

reported more fully to SACRE Monitoring sub-group meeting in January 2015 and to SACRE in February 2015.

- 3.2. Head teachers of all Hampshire schools have been advised through the school's communication (attached as appendix to this report). Informal feedback indicates that there has been impact of this including mention in staff meetings. There has been a greater attendance at conferences and courses; however the inspectors will be able to offer further support as required when the extent of the Ofsted reporting becomes clearer.
- 3.3. The impact of the greater emphasis of religion belief and faith as part of the proposition of SMSC and other whole school issues needs further consideration. The existing SMSC evaluation tool that the County Inspector developed together with other HIAS colleagues is being revised in light of changing definitions in the Ofsted Handbook.
- 3.4. Guidance is sought from this SACRE meeting as to whether a special document should be produced specifically regarding RE and religion, belief and faith in relation to SMSC.

4. Recommendation

- That SACRE notes the report
- That the Chairman of SACRE writes to the head teachers of secondary schools regarding the offer that can be made to support RE and belief in light of the new framework for SMSC and the clear links with RE.

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

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. Raising the standard of religious education in all schools has the intention to positively impact equality in terms of achievement in Religious Education.

2. Impact on Crime and Disorder:

- 2.1. It is possible that high quality Religious Education may have a positive impact on community and social cohesion, especially where there is a risk of misunderstandings between those of religious faith and those of none.

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.