

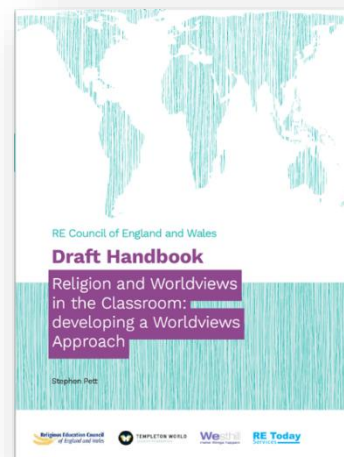
Draft Handbook for Religion and Worldviews in the Classroom

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/

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 also some 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%**



“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*

Ofsted 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 data 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 the 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 any appropriate 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/

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.

Having SACRE Summer Term 2022 National Updates

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.

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

Online training

Online seminar series from University of Chester

The Chester Uni A level webinar series have started. Look [here](#) to find out about the programme. This is the third season of Chester's A level webinars, and whilst they are widely used by those in Key Stage 5, in the past students and teachers of Key Stage 3 and 4 have also found them to be helpful.

- Does the Ontological Argument work?
- How do feminists read the Bible?
- What does it mean to be free?
- Emptiness and the Heart Sutra?
- Islam and science

Just some of the sessions on offer!