

Agenda

Standing Advisory Council on Religious Education

Wednesday, 8 June 2022, 2.00 pm
Worcester Room, County Hall, Worcester

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DISCLOSING INTERESTS

There are now 2 types of interests:
'Disclosable pecuniary interests' and **'other disclosable interests'**

WHAT IS A 'DISCLOSABLE PECUNIARY INTEREST' (DPI)?

- Any **employment**, office, trade or vocation carried on for profit or gain
- **Sponsorship** by a 3rd party of your member or election expenses
- Any **contract** for goods, services or works between the Council and you, a firm where you are a partner/director, or company in which you hold shares
- Interests in **land** in Worcestershire (including licence to occupy for a month or longer)
- **Shares** etc (with either a total nominal value above £25,000 or 1% of the total issued share capital) in companies with a place of business or land in Worcestershire.

NB Your DPIs include the interests of your **spouse/partner** as well as you

WHAT MUST I DO WITH A DPI?

- **Register** it within 28 days and
- **Declare** it where you have a DPI in a matter at a particular meeting
 - you must **not participate** and you **must withdraw**.

NB It is a criminal offence to participate in matters in which you have a DPI

WHAT ABOUT 'OTHER DISCLOSABLE INTERESTS'?

- No need to register them but
- You must **declare** them at a particular meeting where:
You/your family/person or body with whom you are associated have
a **pecuniary interest** in or **close connection** with the matter under discussion.

WHAT ABOUT MEMBERSHIP OF ANOTHER AUTHORITY OR PUBLIC BODY?

You will not normally even need to declare this as an interest. The only exception is where the conflict of interest is so significant it is seen as likely to prejudice your judgement of the public interest.

DO I HAVE TO WITHDRAW IF I HAVE A DISCLOSABLE INTEREST WHICH ISN'T A DPI?

Not normally. You must withdraw only if it:

- affects your **pecuniary interests** OR
relates to a **planning or regulatory** matter
- **AND** it is seen as likely to **prejudice your judgement** of the public interest.

DON'T FORGET

- If you have a disclosable interest at a meeting you must **disclose both its existence and nature** – 'as noted/recorded' is insufficient
- **Declarations must relate to specific business** on the agenda
 - General scattergun declarations are not needed and achieve little
- Breaches of most of the **DPI provisions** are now **criminal offences** which may be referred to the police which can on conviction by a court lead to fines up to £5,000 and disqualification up to 5 years
- Formal **dispensation** in respect of interests can be sought in appropriate cases.

Standing Advisory Council on Religious Education

Wednesday, 8 June 2022, 2.00 pm, County Hall, Worcester

Membership:

Group A (Representatives of Christian and other faiths)

Mr G Bounds (Free Church Representative), Ade Couper (Quaker Representative), Mrs T Khawaja (Muslim Representative), Mr J Loyal (Sikh Representative), Mrs C Parker (Methodist Representative) and Dr Y Stollard (Jewish Representative)

Group B (Church of England Representatives)

Danielle Evans (Church of England) and Rev Duncan Hutchison (Diocese of Worcester)

Group C (Representatives of Recognised Teachers Associations)

Charlotte Betteridge (NASUWT) and Mr C Giles (Teacher Representative)

Group D (Elected representatives of the Local Authority)

Cllr Mel Allcott (Worcestershire County Council), Cllr Matt Jenkins (Worcestershire County Council) and Cllr Emma Marshall (Worcestershire County Council)

Co-opted Representatives

Ms E Hill (University of Worcester)

Agenda

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Agenda produced and published by Assistant Director for Legal and Governance, County Hall, Spetchley Road, Worcester WR5 2NP

To obtain further information or a copy of this agenda contact Kate Griffiths, Committee Officer on 01905 846630, KGriffiths@Worcestershire.gov.uk

All the above reports and supporting information can be accessed via the Council's website.

Date of Issue: Friday, 27 May 2022

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Minutes of the Standing Advisory Council on Religious

Education

County Hall, Worcester

Thursday, 10 February 2022, 2.00 pm

Present:

Cllr. Mel Allcott (Chair), Cllr. Matthew Jenkins (Vice -Chairman), Mr Graham Bounds, Rev. Duncan Hutchison, Cllr. Emma Marshall and Dr Yvonne Stollard'

Also attended:

Stephen Pett, RE Today - Adviser to SACRE
Lisa Bradbury - Worcestershire Children First
Kate Griffiths, Committee Officer

723 Apologies for Absence and Substitutions

Apologies for absence had been received from Charlotte Betteridge, Danielle Evans, Chris Giles, Ellie Hill, Tasnim Khawaja, Jatinder Loyal and Christine Parker.

The SACRE meeting was not quorate as there was not a member from Group C (Representatives of Recognised Teachers Associations) in attendance. It was proposed that the meeting carry on and any decisions which needed to be made should be proposed and seconded and if agreed by the members present would be taken as agreed pending the approval by members of the absent group after the meeting.

724 Confirmation of the Minutes

There was an amendment made to the minutes of the last meeting on 14 October 2021 – Minute 715 stated that Dr Katherine Lack was doing work on scriptural reading, however it should read that Rev Catherine Lack was carrying out the work.

Subject to this change being made, the minutes were accepted as an accurate record and were signed by the Chairman.

725 Support for Teachers

Conferences - The content of the conferences was discussed as well as how to advertise them; suggestions included advertising at teacher meetings, via the Diocese and Chris Giles and by Twitter. Information about the Conferences would also be distributed by Worcestershire Children First direct to schools. The conference would cost £95 to attend or to gain access to the recording.

Network meetings –The main network meetings were run by Catherine Atkinson for the Rivers Multi Academy Trust which included Church and Community Schools. The Diocese were setting up some network meetings in Deanery areas which would start later in the year.

Finance – The SACRE budget was £8,626 a year. £5,500 for the SACRE Advisor from RE Today, £105 NASACRE membership so £3,021 needed to be spent or at least allocated by 31 March.

Proposals for how the money could be used was discussed. Ideas included lesson planning for teachers to help schools with little engagement in teaching RE; providing boxes of resources which could be rented or borrowed by schools; the provision of training days to help RE Co-ordinators or further investment in training hub leaders.

It was proposed, seconded and agreed, pending agreement from Group C, that the money would be used for two, day long courses of 'Help I am an RE Co-ordinator' for primary teachers, to be run by RE Today. RE Today would invoice for the money before the end of March and would hopefully be able to run 1 course in the summer and 1 in the autumn in person if possible.

RESOLVED (with agreement from Group C) – That the SACRE funding should be used for two 'Help I am an RE Co-ordinator' sessions to be run by RE Today.

726 Annual Report

It was noted that this report would be sent to DfE and NASACRE. No amendments were suggested. A new format would be used for future reports.

727 Workforce Data

Consideration of the workforce data suggested that all schools were not providing RE to all pupils as they should be doing, however the workforce data was considered to be problematic as only a sample of schools were surveyed and the data did not give the full picture. It was proposed that a short survey be created and sent to schools to get more targeted information. Questions would include how many hours of RE were taught, what they called their 'RE' provision and what would help them to provide more RE? The results of the survey would then enable follow up work to be done with schools that were providing little RE.

It was suggested that as an incentive to fill in the survey, schools would be entered into a raffle to win £50 for the RE department.

RESOLVED (with agreement from Group C) – That Stephen Pett create an online survey and it be sent to all middle and secondary schools; and that entry into a raffle to win £50 is used to encourage schools to respond.

728 National News Update

With regard to the perceived lack of Government funding for RE a suggestion was made that SACRE could contact local MPs. It was agreed that as a first step SACRE members should encourage their MPs to attend an online event on 1 March chaired by Sir Peter Bottomley, to encourage them to support RE. (see attached information and example letter.)

Secondly, Stephen (with help from RE Today colleagues) would draft a letter from SACRE to local MPs to be considered at the next meeting.

The NASACRE Conference was being held on 23 May – There was limited funding available for a SACRE Member to attend.

NASACRE's SACRE self-evaluation tool – This would be considered at the next meeting.

RESOLVED (with agreement from Group C) – that SACRE members encourage their local MPs to attend the online event on 1 March.

729 Feedback from Members

Yvonne Stollard explained that last year the Faith and Belief Forum had held a session considering World Views. Some attendees had been quite concerned by the idea.

A sample handbook based on a Religion and World Views Approach was being written by RE Today and could be discussed at the next meeting.

730 Any Other Business

None

731 Future Meeting Dates

It was explained that the legislation covering Local Authority Committee meetings did not allow decisions to be made at virtual meetings because attendees had to be physically present. Therefore, SACRE meetings would be held in person unless the legislation is amended.

Future meeting dates:

- Wednesday 8 June, 2022, 2pm
- Tuesday 11 October, 2022, 2pm

The meeting ended at 4.00pm

Chairman

**Enriching RE classrooms:
knowledge, creativity, thinking
Wednesday 22nd June 2022 ONLINE
9.15am-3.45pm**

A day of inspiring support and ideas for your RE classroom. A suite of practical ideas and guidance for implementing the new agreed syllabus, from long-term planning to classroom practice. Clear advice on what makes for rich, engaging RE for you and your pupils – as well as meeting Ofsted requirements.

9.15-10.15 Keynote 1: 'Ways of knowing' in RE Fiona Moss

National guidance (such as the new Ofsted Research Review) increasingly supports the idea that pupils should use different ways of knowing in RE. What does that mean? Why does it matter? And what does it look like in the primary classroom? Practical strategies on Christians, Muslims and Jewish people in KS1 and KS2.

10.30-11.30 Workshop A: Ways in through art: encountering religions Stephen Pett

Simple, practical and creative ways to use art to open up subject knowledge in RE and enable children to express their learning and their own worldviews.

11.45-12.45 Workshop B: Words, words, words: improving pupils' writing in RE Fiona Moss

How can we support pupils to express their ideas, opinions and knowledge coherently in RE? Strategies to improve pupil writing across the breadth of religion and worldviews for 6-11s.

1.45-2.45 Workshop C: What in the world is a worldview? Stephen Pett

How can we transform our teaching by using a worldviews approach? Balancing organised teaching and practice with the lived beliefs and practice of individuals, a worldviews approach can give pupils the skills to engage with religious and non-religious perspectives, including their own. Creative classroom illustrations from 5-11s.

3.00-3.45 Meeting faith reps: what questions have you always wanted to ask?

Individuals from religious and non-religious traditions will offer personal perspectives on living within their tradition and worldview. Subject knowledge enhancement opportunity - send your questions in advance!

Copies of all resources used on the day will be available to take away, and electronic copies available to download afterwards. A range of resources will be available to purchase or order on the day.

Who is it for?

The conference is aimed at teachers of RE from primary schools, including subject leaders and head teachers. It will also be valuable for governors to find out about and explore best practice in RE.

Aims:

- To explore excellent practice for implementing the Worcestershire Agreed Syllabus for RE, in the context of the new Ofsted Framework
- To provide practical support and guidance to schools in thinking about the intent of the syllabus and planning creative, challenging, thoughtful RE to implement it, increasing pupils' knowledge and understanding, as well as their personal development
- To give teachers confidence in planning and delivering great RE, deepening subject knowledge and skills
- To model examples of thoughtful RE, challenging all pupils and promoting deeper thinking

Cost: £95 per school. Attend as a staff for all or part of the day!

Booking details attached. Please email to mark@retoday.org.uk
or post to RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH

Booking form:
Worcestershire Primary RE Conference:
RE with intent and impact
Wednesday 22nd June 2022
 Fee: £95 per school

(Use this as whole-school CPD throughout the day,
or different teachers join different sessions)

Full Name:			
School Name:			
School Address:			
	Postcode:		
Telephone:			
Admin email address:			
Attending teachers' email addresses			
Payment details:			
<input type="checkbox"/>	Please invoice the school		
Invoice/ Credit Card billing address:			
		Postcode:	
<input type="checkbox"/>	I enclose a cheque, payable to RE Today Services		
<input type="checkbox"/>	I will pay by Visa, Mastercard or Switch		
Card number:			
Expiry Date:		Start Date:	
Security code (last 3 numbers on signature strip)		Issue no. (Switch)	
Signature:			
Date:			

Send to: RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH
 Tel: 0121 458 3313 Fax: 0121 285 1816
Email to: mark@retoday.org.uk

Religion, worldviews, ways of knowing: moving forward in RE

Date: Thursday 23rd June 2022

Venue: Puckrup Hall Hotel, Tewkesbury, GL20 6EL

Online via Zoom, if needed (surely not!)

9.00am-3.30pm Registration from 8.45am

This will be a practical conference to explore a mix of practical strategies and classroom resources. There is a focus on current issues in RE – from the worldviews to ‘ways of knowing’. Our popular ‘TeachMeet’ slot gives you the chance to share great classroom ideas that work.

9.00 Introduction and welcome

To include an update on Gloucestershire SACRE’s plans for revising the Gloucestershire Agreed Syllabus.

9.15-10.30 Religion and worldviews: a new approach in RE? Stephen Pett

A practical exploration of what a “religion and worldviews” approach looks like in the classroom. Drawing on research and current national projects, this session will look at some of the benefits as well as the challenges. How can we use this kind of approach to deepen pupils’ knowledge and understanding? Practical examples from at least three worldviews.

Break

11.00-12.30 Approaches to Sikh worldviews: history, spirituality, ethics and community Lat Blaylock

This session will provide seven learning ideas for 11-16s from Sikh tradition and community that explode some stereotypes and intend to open young people’s minds, using a variety of RE learning methods.

Lunch

1.15-2.30 Ways of knowing: multidisciplinary approaches Stephen Pett

Ofsted is talking about substantive’ knowledge and ‘disciplinary’ knowledge. What do they look like in RE? This session will look at how we can enable students to apply different methods to examine and evaluate the content of RE. For example:

- How can we use different methods to study religion?
- What connections can anthropology make with the personal worldviews of pupils? Astrology, amulets and restless spirits.
- Digging into data on prayer: what can surveys tell us about religious and non-religious worldviews?

Short break

2.45-3.15 TeachMeet

Five-minute slots to share practical and relevant ideas for your classroom. Sign up to offer an idea that works!

3.15-3.30 Evaluations and syllabus consultation

In the light of the topics explored during the day, this is an opportunity to comment on the ideas for the new Gloucestershire agreed syllabus. Herefordshire and Worcestershire syllabus is very similar to the Gloucestershire syllabus – so while the changes in Glos won’t directly affect the other counties yet, they may in the future!

You will receive an electronic copy of all resources used on the day to take away, with additional material available to download afterwards. A wide range of resources from RE Today Services will be available to purchase or order on the day at discounted prices.

Fee: £95 per delegate; £150 for two delegates from the same school.

Booking details attached. Please email to mark@retoday.org.uk or post to
RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH

Why should I attend this conference?

- An opportunity to meet colleagues and share ideas
- Receive a rich variety of resources for classroom use
- Receive up-to-date, creative and inspiring training on things that matter in RE

But don't just take our word for it!

90% of 2021 online attendees rated the day as excellent!

- Although very different - zoom! - still a fantastic day. As always I feel refreshed and positive about the future of RE. The ideas and topics were excellent and I will definitely be using many of the activities.
- I was surprised how close it came to the joy of attending a face to face conference. Lots of fantastic and inspiring ideas. Thank you both.
- As always, fantastic resources, ideas and new perspectives to explore. This conference reinvigorates me and at the end of this year, that has been especially needed! I particularly enjoyed the Anti-racist RS session. Thanks to all involved, brilliant.
- Interesting range of topics, very well hosted.
- Good useful and practical resources.
- Wonderful day- great resources and really user friendly ideas. Marvellous.
- Even though I've seen Lat's picturing Islam before at strictly in London, seeing it with fresh ideas and eyes (plus new content) was great.
- Love the approach where schools buy the day and can all get involved!
- Very well run, professional, friendly and incredibly useful. I will be using so much from this day as inspiration!
- I can actually use all the ideas and resources in the classroom!
- I really enjoyed the Anti-Racism session and will be implementing a lot I have learnt from today into my Programmes of Study.
- Even though we couldn't meet in person, it was still so lovely to catch up with everyone again.
- Great resources and ideas - many of these I plan to use in my own teaching. Thank you.
- Inspiring- it made me re think my plans and critically examine my thinking on Islam

100% of 2019 attendees rated the day excellent!

- Excellent resources – informative and practical
- As always, excellent value for money and relevant materials with easily implemented ideas
- Always good to get together with like-minded people – new ideas every year.
- Always good to meet up again, like a huge TeachMeet. Will use Islam resources to centre Y7 learning to be mosque focused.
- I absolutely love coming to these conferences and look forward to it each year. Stephen is so inspiring and always go back to my school with fresh and exciting ideas. Everybody should come to this!
- An excellent first experience. I enjoyed the diverse input.
- All very good, as per usual. Good length and variety of sessions linked clearly to research, resources, strategies and practice.
- Very practical ideas and accompanying resources. Very user-friendly.
- Great practical resources to use in the classroom. Very informative – clear structures and important information.
- This was my first RE Today conference and it was incredibly useful! I really enjoyed meeting new people and the quality of the content was amazing!
- Great resources and classroom techniques. GCSE support is always needed.
- This was a superb course. Angela and Stephen were so knowledgeable and great presenters. I've learnt so much! Thank you, this was a great event!
- Excellent selection of topics and concepts. Lots of great practical ideas to use.
- An excellent day to network and reflect on my own practice. Lots of practical ideas to revamp our curriculum and enhance learning in a deeper and more meaningful way.

Booking form:
Three Counties Secondary RE Conference
Thursday 23 June 2022
Puckrup Hall Hotel, GL20 2EL

Fee: £95 per delegate; £150 for two delegates from the same school

Full Name(s):			
School Name:			
School Address:			
	Postcode:		
Telephone:			
Admin email address:			
Attending teacher email:			
<input type="checkbox"/>	Yes! I will bring something brief that really works for the TeachMeet!		
Payment details:			
<input type="checkbox"/>	Please invoice the school		
Invoice/ Credit Card billing address:			
		Postcode:	
<input type="checkbox"/>	I enclose a cheque, payable to RE Today Services		
<input type="checkbox"/>	I will pay by Visa, Mastercard or Switch		
Card number:			
Expiry Date:		Start Date:	
Security code (last 3 numbers on signature strip)		Issue no. (Switch)	
Signature:			
Date:			

Send to: RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH
Tel: 0121 458 3313 **Fax:** 0121 285 1816
Email to: mark@retoday.org.uk

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Help! I'm the RE Subject Leader

Dates: Wednesday 28th September or Friday 25th November 2022,
9:30am-3:30pm

Location: In-person, venue TBC

Trainer: Adam Robertson, RE Today

Cost: Normal cost £205. Subsidised by Worcestershire SACRE, this course is now £50 per person for Worcestershire schools.

BOOKING DEADLINE 5 days before course date

Suitable for: Primary teachers looking for guidance and support in their RE subject leader role. Perfect for both early career teachers as well as for experienced teachers, and any teaching staff with a responsibility for RE.

This one-day course will provide you with the knowledge and confidence to be an effective and inspirational RE subject leader in the primary school. Explore the role of the subject leader, using practical activities to develop your understanding of RE and your leadership and management skills. Focus on creative task setting, planning a scheme of work using the 2020 Worcestershire agreed syllabus, and effective and manageable monitoring and self-evaluation. Leave feeling motivated, inspired and equipped with ready-to-use ideas to engage staff and pupils.

Trainer: Adam Robertson has been a primary teacher for 14 years, much of it spent as a subject leader for RE. In addition, he worked as a schools adviser for the Diocese of Bristol for four years – helping schools improve their understanding of RE. Adam has been a member of the NATRE Executive since 2018, serves as an adviser to Bath SACRE, and led RE Hub groups in Bristol and South Gloucestershire. He has been leading an Excellent RE CPD programme in Worcestershire in 2021-2022.

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BOOK ONLINE

Book your place now! When you submit this form, you will receive a letter of confirmation and an invoice.

Booking link for 28 September 2022: [Help! I'm the RE Subject Leader \(Worcs SACRE 28 Sept\) \(natre.org.uk\)](https://natre.org.uk/help-im-the-re-subject-leader-worcs-sacre-28-sept/)

Booking link for 25 November 2022: [Help! I'm the RE Subject Leader \(Worcs SACRE 25 Nov\) \(natre.org.uk\)](https://natre.org.uk/help-im-the-re-subject-leader-worcs-sacre-25-nov/)



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Worcestershire secondary school: RE provision Summer 2022

Worcestershire SACRE has been analysing school workforce data from the DfE, which indicates how much time schools give to RE in each year. This shows that some schools are not meeting their statutory requirements for RE provision for all pupils. The data is sometimes incomplete and we would appreciate your input to give us the accurate data.

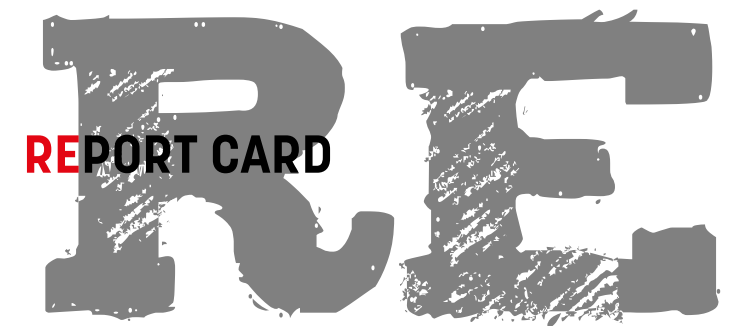
Complete the survey and be entered into a draw to **win a £50 voucher** for RE resources from RE Today!

Name:		
School:		
Do you use the Worcestershire Agreed Syllabus?		
What is RE called in your school?		
Time for RE at KS3	2021-2022	2022-2023
Time for RE at KS4 (Core RE for all? Short course? Full course?)	2021-2022	2022-2023
GCSE exam board		
Any options groups at A level?	2022-2023	2022-2023
A level Exam board		
If SACRE could help you, what would you like SACRE to do?		
Any suggestions/ requests for CPD/ annual conference?		
Any other comments?		

Thank you

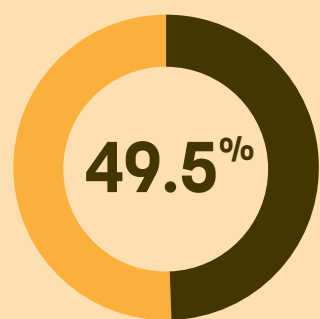
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A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE OF THE QUALIFICATION

IN THE LAST DECADE THE NUMBER OF PUPILS
IN ENGLAND ENTERING A FULL GCSE
RS COURSE **29.7%**
INCREASED BY¹



INCREASE
IN A-LEVEL
ENTRIES
FOR RS

== SINCE 2003 ==
BEATING GEOGRAPHY,
LAW AND HISTORY²



RE IN PRIMARY AND
SECONDARY SCHOOLS
ENABLES PUPILS TO
TAKE THEIR PLACE
WITHIN A DIVERSE
MULTI-RELIGIOUS
AND MULTI-SECULAR
SOCIETY. AT ITS BEST,
IT IS INTELLECTUALLY
CHALLENGING
AND PERSONALLY
ENRICHING.³

OFSTED RE RESEARCH
REVIEW MAY 2021



HIGHER ATTAINMENT
8 SCORES ON AVERAGE
IN SCHOOLS WITH
HIGHER RATES OF ENTRY
FOR GCSE RS⁴



95% of teachers say that
the subject is more or equally
relevant than ten years ago⁵

ACADEMICALLY RIGOROUS AND CHALLENGING,
RE STUDENTS GO ON TO STUDY AT THE UK'S
TOP UNIVERSITIES AND ENTER CAREERS IN
LAW, MEDICINE, POLITICS AND JOURNALISM⁶



¹ <https://www.religiouseducationcouncil.org.uk/news/call-for-national-plan-as-religious-studies-gcse-entries-slip/>

² <https://www.religiouseducationcouncil.org.uk/news/news07-20-2/>

³ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#conclusion>

⁴ <https://www.natre.org.uk/news/latest-news/does-studying-rs-gcse-improve-your-overall-academic-attainment/>

⁵ <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers/>

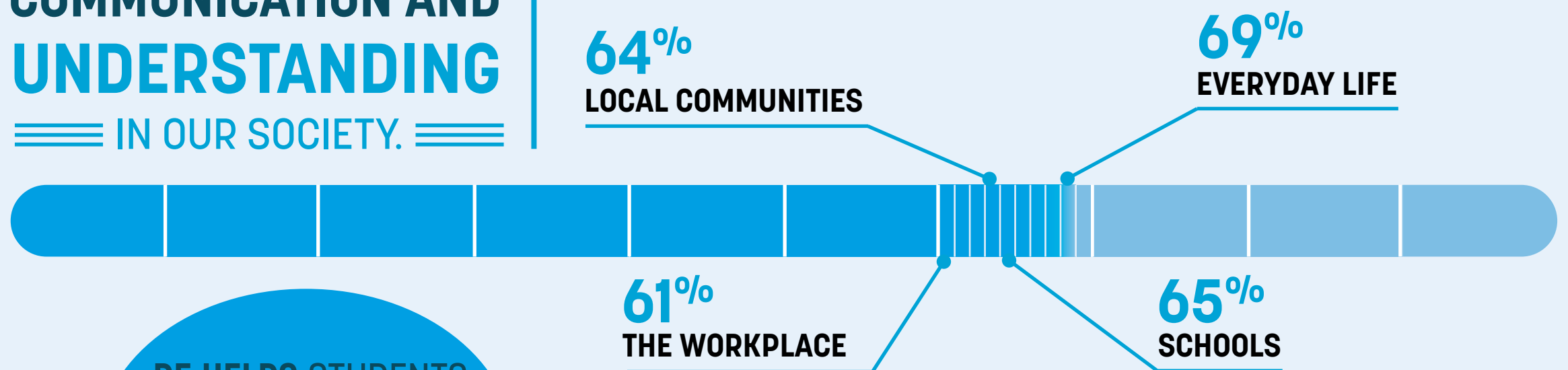
⁶ <https://blogs.bmj.com/bmj/2021/08/04/encourage-students-with-a-humanities-background-to-become-doctors/>

RE IN SOCIETY

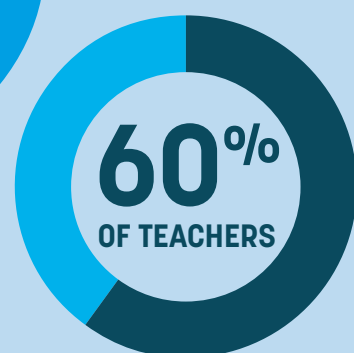
64% of the **UK adult population** think an education in **religion and worldviews** (or RE) is an important part of the **school curriculum**.⁷

HIGH-QUALITY RE
IS THE BACKBONE OF
COMMUNICATION AND
UNDERSTANDING
IN OUR SOCIETY.

AROUND TWO-THIRDS OF UK ADULTS SAY IT'S IMPORTANT TO UNDERSTAND THE BELIEFS OF OTHERS IN:



RE HELPS STUDENTS
UNDERSTAND AND
DEBATE THE BIGGEST
ISSUES OF THE DAY⁸



DRAW INSPIRATION
FROM DISCUSSING
TOPICS IN THE NEWS

The public also recognises RE's positive impact on society. In a 2021 survey a majority believed RE can:

- 69%** Help young people gain a better understanding of their own beliefs
- 71%** Foster mutual understanding of different beliefs among young people
- 65%** Provide young people with the opportunity to learn more about other people

GOOD RELIGIOUS EDUCATION CREATES
INDEPENDENT AND CRITICAL THINKERS, PREPARED FOR THE
DIVERSITY OF BELIEF
IN MODERN BRITAIN AND
THE WIDER WORLD.



⁷ Religion & Worldview survey by Savanta on behalf of Culham St Gabriel's Trust, June 2021

⁸ <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers/>

SCHOOL PERFORMANCE


 Time spent on the subject is **improving in some areas:**

OVER 95% of primary teachers report time spent on teaching RE has increased or stayed the same

46% of academies without a religious character have reported an increase in time to teach RE ⁹



The 2021 Ofsted Research Review identified barriers to high-quality RE teaching in schools including: ¹⁰

Insufficient time to teach an ambitious RE curriculum 

A lack of a 'scholarly approach'

Insufficient professional development for teachers of RE

Some teachers embedding **unhelpful** misconceptions



Gaps in teacher subject knowledge



However, **too many schools** are **breaking the law** by not teaching RE

34% of academies report no timetabled RE ¹¹



Around 500 secondary schools still report **zero hours** of RE provision in Year 11 ¹²

RE also continues to be neglected on the school timetable in favour of **EBacc** subjects: **On average 5 hours** of RE are allocated to each 'teacher of RE' at **Key Stage 3** as opposed to **7** for history ¹³



SCHOOLS MUST DO MORE TO ENSURE THEY PROVIDE THE RIGHT AMOUNT OF HIGH-QUALITY RE PROVISION FOR ALL STUDENTS ACROSS THE YEAR GROUPS



⁹ <https://www.natre.org.uk/news/latest-news/over-95-of-primary-teachers-report-time-spent-on-teaching-re-has-increased-or-stayed-the-same/>

¹⁰ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

¹¹ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

¹² <https://www.natre.org.uk/uploads/NSS%202021%20Infographic.pdf>

¹³ www.thebritishacademy.ac.uk/documents/288/theology-religious-studies.pdf



GOVERNMENT PERFORMANCE

“THE GOVERNMENT FIRMLY BELIEVES THAT RE IS IMPORTANT. GOOD QUALITY RE IS ESSENTIAL IN DEVELOPING CHILDREN’S KNOWLEDGE OF BRITISH VALUES AND TRADITIONS, AND THOSE OF OTHER COUNTRIES. RE IS A VITAL PART OF FOSTERING UNDERSTANDING AMONG DIFFERENT FAITHS AND BELIEFS...”

MINISTER OF STATE FOR SCHOOL STANDARDS, ROBIN WALKER



YET DESPITE THIS...

£0 SPENT ON RE PROJECTS BETWEEN 2016-2021

AT A TIME WHEN:¹⁴

**ENGLISH:
£28.5
MILLION**

**MUSIC:
£387
MILLION**

**MATHS:
£154
MILLION**

**SCIENCE:
£56
MILLION**

AMIDST A DECADE LONG CRISIS IN ATTRACTING NEW TALENT:

The 2021-22 teacher training bursary for RE was scrapped despite RE teacher recruitment targets not being met for nine of the last ten years.¹⁵



AND A LACK OF RE SPECIALISM IN SCHOOLS:

25% of RE lessons are taught by teachers with no post A-level qualification in the subject. Three times as many as history (**8%**).¹⁶



AND A FALL IN GCSE ENTRIES

Progress made in GCSE entries since 2010 is starting to unravel. Between 2016 and 2021 entries for the full course fell by almost **20%**.¹⁷

WORDS NEED TO BE BACKED UP WITH ACTION



¹⁴ <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

¹⁵ <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

¹⁶ DfE School workforce census (NATRE Freedom of Information request 2019)

¹⁷ <https://www.natre.org.uk/uploads/GCSE%20results%20media%20release%20FINAL%2012-08-21.pdf>

THE FUTURE OF RE



WE WANT A HIGH-QUALITY EDUCATION
IN RELIGION AND WORLDVIEWS
FOR ALL PUPILS IN ALL SCHOOLS,
TAUGHT BY WELL-QUALIFIED AND
TRAINED TEACHERS

WE CAN ACHIEVE THIS BY:

1

REINSTATING THE
TEACHER TRAINING
BURSARY FOR RE



2

SCHOOLS ENSURING HIGH-QUALITY
PROVISION BY ADOPTING THE
VISION FOR RE SET OUT IN THE 2022
REC RELIGION AND WORLDVIEWS PROJECT:
*Draft HANDBOOK*¹⁸

3

OFSTED WORKING WITH THOSE
SCHOOLS NOT CURRENTLY
TEACHING SUFFICIENT RE
TO ENSURE THEY COMPLY
WITH THE LAW

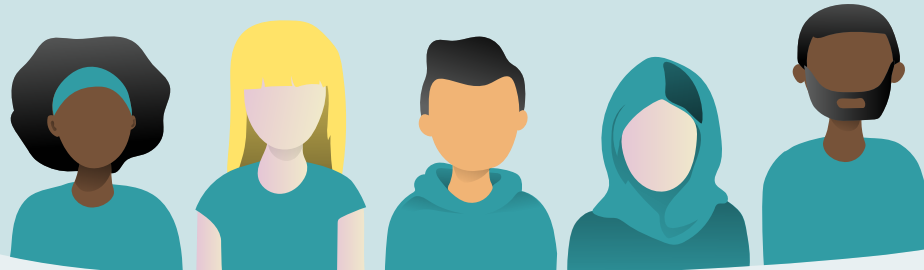
4

GOVERNMENT RECOGNISING PUBLIC,
PARENT AND PUPIL SUPPORT
FOR THE SUBJECT BY PROPERLY
FUNDING IT IN LINE WITH THE
REST OF THE CURRICULUM

*I've really enjoyed the
last two years studying
RE, for not only the
deeper understanding of life
it intends, but the analytical
mind it encourages.*

NAT, YEAR 9

WHAT PUPILS SAY:



*RE is the one time
in school where
you can talk, listen
and try to make sense of
people, events and beliefs
in the world.*

SHREYA, YEAR 10

THE FINAL WORD:

In neglecting religious education, we leave a gaping hole in our school curriculum. It leaves young people unprepared for the ethical, moral and religious debates that influence life in modern Britain and the wider world. Put simply, we miss an opportunity to positively enhance our children's and our society's future.

SIR PETER BOTTOMLEY MP, FATHER OF THE HOUSE

¹⁸ www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

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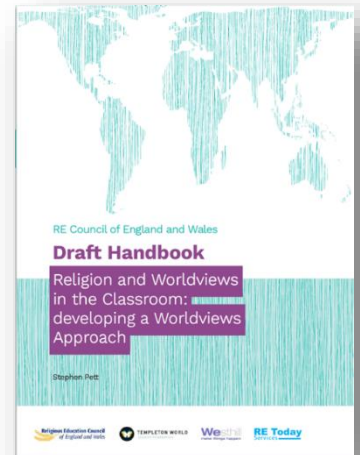
Draft Handbook for Religion and Worldviews in the Classroom

As part of a three-year Worldviews project, the RE Council of England and Wales (REC) has published a draft Handbook for Religion and Worldviews in the Classroom.

The Draft Handbook sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. It incorporates a revised **National Statement of Entitlement (NSE)**, which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The Handbook then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils' personal worldviews, and what progress looks like in a worldviews approach.

Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- Revised National Statement of Entitlement
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models



The Draft Handbook is primarily written to inform three Framework Development Teams, who will work over the next 18 months to apply the NSE and the Handbook guidance to their own contexts. During this process, the Draft Handbook will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of the Draft Handbook here:

www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

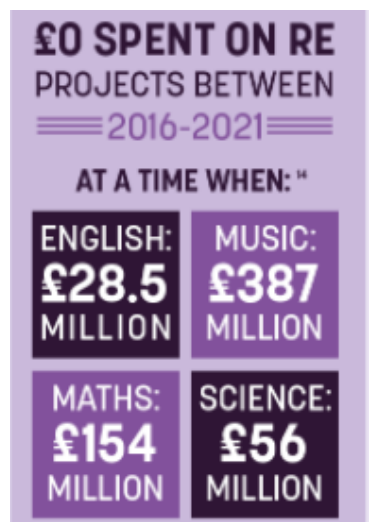
This is a next step towards a worldviews approach in our subject. How might SACRE consider this and its implications for our local syllabus?

RE report card 2022

The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but far too much bad news (34% of academies report no timetabled RE).

Below are two of the cards. The full set can be found here: www.rethinkre.org/re-report-card

How can SACRE respond? One way is to alert local MPs to the information here, with particular reference to the lack of Government funding given to the subject in the last 5 years (see graphic on the right). How else can we use the data?



A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE OF THE QUALIFICATION

IN THE LAST DECADE THE NUMBER OF PUPILS
IN ENGLAND ENTERING A FULL GCSE
RS COURSE **INCREASED BY 29.7%**

49.5%
INCREASE
IN A-LEVEL
ENTRIES
FOR RS
SINCE 2003
BEATING GEOGRAPHY,
LAW AND HISTORY*



“RE IN PRIMARY AND
SECONDARY SCHOOLS
ENABLES PUPILS TO
TAKE THEIR PLACE
WITHIN A DIVERSE
MULTI-RELIGIOUS
AND MULTI-SECULAR
SOCIETY. AT ITS BEST,
IT IS INTELLECTUALLY
CHALLENGING
AND PERSONALLY
ENRICHING.”

OFSTED RE RESEARCH
REVIEW MAY 2021

HIGHER ATTAINMENT
8 SCORES ON AVERAGE
IN SCHOOLS WITH
HIGHER RATES OF ENTRY
FOR GCSE RS*



95% of teachers say that
the subject is more or equally
relevant than ten years ago*

ACADEMICALLY RIGOROUS AND CHALLENGING,
RE STUDENTS GO ON TO STUDY AT THE UK'S
TOP UNIVERSITIES AND ENTER CAREERS IN
LAW, MEDICINE, POLITICS AND JOURNALISM*



School and government
performance on RE is
failing a record number
of students, says
landmark data review.

More comment here:

www.natre.org.uk/news/latest-news/school-and-government-performance-on-religious-education-failing-record-number-of-students-says-landmark-data-review/

SCHOOL PERFORMANCE

Time spent on the subject is **improving in some areas:**

OVER 95% of primary teachers report time spent on
teaching RE has increased or stayed the same

46% of academies without a religious character have
reported an increase in time to teach RE*



The 2021 Ofsted Research
Review identified barriers to
high-quality RE teaching in
schools including:*

Insufficient time
to teach an
ambitious RE
curriculum



A lack of a
'scholarly
approach'

Insufficient
professional
development for
teachers of RE

Some teachers
embedding
unhelpful
misconceptions



Gaps in teacher subject
knowledge



However, **too many schools are
breaking the law** by not teaching RE

34% of academies report
no timetabled RE*



Around 500 secondary schools
still report **zero hours** of RE
provision in Year 11*

RE also continues to be neglected on the
school timetable in favour of EBacc subjects:
On average **5 hours** of RE are allocated
to each 'teacher of RE' at Key Stage 3
as opposed to **7** for history*



**SCHOOLS MUST DO MORE TO ENSURE
THEY PROVIDE THE RIGHT AMOUNT OF
HIGH-QUALITY RE PROVISION FOR ALL
STUDENTS ACROSS THE YEAR GROUPS**



NATRE's annual primary survey 2022 – let schools have their say!

NATRE is conducting this survey to obtain information about the current state of RE in all types of schools for Primary age children so that it can continue to support the teacher in the classroom by raising awareness of the impact of government policy on RE.

NATRE is asking for schools to take a few minutes to answer as many of the questions as they can. It is offering a 'thank you' to schools for completing the survey: they will receive £5 off RE Today publications, training or NATRE membership, *and* enter schools into a free prize draw, for a chance to win a FREE platinum NATRE membership for one year!

NATRE will treat responses with complete and absolute confidentiality; no schools or teachers will be identified in any use NATRE makes of the information provided.

Complete the survey here: www.surveymonkey.co.uk/r/NATREprimarysurvey2022

How can SACRE encourage schools to fill in the survey? This kind of date is so useful when lobbying the government for support for our subject.

NASACRE's SACRE Self-evaluation tool

The NASACRE development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable SACREs to consider their effectiveness in all areas of its work in order to produce a targeted and costed Development Plan in partnership with your LA.

The SEF is available [here](#) for use at SACRE meetings.

NASACRE's new online training programme

NASACRE members can access these recorded sessions [here](#) along with the slide shows and resources. The programme for 2021-22 can be accessed [here](#).

Can anyone from SACRE attend any of these? Which might be useful?

NATRE Spirited Arts 2022

Will schools from our area join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of. Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The 5 themes

1. "We have more in common than that which divides us."
2. God's good earth? ("Beautiful World, wonderful God?")
3. Searching for God
4. A view of the world.
5. Celebrations: Big days and big ideas

Find out more details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/

How can SACRE encourage schools take part in this competition? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

New offer from 'Good News for Everyone': free Bible magazine to pupils and primary classrooms

The charity 'Good News for Everyone' – which used to be known as 'The Gideons' – have produced a 48-page magazine which provides children aged 7-11 with extracts from Bible stories, texts and teachings. The extracts include all the major Bible texts used in the 'Understanding Christianity' resources. There are questions for discussion and thinking, and quizzes, all illustrated in an age-appropriate style.

Good News for Everyone exists to give Christian scriptures away, and this new educational collection of Bible texts is available through schools to pupils – for example Good News for Everyone will be happy to send a visitor to schools to give a class set of copies for teachers to use and a personal copy to all school pupils for them to keep. The charity still visits secondary schools to distribute copies of the New Testament, Psalms and Proverbs free to pupils.

Contact: <https://goodnewsuk.com/bibles-for/education>

Visits, videos and other resources for the classroom

Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship.

Supported by a generous grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides.

<https://birmingham-faith-visits.theartsociety.org/>

RE:Quest

The **RE:Quest** website has refreshed and relaunched with a series of new resources on key Christian concepts such as Salvation, resources for pupils with additional needs and a series of new films. You can also create boards of resources for particular units or topics for pupils and teachers to access. Resources on the key concepts provide sample lesson plans too.

<https://request.org.uk>

Understanding Humanism

The **Understanding Humanism** website has relaunched with over 100 new FREE resources to support teaching about humanism and non-religious worldviews.

Resources for ages 5-18 organised into several core areas of knowledge to support young people's understanding of a humanist approach to life, humanist history, and the influence of humanism on the modern world. '

<https://understandinghumanism.org.uk>

True Tube

The **Truetube** website has also had a refresh with a series of new films added for teachers in Primary and secondary schools.

www.truetube.co.uk

Online training

Webinar series from University of Edinburgh

<https://blogs.ed.ac.uk/teachingbuddhism/2021/11/29/who-is-the-buddha-new-webinar-series-for-teachers-jan-march-2022/>

A series of webinars on the life of the Buddha – excellent for KS3 and KS4. The series has already started, but sessions are uploaded afterwards, so you can catch up later.

Register [here on Eventbrite](#)

Online seminar series from University of Chester

The Chester Uni A level webinar series have started. Look [here](#) to find out about the programme.

Is Pure Land Buddhism Buddhism?

- Can God suffer and does it help?
- Love poetry in the Sufi Tradition.
- Self and Non-Self in Hinduism and Buddhism.
- Is Christianity irredeemably sexist?

Just some of the sessions on offer!

*National News Update prepared by RE Today/NATRE
May 2022*

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