

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Standing Advisory Council for Religious Education (SACRE)
Date:	28 November 2017
Title:	SACRE Monitoring Group Report
Report From:	Director of Children's Services

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1. Summary

- 1.1. The purpose of this report is to inform SACRE of the findings and discussions of the SACRE monitoring group meeting on 16 October 2017.
- 1.2. The group was updated on the current situation regarding the implementation of Living Difference III (LDIII), as well as other projects investigating innovative aspects of LDIII. Reports from primary SACRE monitoring visits, as well as primary and secondary Ofsted reports referring to RE, British Values or SMSC that had taken place since our last meeting were considered in addition to information gathered from other HIAS visits. An update on initial teacher education and current RE staffing was received and considered.

2. Contextual information

- 2.1. This paper supports the Corporate Strategy (maximising well being) by ensuring children's provision in Religious Education is secure.
- 2.2. The monitoring sub-group met on 16 October 2017 at The County RE Centre.

Those who attend were:-

Chris Hughes (Chair)

Richard Wharton

Cllr Roz Chadd

Patricia Hannam
(Supporting Officer)

Elizabeth Jenkerson

Rhiannon Love

Justine Ball
(Supporting Officer)

- 2.3. Apologies were received from:-

Sue Bowen

Cllr Charles Choudhary

Alasdair Richardson

3. Key Issues

3.1. Implementation and monitoring effectiveness of the agreed syllabus, *Living Difference III*.

3.1.1 Implementation training with head teachers and other senior leaders of RE is on-going

3.1.2 Linking *LDIII* with Understanding Christianity (UC): SACRE advisers together with Diocesan advisers have been involved in further training days with RE teachers from Church of England schools, as well working directly with individual schools. Long term planning as well as planning for individual units of work has been developed. These have used the planning guidance for *LDIII*; *UC* is a resource for Christianity in the contextualise step of the cycle and also with older children sometimes in the enquire step. This work is being evaluated and will be reported on at future SACRE meetings. SACRE monitoring group agrees that *UC*, is a useful resource, but it should not detract from the wider requirements of and vision for RE in *LDIII* as the locally agreed syllabus.

3.1.3 Other projects:

3.1.3.1 The collaborative academic seminar between HIAS and Brunel University London, funded by Culham st Gabriel's Trust, took place on 3 & 4 October. This was a most successful event exploring some of the key issues in relation to religion and education that are raised by *Living Difference III* as an approach to RE. An edited volume of papers presented will be published in 2018. Further dissemination was made at the Secondary RE Conference on 13th October.

3.1.3.2 Funding was made available by Culham st Gabriel's Trust to support the Secondary RE Conference and some of the findings of the seminar were shared with Secondary RE HoDs who attended the conference.

3.1.3.3 A further bid for a longitudinal study into the impact of *LDIII* on curriculum development and religious literacy in RE is being proposed and further investigations with regard to achievement at GCSE, especially for more vulnerable children, is also being put together.

3.2 Ofsted reports mentioning RE, British values and SMSC

3.2.1 Twenty one (21) Ofsted reports from Hampshire primary schools and three secondary school reports from inspections that took place

between May and October 2017 were considered. It was noted that Ofsted are continuing to focus closely on SMSC and British values; however, the monitoring group was concerned that inspectors sometimes seem to be confusing *culture* and *religion*. Concern was also expressed about comments concerning the '*correct use of tense or basic punctuation*' indicating that assessment of literacy seems to be more important than accurate religious literacy. Amongst other things it was agreed that this apparent lack of awareness should be raised with the Commission on RE. The Monitoring group recommend that the Chair of SACRE writes to senior HIAS colleagues and to The Commission on RE, to follow-up specific concerns raised by the monitoring group regarding the inspection of RE and also appropriately mentioned in OFSTED reports.

3.2.2 For information the monitoring group were advised that a new SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection framework has just been published, covering inspection of RE in both VC and VA schools.

3.3 SACRE monitoring visits reports were received and discussed from six SACRE visits to primary schools chosen at random. It was agreed that after future SACRE visits the SACRE member will maintain contact with the school, following up recommendations in order to promote accountability.

3.4 Teacher vacancies and uptake on ITE courses:

3.4.1 Although no particular RE vacancies are known of, frequently the number of teachers applying for positions is low. There are 4 RE NQTs in Hampshire attending the RE NQT course this academic year.

Winchester University currently has 7 students on their RE PGCE Course. In the following academic year an aspirational 10 – 14 places are available, although there is no upper limit due to shortage of RE teachers). Funding remains the same: RE PGCE has bursary of £9,000 available for prospective students with a 1st, £4,000 for a 2:1. Winchester still attracts a small amount of extra funding from the Sarum Trust. Links with new local schools for student placements have been made this year.

3.4.2 SACRE Adviser is in touch with two RE trainees undergoing SCITT (School-Centred Initial Teacher Training) in a Hampshire Teaching Schools.

4. Recommendation(s)

- 4.1. That SACRE thanks the monitoring group for their Report
- 4.2. That the Chair of SACRE writes to senior HIAS colleagues and to The Commission on RE, to follow-up specific concerns raised by the monitoring group regarding the inspection of RE and also appropriately mentioned in OFSTED reports.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

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

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.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. 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 under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

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

1. Equalities Impact Assessment:

1.1. Monitoring sub group has the intention to positively impact equality in terms of achievement in Religious Education.

2. Impact on Crime and Disorder:

2.1. No impact on crime and disorder as a result of this report has been identified.

3. Climate Change:

3.1. How what does is being proposed impact on our carbon footprint / energy consumption?

No impact on climate change as a result of this report has been identified

3.2. How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

No necessity for consideration of the need to adapt to climate change, and be resilient to its longer term impacts as a result of this report has been identified.