

3. Other key issues

3.1. SACRE training. The SACRE training on Living Difference Revised 2011 was very well received. The training was due to take place for new Hampshire SACRE members, and uniquely on this occasion, was offered without charge to other SACREs following the Joint SACRE meeting in March. Both Portsmouth and Southampton use the Living Difference Revised 2011 so this was good opportunity for these SACREs. Portsmouth SACRE sent four members to the training, Southampton one. For other SACRE members it was an opportunity to learn more about the Hampshire Agreed Syllabus. Patricia Hannam has since attended the Isle of Wight SACRE meeting on 4 June. An invitation has come from Sheik Fazal of this SACRE, for Judith Lowndes or Patricia Hannam to meet with those facilitating the teaching at the Madrassa to explain the conceptual approach in Living Difference Revised 2011.

3.2. A Level Religious Studies

The latest information now received from 10 Hampshire 6th Form institutions indicates that 'A' level Religious Studies is being offered everywhere except at the 6th Form College in Alton. None of the institutions responding have any plans to change this. Philosophy 'A' level is on offer everywhere and has a larger take up than religious studies.

3.3. SACRE monitoring visits. Judith Lowndes is in process of arranging 6 primary monitoring visits. Patricia Hannam will be arranging 4 secondary visits following the publication of the 2013 GCSE results. The secondary monitoring visits will focus on monitoring progress in narrowing the achievement gap in RE. It was decided to make slightly more primary visits this year.

3.4. Initial findings from the Agreed Syllabus Review Questionnaire. The officers had reviewed the questionnaire results prior to the meeting and their report is included here as an appendix. There were 112 responses, including 28 secondary responses, this compared to 170 responses including 30 secondary responses in 2007. The response rate from secondary schools was approximately 40% (including Hampshire Academies). However, responses were lower from primary schools, representing approximately 17% of the total number of primary year's schools in Hampshire, and has declined from the 2007 survey. Further investigation of the statistical confidence of this survey is being undertaken.

In light of the numbers of respondents the group was mindful of drawing major conclusions from the findings. However, they do give some indication about the level of successful implementation of Living Difference Revised since its launch in January 2011. There are concerns, however, about the degree to which teachers are accessing training that is on offer in the county, especially by primary schools.

Recommendations will be brought to the autumn SACRE meeting.

4. Recommendation

4.1. That SACRE notes the report

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

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| Hampshire safer and more secure for all: | no |
| Corporate Improvement plan link number (if appropriate): | |
| Maximising well-being: | yes |
| Corporate Improvement plan link number (if appropriate): | |
| Enhancing our quality of place: | no |
| Corporate Improvement plan link number (if appropriate): | |

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. 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 does what 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.