



## RE REVIEW DISSEMINATION EVENT: Oxford

**Lesley Prior**

### A Review of RE in England

- a response from the perspective of colleagues:
  - in other European countries, including members of CoGREE and EFTRE
  - engaged in teacher training, both ITT and CPD
  - involved with SACRES, either as SACRE members or as advisers and consultants employed to support the work of SACRES

### CoGrEE and EFTRE

The Coordinating Group for RE in Europe <http://www.cogree.com>

- Conference: *"Religion in Schools in Secular Europe? Perspectives from Research, Politics and Practice"*

European Forum of Teachers of RE <http://www.eftre.net>

- Executive Meeting

### An Outsider's View of RE in England?

Robert Burns

O wad some Power the giftie gie us **to see oursels as ithers see us.**

(O would some Power the gift to give us **to see ourselves as others see us.**)

### Some examples

- Germany – denominational, if not confessional RE
- Spain – confessional RE
- Romania – confessional RE
- Sweden – non confessional RE or 'knowledge of life'
- Other parts of the UK – all different too!

## **RE Review: A European Perspective?**

- member bodies of the REC (page 2)
- donors (page 71)
- purpose of study (page 14) and breadth of RE (page 15)
- local determination in general (through SACREs) offers a potentially excellent model of collaboration and inclusion (page 35)

## **An Insider's View of RE in England?**

- The APPG Report: The Truth Unmasked
- The Ofsted Report: Realising the Potential
- The RE Council Report: A Review of RE in England

## **ITT and CPD**

The Review recommends that we should:

- ensure that there are more robust arrangements for training and supporting of teachers of RE (page 38)

Evidence to support this also comes from:

- The APPG Report: the Truth Unmasked
- The Ofsted Report: Realising the Potential

## **APPG Report**

- Key Findings for Primary RE are:
  - In the majority of schools, RE is not taught by the class teacher
  - About a half of primary teachers and trainee teachers lack confidence in teaching RE
  - About a half of SLs lack expertise
  - There is a wide variation in ITT provision
- Key Findings for Secondary RE are:
  - Over a half of secondary RE teachers have no qualification in the subject
  - DfE data fails to show the true picture of provision
  - Trainee teachers on school based routes are not guaranteed appropriate training
  - Applications for ITT are down and places have been cut

- Support for teachers of RE is:
  - Inadequate in 40% of schools
  - Limited in terms of their access to CPD
  - Not always provided by SACREs as their funding has been cut
  - Dependent on a 'postcode' lottery

### **Ofsted Report**

- Areas of concern are:
  - low standards
  - weak teaching
  - problems in curriculum development
  - confusion about the purpose of RE
  - weak leadership and management
  - weaknesses in GCSE provision
  - gaps in training
  - impact of changes in education policy

### **NASACRE's/SACREs' Concerns**

- government has marginalised RE
- there is confusion in schools about the nature, purpose and place of the subject within the curriculum
- mechanisms for supporting teaching of RE are under threat
- SACREs and ASCs are under funded and under supported by the LAs that are legally obliged to convene them
- NASACRE is urging the government to ensure that LAs and academy chains are fulfilling their statutory duties in relation to RE.

### **The Law on RE and the Review**

- a foreword signed by Michael Gove, reaffirming local determination of RE (page 5)
- no change in the law on RE and no change is foreseen in the immediate future (REC Meeting)
- the Review is therefore guidance only and SACREs retain the right to determine syllabus content

## **SACREs, ASCs and the Review**

- use it without reservation
- use it with recommendations, such as which material to be taught (footnotes on pages 14, 18, 21, 24) to reflect local needs
- use it with reservation – considering how useful it might be for framing RE within the LA and how it links with previous syllabuses

## **The Future?**

### **NASACRE can play a vibrant role within the changing educational landscape to:**

- develop regional conferences and support groups
- work with those responsible for RE in academies and free schools
- gain clarification of the precise role, nature and purpose of SACREs in the current arena
- actively support and be involved in moving forward our subject in the wake of the Review

## **There is no such thing as bad publicity?**

- “all publicity is good if it is intelligent” (from a US newspaper in 1915)
- “the only thing worse than being talked about is not being talked about” (Oscar Wilde)
- “there's no such thing as bad publicity except your own obituary” (Brendan Behan)