

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	SACRE
Date:	9 March 2015
Title:	Religious Education and British values as part of SMSC in Schools
Reference:	6571
Report From:	<i>Director of Children's Services</i>

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1. Summary

- 1.1. The purpose of this paper is to update SACRE on issues in relation to British Values as part of SMSC in Schools.
- 1.2. The Department of Education (DoE) advice in relation to British Values is attached as an appendix to this report.
- 1.3. This paper should be read in conjunction with point 69 in the minutes of the SACRE meeting of 18 November 2014.

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. This DoE advisory document is intended to remind schools about meeting the legal requirements with regard to promoting spiritual, moral social and cultural (SMSC) development of their pupils.
- 2.3. In light of the redefining of spiritual, social and cultural in the Ofsted Inspection Handbook, religion, belief and faith are far more to the fore in the minds of school leaders.
- 2.4. The Hampshire Agreed Syllabus, Living Difference revised 2011, is based upon an strong process that enables young people to enquire into concepts in a rigorous and challenging way. Further professional development is being planned however for teachers in light of the new emphasis on SMSC in conjunction with a number of other agencies. This will ensure that Hampshire teachers of religious education, in both primary and secondary schools, are well prepared to ensure that their schemes of work and teaching strategies are as responsive to contemporary needs as possible.

- 2.5. The document being prepared for RE teachers by the Inspector /Adviser specifically regarding religion, belief and faith is still in production. It will be circulated to SACRE at the next meeting.

3. Recommendation

- 3.1. That SACRE notes the report.

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.)

Document

Location

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.

1.2. Equalities Impact Assessment:

This report 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:

a) 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

b) 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.