

NASACRE Conference 2022

Ambitious SACREs

Working together for high quality education in religion and worldviews

- What is the Religious Education Council (REC)?
- Why is the Draft Handbook on Religion and Worldviews a landmark?
- How has the REC been working with its partners to improve RE?

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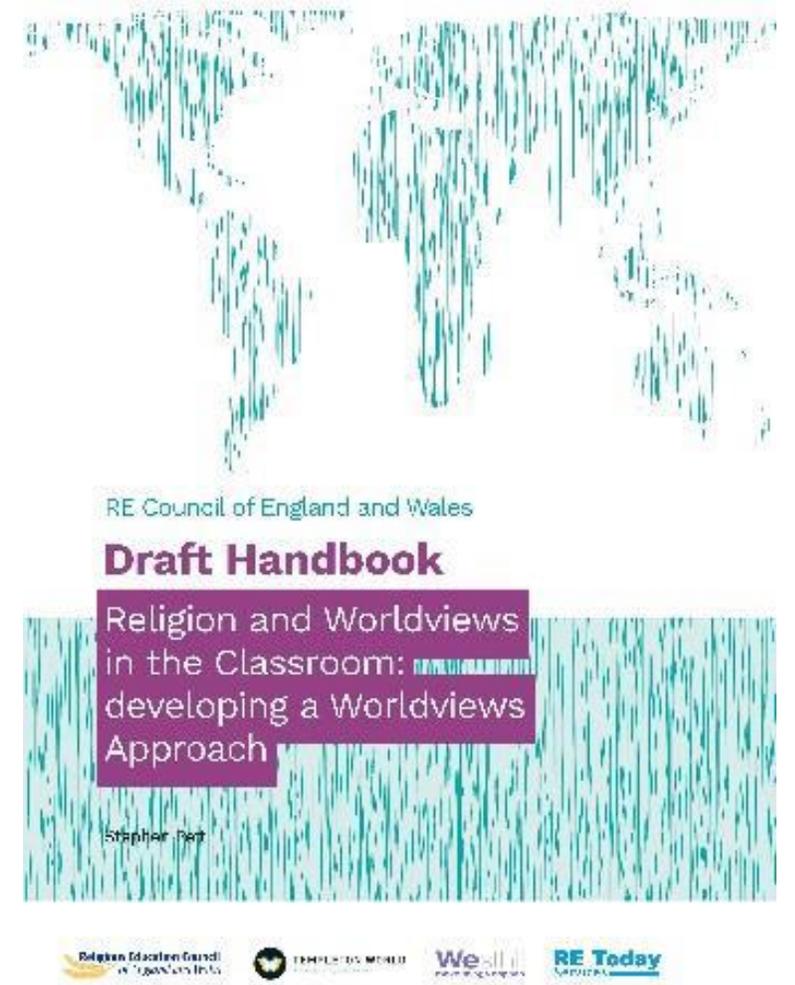


Religious Education Council
of England and Wales

Draft Handbook on Religion and Worldviews in the Classroom: Developing a Worldviews Approach

Published May 2022

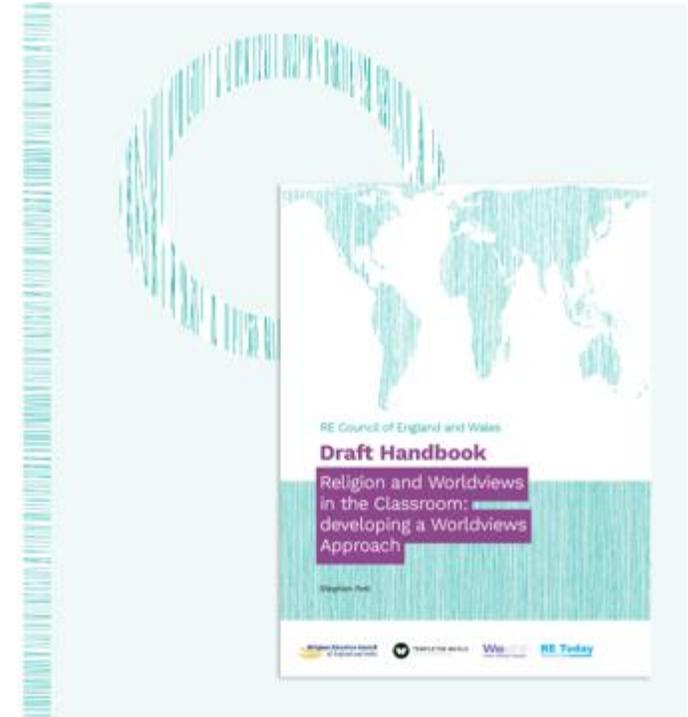
Produced for syllabus writers and curriculum developers to support them on translating the REC's vision of an excellent education for all in **Religion and Worldviews** into practical resources for teachers



<https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/>

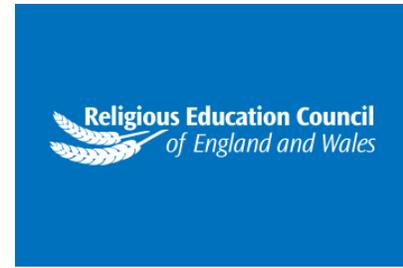
The purposes of this Handbook are to:

- present a 'national statement of entitlement' (NSE)
- equip syllabus and curriculum developers
- set out the nature of a religion and worldviews approach



This approach means enabling all pupils to become open-minded, critical participants of public discourse, who make academically informed judgements about important matters of religion, belief and practice which shape the global landscape. It is a subject for all pupils, whatever their own family background and personal worldviews (P2).

The Religious Education Council (REC)



- Established in 1973 to represent the collective interests of a wide variety of professional associations and faith and belief communities
- To deepen and strengthen provision for religious education
- Providing a multi-faith forum where national organisations share concerns and promote RE

Commission on RE (CoRE) set up (2016)

Vision (2021)

Every young person experiences an academically rigorous and personally inspiring education in religion and worldviews

Mission (2021)

The REC campaigns and advocates for a high quality education in religion and worldviews for every young person

The REC has over 60 members:

- Accord Coalition
- Al-Khoei Foundation
- Archbishop's Council
- Association of Christian Teachers
- ...
- ...
- ...
- World Congress of Faiths
- World Federation of KSIMC
- Zoroastrian Trust

What does the REC do?

Campaigning and advocating for a high quality education in religion and worldviews for all young people, as proposed by the CoRE report (Commission on RE, 2018)



Leading the Beyond the Ordinary Teacher Recruitment Campaign to address the shortage of secondary RE specialists



Hosting and co-ordinating the RE Quality Mark



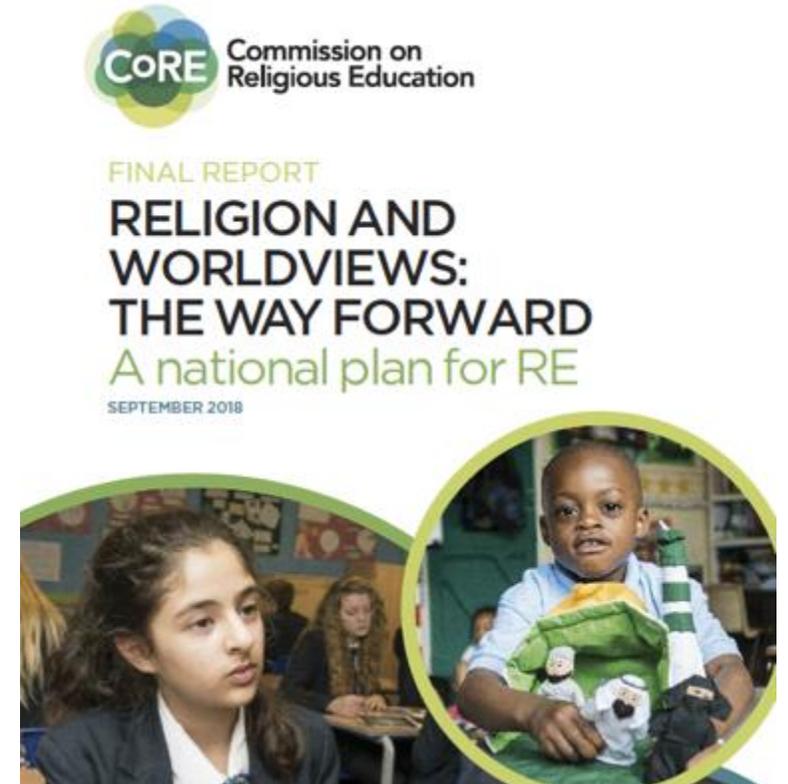
Engaging politically, including representing RE to MPs and decision-makers, the DfE, Ofsted etc



A New Vision for RE

CoRE recommendations (2018):

1. A name change to '**Religion and Worldviews**', reflecting a broader and more inclusive emphasis for the subject
2. All pupils should have access to high quality teaching in RE. A National Entitlement should apply to all schools
3. A significant investment to ensure the provision of highly qualified and knowledgeable teachers



Lived Experience

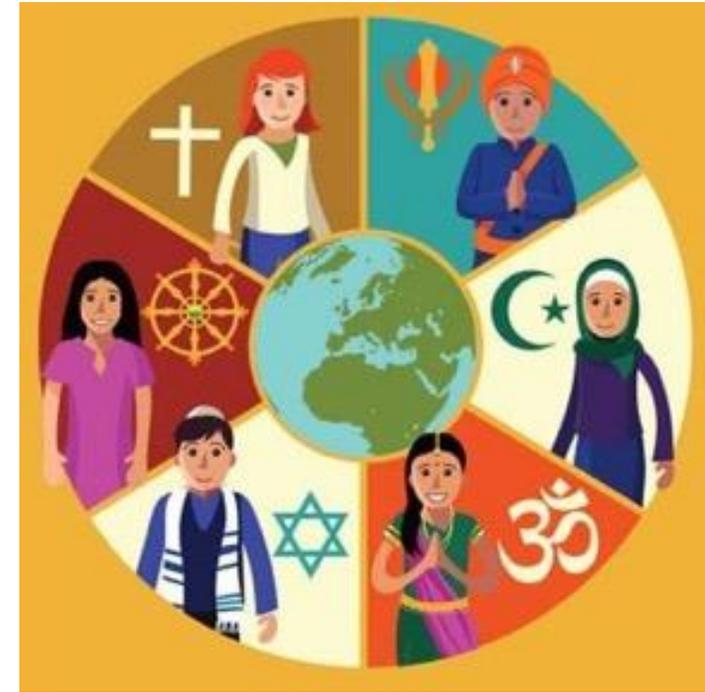


‘The shift in language from ‘religion’ to ‘worldview’ signifies the greater attention that needs to be paid to individual **lived experience**, the **complex, plural and diverse nature of worldviews** at both **institutional** and **individual** levels, and the extension of the subject beyond six major world faiths and humanism.’

RE Commission report (P30)

Moving beyond the 'World Religions' paradigm

- The concept of 'religion' is the product of colonialism and Protestant Christianity
- 'Other' 'religions' have been categorised by the yardstick of Christianity
- A 'religion' needs to conform to a checklist of features: prophets, holy books, places of worship, rituals, divine beings, liturgy and prayers etc
- The 'World Religions' paradigm assumes that particular sub-traditions within those religions are normative - the true version of a religion - and everything else is somehow 'less than'



The World Religions paradigm can imply that 'religions' are understood as fixed, bounded entities

Vision of an education in religion and worldviews

New REC vision statement:

‘every young person experiences an academically rigorous and personally inspiring education in religion and worldviews’

The REC has put in place:

- A comprehensive operational plan to implement this strategy
- A whole series of projects and initiatives to promote the vision with the RE community and the wider public

Examples of this vision in action:

- A 2021 Culham St Gabriel’s Trust/Savanta survey shows that 73% of people believe that RE’s role is to provide pupils with the opportunity to learn more about other people, beliefs, worldviews and cultures
- Changes to the RE Quality Mark award criteria reflect the new vision

Improving Structures for RE support

REC and NASACRE project

- Still Standing (2021) report made a number of recommendations for government, SACREs and NASACRE
- Piloting the concept of local advisory networks (LANs) for religion and worldviews

RE Today Services and the REC infrastructure project

- Enhancing RE at a regional level and improving communication from classroom to the research community
- Supporting NATRE local groups
- National lead director, 10 regional hubs leads

STILL STANDING

A report on future directions for SACREs



A report on the joint REC/NASACRE LAN Pilot project 2020-21

Claire Clifton
November 2021

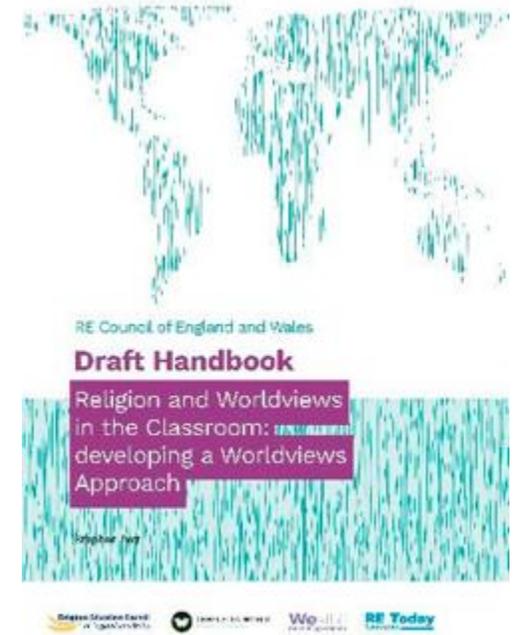
Impact of CoRE on the RE Curriculum

Templeton World Charity Foundation Project (£150,000 grant):
Developing new model curriculum frameworks utilising a
worldviews approach

Draft Handbook published May 2022

Bids for 3 successful groups to write exemplar curricula for
religion and worldviews being decided this week (May 2022)

Since 2018, analysis of the 5 yearly reviews of local agreed
syllabi demonstrates that a significant number are embracing a
religion and worldviews approach



RE in Academies and Free Schools

The issue of how we set curriculum standards and expectations for high quality education in religion and worldviews in MUST be solved

Questions

What can SACREs contribute to high quality education in religion and worldviews?

What are the main challenges facing your SACRE at present?

