

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	SACRE
Date:	28 June 2016
Title:	SACRE monitoring group
Reference:	7632
Report From:	Director of Children's Services

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1. Summary

- 1.1. The purpose of this paper is to inform SACRE of the findings and discussions that took place during the meeting of the SACRE monitoring group on 23 May 2015.
- 1.2. The group was updated on the current situation regarding RS GCSE. Reports from primary SACRE monitoring visits were considered together with Ofsted reports mentioning Religious Education.

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. The monitoring sub-group met on 23 May 2016 at The County RE Centre.

Those attending were Chris Hughes (Chair)

Alistair Richardson
Rhiannon Love
Patricia Hannam

Cllr Roz Chadd

Elizabeth Jenkerson
Joyce Johnson
Justine Ball

Apologies were received from Cllr Choudhary.

3. Key issues

- 3.1. Review of Agreed Syllabus: The Monitoring group received an update on progress with the review of the Agreed Syllabus and were pleased to hear about planned training for senior leaders in primary and secondary schools.
- 3.2. Monitoring Visits: Reports from SACRE monitoring visits to primary schools as well as to a special school were received and discussed. A full day's training is being arranged for RE leaders in special schools and uptake is good.
- 3.3. Ofsted Reports: Extracts from several Ofsted reports where religious education had been mentioned were discussed. In general religious education is only being mentioned in relation to a school's promotion of SMSC or the way in which a school is preparing children for life in modern Britain. Some concern was expressed in the group about the way in which RE is being considered during OFSTED inspections despite the requirements for RE being spelled out in the Ofsted Handbook on Inspections of Maintained schools.
- 3.4. GCSE Religious Studies: Discussions were had regarding delays to the accreditation of the new GCSE religious studies courses. Further consideration was also given to the new accountability measures for secondary schools coming into force in the summer of 2016. In relation to this discussion was had regarding the implications to secondary schools in general, and the standing of religious studies in particular, of the movement away from criteria referencing in relation to the way the new GCSE is going to be marked.

4. Recommendation

- 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.)

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 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.