

# The Perceived Crisis in RE: 2015

Feel free to add further notes, solutions, or comments on solutions:

The Problem	Notes (on problem)	Possible Solutions	Priority	Effects?
<b>The Purpose of RE</b>	<ul style="list-style-type: none"> <li>Confused even with the RE community.</li> <li>Name of RE often connected to this - do we have a universal consensus on what name should be?</li> <li>Some attempts to turn subject into just philosophy and ethics.</li> <li><i>Added influence/interest of public perception of religion and belief, whether religious or non-religious groups</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Agreement of Purpose of RE for Core 20%+ for all schools</i></li> </ul>	Highest	
<b>New GCSE / A-Level</b>	<ul style="list-style-type: none"> <li>Knowledge deficit of teachers</li> <li>Content not appealing to students</li> <li><i>Move towards theology and away from philosophy/ethics - more relevant to many HE Theology/RS courses</i></li> </ul>	<ul style="list-style-type: none"> <li>INSET provide (London RE Hub model including online resources available for free?)</li> <li><i>Teach RE course may be able to help</i></li> <li><i>Working more collaboratively with HE (for A Level especially)</i></li> <li><i>Ensuring KS3 builds into KS4 appropriately (not necessarily 5-yr GCSE!)</i></li> </ul>	High	All schools
<b>Statutory Oddness</b>	<ul style="list-style-type: none"> <li><i>Right of withdrawal from RE relevant when it was RI</i></li> <li><i>Used by parents to randomly remove pupils from particular lessons on a religion eg Hinduism, Islam</i></li> <li><i>All schools need to agree that RE is not RI</i></li> <li><i>Locally agreed designation - differences for academies, free schools and some faith schools/schools with a religious character (denominational RE)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Change of law needs C of E Bishops, House of Lords &amp; government to engage with why it is necessary.</i></li> <li><i>Ensure RE is defined &amp; taught, not RI</i></li> <li><i>Education of parents, govs, media on the Purpose of RE.</i></li> <li><i>Depends on first point above</i></li> </ul>	High	
<b>Student / Parent Perception</b>	<ul style="list-style-type: none"> <li>Some of this is justified with previous GCSEs</li> <li>Taught by non-specialist, low priority in schools</li> </ul>	<ul style="list-style-type: none"> <li>Will new GCSEs change this?</li> <li>New name? (However, without a clear purpose...)</li> <li>Parent workshops - where parents can come into school and experience a mini lesson, representative of what</li> </ul>		

		<p>the students learn. It may be a way of parents recognising how different RE is now compared to when they went to school.</p> <ul style="list-style-type: none"> <li>• Use of school websites, parents evenings, and open evenings are key</li> <li>• Clear understanding (and buy in) from SLT, particularly where the focus of curriculum investment is on EBacc and SLT are held accountable to Progress 8 (biased towards EBacc)</li> </ul>		
<b>Poor implementation of current LASs</b>	<ul style="list-style-type: none"> <li>• Many are unaware of the LAS.</li> <li>• Even if they are, they often do not follow.</li> <li>• <i>Many schools follow the AS &amp; scheme of work, but it may be so broad &amp; include so much choice, pupils don't have a clear understanding of areas studied.</i></li> <li>• <i>Many primary teachers don't have enough knowledge &amp; understanding to teach 6 religions by the end of KS2.</i></li> <li>• Many unaware of statutory nature of LAS; 'borrow' from other local authorities on word of mouth, not realising that they are (in some cases) required to deliver their own authority's syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• Core Curriculum</li> <li>• Clear assessment linked to identified content KS1-3</li> <li>• <i>Need evidence to support claims being made that they are ineffective</i></li> <li>• If LASs are to be maintained, need serious consideration of LA support of SACREs and improvements in measures of accountability, whether led by SACRE, Diocese or Ofsted</li> </ul>		
<b>The Dual Systems (Schools with a religious characters vs Community schools)</b>	<ul style="list-style-type: none"> <li>• CoE schools seem willing to buy in to a Core Curriculum. <i>Are they? Evidence? Difference between CofE school teachers/leadership and CofE Boards of Education/Bishops - which do you mean?</i></li> <li>• RC schools will not allow a legal change to what they teach in RE - under enough 'attack'. However it is feasible that some would use the guidance of a Core Curriculum particularly for KS1-3 World Religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Core Curriculum</li> <li>• Law Change</li> <li>• <i>Non core would allow flexibility for schools</i></li> <li>• <i>See Geography model- this may be helpful</i></li> </ul>	High	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• A hangover from Levels?</li> <li>• AO1 and AO2 / Do we still try to assess what we are learning FROM?</li> <li>• <i>Need agreed way forward- this is less than clear at the current time</i></li> </ul>	<ul style="list-style-type: none"> <li>• Core Curriculum with more universal assessment models.</li> </ul>	High	
<b>Academies</b>	<ul style="list-style-type: none"> <li>• Do not have to follow LAS</li> </ul>	<ul style="list-style-type: none"> <li>• A law change to force them to teach</li> </ul>		Academies

	<ul style="list-style-type: none"> <li>• If they are teaching something good which leads to better outcomes at GCSE / A-Level - have we got something to learn</li> <li>• <i>Primary academies?</i></li> <li>• If they are not, how could we encourage them to change?</li> <li>• Working commercially, rather than collaboratively.</li> <li>• Increasing numbers of MATs with cluster in-house CPD</li> </ul>	<p>RE</p> <ul style="list-style-type: none"> <li>• A core curriculum that is so good it is a good solution</li> </ul>		
<b>SACRE Effectiveness</b>	<ul style="list-style-type: none"> <li>• <i>Money</i></li> <li>• <i>Expertise</i></li> <li>• <i>Time</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Abolish them</i></li> <li>• <i>Resource them</i></li> <li>• <i>Define the Purpose of SACRE</i></li> <li>• <i>Redefine their role to support schools with visitors &amp; visits to places of worship</i></li> <li>• <i>We need evidence.....this is only limited at the moment...</i></li> </ul>		Community schools
<b>Ebacc Exclusion</b>	<ul style="list-style-type: none"> <li>• Current GCSEs are too easy - when compared to other subjects, but not given non specialists on limited time trying to teach!</li> </ul>	<ul style="list-style-type: none"> <li>• New GCSEs may help remedy!</li> <li>• Clear purpose may help</li> <li>• Continued support and evidence from HE/business sector that it is a valuable and valued qualification - you don't just have to go into teaching/become a nun... (although please do pursue these if you so wish!)</li> <li>• Promotion of CPD e.g. Farmington Scholarships to raise profile of RE</li> </ul>		All
<b>Compulsory KS4/5</b>	<ul style="list-style-type: none"> <li>• Part of Basic Curriculum rather than National Curriculum.</li> <li>• Where would we sit after a law change?</li> <li>• Has this law protected RE?</li> <li>• Is it a law that is so often flouted, it need not be much concern? <i>accountability - who is responsible and are they adequately resourced to carry out the work?</i></li> <li>• Is there a climate or wider desire to change this law?</li> </ul>	<p><i>Consultation needs to occur</i>  <i>Talk to other curriculum areas more pro actively</i></p>		
<b>Time Allocation</b>	<ul style="list-style-type: none"> <li>• Many not given full time allocation.</li> </ul>	<ul style="list-style-type: none"> <li>• Having more specialist RE teachers</li> </ul>		

	<ul style="list-style-type: none"> <li>Drop down days and mixes with other humanities seemingly more common.</li> </ul>	<p>who progress further up the leadership ladder, so that RE can 'have a voice' further up the chain</p> <ul style="list-style-type: none"> <li>Use of 3forRE to support whole school improvement through RE...</li> </ul>		
<b>Relevance and Engagement</b>	<ul style="list-style-type: none"> <li>Has this become 'fun' and 'down with the kids'?</li> <li>Rather than structure and purposeful, and linked to wider curriculum and prior learning?</li> </ul>	<ul style="list-style-type: none"> <li>Having a clear purpose for RE</li> </ul>		
<b>Non-Specialist Teachers</b>	<ul style="list-style-type: none"> <li>Recruitment and retention issue.</li> <li>"Anyone can teach RE" attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of bursaries</li> <li>Core Curriculum - easier resource sharing and CPD nationally.</li> <li>#Beyondtheordinary campaign- build on this and maintain momentum</li> <li>Input from HE/employers</li> </ul>		
<b>Lack of subject knowledge and confidence at Primary</b>	<ul style="list-style-type: none"> <li>Expectation teachers cover up to 6 religions by end KS2</li> <li>Comparing &amp; contrasting within and between religions which neither teachers or pupils may be able to achieve</li> <li>Impact of parental views on teachers lacking confidence (e.g. selective withdrawal)</li> </ul>	<ul style="list-style-type: none"> <li>Core Curriculum</li> <li>Dilwyn Hunt model</li> <li>Training - online, hubs, effective CPD</li> <li>Teach RE course- new models being explored, new proposed TREC Lite for primary ITE/NQTs</li> </ul>		
<b>Colonisation</b>	<ul style="list-style-type: none"> <li>SMSC, British Values, PLTS, PHSE, Citizenship... we want it all to legitimise our subject!</li> </ul>	<ul style="list-style-type: none"> <li>Clear Purpose of RE</li> </ul>		
<b>Cultural Shift</b>	<ul style="list-style-type: none"> <li>Increasingly secular outlook of some dominant voices in society.</li> <li>The need for non religious and religious pupils to engage with /relate to their own beliefs in relation to the world in which they live &amp; will work.</li> <li>Not an anti-religious world, but lots of 'us'/'other' rhetoric which can influence public perception of religion and belief</li> </ul>	<ul style="list-style-type: none"> <li>The syllabus could incorporate more current beliefs in modern Britain- whether this be atheism, humanism, spirituality, or other non-religious views. This will allow both students and parents to relate to the content and recognise the value of the subject.</li> </ul>		

