

Infants, Junior, Primary, Secondary, Secondary with 6th form and Special schools (who reported under the heading of Primary schools).

3.2. The breakdown of the schools that replied to the survey was as follows:

157 schools replied out of a total of 530 schools (29.6% return rate). The number of children on roll in these schools was 53, 517.

Of these:

- 23.42% were Infants
- 19.62% were Juniors
- 44.94% were Primary
- 10.76% were Secondary KS3 and 4
- 1.27% were Secondary with 6th form

3.3 The first question asked was “Has your school received any requests for withdrawal from Collective Worship in the last two years?”.

74 schools said yes they had received a request (46.84% of the schools replying to the survey) and 71 went on to give a very brief comment. One of these schools stated that they had changed the minds of the parents.

Of the remaining 73 schools, 27 schools indicated a partial withdrawal taking place for the following reasons:

Celebration of certain festivals, such as Christmas and Easter.

When there a particular religious focus or religious speaker.

When there is a visit to the local church or place of worship.

It is not clear with the remaining schools if the children are withdrawn from some or all of Collective Worship as the schools did not explicitly state this..

Most of the withdrawals come from Jehovah’s Witness families, with some Plymouth Brethren families. Some parents cited religious reasons for withdrawal, but it is not clear whether this is because of their own religious reasons or because of not wishing their child to hear about religious beliefs. It is important to remember that parents do not have to give a reason for withdrawal from either Collective Worship or religious education.

3.4 The second question asked was around requests for withdrawal from RE in the last two years. 54 schools (34.18% of the schools replying to the survey) stated that they had received such a request. 50 schools went on to give a brief comment with two stating that they had changed the minds of the parents.

Of the remaining 48 schools commenting, 13 indicate a partial withdrawal taking place for a variety of reasons with no specific theme emerging. It is not clear with the other schools if the children are withdrawn from some or all of religious education.

3.5 It has been a worthwhile exercise and it is recommended that this should become an annual survey in the school year.

4. Survey on SMSC and preparing children for life in modern Britain

4.1. A survey has been prepared and is currently being issued to 70 Primary schools, Diocesan Primary schools and around 30 secondary schools that are involved in the development network group meetings across the county.

4.2. The survey asks the schools if they have received any training on Prevent, British Values or SMSC and whether RE is expected to contribute to these areas. A question is also asked about who teaches RE in order to clarify the status of RE in schools.

4.3. Further questions on the presence of RE in the school, the understanding of senior management about RE and the understanding of parents about the role of RE are also asked.

4.4. Teachers are being asked to fill in the survey during their development meeting and to then talk through any issues or examples they want to raise during the meeting.

4.5. The results are being collated during the summer and presented in a national RE meeting in October 2016.

4.6. These results will be presented to SACRE in their Autumn meeting,

5. Recommendations

That SACRE acknowledges this report and endorses its recommendations.

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

Hampshire safer and more secure for all:	Yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	Yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	Yes
Corporate Improvement plan link number (if appropriate):	

Other Significant Links

Links to previous Member decisions:		
<u>Title</u> n/a	<u>Reference</u>	<u>Date</u>
Direct links to specific legislation or Government Directives		
SMSC Ofsted Handbook 2015 British Values Document November 2014		<u>Date</u>

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.)

<u>Document</u>	<u>Location</u>
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:

2. It is intended that this report will have a positive impact on fostering good relations between persons who share a relevant characteristic and minimise any disadvantage suffered.

3. Impact on Crime and Disorder:

- 3.1. It is intended that this report will have a positive impact through an increased understanding of the diversity of religion.

4. Climate Change:

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

n/a

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

n/a