



**HAMPSHIRE
STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2018/19

Glossary of Terms

AREIAC.....	Association of Religious Education Inspectors Advisers and Consultants
AULRE.....	Association of University Lecturers in Religious Education
CPD.....	Continuing Professional Development
CoRE.....	Commission on Religious Education
E Bacc	English Baccalaureate: Secondary schools in England are measured on the number of young people who are entered for the E Bacc. The E Bacc is a set of GCSE (or other approved qualifications) in subjects as defined by the Department for Education (DfE). The subjects that comprise the EBacc are : English (both literature and language), mathematics, history or geography, two sciences (which could include 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 2018/19

1. Introduction and Context

Hampshire SACRE maintains its reputation locally, regionally and nationally for the way it functions to support high quality RE in Hampshire Schools. Hampshire SACRE, whilst maintaining its core function with LA schools, also works to ensure that all Hampshire children regardless of where they go to school have access high quality RE. The approach to RE in the locally agreed syllabus, Living Difference III, has also been adopted by other local authorities. In addition, through various collaborations in academic research, both the theory and practice of LDIII has reached, and is well regarded by, a wide academic audience in the UK and beyond.

The level of support for RE offered to senior leadership teams and teachers of RE in Hampshire primary and secondary and special schools is second to none. This support is guided and monitored for its effectiveness by SACRE and provided by the well qualified professionals working in the inspection and advisory service (HIAS). Hampshire continues to have two RE inspector/advisers, who give professional advice to SACRE. Both are part time for RE. Primary support has been maintained at four days per week during most of this period, however from April 2019 this was reduced to three days per week. Research with schools indicates that budget restrictions have impacted on the amount of professional development schools can enable teachers to access. The County Inspector Adviser continues to oversee both History and RE with a special focus on secondary RE. Direct professional support for RE requested by secondary schools has reduced greatly over the past few years and the numbers of teachers attending network meetings has declined in light of budget cuts. Importantly therefore, 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. This ensures young people's views on the approach to RE contained within the agreed syllabus Living Difference III are heard and acted upon.

2. Advice to Statutory Bodies

(a) Advice to the Local Authority

SACRE has continued to advise the Local Authority regarding religious education and the implementation of the locally agreed syllabus Living Difference III. SACRE also advises the LA regarding the effectiveness of Living Difference III and standards of RE across Hampshire.

(b) Advice given to Schools

SACRE ensures that high quality advice is available to schools in a number of ways.

1. SACRE members, accompanied by a SACRE officer, have the opportunity to make 10 half day SACRE visits to schools through LA funding (8 primary visits + 2 Secondary). This supports SACRE meeting its responsibility to monitor the effectiveness of the Agreed Syllabus.
2. SACRE officers can be invited to work in schools through the Hampshire Inspection and Advisory Service (HIAS) management partnership arrangements. 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. However, for secondary schools especially during this period, the number of visits has been greatly reduced. This is explained by cuts to school budgets as well as accountability pressures on secondary schools since RE continues to be excluded from the E Bacc.
3. SACRE officers run network meetings. Primary teacher RE network meetings are run by the general Inspector/Adviser for primary RE in several locations each term. Here, good practice for teaching RE is shared and other information with regard Living Difference III. This, therefore, contributes to raising standards in RE in Hampshire primary schools. Secondary RE network meetings, run by the County Inspector/Adviser, have taken place in three locations during this reporting period. All these groups (primary and secondary) are also registered with NATRE.
4. SACRE officers have run a separate conference for primary and secondary teachers during this reporting period. International and nationally regarded experts in RE have been key speakers at these conferences, ensuring Hampshire RE subject leaders have the best opportunity to be familiar with key issues regarding RE.

(c) Advice given to Government or other statutory bodies

SACRE contributed to consultation on the OFSTED draft framework in the spring of 2019.

Two Hampshire SACRE members attended the South West AREIAC SACRE conference in March 2019. Hampshire County RE Inspector/Adviser (& professional adviser to Hampshire SACRE) ran a conference workshop on research undertaken into Religious Literacy funded by Culham St Gabriel's Trust.

Hampshire County Inspector/Adviser for RE gave a Key Note address at the annual AULRE conference in May 2019.

SACRE members took part in the NASACRE annual conference in May 2019.

3. Standards and quality of provision of RE

(a) Public Examinations

GCSE Full Course. The summer of 2018 marked the first examination session for a new GCSE. The gradings for the GCSE were changed from 'A*-F' to '9-1', with 9 being the highest grade in 2018. The new examination grades are distributed according to a normal distribution curve (norm-referenced), rather than 'criteria' (criteria referenced). The grade 4 is regarded as a 'standard pass' with the grade 5 regarded as a 'good pass'. In the former GCSE all grades were regarded as a pass.

Analysis of the Hampshire data for the 2018 examination series revealed a considerable reduction of entry numbers from 4736 entries in 2017 (37% of the cohort) to 3381 in 2018 (27% of the cohort). This marked a significant change from what had been constant entry numbers during 2017 and 2016 and which had been reasonably stable for a number of years since the introduction of the E Bacc. The 2018 full course entries numbers were reduced to the numbers of Full Course entries last seen in 2010. Until this point entry numbers were holding up against the downward trend in the rest of England. 2016 Full Course RS GCSE entry numbers (4896) marked the highest number ever recorded in Hampshire. However, although this was something to be celebrated at the time, it also raised a concern that schools were simply replacing the old short course with the Full Course and not giving teachers enough time to teach the full course GCSE.

Since short course GCSE entries no longer count towards the accountability measures against which schools are judged, data is no longer available to the LA for this short course examination. Anecdotal evidence reveals the short course entry numbers are now very low. It is a cause for concern to SACRE that overall the number of Hampshire young people who have accessed a GCSE examination course in RS has so rapidly declined.

However, for those who were entered for GCSE full course in 2018, 70.6% of the cohort achieved grade 4+, with 59.2% achieving 5+ and 27.7 achieving 7+. There was a +0.11-positive residual against the national result in 2018. This was a slight improvement on 2017. When considering the Hampshire data however, it is always important to remember that this masks both some extremely high achievement (for option groups) as well as some very hard work on the part of teachers teaching the full cohort in a reduced amount of time.

Further detail regarding numbers of schools entering young people for full course RS GCSE.

Further analysis of the 2018 RS GCSE data reveals other concerns.

The entries from just 11 of the 68 secondary schools, including 2 Roman Catholic Schools account for around two thirds of all Hampshire entries in 2018. In these schools the whole cohort studies full course GCSE at KS4. However, not all these schools give the required teaching time. In addition, not all students are taught by

specialist teachers. Consequently, the results achieved in these contexts vary widely depending on the teaching time and quality of teaching. However, the fact that a small number of schools account for the large part of the county-wide entry means that in the other Hampshire schools, either a very few young people are entered for GCSE RS full course or in some cases no young people have the opportunity of studying RS GCSE. A few very good schools enter larger numbers through the option system operating in the school.

All this raises a critical concern for SACRE regarding the extent to which most Hampshire young people can not only access RS GCSE but also whether they can access their entitlement to RE, taught according to the agreed syllabus, Living Difference III, at KS4 at all. SACRE seeks to determine what is available to ensure ALL young people can access their statutory entitlement to high quality RE at KS4.

SACRE monitoring visits

Evidence from 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), are having a significantly negative impact on GCSE entries in some Hampshire schools. It is also fair to conclude that this has, overall, had a negative impact on provision of religious education at KS4.

Overall significantly fewer Hampshire young people are sitting a public examination in religious studies than was the case before 2014.

Young people's access to high quality RE at KS4 was already a cause for concern mentioned in the 2017/18 SACRE Annual Report. In light of the considerable drop in GCSE entries in 2018, and small or no entries in the majority of Hampshire Secondary Schools, it is reasonable to conclude that the number of Hampshire young people who can access their entitlement to high quality RE in KS4 (14-16 years old) is decreasing.

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

Examples of very good practice in non-examination RE courses, taught to all students at KS4 are well known to SACRE. In these cases, GCSE RS option groups are also achieving highly, and all students are able to access a well-planned non-examination course taught by specialist teachers according to Living Difference III. Progress through and between KS3 and KS4 is determined by reference to the Age-Related Expectations in Living Difference III. However, as mentioned earlier in this report, there are 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 reveal 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 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 most schools are compliant with the requirements of the Agreed Syllabus. In the primary phase allocation of time for RE is usually good, although several have commented that it is difficult to find all the required hours for teaching in the timetable in each half term. Although in the secondary phase time allocation for all pupils at KS3 continues in general to be good, there is a serious concern regarding the fact that several Local Authority schools continue to not be compliant at KS4. The pressure of meeting other accountability measures such as the EBacc seems in part to be to blame for this. In light of this observation, during the period covered by this report, the County Inspector/Adviser for Religious Education has given a presentation to HIAS School Improvement Partners and others who have the capacity to discuss this concern with senior leadership in schools.

At KS4, where GCSE is being taught, time allocation for young people undertaking GCSE is usually at least in accordance with the time requirements of the County Agreed Syllabus. GCSE results are always even better when time for teaching GCSE is in line with exam board recommendation. This is around double the minimum in the Agreed Syllabus. There continues to be concern about provision for religious education for young people in KS4 who are not entered for GCSE examination. 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. Although there are a few examples of outstanding practice for curriculum development in RE at KS4 across all Hampshire schools, this matter continues to be a subject of regular concern reported to SACRE's Monitoring Group by the County Inspector/Adviser. In 2018 the number of young people undertaking Full Course GCSE dropped by one third across Hampshire. In addition to this, during the period covered by this report the absence of the short course for RE has contributed to more secondary schools failing to ensure full or even adequate provision for young people at KS4. It has become an increasing concern that many Hampshire young people 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 has continued to undertake an annual survey regarding requests to schools to withdraw children and young people from Collective Worship and Religious Education in Hampshire schools. This has revealed 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 complaint's procedure during the period of this report.

4. Agreed Syllabus: Living Difference III

(a) Review of Living Difference III

Living Difference III was launched in December 2016 and this syllabus will be reviewed in 2020-2021.

(b) Implementation and monitoring of the Agreed Syllabus

A programme of training for senior leaders in schools implementing the Agreed Syllabus continues. Living Difference III continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE 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
- 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' needs in understanding their responsibilities for collective worship. Recently schools have become more alert

to their responsibilities because of the requirement to teach fundamental British Values and prepare children for life in modern Britain through promoting Spiritual, Moral, Social and Cultural (SMSC) development. However, there continues to be demand for the collective worship pack available from the County Religious Education Curriculum Centre.

(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

LA support to SACRE has remained constant over the past 9 years. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2018-19 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 2018/19 findings have been regularly submitted to the full SACRE at its termly meetings.

Attendance at SACRE by Committee

SACRE figures 2018/19

Group A – 14 members

Faiths represented:

Baha'i	Jew
Baptist	Muslim (2)
Buddhist (2)	Quaker
Church of Jesus Christ of the Latter Day Saints	Salvation Army
Fellowship of Evangelical Churches	Sikh
Hindu	URC

Nov 2018 : 9/14 – 64.%

March 2019 : 10/14 – 71%

June 2019 : 5/14 – 36%

Group B – 4 members + 1 deputy

Nov 2018 : 4/4 – 100% + deputy

March 2019 : 3/4 – 75%

June 2019 : 2/4 – 50%

Group C – Church of England - 4 members + 1 deputy

Nov 2018 : 2/4 – 50%
March 2019 : 4/4 – 100%
June 2019 : 1/4 – 25%

Group D – County Councillors – 4 members + 4 deputies

Nov 2018 : 4/4 – 100%
March 2019: 4/4 – 100%
June 2019 : 3/4 – 75%

Co-opted members – 7 members

Nov 2018 : 4/7 – 57%
March 2018: 4/7- 57%
June 2019: 2/7 – 29%

Co-opted from:

Primary Schools	Higher Education (2)
Special School	Humanist
Secondary/6 th Form College	Academy

During the past 2 years 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 invited to attend. Each SACRE agenda includes an 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 there are enough new members to require this. 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.

7. Contribution of SACRE to the wider Local Authority agenda

SACRE's contribution to other agendas

During this reporting period SACRE has taken a strong interest in the Commission on Religious Education (CoRE).

SACRE continues 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 continued to sit on the Hampshire Prevent Board. Both RE Inspector/Advisers 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 training is placed into the local Hampshire context, particularly in relation to the UN Convention on the Rights of the Child and the place of RE in the whole school curriculum. Running 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 these complex areas - how RE can be an important way to opening safe educational spaces for exploring contested issues whilst ensuring misconceptions and misinformation are corrected.

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

Hampshire SACRE continues to take seriously its contribution to the LA's public sector equality duty. For example, it seeks to ensure that membership reflects the 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 has given a further opportunity for teachers and SACRE members to develop their knowledge and understanding alongside each other.

SACRE is working together with HIAS on the production of the Hampshire Interfaith Calendar (an art competition established in Hampshire schools to produce an interfaith calendar each year). The competition is linked directly with the County Agreed Syllabus.

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. Within the primary phase, the annual Primary Conference continues to recruit. Dr Joyce Miller presented at the primary conference in May 2019. As well as being an

expert in religious education and member of The Commission on RE (CoRE), her keynote talk brought up-to-date information about the final CoRE Report ensuring that Hampshire primary teachers have opportunities to keep up to date with the most current issues in RE.

Around 40 primary RE managers have attended one of the 6 regional groups in 2018/19. This compares to 55 teachers who attended primary RE network meetings in 2017/18. The continuing good number of groups, in different locations in the county, ensures that if teachers can be released from their schools, the opportunity is available for them to be well prepared by the SACRE Adviser to teach *Living Difference III*. Other courses have been made available and were well attended. These included Assessment in RE, RE for Newly Qualified Teachers and Collective Worship.

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

50 secondary RE heads of department and other teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October 2018 led by the County RE Inspector. This was an increase in the number of delegates on the previous year (up from 49 delegates in 2017 and 45 in 2016/17). The key speaker at the 2018 secondary conference was also Dr Joyce Miller, member of the Commission on RE (CoRE), speaking on the CoRE final report which was published in September 2018. All 4 exam boards offered workshops as well as individual faith workshops. Power point presentations used were made available to delegates via the RE Moodle. The capacity to ensure a high-quality local conference of national standard ensures SACRE is meeting its responsibility to provide high quality professional development opportunities for secondary RE teachers.

The 'Moodle' subscription service offered to schools through Hampshire Inspection and Advisory Service, is an online 'platform' 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 2018/19 there were 400 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 continue to focus on local and national concerns including 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 express the value of these newsletters. During this period the HIAS RE Inspector/Advisors have been managing the production of the Hampshire Interfaith Calendar for 2020.

One new primary RE teaching pack has been prepared and published and made available for schools to purchase called Teaching Creatively with LDIII.

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 in this reporting period has been available in just two of the initial teacher training institutions in or close to Hampshire. Where numbers on the Winchester PGCE course continue to rise and are strong, the numbers in Chichester are extremely small. Many teachers who train in these institutions are appointed as newly qualified teachers into secondary RE departments in Hampshire. In addition, one local SCITT course linked with Portsmouth University has trained three new RE specialists in this period. 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.

6 Secondary NQTs (newly qualified teachers) attended training in 2018/19. This marked a slight increase on recent years. However, it is still well below the peak of NQTS coming into Hampshire with 16 NQTs in both 2009/10 and 2010/11. In both 2011/12 and 2012/13 8 NQT's were appointed. Recruitment and retention of good RE teachers is vital and there are several heads of department in Hampshire schools who were NQTs in other schools. The support which the Hampshire County RE Inspector/Adviser is able offer to new teachers, as well as the continuing development of expertise through their careers, has served to ensure there are always teachers experienced in *Living Difference III* ready to teach and take up RE leadership in the county. In a period where there has been a reduced number of new teachers entering teaching, it has been 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.

SACRE South Central Hub

Hampshire SACRE has supported the convening of a 'hub' meeting of SACRE Chairs, meeting once each term in Winchester, from around the south-central area over many years. This has been a positive initiative and well received. Activities this year have included sharing minutes of recent full SACRE meetings, to ensure we are all considering current matters and sharing common practices, as well as sharing development plans.

Secondary Youth Voice 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 2019 the Youth Voice to SACRE ran their fourth conference for year 7 and year 8 students. In 2019 the conference was held in the Ashburton Hall in the County Council buildings with the theme of "How do we know what is right and wrong in society – and when might that change?" Altogether almost 70 young people attended with the Youth Voice to SACRE members facilitating the day. SACRE members gave great support to the conference with workshops also being provided by Buddhist educational experts as well as by the Hampshire PeaceJam committee and members of Hampshire Rotary.

Primary youth voice groups have emerged during this year, in two schools. In each this took the form of a short conference where secondary youth voice members facilitated an event for feeder primary schools. This is an exciting development and one that is anticipated will grow in the coming year.

Conclusion

SACRE's three-year development plan 2018-2020 (attached to this report: see Appendix 1) reveals how SACRE plans to continue to meet its responsibilities monitoring the effectiveness of the locally agreed syllabus *Living Difference III*.

In conclusion, Hampshire SACRE is effective in so much as it can rely on the continuing commitment of SACRE members alongside the active support of the LA. Support given to Hampshire SACRE is important in a number of practical ways, including funding Monitoring visits and ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

Hampshire SACRE 3 year Action Plan for SACRE 2018, 2019 & 2020: to be reviewed annually with annual report

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
1.	Maintaining SACRE Effectiveness and Leadership				
1.1	SACRE to meet once each term and be quorate	County Inspector Adviser and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	
1.2	Representative appointments to all four groups of SACRE and other appropriate co-options to be in place	County Inspector Adviser and SACRE Clerk	When necessary	For Hampshire SACRE to be effective	
1.3	Introductory training offered to new SACRE members	County Inspector/Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.4	Regular training offered to all SACRE members regarding new national initiatives relevant to RE	County Inspector/Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.5	SACRE to support South Central SACRE RE Hub	County Inspector/Adviser(s) SACRE Chair and Vice Chair	Two-three meetings each year	For Hampshire SACRE to be effective and offer leadership to other SACREs in the region	
1.6	SACRE engage in monitoring Collective Worship across the county and identify examples of best practice in secondary, primary and special schools	Monitoring Group with County Inspector/Adviser(s) SACRE Chair and Vice Chair	Monitoring Group report to SACRE meetings	For Hampshire SACRE to be effective	
1.7	SACRE monitor withdrawal from RE and Collective Worship and develop guidance for schools	Monitoring Group with County Inspector/Adviser(s) SACRE Chair and Vice Chair	Annually: questionnaire in September then reported to SACRE	For Hampshire SACRE to be effective	

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
2.	Implementation and monitoring the effectiveness of the Agreed Syllabus : Living Difference III				
2.1	Monitoring Group to meet once each term and report to each following SACRE meeting	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	For Hampshire SACRE to be effective	
2.2	Monitoring visits to take place in schools	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	This and other data (e.g. annual GCSE results) ascertain provision of RE in Hampshire Schools & overall findings presented to SACRE	
2.3	Monitoring and reporting of GCSE results	SACRE Monitoring Group and RE Inspector/Advisers	Once each year	Verified results to have been considered by Monitoring group once each year and findings presented to SACRE	
2.4	Monitoring in-service Professional Educational opportunities for teachers: (i) Feedback on teacher need (ii) Uptake of HTLC courses (primary and secondary and special) (iii) Analysis in secondary courses in relation to specialist and non-specialist teachers (iv) Research project on effectiveness of LDIII TBC)	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from HTLC as well as from feedback and evaluation of HTLC course undertaken by inspector/Advisers	
2.5	Monitoring group reporting on Ofsted Visits to Hampshire Schools mentioning or inferring messages about religious education	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from Ofsted inspections of Hampshire Schools	
2.6	Monitoring group reporting on other HIAS visits made to schools revealing information about RE	SACRE Monitoring Group and RE Inspector/Advisers	Once each term	Analysis of information from HIAS school visits to Hampshire Schools	
2.7	Monitoring withdrawal from RE and Collective Worship through annual questionnaire – ensuring that this is received in schools by the right person to complete	SACRE Monitoring Group and RE Inspector/Advisers	Once each year	Analysis of questionnaire reported to SACRE	

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
3.	Meeting training needs of Hampshire teachers and school leaders				
3.1	Review professional education offer including questionnaire to teachers	Hampshire Inspector/Advisers	Summer term annually	Identify and meet any gaps in current professional education provision	
3.2	Audit current professional education offer across partner and neighbouring SACREs	Hampshire Inspector/Advisers	ongoing	Identify and meet any gaps in current professional education provision	
3.3	Support the on-going development of an annual pattern of professional education for <ul style="list-style-type: none"> (i) New RE leaders in primary schools (ii) Experienced RE leaders in primary schools (iii) NQT, HoD and other specialist courses (iv) Courses for non-specialist secondary teachers of RE (v) special education teachers (vi) Subject booster opportunities available (vii) Governor training (viii) Reading and Research Group well attended 	Hampshire Inspector/Advisers	ongoing	ensure pattern of professional education is relevant and well-timed	Reading and Research group – would like to engage more teachers in research. More subject booster courses needed Teacher attendance at courses reduced in light of funding issues.
3.4	Adapt and augment existing pattern of professional education to ensure thorough implementation of Living Difference III across Authorities using Living Difference III (e.g. in London)	Hampshire Inspector/Advisers	Developed as new authorities adopt Living Difference III		
3.5	Ensure a rolling programme of briefing for head teachers and separately for governors regarding Living Difference III across Local Authorities'	Hampshire Inspector/Advisers	ongoing	For teachers in Local Authorities that are using Living Difference III to have access to high quality appropriate professional education opportunities	

No.	Actions	Who	Target date	Intended outcomes	Status and RAG rating
4.	Resourcing Living Difference III				
4.1	Audit existing publications in light of contemporary research identifying need for new publication and adjusting existing ones	Hampshire RE Inspectors/Advisers, Hampshire Curriculum RE Centre manager and SACRE members and teachers	Progress on these elements reviewed annually by Monitoring group	Relevant publications available for teachers using Living Difference III	
4.2	In particular (i) redevelopment of Judaism pack for KS1, 2 & 3 (ii) development of Christianity packs for KS3 (iii) produce 'Great ideas for Primary RE' CD (iv) revise of WW1 pack (secondary) (v) revise of Day of The Dead Pack (secondary) (vi) completion of Youth Voice pack on Media	Hampshire RE Inspectors/Advisers, Hampshire Curriculum RE Centre manager and SACRE members and teachers		Relevant and accurate publications available for teachers using Living Difference III	See left
4.3.	Develop common assessment tasks for key units for each year KS1, KS2, KS3 and for special schools for sale from Hampshire RE Curriculum Centre	Hampshire RE Inspectors/Advisers Hampshire RE Curriculum Centre manager and SACRE members and teachers		More systematic cross phase progression through Living Difference III to be in place	Assessment pack available for primary and work in progress for secondary
4.4	Review KS4 provision in schools especially non examination courses in light of developments with GCSE	Hampshire County RE Inspector/Adviser		Ensure all young people have access to Good Quality RE at KS 4 and able to receive their entitlement for RE.	And on-going
No.	Actions	Who	Target date	Intended outcomes	Status and RAG rating
5.	SACRE Youth Voice				
5.1	Secondary Youth Voice to meet once each term	Inspector/Advisers SACRE Chair and members	ongoing		
5.2	Annual summer secondary Youth Voice conference to take place	Inspector/Advisers SACRE Chair and members	ongoing	Annual conference to take place	
5.3	Primary Youth Voice to meet once each term	Inspector/Advisers SACRE Chair and members	ongoing		
5.4	Annual summer primary Youth Voice conference to take place	Inspector/Advisers SACRE Chair and members	ongoing	Annual conference to take place	