

Inspecting RE: An examination of OFSTED inspections

The publication of the [Religious Education Research Review](#) was greeted positively by many teachers.

NATRE has examined the inspections reports published between 1st May - 14th Oct 2021. NATRE investigates whether inspectors are taking account of the factors identified in the research and if this is improving the potential of inspections to drive up standards in RE. A detailed article outlining sample reports and themes is available for NATRE members.

Key themes that are commented on are

1. Studying the curriculum in depth, knowing more and remembering more
2. A well sequenced curriculum to ensure that pupils learn the knowledge they need for later topics.
3. Planning an ambitious curriculum
4. 'Collectively enough' – is subject content 'collectively enough' for pupils to gain a good understanding?
5. Adequate curriculum time is given to RE, so that leaders can deliver an ambitious curriculum.
6. Developing pupils' personal knowledge helps them to relate the content to themselves (for example, their own prior assumptions).
7. There is sufficient training and professional development so that teachers have appropriate subject professional knowledge.
8. The importance of visits and visitors
9. Links to SMSC and Personal Development
10. Generally poor or non-existent provision
11. The importance of subject leadership

NATRE members can download the full document [on this link](#).

Could SACRE encourage schools to become members of NATRE to gain up to date information such as this? Is SACRE monitoring OFSTED reports? How far does SACRE training help support teachers to meet these descriptions of good quality RE?

Analysis of teacher survey on Secondary RE and RS

A ninth secondary NATRE Survey – July 2021 was conducted during the spring term of 2021 via a number of teacher networks supported by the National Association of Teachers of Religious Education (NATRE), and RE Today Services. Conclusions can be drawn around provision, GCSE entries, timetabling and the supply of specialist RE teachers.

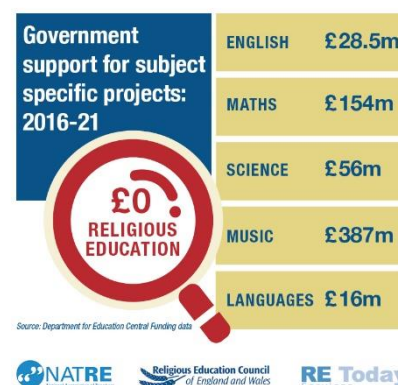
See the report www.natre.org.uk/news/latest-news/an-analysis-of-a-survey-of-teachers-on-the-impact-of-government-policy-on-student-opportunity-to-study-gcse-rs/

Is this something that should be discussed on our SACRE agenda? Are we aware of the picture in our schools? Are senior leaders aware of their duties around RE?

Religious Education and the lack of support by government funding

A written parliamentary question tabled has led to the government sharing that it has been supporting curricular projects in many areas of the curriculum, but has allocated no funds on religious education specific projects in the last 5 years.

The RE community are asking people to write to their MP to ask if this can be changed. According to a Savanta survey commissioned by Culham St Gabriel's Trust, 64% of UK adults agree that RE is an important part of the school curriculum today. Religious Education requires support by the government.



Can SACRE talk to local MPs about this and ask them to press the government on this?

NASACRE Conference 2022 - Ambitious SACREs

Taking place in Birmingham on Monday 23 May, this conference will provide an opportunity for SACRE members to engage in discussion around issues of RE and Collective Worship. Keynote speakers will be Sarah Lane-Cawte (new Chair of the REC - Religious Education Council), HMI Richard Kueh (Ofsted) and David Hampshire, a previous chair of NASACRE, who will present the analysis of the most recent (2021) SACRE annual reports.

Additional sessions will look at the new SACRE audit tool, Westhill award winners, the Local area Network report and other topical issues of interest to SACREs.

Who can attend this on behalf of our SACRE?

LAN (Local Area Network) report

'Still Standing' – the REC Local Area Network Report is now live [here](#).

The report asks SACREs to consider the following points:

1. Reviewing SACRE membership in partnership with the LA to ensure that it is representative of the local community, and supports the religions and worldviews included in the Agreed Syllabus. Having a diverse range of voices with specific roles on SACRE is essential if an LA is to be able to discharge its legal responsibilities. SACREs can start the process of working with their LA to update membership now. This may require a change to the constitution or terms of reference; the LA legally approves your members and there is nothing in the present legislation that would hinder this.
2. Continue to build local partnerships with the LA to ensure necessary funding.
3. Within the present legislation regarding their ability to widen their membership, the CoRE report helpfully suggests SACREs think about adding to their membership - if they haven't done so already - education departments at museums and universities, local ITT providers, local RE CPD providers, training school hubs, parents, governors, pupil voice, academies and free schools, to name but a few possibilities. Widening representation and local buy-in strengthens the work of high quality RE in schools.

Claire Clinton, the report's author, believes that there are some useful documents developed by SACREs who participated in the project, for other SACREs to use in their work, including

- An audit tool for Agreed Syllabus reviews
- A simple participatory action research template
- A membership tool

Spring Term 2022 National SACRE updates from RE Today

NASACRE hopes that there will be an opportunity for SACREs to find out more about these tools and discuss the impact of the report at the (hopefully!) face-to-face May 2022 conference in Birmingham.

What can our SACRE learn about this? Could someone go back and find out more about this and lead a discussion at our next meeting?

NASACRE's SACRE Self-evaluation tool

The NASACRE development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable SACREs to consider their effectiveness in all areas of its work in order to produce a targeted and costed Development Plan in partnership with your LA.

The SEF is available [here](#) for use at SACRE meetings.

There will be a workshop at the conference in May 2022 around how to use the tool to best effect.

Should this be on our summer agenda, led by whoever attends the NASACRE conference?

NASACRE's new online training programme

NASACRE members can access these recorded sessions [here](#) along with the slide shows and resources.

The programme for 2021-22 can be accessed [here](#).

Can anyone from SACRE attend any of these? Which might be useful?

Religion and Worldviews in Religious Education

This new page on the REC website hosts a series of resources relating to worldviews. It includes a new animation from Jason Ramasami, well known animator and former RE teacher, that captures the key characteristics of how this new approach represents religions in the classroom, a Bibliography from Dawn Cox of articles, blogs and other material that have been published in response to the CoRE Report and a series of FAQs.

www.religiouseducationcouncil.org.uk/worldviews/

Do we need an item on our next agenda to discuss new developments in worldviews?

The Culham St Gabriel's Leadership Programme

The programme is a one-to-two-year mentoring and coaching programme developing leadership skills in middle leaders. It is **free** to schools. Applications are open now for a September 2022 start. The programme works at 2 levels.

Stage 1

This stage is for those local or regional leaders who are beginning to work across more than one school. For example, leading Religion and Worldviews across a MAT or supporting other schools in a Federation and/or leading a local group or hub. Some NATRE Regional Ambassadors, SLEs, REQM Gold award RE leads or LTLRE Hub leads might find this Stage of CPD helpful.

Stage 2

This Stage is for teachers who have completed Stage 1 and/or for those who already have a regional/national role and would like to develop their expertise further. This stage is particularly for teachers/advisers who are likely to continue their specialism into senior leadership roles within or outside of their school situation. Those who are seeking to become advisers, ambassadors or an Executive member of one of the RE Organisations are particularly encouraged to apply.

Spring Term 2022 National SACRE updates from RE Today

APPLICATIONS NOW OPEN: Closing date for applications: 31st March 2022

For more details and a film outlining the programme go to www.reonline.org.uk/leadership/leadership-programme/

Who should we be encouraging to join this programme? Can we share this with schools?

NATRE Spirited Arts 2022

Will schools from our area join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of. Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The 5 themes

1. "We have more in common than that which divides us."
2. God's good earth? ("Beautiful World, wonderful God?")
3. Searching for God
4. A view of the world.
5. Celebrations: Big days and big ideas

Find out more details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/

Lessons that make a difference

CSTG through RE:ONLINE have launched their blog writing competition. CSTG are inviting children and young people to write a 500-word blog or record a 2-minute audio or visual file about a Religion and about a Religion and Worldviews (or RE) lesson that has made a difference to them. Entries are due in by 14th March.

Winning entries will be notified and their blogs/vlogs posted on RE:ONLINE in Summer 2022.

www.reonline.org.uk/news/pupil-blog-competition-2022/

How can SACRE encourage schools take part in these two competitions? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

New offer from 'Good News for Everyone': free Bible magazine to pupils and primary classrooms

The charity 'Good News for Everyone' – which used to be known as 'The Gideons' – have produced a 48-page magazine which provides children aged 7-11 with extracts from Bible stories, texts and teachings. The extracts include all the major Bible texts used in the 'Understanding Christianity' resources. There are questions for discussion and thinking, and quizzes, all illustrated in an age-appropriate style.

Good News for Everyone exists to give Christian scriptures away, and this new educational collection of Bible texts is available through schools to pupils – for example Good News for Everyone will be happy to send a visitor to schools to give a class set of copies for teachers to use and a personal copy to all school pupils for them to keep. The charity still visits secondary schools to distribute copies of the New Testament, Psalms and Proverbs free to pupils.

Contact: <https://goodnewsuk.com/bibles-for/education>

Websites refreshed and relaunched

RE:Quest

The **RE:Quest** website has refreshed and relaunched with a series of new resources on key Christian concepts such as Salvation, resources for pupils with additional needs and a series of new films. You can also create boards of resources for particular units or topics for pupils and teachers to access. Resources on the key concepts provide sample lesson plans too.

<https://request.org.uk>

Understanding Humanism

The **Understanding Humanism** website has relaunched with over 100 new FREE resources to support teaching about humanism and non-religious worldviews.

Resources for ages 5-18 organised into several core areas of knowledge to support young people's understanding of a humanist approach to life, humanist history, and the influence of humanism on the modern world. '

<https://understandinghumanism.org.uk>

True Tube

The **Truetube** website has also had a refresh with a series of new films added for teachers in Primary and secondary schools.

www.truetube.co.uk

Online training

Webinar series from University of Edinburgh

<https://blogs.ed.ac.uk/teachingbuddhism/2021/11/29/who-is-the-buddha-new-webinar-series-for-teachers-jan-march-2022/>

A series of webinars on the life of the Buddha – excellent for KS3 and KS4. The series has already started, but sessions are uploaded afterwards, so you can catch up later.

Register [here on Eventbrite](#)

Online seminar series from University of Chester

The Chester Uni A level webinar series will be starting again soon. Look out [here](#) to find out about the programme. Details coming soon.

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