

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	SACRE Agreed Syllabus Conference
Date:	15 November 2016
Title:	The Revision of Living Difference
Reference:	7854
Report From:	Director of Children's Services

Contact name: Patricia Hannam

Tel:

Email: Patricia.hannam@hants.gov.uk

1) Purpose of Report:

- 1.1. To present the Agreed Syllabus Conference with the proposed revisions to the agreed syllabus for RE, Living Difference revised 2011, for ratification.

2) Contextual Issues:

- 2.1. This paper supports the Corporate Strategy (maximising well being) by ensuring children's provision in religious education is secure.
- 2.2. Primary legislation requires that an agreed syllabus for RE is reviewed every five years. The current syllabus, Living Difference revised, building on the previous agreed syllabus Living Difference, which was published in January 2011 having been reviewed between 2009-2010, has been reviewed during 2015-2016.

3) Arrangements with local SACREs:

- 3.1. Meetings have taken place with representatives from Hampshire, Portsmouth, Southampton and the Isle of Wight SACREs and teachers and other professionals from, for example, Winchester University, to carry out the joint review.
- 3.2. In light of the close relationship between the Isle of Wight and Hampshire Children's Services and the review of Living Difference revised 2011 coinciding with the Isle of Wight needing to review their own agreed syllabus, the Isle of Wight Agreed Syllabus Conference which met in 2015 decided to join Hampshire, Portsmouth and Southampton for the review process.

4) Surveys on the level of implementation and the quality of Living Difference revised 2011:

- 4.1. A survey, through the Survey Monkey process, was undertaken in Hampshire schools to evaluate the success of Living Difference revised 2011. Findings were discussed at SACRE meetings.
- 4.2. Further consultations were undertaken in all authorities through teacher network meetings.
- 4.3. The Hampshire Youth Voice to SACRE has had the opportunity to discuss the enquiry approach in Living Difference revised 2011. Their reflections have led us to interrogate the significance of the enquiry approach and look to support further development of teacher questioning skills.

5) The review process:

- 5.1. The review process had three key stages and took place through a series of half and full day meetings.
- 5.2. The first stage was through two half day meetings taking place in July and September 2015. These meetings were attended by SACRE members of all four authorities and teachers and other experts including SACRE Support Officers. These initial meetings interrogated Living Difference revised 2011 and drew up a work plan of things that needed attention. This plan was drawn up taking into account the feedback from surveys into the impact and effectiveness of Living Difference revised 2011 as well as other national religious education and general educational changes since the earlier syllabus was adopted.
- 5.3. The second stage involved a writing group consisting of teachers from each authority from all phases of education as well as other local religious education experts. In addition to this, consultation on particular aspects of the new document as it progressed was undertaken with relevant experts in the field. Three full day writing group meetings took place. Refining meetings also took place with a smaller group to hone the final document. Feedback from teachers and other experts in the field has enabled further adaptation and simplification of some of the text and diagrams. In addition to this current thinking regarding progress in religious education has been developed and aligning Living Difference III with national thinking regarding progression.
- 5.4. The third stage, in July 2016, brought the original group of SACRE members and the writing group together when the writing group presented the final adaptations to the full review group.

6) Recommendations:

- 6.1. That the Agreed Syllabus Conference approves the revised Agreed Syllabus, Living Difference III, that it is launched on December 8th and made available to schools from this point.**

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:	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. 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. Equalities Impact Assessment:

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

2. Impact on Crime and Disorder:

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

3. Climate Change:

3.1. How what does is being proposed impact on our carbon footprint / energy consumption?

N/A

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

N/A

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

N/A