

# NASACRE UPDATES

- #NASACRE24 Date: Monday 20 May 2024 Venue: Hilton York Theme: How can SACREs support high quality RE & Collective Worship?
- Tribute to Elizabeth Jenkerson and Lesley Prior, who sadly died this year.
- SACRE members were encouraged to think about how they might tackle the challenges of teacher recruitment - reinstatement of the RE Bursary, but the withdrawal of the subject knowledge enhancement (SKE) courses for RE continues to make things difficult for providers of ITE and trainees alike.
- Lack of SACRE funding – means difficult/expensive to review syllabus
- CSTG work around Freedom of Religion or Belief (FoRB) another current theme that SACREs may be well-placed to address.
- SACRE members were encouraged to use the hope offered by the sobering Deep & Meaningful? Ofsted RE report to push for action, engaging parliamentary candidates to talk about RE and the seriousness of the need to engage with religious and non-religious worldviews. Whenever and whatever changes in the months ahead, SACREs can talk to those in power to keep RE and matters of faith and belief on the agenda. That might be the retention of the bursary, the reintroduction of funding for SKE, for the Government (of whatever colour) to endorse the National Content Standard (NCS), and for RE to be part of a post-election curriculum review.
- SACREs were encouraged to keep up to date by subscribing to the NASACRE Noticeboard. The NASACRE website also has shared examples of Collective Worship guidance from a range of SACREs, from which subscriber SACREs may gather ideas about how to support and monitor provision.
- 35+ Ideas for activist SACREs presented by Lat Blaylock. – see attached document (Appendix A) on how we can become ‘Activists for RE’ as a SACRE.

# Upcoming NASACRE Events

- '24-'25 webinar programme
- Inter Faith Week: 10 - 17 November 2024
- RE Hubs is pleased to announce that there are over 500 places of interest and school speakers live on [www.re-hubs.uk](http://www.re-hubs.uk), providing schools with kite-marked visitors and places to visit. Many SACREs have advertised the monthly webinar programme, but there's still room for more on the [RE Hubs website](http://www.re-hubs.uk). Can you help to advertise it to others? [Click here for a flyer](#) to share with your contacts.

RE Hubs now produces a termly newsletter to SACRE Clerks and Chairs, highlighting changes and improvements to the website, and welcomes SACRE feedback.

If your SACRE is holding events and training for teachers, you can freely advertise any free events on the RE Hubs calendar:

<https://www.re-hubs.uk/calendar/>

Upload an event here:

<https://www.re-hubs.uk/get-involved/register-cpd-event>

# Have we done all this?

- Contact prospective parliamentary candidates to raise the importance of RE and inter faith dialogue
- Consider how your SACRE can answer the Call to Action and draw the attention of employers and business leaders to the #RE4Work Campaign
- Discuss the NCS and the R&W Toolkit
- Submit SACRE's annual report for 2022-23, if you've not already done so
- Familiarise your SACRE with changes to our NASACRE website and consider whether you have documents to share (subscriber SACREs)
- Pay your membership subscription & training package for 2024-25 (invoices will be sent to SACRE Clerks at the beginning of July)



Research and analysis

# **Deep and meaningful? The religious education subject report**

Published 17 April 2024

## 'Main Findings (1)

- The RE curriculum often lacked sufficient substance to prepare pupils to live in a complex world. **The RE content selected rarely was collectively enough** to ensure that pupils were well prepared to engage in a multi-religious and multi-secular society.
- **A superficially broad curriculum does not always provide pupils with the depth of knowledge** they require for future study. In most cases, where the curriculum tried to cover many religions, like equal slices of a pie, pupils generally remembered very little. **In cases where the curriculum prioritised depth of study, pupils learned much more.**
- The RE curriculum rarely enabled pupils to **systematically build disciplinary knowledge or personal knowledge.**
- The content of some secondary curriculums was restricted by what teachers considered pupils needed to know for public examinations at the end of key stage 4. In a significant number of cases, **teachers taught examination skills too prematurely.** This significantly limited the range and types of RE content taught.
- **In the secondary phase, most statutory non-examined RE was limited and of a poor quality.** A notable proportion of schools did not meet the statutory requirement to teach RE to pupils at all stages of their schooling.
- Where RE was weaker, the **knowledge of traditions specified for pupils to learn was overly and uncritically compartmentalised.** Sometimes, pupils were presented with over-simplistic assertions about religious traditions, which were often **based on visible entities**, such as places of worship.' (P6)

## Main Findings (2)

- 'What schools taught was rarely enough for pupils to make sense of religious and non-religious traditions as they appear around the world. Curriculums did not identify clearly the suitable mix of content that would enable pupils to achieve this.
- There was a profound misconception among some leaders and teachers that 'teaching from a neutral stance' equates to teaching a non-religious worldview. This is simply not the case.
- In some schools, leaders were rightly focusing on developing the curriculum before considering assessment. However, even when leaders had systems of assessment in place, these rarely gave them the requisite assurance that pupils were learning and remembering more and increasingly complex content over time.
- Long gaps between lessons hindered pupils' recall. When the timetable was organised so that pupils had regular RE lessons, they remembered more.
- Although a few teachers had received subject-based professional development in RE, the overwhelming majority had not. Given the complexity of the subject and the kind of misconceptions that pupils were left with, this is a significant concern.' P7

‘The government should urgently update guidance for schools about its statutory expectations for RE. The government should also ensure that there is appropriate clarity about what is taught in RE, and when and where it is taught, for those schools where Ofsted inspects the subject. This would help schools and, particularly, leaders and teachers of RE.’ (P12)

# Other Updates to Share with SACRE & Schools

## The Toolkit includes:

- A Handbook
- 3 Exemplar Frameworks
- Additional Reading

**Welcome to a Religion and  
Worldviews Approach**

**National Content Standard for  
RE for England – 1st Edition –  
2023**

The RE Council's National Content Standard for RE for England provides a non-statutory benchmark for syllabus providers and other bodies to evaluate their work. It is not a curriculum, and it does not determine precisely what content schools should teach. Rather it is a standard by which different RE curricula, content, pedagogy, and provision can be benchmarked.