



**HAMPSHIRE  
STANDING ADVISORY COUNCIL FOR  
RELIGIOUS EDUCATION**

**ANNUAL REPORT 2016/17**

# Glossary of Terms

CPD.....	Continuing Professional Development
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 2016/17**

## **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 advised the Local Authority with regard to the review and adoption of a new Agreed Syllabus Living Difference III. The necessary resources to enable a thorough review were made available.

### **(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 increased in this reporting period. At these meetings the Primary SACRE officer is able to disseminate good practice and other information with regard the Agreed Syllabus and thus contribute to raising standards in RE in Hampshire primary schools.

Secondary RE network meetings have taken place in three locations during this reporting period, once each term. Engagement in these groups, which are also registered with NATRE, has been good.

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

SACRE members took part in the NASACRE annual conference in 2017.

SACRE gave written evidence to The Commission on RE in the autumn of 2016 and the SACRE Adviser gave evidence during an evidence-giving session in London in the spring of 2017.

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

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

This narrative should be read in conjunction with the data below.

**GCSE Full Course** entries increased by 404 in 2016, following an increase of 660 entries in 2015. This marks a rapid increase in full course entry numbers over two years which now stand at 4894, the highest number of full course entries ever recorded. The rapid rise in the number of entries, although something to be celebrated in general is also a cause for concern if teachers are not being given sufficient time to teach the courses. In some instances the increase is because whole cohorts of students are being entered for RS GCSE in KS4. This is good news for students who are able to access an entitlement to RE teaching at KS4. However the GCSE is a course that should be taught in more hours than afforded by one lesson per week, even over three years. 2017 will mark the last year of the old GCSE. A thorough analysis of the preceding five years of data will be undertaken and reported in next year's Annual Report in order to identify good practice and otherwise in the teaching of RS at KS4 in terms of teaching time allocation.

Over the last two years RS Full Course entries have increased far more rapidly than either history or geography in Hampshire:

Year	Religious studies	History	Geography
2014	3864	5752	5464
2015	4489	5807	5510
2016	4889	5927	5609

**GCSE Short Course** entries remained stable over the past year with a slight increase in the number of entries of 1195 in 2016 compared to 1103 in 2015 following a rapid decline. Overall GCSE entries for RS increased in 2016 to 6089 following low in 2015 to 5593. Nevertheless, this still marks a reduction from 7233 entries overall (short + full course) in 2014. Analysing data in 2016 remained problematic due to major changes to the national recording and analysis processes as well as a move to a norm referencing system for the allocation of grades, meaning that it is not precisely possible to compare results from 5 years ago with current data.

**Evidence from SACRE monitoring visits** reveals that the new accountability measures at KS4, and an emphasis on other humanities subjects (history and geography), is having an impact on GCSE entries in some schools. Although the results this year indicate the more students are having the opportunity to study for a full course RS examination than 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 in the past.

## **Hampshire Full Course GCSE Results 2016**

### **Candidate Numbers Full Course**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>ALL</b>	2444	2457	2951	3364	3849	3669	3575	3831	4490	4894
<b>BOYS</b>	952	925	1240	1491	1781	1655	1544	1736	2030	2175
<b>GIRLS</b>	1492	1532	1711	1873	2068	2014	2031	2095	2460	2719

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

	2007	2008	2009	2010	2011	2012	2013 (national)	2014 (national)	2015 (national)	2016 (national)
<b>ALL</b>	69.5	75.5	76.3	77.0	73.6	77.4	(72.2) 79.3	(70.4) 73.2	(70.6) 69.8	(70.4) 68.0
<b>BOYS</b>	60.0	69.1	69.4	70.6	67.6	71.1	(65.2) 73.1	(62.8) 65.8	(63.6) 62.6	(62.8) 59.8
<b>GIRLS</b>	75.5	79.3	81.4	82.2	78.8	82.6	(78.2) 84.0	(76.9) 79.3	(77.2) 76.0	(77.0) 74.6

### Hampshire Full Course % by grade

	2007	2008	2009	2010	2011	2012	2013	2014	2015	<b>2016</b>
<b>A*</b>	8.9	10.01	10.00	11.1	8.2	10.7	13.5	10.6	9.0	8.3
<b>A</b>	18.3	20.55	20.9	23.8	20.1	21.8	22.1	20.8	17.8	18.1
<b>B</b>	21.7	24.74	22.9	23.8	24.4	24.1	24.7	23.0	23.9	22.7
<b>C</b>	20.5	20.14	22.5	18.3	20.9	20.7	19.0	18.8	19.1	18.9
<b>A*-C</b>	<b>69.4</b>	<b>75.5</b>	<b>76.3</b>	<b>77.0</b>	<b>73.6</b>	<b>77.4</b>	<b>79.3</b>	<b>73.2</b>	<b>69.8</b>	<b>68.0</b>
<b>D</b>	13.2	11.3	11.7	10.3	12.2	10.5	8.8	11.1	12.5	13.1
<b>E</b>	8.2	7.52	6.7	6.4	6.9	6.1	5.7	7.8	8.0	8.1
<b>F</b>	4.6	3.37	3.6	3.8	4.1	3.0	3.5	4.5	5.0	5.5
<b>G</b>	2.9	1.13	1.3	1.9	2.2	1.9	1.7	2.4	2.7	3.4

## GCSE Full Course Results – 2016

### No National residual data was available for 2015 or 2016.

The residual figures were always extremely helpful and provided data about the performance of pupils in religious studies compared with their results in all other subjects.

RE	LA Subject Residual				National Subject Residual				Adjusted LA National Residual			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
ALL	-0.21	1.13	1.66	0.51	0.08	0.11	0.07	-0.25	-0.28	1.05	1.59	0.76
BOYS	-0.43	0.06	0.29	-0.53	-1.18	-1.26	-1.24	-1.52	-0.22	1.35	1.53	1.00
GIRL	0.83	2.01	2.71	1.36	1.15	1.26	1.18	0.86	-0.3	0.78	1.53	0.50

## Hampshire Short Course GCSE Religious Studies results

### Candidate Numbers Short Course

RE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
ALL	4778	5159	4490	4327	3649	3358	3409	3402	1103	1195
BOYS	2408	2700	2302	2183	1866	1719	1728	1754	N/A	N/A
GIRLS	2370	2459	2188	2144	1783	1639	1681	1648	N/A	N/A

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

RE	2007	2008	2009	2010	2011	2012	(national) 2013	2014	2015	2016
ALL	55.3	54.1	54.8	56.2	55.7	53.1	(50.1) 55.8	57.4	N/A	(53.9) 52.2
BOYS	48.0	45.9	48.4	47.3	48.4	46.0	(42.7) 49.4	51.9	N/A	N/A
GIRLS	62.8	63.2	61.5	65.3	63.4	60.6	(57.8) 62.3	63.3	N/A	N/A

## **(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, is rising. The evidence is supporting previous assertions that fewer young people have access to GCSE currently compared to the past when large numbers of students could access the Short Course examination.

Examples of very good practice are known to SACRE. In these cases teaching is by specialist teachers and planning is undertaken according to and progress determined by reference to the Agreed Syllabus. However there are schools where young people are not able to access their entitlement to religious education at KS4.

Regarding RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 revealed there continues to be strong RE leadership in Hampshire. Monitoring in the academic year of this report has been interested in identifying and interrogating areas of weaker practice. This is in order to plan for improvement across the county. Head teachers have been willing to invite SACRE members and the Primary Inspector for RE into schools revealing that there continues to be a high level of 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.

The new age-related expectations in Living Difference III are proving a helpful mechanism to talk about progress clearly to senior leaders in schools at all key stages. It is helpful that this approach to progression is in accord with that being developed in other subjects.

## **(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 good and is effectively integrated with other areas of the curriculum. In the secondary phase time allocation for all pupils at KS3 is in general good.

At KS4, where GCSE is being taught, time allocation for those students undertaking GCSE is in accordance with the time requirements of the County Agreed Syllabus. The quality of 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. 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 continues to rise, the absence of the short course for RE means that more secondary schools are failing to ensure full provision at KS4 for their



students. This is a matter that is a cause for concern and will be discussed fully by the monitoring group in 2017/18.

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

SACRE monitoring has shown 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**

In June 2017 SACRE received a report from the second survey on the current situation with regard to withdrawals from Collective Worship and Religious Education in Hampshire schools. This survey built upon the survey from 2016 and now ensures SACRE has 2 years of data. The response rate in both years was around 30%. Findings show that the number of children withdrawn from RE continues to be low, and not an issue for concern. SACRE will continue to undertake this survey 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**

An Agreed Syllabus Conference was convened in November 2016 and adopted *Living Difference III* as the Agreed Syllabus for Hampshire. An evening celebratory event was held in the Ashburton Hall in Winchester to launch the new syllabus. This included presentations by representatives of national bodies, such as NASACRE and NATRE. Local dignitaries, including the Executive Member for Education, the Chair of SACRE and the Assistant Director for Children's Services (Education), also made presentations. A small exhibition of children's and young people's work was displayed for those attending the launch to view. The audience included representatives from neighbouring SACREs, the Commission on RE, local faith groups and Winchester University.

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

A programme of training for senior leaders in schools implementing the Agreed Syllabus has been offered during the past year. This has been well received and is reported on elsewhere in this report. 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 been able to respond to schools' need for a high level of understanding of their responsibilities with regard to collective worship. This is in light of a focus from government on ensuring that schools are teaching fundamental British Values and preparing children for life in modern Britain through promoting their Spiritual, Moral, Social and Cultural (SMSC) development. Courses have continued to be run by the Primary RE Inspector Adviser for teachers in primary schools. This has been supported by the redeveloped pack on collective worship that was updated in 2016 in line with current requirements regarding preparing students for life in Modern Britain. This has been sold through the Hampshire Religious Education Curriculum Centre. 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 2016/17 has remained constant over the past 7 years. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2016-17 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 2016/7 findings have been regularly submitted to the full SACRE at its termly meetings.

## **Attendance at SACRE by Committee**

### **November 2016**

Committee A – 69% (Representatives of Religious Bodies)  
Committee B – 80% (Representatives of the Church of England)  
Committee C – 75% (Representatives of Teacher Associations)  
Committee D – 100% (Representatives of the Authority)  
Co-opted – 37%

### **March 2017**

Committee A – 56%  
Committee B – 100%  
Committee C – 75%  
Committee D – 100%  
Co-opted – 25%

### **June 2017**

Committee A – 25%  
Committee B – 50%  
Committee C – 50%  
Committee D – 100%  
Co-opted – 29%

November 2016 held at Hampshire County Council offices, Winchester

March 2017 held at Hampshire County Council offices, Winchester

June 2017 held at Queen Mary's College, Basingstoke

## **Religious faiths and others represented on SACRE**

Religions represented:

Church of England

Muslim

Sikh

United Reformed Church

Buddhist

Church of Jesus Christ of the Latter-day Saints

Methodist

Fellowship of Independent Evangelical Churches

Baha'i

Baptist Union

Hindu

Society of Friends

Jewish

Additional Co-opted members representing:

Humanist  
Higher Education Rep  
Higher Education Rep  
Primary School  
Private School  
Secondary School  
Special School  
Academy

In addition to this SACRE Youth Voice members are in attendance 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 someone would like to refresh their understanding of the responsibilities and duties of SACRE members as well as familiarise members with the Agreed Syllabus. During the period of this report a successful training took place in the autumn of 2016 and was very well attended.

## **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.

The SACRE Officer and County Inspector/Advisers sit on the Hampshire Prevent Board and have been 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.

## **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.

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

HIAS's new 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's direct involvement in interfaith matters in this reporting period. This involvement continues in such a way as to ensure links with the County Agreed Syllabus.

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

The SACRE officers are able to be responsive to the needs of teachers in Hampshire and a range of training and other support (as discussed elsewhere in this report) is offered through the 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 recruited very successfully with more than 60 delegates. National figures from The Commission on RE, NATRE and REToday presented at the conference ensuring that Hampshire primary teachers have every opportunity to keep up to date with contemporary issues in RE.

67 primary RE managers attended one of the 6 regional groups in 2016/17, doubling teacher engagement compared to the previous academic year. 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.

45 secondary teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October 2016 led by the County RE Inspector. Power point presentations used were made available to delegates via the RE Moodle.

**The County RE Centre** has continued to support the work of teachers across Hampshire. During the academic year 2016/17 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 (CDs and accompanying booklets), which provide guidance and materials for the development of RE units of work to support the teaching 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 wider 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.

Hampshire Religious Education Curriculum Centre has the capacity to support schools in developing high quality religious education with the Agreed Syllabus through the sale of packs and artefact loan scheme. The Hampshire RE website ([www.hampshire-reweb.co.uk](http://www.hampshire-reweb.co.uk)) has been regularly updated during this reporting period, ensuring the support and guidance provided on teaching and learning in RE is entirely up to date. This includes a large number of recommended units of work for all key stages. The agreed syllabus is posted on this site. The County RE learning platform (Moodle) (<http://hias.gov.uk/re>) has continued to be a well-used, open access means of disseminating good practice and information on courses, events and new initiatives in relation to the Agreed Syllabus and national developments.

All primary teaching packs were updated to reflect the need to use the Age Related Expectations in the assessment of RE as specified in *Living Difference III*. In addition a number of new RE teaching packs have been prepared and made available for schools to purchase. These include:-

- Easter at KS2
- Islam at KS2

**Separate curriculum updates** are available for Primary and Secondary Schools are available twice each year via subscription electronically or as a hard copy, and on the HIAS RE Website. Matters are covered in newsletters in the past year include updates on Living Difference III, assessment, national changes to the GCSE and relationships with SMSC and British Value as well as examples of good practice and samples of exemplary work from pupils. Teachers continue to express their value of these newsletters. RE Inspectors/Advisers have also been managing the production of the 2018 Interfaith Calendar during this period.

## **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 2017 the Youth Voice to SACRE ran their third conference for year 8 students, which this year was held at Wildern School. The theme of this conference was "Reality vs The Media: Does the media stereotype religion?" More than 70 students attended with the Youth Voice members facilitating the day. SACRE members and others, for example from Winchester University, led workshops at this conference.

## **Conclusion**

SACRE's three year development plan (see Appendix 2), attached to this report, 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 has continued be effective in 2016/17 significantly because of commitment from all SACRE members to attend regular meetings as well their as 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.

## Appendix 1

### Continuing Professional Development Opportunities for RE teachers 2016-17

Course Title	Adviser	Delegates	Date
Secondary RE Conference	Patricia Hannam	70	16/10/2015
Reviewing SMSC Provision in light of the Requirement to Promote Fundamental British Values	Patricia Hannam	10	23/11/2015
Reviewing SMSC Provision in Light of the Requirement to Promote Fundamental British Values	Patricia Hannam	14	03/03/2016
Assessment in Religious Education for the Primary Phase	Justine Ball	20	20/01/2016
Assessment in Religious Education for the Primary Phase	Justine Ball	12	24/02/2016
Getting to Grips with the Secondary RE Agreed Syllabus	Patricia Hannam	5	11/11/2015
Collective Worship Issues in Primary Schools	Justine Ball	8	26/11/2015
How to Manage RE Effectively in Key Stages 1 and 2	Justine Ball	20	04/11/2015
How to Manage RE Effectively in Key Stages 1 and 2	Justine Ball	9	02/12/2015
Getting to Grips with the Primary RE Agreed Syllabus	Justine Ball	8	23/11/2015
Primary RE Conference	Justine Ball	60	25/05/2016
Getting to Grips with the Primary RE Agreed Syllabus	Justine Ball	6	09/02/2016
<b>Secondary RE Network Meetings in three locations each meeting once each term (37 schools involved)</b>			
Secondary RE Network Meetings (2015-16)	Patricia Hannam	9	21/09/2015
Secondary RE Network Meetings (2015-16)	Patricia Hannam	9	29/09/2015
Secondary RE Network Meetings (2015-16)	Patricia Hannam	19	24/09/2015
<b>Primary RE Network Meetings in 6 locations in the county: each meeting once a term (57 schools involved)</b>			
Help! I'm an RE Manager	Justine Ball	10	21/09/2015
Help! I'm an RE Manager	Justine Ball	12	22/09/2015
Help! I'm an RE Manager	Justine Ball	10	05/10/2015
Help! I'm an RE Manager	Justine Ball	9	06/10/2015
Help! I'm an RE Manager	Justine Ball	6	07/10/2015
Help! I'm an RE Manager (Advanced Group)	Justine Ball	10	28/09/2015



## Appendix 2

### Hampshire SACRE 3 year Action Plan 2016, 2017 & 2018

This action plan has been developed by the County RE Inspector Advisers and ratified by SACRE indicating key actions that the Hampshire SACRE wishes to undertake.

No	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
<b>1.</b>	<b>Agreed Syllabus revision</b>				
1.1	Writing group to have completed necessary revisions of <i>Living Difference revised 2011</i>	County Inspector/ Adviser driving and leading revisions	April 2016		Green
1.2	Joint SACRE & writing group agree final revisions and agree new syllabus	County Inspector/ Adviser ensure revisions are completed	July 2016		Green
1.3	<i>Living Difference III</i> in publisher document	Inspector/ Advisers together with HIAS publications team	18 <sup>th</sup> September 2016	<i>Living Difference III</i> ready to be presented to respective ASC meetings/ presentations in autumn 2016.	Green
1.4	SACRE to have new (revised) Agreed Syllabus	SACRE	November 2016 SACRE meeting	<i>Living Difference III</i> to have been agreed by ASC for SACRE.	Green
1.5	Formulate joint SACRE communication strategy across all 4 local authorities regarding key messages in <i>Living Difference III</i>	SACREs of the 4 owning authorities via the South Central RE Hub meetings	November 2016	Implementation strategy to have been agreed	Green

No	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
<b>2.</b>	<b>Meeting Training Needs</b>				
2.1	Audit current training provision across partner SACREs	Hampshire RE Inspector/ Advisers	July 2016	Identified gaps in current training provision	Green
2.2	Review existing training offer	Hampshire RE Inspector/ Advisers	April 2016		Green and ongoing
2.2.1	Establish annual pattern of CPD for primary and secondary teachers	Hampshire RE Inspector/ Advisers	April 2016	For a pattern of CPD to be established and regularly communicated to teachers	Green and ongoing
2.2.2	Adapt and augment existing pattern of CPD is undertaken to ensure thorough implementation of <i>Living Difference III</i> takes place across the Authorities using <i>Living Difference III</i>	Hampshire RE Inspector/ Advisers	January 2017	CPD to be available to ensure effective implementation of <i>Living Difference III</i> across authorities using it and leading and managing RE.	ongoing
2.2.3	Implement a programme of briefings for head teachers and separately for governors, regarding <i>Living Difference III</i> across the Local Authorities	Hampshire RE Inspector/ Advisers	November 2016		Green
2.3	Launch of <i>Living Difference III</i>	Hampshire RE Inspector/ Advisers & SACRE members	December 2016	For an effective launch to have taken place, good local and national press coverage through NASACRE and REC and other relevant bodies	Green

2.4	Review effectiveness of initial implementation programme and use to inform the development of a second wave of training in <i>Living Difference III</i> in 2017/18.	Hampshire RE Inspector/Advisers and SACRE Monitoring Group	October 2017		Green and ongoing
<b>3.</b>	<b>Resourcing Living Difference 2016</b>				
3.1	Audit existing publications identifying necessary amends to bring in line with Living Difference 2016	Hampshire RE Inspector/Advisers together with Hampshire RE Curriculum Centre manager	July 2016	Hampshire RE Curriculum Centre manager and Inspector Advisers to have clarified amendments and to have an action plan to ensure they are done	Green
3.2	Amend existing Assessment Pack ready for sale	Primary RE Inspector/Adviser	September 2016		Green
3.3	Complete new KS2 Islam and Christianity Packs	Primary RE Inspector/Adviser	June 2016		Green
3.4	Writing new KS3 Islam pack	County RE Inspector/Adviser	June 2016 December 2017		Green
3.5	Amending existing Secondary packs		June 2016 December 2017		Green and ongoing
<b>4.</b>	<b>Monitoring the effectiveness of the Agreed Syllabus</b>				
4.1	Monitoring Group to meet once each term	SACRE Monitoring group and RE Inspector/Advisers	Once each term	For Hampshire SACRE to be effective	ongoing
4.2	Monitoring visits to take place in schools	SACRE Monitoring group and RE Inspector/Advisers		10 monitoring visits take place each financial year, overall findings presented to SACRE	ongoing

<b>No.</b>	<b>Actions</b>	<b>Who</b>	<b>Target Completion date</b>	<b>Intended outcomes</b>	<b>Status and RAG rating</b>
4.3	Monitoring and reporting of GCSE results	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Verified results to have been considered by Monitoring Group once each year and findings presented to SACRE	ongoing
4.4	Monitoring findings of Ofsted visits to schools in relation to RE	SACRE Monitoring group and RE Inspector Advisers	Once each term	Findings considered and presented to SACRE	ongoing
<b>5.</b>	<b>Maintaining SACRE Effectiveness</b>				
5.1	SACRE to meet once each term and be quorate	County Inspector Adviser and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	ongoing
5.2	Representative appointments to all four Groups of SACRE to be in place	County Inspector Adviser and SACRE Clerk	When necessary	For Hampshire SACRE to be effective	ongoing
5.3	Regular training offered to new SACRE members when necessary			For Hampshire SACRE to be effective	ongoing
5.4	Training to be offered to all SACRE members following the implementation of <i>L DIII</i> and regularly thereafter when enough new members of SACRE Warrant			For Hampshire SACRE to be effective	ongoing
<b>6.</b>	<b>SACRE Youth Voice</b>				
6.1	Meet once each term	County Inspector Adviser	Once each term	For the meetings to take place	Green
6.2	Annual Summer Youth Voice Conference	County Inspector Adviser	July each year	For the conference to happen and be evaluated	Green