

SACRE National Update: Summer 2021

Ofsted publishes research review on religious education

Read the [RE research review](#) here.

This review (published on 12th May 2021) draws on Ofsted's education inspection framework (EIF) and other Religious Education literature to identify what contributes to high-quality RE.

The review recognises that there is no single way of constructing and teaching a high quality RE curriculum, but identifies some common features:

- The curriculum should cover substantive content and concepts collectively (or 'collectively enough'), rather than covering excessive amounts of content superficially. Content is sufficient for pupils to grasp a bigger picture about the place of religion and non-religion in the world.
- What is taught and learned in RE is grounded in what is known about religion or non-religion from academic study. This helps prevent pupils from developing misconceptions about religion and non-religion.
- Pupils study certain areas of the RE curriculum in depth and acquire a range of detailed knowledge of different concepts and ideas, which they remember long term. Drawing on this prior knowledge enables them to consider more complex ideas about religion. Leaders and teachers select this 'depth of study' from contrasting religious and/or non-religious traditions so that pupils avoid developing misrepresentations.
- The curriculum is well sequenced to ensure that pupils learn the knowledge they need for later topics.
- There is a consideration of when pupils should relate the content to their own personal knowledge (for example, their own prior assumptions).
- How the curriculum is taught and assessed focuses pupils' attention squarely on the knowledge they need to learn.
- Adequate curriculum time is given to RE, so that leaders can deliver an ambitious curriculum.
- There is sufficient training and professional development so that teachers have appropriate subject professional knowledge.

The review refers to 3 different types of subject-specific knowledge that pupils learn in RE. Each of these is powerful and should not be confused with 'mere facts'. The first is 'substantive' knowledge about various religious and non-religious traditions. The second type is 'ways of knowing', where pupils learn 'how to know' about religion and non-religion. The third type is 'personal knowledge', where pupils build an awareness of their own presuppositions and values about what they study. The review suggests that improvement in RE at both primary and secondary level includes knowing and remembering more of each of these 3 types of knowledge. This prepares pupils to engage in a complex, multi-religious and multi-secular world.

In the spring term of 2022, Ofsted will publish a report on the quality of RE curriculums taught in schools, gathering evidence through 'deep dives'.

How can SACRE encourage schools to engage with Ofsted's findings?

Spirited Arts 2021 – Still time to enter!

Entries for this year's Spirited Arts competition are still welcome up until the deadline of 31st July. Click here to watch Lat Blaylock, RE Today editor and National RE Adviser, explain you everything you need to know about this year's competition: [Spirited Arts & Poetry Competition 2021 - YouTube](#)

RE:online

RE:online has had a refresh. Access some of the latest research online, including the 'Research of the Month' featuring a different piece of research each month: [Research of the Month - RE:ONLINE \(reonline.org.uk\)](#)

How can SACRE encourage teachers of RE to keep up to date with current research?

'Why does an education in Religion and Worldviews matter?' was the question that many teachers nationally posed to their pupils last term for a blog competition. RE:online has all the blog entry winners. This is a great resource for inspiring classroom discussion and activities. Read winning entries here: [Blog - RE:ONLINE \(reonline.org.uk\)](#)

"Learning to Listen" report

The recent APPG (All-Party Parliamentary Group) report on Religion in the Media aimed at 'working with parliamentarians, industry leaders, journalists, academics and faith communities to improve religious literacy in broadcast and print media' draws attention to the importance of education in religion and worldviews. The full report can be viewed here:

[APPG+Learning+to+Listen+12+04+21+\(2\).pdf \(squarespace.com\)](#)

Katie Freeman, Chair of NATRE: "Understanding people and their unique perspective on the world is a vital skill for us all, especially young people. Good religious education plays a vital role in that, helping create a more cohesive society, ensures young people receive a balanced education, and supports a vibrant economy by preparing employees and future business leaders for the globalised workplace and that includes roles in the media"

NASACRE Report on SACRE funding in England

NASACRE has published its research report on SACRE funding following a freedom of information request to local authorities. The full report can be viewed here: [1-376-nasacre-report-on-sacre-funding-in-england-2021.pdf](#)

Reforming RE Blog

Teachers and RE professionals can access the latest news and opinions on Religion and Worldview by reading the Reforming RE blog: [Reforming RE – A blogspace for a Worldviews Curriculum \(wordpress.com\)](#)

OARS Education End of Project Event 1 July

The Oxford Argumentation in Religion and Science (OARS) project team is hosting a public End of Project Event to share resources, research, and outcomes of the three-year project. More details can be found here: [OAR End of Project Event | OARS Education](#)

The RE Podcast

'The RE Podcast' has been created by RE teacher Louisa Jane Smith and is the first dedicated RE podcast for students and their teachers. It is in its third season, which has so far included topics such as feminist theology, Ramadan, Sikhi and capital punishment. For more information, please visit <https://www.therepodcast.co.uk/>.

Humanist Heritage website launch

'To mark the 125th anniversary of Humanists UK, Understanding Humanism have launched a new, free online resource that will support teachers and students to explore the rich history and influence on the UK of humanist thought and action.' [Humanist Heritage - Exploring the rich history and influence of humanism in the UK \(humanists.uk\)](#)

New blog launched for Key Stage 3 Buddhism

Dr Rachel Jackson-Royal has recently launched a new blog, entitled Unity and Diversity: Exploring Buddhism in KS3. Its aim is to help teachers towards a more authentic presentation of Buddhism in Key Stage 3 RE. The blog can be viewed here: [Unity and Diversity: Exploring Buddhism in KS3 – Reforming RE \(wordpress.com\)](#)

WHS Essay Competition 2021

The Wesley Historical Society runs an annual essay competition, open to Sixth Formers, seeking short essays on religious history.

There is a prize of up to £250 and the deadline is 1 October. Enter here: [The Wesley Historical Society: Events](#)

Video Resources for RE

Real People: Real Faith

The Pan-Berkshire SACRE Hub recently launched its Real Faith: Real People project. Funded by Westhill and hosted on the NATRE website, this is a series of interviews filmed in locations across Berkshire, featuring local faith communities answering questions about their faith. Two questions, specific to each key stage were asked across the range of venues and in most venues, several people answered each question. This allows pupils and teachers to explore some of the diversity both between and within faith communities. The same six communities were interviewed at each key stage. Each film has a page of notes outlining the key questions and concepts, with a brief summary of the answers and some suggested follow-on activities. The hub is planning more videos in the next academic year. The clips and accompanying notes can be found here: [Real People Real Faith \(natre.org.uk\)](#)

Nobody stands nowhere

A new animated film by Emily Downe, created in partnership with Culham St Gabriel's Trust and Canterbury Christ Church University, unpacks the idea of worldviews and invites the viewer to consider how their own unique view of the world might co-exist with other vantage points held by those around them.' View the film here: [Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.](#)

Premier League footballer talks about his experience of Ramadan

Wolves defender Romain Saiss talks to the BBC's Match Of The Day about what it's like being a Premier League footballer and fasting during the Muslim holy month of Ramadan. Watch the video here:

[MOTDx: Wolves' Romain Saiss on being a footballer during Ramadan - BBC Sport](#)

Bhaktivedanta Manor virtual visit

Every year thousands of teachers and students visit Bhaktivedanta Manor to learn about Hinduism and 'lived religion'. Because of lockdown schools have been unable to go on any educational visits. This short informative video can be shared with students. Watch the video here: [Temple Visit - YouTube](#)

BBC Being...

A new series from the BBC, showing British Sikhs, Hindus, Jewish people, Christians and Muslims celebrating some of life's biggest moments, from birth and coming of age to marriage and the end of life makes a great classroom resource. [BBC iPlayer - Being... - Series 1: 2. Sikh](#)

How Islam began in under 10 minutes

True Tube tells the turbulent tale against the clock, with all the names, dates and events on a timeline. Watch here: [How Islam Began - In Ten Minutes - TrueTube](#)