

National RE Updates for SACREs

Spring 2023

Research into parent views on Religious Education

In summer 2021, the Culham St Gabriel's Trust (CSTG) commissioned a survey to understand more about public perception of an education in religion and worldviews. In the summer of 2022, CSTG commissioned another survey, this time exploring the views of parents about education in religion and worldviews. In both cases, the language used in the questions was chosen to try to avoid these misconceptions and to collect a more accurate set of data about what people thought about modern RE.

Some key findings about what parents talk about with their children:

Around 8 in 10 discuss beliefs about the origins of life and the universe (78%), 7 in 10 discuss beliefs concerning what happens when we die (72%), 8 in 10 discuss beliefs that affect people's behaviour and decision making (77%) and 7 in 10 discuss issues related to religious and non-religious worldviews that appear in the media (67%)

Find out more here: <https://www.cstg.org.uk/activities/campaigns/parent-survey/>

How can SACRE capitalise on these findings to further improve RE provision in the LA?

Link between study of RS at examination level and positive outcomes for disadvantaged students?

There is a growing body of research linking the study of Religious Education/Studies with improved outcomes for pupils identified as 'disadvantaged'.

This collection of research would suggest that schools that are serious about improving the outcomes for their disadvantaged pupils, should look carefully at their provision for Religious Studies at key stage 4 and 5.

Find out more [here](#):

What do we know about the levels of disadvantage in the schools in our area and their experience of Religious education?

Cross-party calls for RE National Plan after Westminster debate

London, 01 November 2022: A Westminster Hall debate heard cross-party calls of support for religious education, as MPs urged the Government to do more to protect the subject, they considered vital for young people in modern Britain.

The debate, entitled 'Religious Education in Modern Britain', was called by Conservative MP Martin Vickers who cited concerns about the number of schools fulfilling their statutory responsibility to teach the subject. At year 11, one school in five reported offering zero hours of RE.

[Read more here](#)

How do these figures compare with the picture in our LA?

What action (if any) should SACRE be taking?

Would SACRE like to inform local politicians further about issues facing RE? [This document](#) might support this activity

NATRE survey of provision for RE in primary schools published

Key highlights from the survey show:

- The number of schools where pupils are withdrawn is increasing. 23% of schools report some withdrawal from RE (18.6% in 2020. and 16% in 2018).
- 96% of schools report that they make provision for RE for all pupils in their school.
- More than 40% of teachers report that they received between 0 and 3 hours of training to teach RE in their initial teacher training. 20% received none.
- 63% of schools say some RE is being delivered by adults other than teachers (TAs/HLTAs etc.)
- In 28% of schools, RE receives no budget or no set budget and is 30% less funding than foundation subjects.
- In just under a third of schools (31.5%) insufficient time (less than 60 mins) is being spent on the teaching of RE to ensure that pupils make good progress.
- In 80% of schools, subject leaders receive some training but 25% of other teachers receive none and report reduced confidence.
- In over 30% of schools, time for RE increased and in 30% of these, Ofsted has cited as the main reason: inspection comments, the Framework, or the Research Review in RE.

Read more [here](#) and an infographic [here](#):

To what extent do these findings from primary teachers nationally, reflect the situation in our area?

Office for National Statistics publishes responses to the question on religion in census 2021

For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.

“No religion” was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011.

There were increases in the number of people who described themselves as “Muslim” (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and “Hindu” (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011).

Wales had a greater decrease in people reporting their religion as “Christian” (14.0 percentage point decrease, from 57.6% in 2011 to 43.6% in 2021) and increase in “No religion” (14.5 percentage point increase, from 32.1% in 2011 to 46.5% in 2021) compared with England and Wales overall.

London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than “Christian”; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than “Christian”.

What are the implications of this census for our Agreed Syllabus and the membership of SACRE?

How are the religious and non-religious traditions, including the smaller ones reflected in the membership of our SACRE?

How does the data for 2021 compare with 2011? How is our area similar and different to England and Wales as a whole?

Theos Report: Who are the Nones and what do they believe?

This report published on 24th November, shortly before the census data above was released explores the demography, beliefs and practices of Nones and then presents a cluster analysis of this group. It shows that Nones comprise a complex and sometimes counter-intuitive group with, for example, only 51% of them stating they “don’t believe in God,” and 42% believing in some form of the supernatural. [Read more here](#)

What, if any, are the implications of this report for our Agreed Syllabus?

New2RE - A great opportunity for Early Career Teachers and Teachers with other specialisms (TWOs) in secondary schools, new to RE

Are you a primary or secondary Early Career Teacher of TWOS (teachers with other specialisms in RE)? If so NATRE's New2RE is the best support RE teachers can get.

For further information on the benefits of joining the programme as well as how to join click on this link: [NEW2RE - A great opportunity for NEW Secondary RE teachers \(natre.org.uk\)](https://www.natre.org.uk/new2re)

How can SACRE raise awareness and support teachers with access to CPD and networking opportunities?

Welcome webinars for NATRE members

New NATRE members are invited to our monthly welcome webinars. Get started and access our free live monthly webinar training designed to help you use your NATRE membership and enjoy it to its fullest!

What will you learn?

- How to Access NATRE resources
- Access online termly mailing resources
- Access Local Groups area
- Take the best out of the NATRE monthly newsletter
- How to redeem your REtoday library membership
- How to use your membership discount

Register your interest to attend a webinar at this link.

<https://www.natre.org.uk/member-login/natre-members-welcome-webinar/>

Regional RE Hub leads in place and ready to go!

Under the leadership of Claire Clinton, Lead Director, a fantastic team of Regional RE Leads will be supporting the ten regions of England and Wales. They have been recruited to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional providers of research, CPD, resources, places of worship and so on for the benefit of all RE/Religion and Worldview stakeholders.

The Regional Hub structure aims to increase accessibility for all teachers of RE to local and regional professional development and research, and to enable teachers to teach RE with greater confidence through their access to the support, knowledge, training and resources available in their region.

Details and the list of Regional Leads:

www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/

Inclusive Judaism: resources from the Jewish Museum of London

Classroom resources, including an extensive image library, open up the diversity of Jewish communities. Developers, Shereen Hunte and Eliana Mendelsohn, say:

The teaching of Inclusive Judaism is important for many reasons and ensures that:

- *The Jewish community is represented authentically.*
- *Students truly understand what it means to be Jewish, in all its diversity.*
- *We are able to connect to each other's experiences with empathy and compassion.*

See: [Inclusive Judaism - The Jewish Museum London](#)

Monday nights on Café Natre: Free webinars for primary and secondary ECTs – a taster for NATRE ECT membership.

Early Career Teachers of RE have access to a range of free support through a series of online sessions. 'Café' sessions give you a chance to talk with experienced teachers and experts from different worldview backgrounds. The taught sessions offer expert input with a focus on practical classroom strategies.

Date – All Mondays 4.00-5.30pm	Topic
9 Jan	Taught session: Focus on Non-religious worldviews
13 Feb	Taught session: Focus on Hindu Dharma
13 Mar	Café NATRE – Subject knowledge Judaism
8 May	Taught session: Focus on Worldviews
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link <http://ow.ly/VupG5oKG3cP>