of the uncertainties in relation to Covid-19 and schools it has been proposed that the new Action Plan is brought instead to the June SACRE meeting. At this point it is hoped the school situation will be more stable. The new agreed syllabus, Living Difference IV, and the necessary training to support its implementation will also be included.

8. **Annual survey on withdrawal in Hampshire Schools.** Considering that the majority of children have not been in school during the spring term, it is proposed the annual survey should take place in the summer term 2020, assuming children are in school by then.

## 9. **Courses and networks run since the last SACRE meeting**

### **Primary:**

Courses are running virtually during this period. This has been a busy period. These have included a 'How to Manage RE in Key Stage 1 and 2 in October 2020 for new subject leaders. Three Primary RE networks are running once each term and now taking place after school to help teacher attendance. A Collective Worship course ran in December 2020, as well as training in 'Promoting Spiritual, Moral and Social Development (SMSC)' for school leaders in December 2020. A primary RE for SENCO course was run this term for all school SENCO co-ordinators

The courses on RE and the Ofsted requirements for school leaders ran successfully in November 2020. A course on Assessment in RE ran successfully in January 2021. In addition, subject knowledge webinars are scheduled to run in March 2021 on Christianity, Islam and Hinduism.

In addition, and linked with our primary adviser's RE ambassador role, a free CPD event for teachers to meet with Trevor Cooling, Chair of the REC, to hear about Worldviews in RE and to share their views as teachers took place in December 2020. Hampshire teachers were able to, and did, attend this.

### **Secondary:**

A further SACRE funded, virtual, *hard to reach* secondary RE course is due to take place before Easter. Secondary network meetings, which schools must pay for, take place in March. The autumn meeting brought together around 12 schools. A free 30 minute 'Staff Meeting' update event is planned to take place after school in the second half of the spring term. This will bring subject leaders and heads of department together to hear about national news from Ofsted and other issues in relation to the GCSE examination, as well as headlines of national RE news. This event is aimed at increasing engagement with secondary schools. The spring edition of the Secondary RE Curriculum

update has gone out to schools. A termly (free) e-news letter is also circulated to schools from the Hampshire RE Curriculum Centre. The Secondary RE Conference had to be cancelled in October and the key speakers are running a webinar each after school in relation to the links between the teaching of Holocaust and religiously motivated genocide.

### **Training for School Governors.**

Both our advisers run training for school governors, including on SMSC, which gives an opportunity to explore issues in relation to RE. There have been 2 such SMSC Governor courses in this period; one large training for governors from many schools with over 50 governors present virtually, as well as one secondary school Governor course in relation to SMSC.

## **10. Virtual visits/lessons**

Five Primary RE SACRE virtual visits have been undertaken in this period. The focus for these has been on providing advice and support with all aspects of RE rather than a monitoring visit, because of the current situation in schools. The Primary RE Adviser has worked with RE leaders on their planning, the teaching of RE using the cycle of enquiry and improving the quality of RE work with the RE leader and Head teacher or other senior leader. A further three virtual visits are planned before the end of March 2020.

## **11. GCSE data**

Further data has been accessed through national channels regarding Hampshire GCSE data for the 2020 examination series. The number of entries in 2020 fell slightly from 2019, down to 26.7% of the cohort. The 4-9 grade result in Hampshire was 77.0% of the cohort. This compares to the national 4-9 grade result of just over 80%.

## **12. Review of the Locally Agreed Syllabus & developing Living Difference IV**

Since the last SACRE meeting considerable activity has been taking place.

SACRE advisers continue to engage in discussions with experts in the field of religious faith. An important matter to decide is how the new syllabus will include or otherwise the key proposal from the Commission on RE Report (CoRE) proposing the inclusion of teaching of Worldviews.

Since the last SACRE meeting a further after-school focus group meeting has taken place with teachers. This was a virtual meeting, with colleagues from all four authorities reviewing on January 5<sup>th</sup>.

Drafting of elements of the syllabus are taking place now, to be brought to a further teacher focus group and SACRE Youth Voice groups in March. In particular, decisions are being made in relation to progression and assessment. These decisions are being made in partnership with developments in other subjects as supported by Hampshire Inspection and Advisory Service (HIAS) and in light of forthcoming national changes to standard tests for 7 year-olds in English and Maths. ***Living Difference IV*** will, therefore, enable teachers to consider progress alongside their considerations for other subjects.

Early Years and Foundation Stage (EYFS) elements are being redeveloped in light of legal changes made since the last review.

Specialist teachers of RE in the education of children with Special Educational Needs and Disabilities (SEND) are working with us in reconsideration of those elements in the syllabus.

**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).