

## National RE Updates for SACREs Summer 2021

### **Ofsted publishes research review on religious education**

The latest review, published on 12<sup>th</sup> May 2021 draws on the education inspection framework (EIF) and other religious education (RE) literature to identify what contributes to high-quality RE.

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

#### **Brief Summary**

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 more of these 'pillars of progression'. 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?*

### **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 report reveals the startling statistic that only 8% of Local Authorities provide NASACRE's recommended level of funding for their SACREs. The 2% benchmark represents the proportion of the Central Schools Services Block (CSSB) government funding that is deemed necessary

to fulfil the statutory functions of a SACRE and an Agreed Syllabus Conference. The full report can be viewed here: [1-376-nasacre-report-on-sacre-funding-in-england-2021.pdf](https://www.nasacre.org.uk/wp-content/uploads/2021/07/1-376-nasacre-report-on-sacre-funding-in-england-2021.pdf)

*What can our SACRE learn from this report?*

### **Spirited Arts 2021 – Still time to enter!**

Entries for this year's Spirited Arts competition are still welcome up until the deadline of 31<sup>st</sup> 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](#)

*How can SACRE encourage schools to enter this competition?*

### **Research for RE**

RE:online has had a bit of 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 \(reonline.org.uk\)](https://reonline.org.uk)

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

### **RE Today recruits a new adviser**

RE Today are delighted to announce the appointment of Adam Robertson as National RE Adviser. Adam is an experienced primary teacher and subject leader for RE. In addition, he worked as a schools adviser for the Diocese of Bristol for four years Adam has been a member of the NATRE Executive since 2018. He has also served as a SACRE adviser and led RE Hub groups in Bristol and South Gloucestershire.

### **“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 \(squarespace.com\)](https://www.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”

*How can SACRE bring this important report to the attention of school leaders in our local authority?*

### **NATRE call to action: Time for the government to address the consequences of their neglect of RE teachers**

NATRE's recent article claims that the demands of teaching Religious Education are generally poorly understood. A teacher of RE in modern Britain must not only understand the principal religious and non-religious worldviews, but also the diversity within and between those traditions, but many teachers are ill-equipped to do so effectively. The article can be read here: [Time for the government to address the consequences of their neglect of teachers of RE? \(natre.org.uk\)](https://www.natre.org.uk)

*How does this apply to schools in our local authority?*

### **NATRE Curriculum Symposium: expression of interest**

We are planning to hold a 24-hour residential curriculum symposium in the Autumn.

There will only be 25 places: if you are interested please complete the expression of interest form. The form can be accessed here: [NATRE Curriculum Symposium: expression of interest](#)

### **Understanding Christianity now in over 6,500 schools**

Since its launch in May 2016, the substantial resource, Understanding Christianity: Text Impact Connections has made its way into RE classrooms in more than 6500 schools throughout the UK, helping to lay the foundations for excellent learning at 14+/GCSE and A Level.

### **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 \(wordpress.com\)](#)

### **Blog competition winner: Why does an education in Religion and Worldviews matter?**

This was the question that many teachers posed to their pupils last term for an inaugural 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 \(reonline.org.uk\)](#)

### **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: Decolonising RE**

The next episode of the podcast is in collaboration with Ash Kundi, There will be a series of podcasts which look at how we might decolonise RE. Dr. Jasjit Singh will enlighten listeners about how we can be more authentic in teaching Sikhi. But the discussion goes so much deeper, exploring the representation of Sikhi in the media, the history of Sikhs in Britain and the contribution they have made to British culture. Dr. Singh is both knowledgeable and wise, and presents ideas that will change the teaching of Sikhi in RE. Listen here: [The RE Podcast: Season 3 Episode 4: The One About Sikhi on Apple Podcasts](#)

### **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 \(humanists.uk\)](#)

### **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](#)

## **PRIMARY NEWS**

### **Primary RE Facebook group**

This group is intended to provide a supportive forum for teachers of Religious Education to Primary age children: [Primary RE - for everyone teaching RE in Primary Schools! | Facebook](#)

### **Teaching the Holy Trinity: Free Resource**

Liz Johnson teaches at Our Lady of Pity Catholic Primary School on the Wirral. This PowerPoint sequence supports ideas from Summer 2021's REtoday magazine pages 24-25: [Religious education \(RE\) resources - FREE, KS1, KS2, KS3, KS4 \(natre.org.uk\)](#)

## **PRIMARY CPD**

### **NEW! RE: Intent, Implementation and Impact**

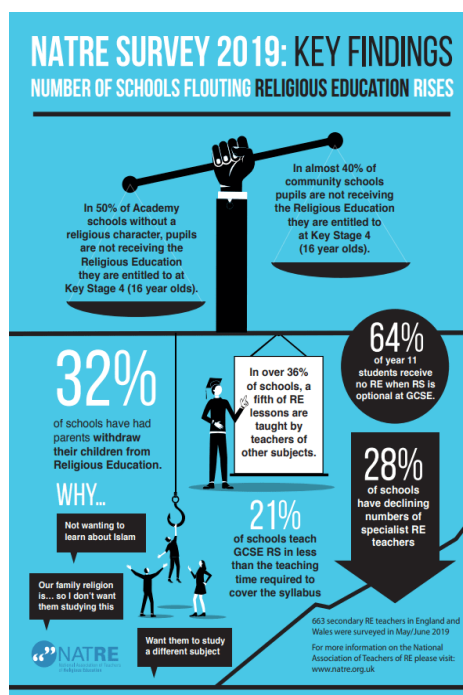
[Online \(Day course\) 22<sup>nd</sup> June](#)

## **SECONDARY NEWS**

### **NATRE Secondary Survey 2021**

NATRE is conducting its eighth secondary survey about the current state of RE in all types of schools. This helps the organisation to continue to support teachers in the classroom by raising awareness of the impact of government policy on RE. The deadline for participating in this survey is Friday 25<sup>th</sup> June and all teachers completing the survey will be entered into a prize draw. The survey can be found here: [NATRE Secondary Survey 2021 \(surveymonkey.co.uk\)](#)

You can see some of the findings from the 2019 survey in the infographic:



### 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 \(wordpress.com\)](https://www.natre.org.uk/unity-and-diversity-exploring-buddhism-in-ks3-reforming-re/)

### 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](https://www.wesleyhistoricalsociety.org.uk/events/)

## Secondary CPD

### Understanding Christianity training

This day course will provide you with an overview of the 'Understanding Christianity' approach, units of work strategies, activities and classroom resources to support learning through an extensive resource pack.

**Next date:** 12 July 2021

**Autumn term:** 28<sup>th</sup> September 2021

*Community schools could save £150 on the course fee, and pay just £60!*

### The RE Update: a day course for every secondary RE teacher

Online (Day course), 2<sup>nd</sup> July 2021

### NEW! Help! I'm a secondary non-specialist RE teacher

Online (Day course), 2<sup>nd</sup> July 2021

Click here to book a place: [Upcoming Courses & Events \(natre.org.uk\)](https://www.natre.org.uk/upcoming-courses-events/)

## Local Updates

### Real People: Real Faith

The Pan-Berkshire SACRE Hub recently launched its Real Faith: Real People project. The films were launched to teachers across Berkshire in an online event on 28<sup>th</sup> April and were showcased nationally at the NASACRE annual conference on 24<sup>th</sup> May. 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 \(natre.org.uk\)](http://Real People Real Faith (natre.org.uk))



### Local networks and training for teachers

On 23<sup>rd</sup> March, secondary teachers joined in with the primary network meeting to contribute to the 'conceptual understanding' project. In this well-attended meeting, the knowledge and skills that pupils should acquire from studying the Pan Berkshire Agreed Syllabus for RE was discussed in depth. Based on the discussions, a page for RE will be produced and this will be reviewed at the summer meeting July, and we hope that secondary teachers will attend. The Real People: Real Faith project will also be discussed at the summer network meeting.

### Inspiring RE Conference

NATRE Central South Teachers' Inspiring RE Conference, hosted by Sarah Payne, NATRE Local Ambassador for the Central South region is due to take place on Wednesday 13<sup>th</sup> October. The event has been re-scheduled several times due to the pandemic, but Sarah is planning a face-to-face conference at Milton Keynes Christian Centre Church, Strudwick Drive, Oldbrook, MK6 2TG.

Current price is £60 per delegate. Please contact Sarah Payne if you are interested in attending: [sarah@natre.org.uk](mailto:sarah@natre.org.uk)