

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	SACRE
Date:	28 June 2016
Title:	The National Picture for Religious Education
Reference:	7633
Report From:	<i>Director of Children's Services</i>

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1. Summary

- 1.1. This paper supports the Corporate Strategy (maximising well being) by ensuring children's provision in religious education is secure.
- 1.2. The purpose of this paper is to update SACRE first on issues in relation to national developments in RE in relation to three reports published in 2015 (1. June 2015 – C. Clarke & L Woodhead: *A New Settlement Religion and Belief in Schools*. 2. November 2015 – A. Dinham & M. Shaw: *RE for Real: The Future of teaching and learning about religion and belief*. 3. December 2015 – Commission on Religion and Belief in Public Life: *Living with Difference: Religion Belief and the Common Good*), and secondly to update SACRE with regard to the Religious Education Council's (REC) forthcoming Commission on Religious Education.

2. Contextual information

- 2.1 The three reports, links to which were circulated with the papers for the March SACRE meeting, although different in their range and style make some similar recommendations in relation to religious education. These include reconsideration of the role of SACRE, the adoption of a national framework or syllabus for religious education, amending the 'right to withdraw' from RE, amending the requirements in maintained schools to collective worship.
- 2.2 Following from this the REC is now promoting a Commission on RE as recommended in the 2013 REC Review of Religious education: <http://resubjectreview.recouncil.org.uk/re-review-report> . The REC considers that the circumstances are right for this now given the heightened interest in religion and belief in British society as noted in the 3 recent reports. In addition

to this there is an awareness that the educational scene is changing in England in light of academisation as well as the place of religion changing not only within England and the UK but also within the global community and in some ways becoming more contentious. Religious education is at a significance point in its history in English education.

3. Timescale and Commission process

3.1 The REC board has appointed a small steering group to guide the commission in its activities and has developed terms of reference for the commission although these as yet are not publically available.

3.2 The timescale for the work is to bring an interim report to the REC in mid 2017 with the final report in mid 2018.

3.3 The commission will be evidence-based and seek to invite evidence from as many people in the Religious education field as possible.

4. Recommendation

4.1. 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:

See guidance at <http://intranet.hants.gov.uk/equality/equality-assessments.htm>

*Inset in full your **Equality Statement** which will either state*

- (a) why you consider that the project/proposal will have a low or no impact on groups with protected characteristics or*
- (b) will give details of the identified impacts and potential mitigating actions.*

2. Impact on Crime and Disorder:

2.1.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?

- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?