



RE News



A National Statement of Entitlement for RE?

Welcome to this summer term edition of RE News. I hope you have enjoyed a break over half term and are looking ahead towards the long summer holidays! In this edition of RE News, we explore the national conversations about RE curriculum and hear about an exciting new project taking place in our region. We also hear from some teachers and pupils who have been participating in and learning about the lived reality of religious and non-religious worldviews in our region.

As ever, if you have anything to share in the next edition of RE News, please do get in touch. I look forward to hearing from you!

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Special points of interest

- Celebrating excellent practice in RE
- The latest news and views from around the country
- Exciting new resources to support you in the classroom

A National Entitlement Statement for RE?

In 2018, the Commission on RE published their final report, [*Religion and Worldviews: The Way Forward*](#). This report was the result of two years' worth of research and engagement, which provided a clear picture of the existing provision and impact of Religious Education in schools and academies across the country. The Commission made several key recommendations, one of which was that schools would benefit from a National Statement of Entitlement that outlined what pupils, teachers and parents could expect from the RE curriculum in English schools and academies. This report contained an example of what this might look like. It also recommended a shift from what we might call the 'world religions paradigm' (teaching that involves a focus on the 'greatest hits' of the 'big 6') to a 'worldviews paradigm'. Working from this basis, the RE Council of England and Wales has commissioned the production of a [draft National Statement of Entitlement \(NSE\) and accompanying guidance for syllabus and curriculum writers](#).

This NSE is structured in three key sections: Content, Engagement and Position.

The Content section outlines the core content, or substantive, knowledge that an effective RE curriculum or syllabus might include. It focuses on six key themes that relate to religious and non-religious worldviews. It does not specify that certain religious or non-religious worldviews must be covered as part of an effective RE curriculum, not least because this kind of content selection can vary significantly from region to region.

The Engagement section covers what we might call disciplinary knowledge: it outlines the key 'ways of knowing' involved in studying religion and worldviews, as well as a focus on lived experience, dialogue and interpretation.

The Position section acknowledges the personal knowledge pupils (and teachers) bring with them into the classroom, as well as highlighting the need to build opportunities for reflexivity into the RE curriculum.

For those of you familiar with the [Ofsted RE Research Review](#) (2021), this will sound familiar: Content, Engagement and Position align neatly with the three types of knowledge outlined in this review – substantive, disciplinary and personal. It also aligns nicely with the expectations of RE in church schools and academies, as set down in the Church of

England Education Office's [Statement of Entitlement](#).

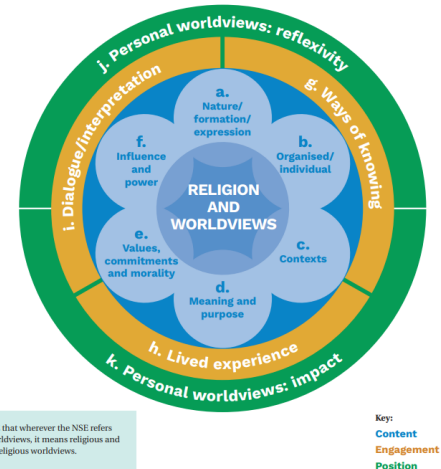
The production of this NSE and its associated guidance is part of a broader project, funded for three years by the Templeton Foundation. The next phase of work involves three groups using this NSE and guidance to produce a curriculum framework and exemplar units of study. After a rigorous bidding process, three groups have been chosen to carry out this work: Inspiration Trust based in East Anglia (led by Nikki McGee), Coventry Diocese/Coventry and Warwickshire SACRE (led by Jen Jenkins) and Lincoln Diocesan Board of Education (led by Gillian Georgiou).

The LDBE-led team is made up of primary and secondary teachers and advisers located across the country, including Dr Kate Christopher, Stacey Burman, Katie Gooch, Ben Wood and Wayne Buisst, all of whom have significant experience in curriculum writing and teaching. It also includes two

fabulous RE leaders and teachers from our own region: Sally Brooman (St Peter and St Paul's CE Primary, Scunthorpe) and Georgina Foxcroft (St Peter at Gowts CE Primary, Lincoln). We will spend the next 18 months using the NSE and guidance to produce a curriculum framework that can be applied across our varied settings and contexts, developing and implementing exemplar units of work as part of the process.

The intention is that this piece of work will show how the NSE can be used effectively in different settings and contexts to ensure that all our pupils have access to a high-quality and impactful RE curriculum. We look forward to sharing our work with you in due course!

To find out more about this project and its planned outputs, see [here](#).

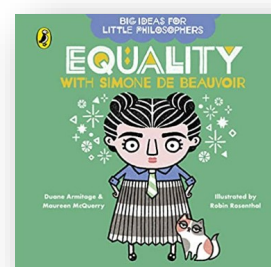
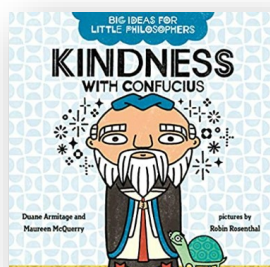
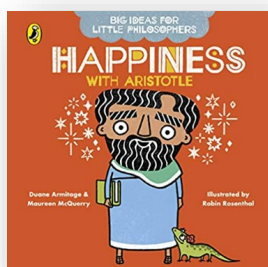
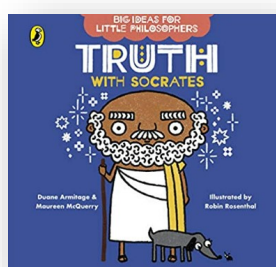


“We will spend the next 18 months using the NSE and guidance to produce a curriculum framework that can be applied across our varied settings and contexts...”

Foundation Stage RE

We know that foundation stage is a crucial stage in pupils' development and it is important that the RE-related content of the Early Years curriculum provides them with the knowledge, skills and experiences they need to make an effective transition into KS1. Previous editions of RE News have shared Karl Duke's excellent #PictureBooks4RE resource (see [here](#) for Part 1 and [here](#) for Part 2), and many of you have used publications from [Books at Press](#) to support your Early Years teaching.

It has been great to see several EYFS-specific RE support groups developing over this academic year. Catriona Card, a member of the NATRE Executive and an Early Years teacher based at Berkeley Infant School in Scunthorpe, held the inaugural EYFS national RE group last term and this term, she is jointly hosting a specific EYFS RE group with Julie Childs, former NATRE Regional Ambassador for the East Midlands. This latter group is intended for RE teachers and leaders based in North and North East Lincolnshire; however, Catriona and Julie are very happy for teachers and leaders from across greater Lincolnshire to join. The meeting will be held via Google Meet (see link [here](#)) on **Thursday 30th June between 4pm and 5pm.**



Assessing Pupil Progress in RE Action Research Update

Our teacher researchers have been working hard to develop different approaches to assessing pupil progress in RE. They are working across different types of schools with a focus on both substantive and disciplinary knowledge, meeting regularly within their research groups to discuss their findings. Our aim is to be able to share some activities that we have used in the classroom along with initial thoughts on their impact by the end of autumn term 2022.

For more information about assessing pupil progress in RE, please see our guidance [here](#).



HERMENEUTICS IN RE

ANCASTER CE PRIMARY SCHOOL

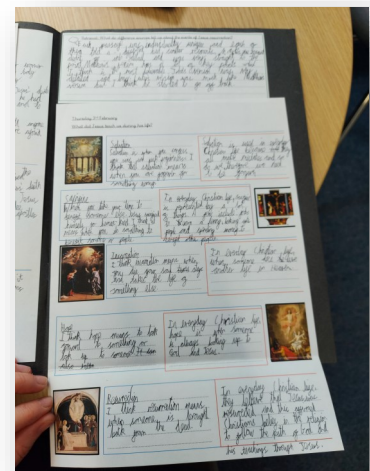
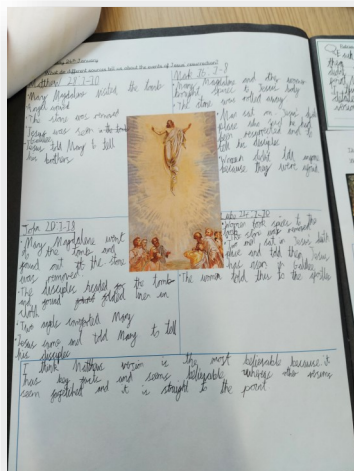
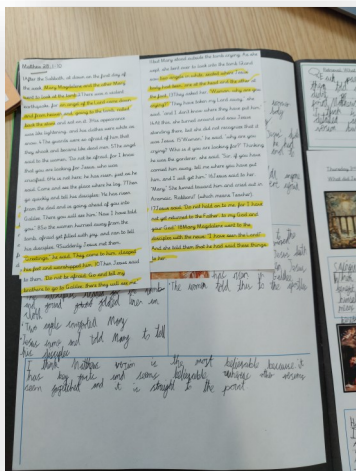
Hannah Parsons, RE subject leader at Ancaster Church of England Primary School, has been working to develop pupils' disciplinary knowledge through the RE curriculum. She has been focusing on building pupils' specialist knowledge and specialist skill through the disciplinary lens of theology.

Disciplinary Knowledge in RE

Theology Believing	Human/Social Sciences Living	Philosophy Thinking
Specialist knowledge: sources of authority from which people derive their beliefs Specialist skill: interpretation of sources of authority	Specialist knowledge: ways in which context affects ways of living Specialist skill: analysis of data that shows ways in which context affects ways of living	Specialist knowledge: different ways in which humans seek knowledge/wisdom Specialist skill: reasoning

In particular, pupils have been developing their ability to interpret sources of authority, learning more about **hermeneutics**. They have been thinking carefully about how people interpret their sources of authority and how our own personal knowledge and beliefs can impact the meaning we draw from the texts we read.

Hermeneutics: the theory of interpretation; highlights how important it is to understand the **context** within and beyond a text



Questions to Consider:

Do we provide opportunities for pupils to learn about how different people interpret sources of authority differently? Do we explore how context affects the way we draw meaning from a text?

ASSOCIATE DIOCESAN RE ADVISERS

It is an absolute privilege to work alongside many amazing RE teachers and subject leaders across the geographic region of the Diocese of Lincoln. With the greater focus on different types of knowledge in the curriculum, more and more schools are looking for advice and examples of good practice to support the design, implementation and impact of the RE curriculum.

I am delighted to introduce three experienced and impactful RE leaders who have agreed to act as **Associate Diocesan RE Advisers**. In this capacity, they will support me to support you, primarily by carrying out in-person and virtual visits to newly appointed RE subject leaders and providing training on RE-specific subject knowledge. I hope many of you get to know them and benefit from their expertise over the next academic year.

It is really important to me that we are able to support not only the flourishing of the pupils in our schools and academies through an effective RE curriculum, but also the flourishing of our RE teachers and leaders. Many of you are aware of the [Farmington Scholarship](#) and the funded opportunity it offers to carry out RE-related research as part of your work in school. In the autumn term edition of RE News, we will hear more from this year's Farmington Scholars, Julie Childs and Emely Keane.

In the meantime, if you are interested in finding out more about the role of Associate Diocesan RE Adviser or wish to have a conversation about how to develop your role as a leader of RE, please don't hesitate to get in touch.

As ever, if you require RE support for your school or academy, please contact me at gillian.georgiou@lincoln.anglican.org in the first instance. If I am unavailable, your request will be passed on to the Associate Diocesan RE Advisers.



Katherine Bruning is the RE leader at St Peter's CofE Primary Academy in Cleethorpes. She is the Vice Chair of North East Lincolnshire SACRE and an Executive Committee Member of NATRE.

Sally Brooman is the RE leader at St Peter and St Paul's CofE Primary School in Scunthorpe. She is an RE SLE and is currently involved in the RE Council Worldviews Project.



Natasha Selby is the RE leader at Barrowby CofE Primary School in Barrowby, near Grantham. She currently supports RE leaders across the Grace Collaboration Trust, which is a collaborative network of church schools across the Grantham region.

Questions to Consider:

How do I want to grow as a leader? What opportunities would enable me to flourish in my role as RE leader?
Would I be interested in working as an Associate Diocesan RE Adviser in the future?

THE 2022 RE REPORT CARD

A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE OF THE QUALIFICATION



IN THE LAST DECADE THE NUMBER OF PUPILS IN ENGLAND ENTERING A FULL GCSE RS COURSE INCREASED BY **29.7%**

“RE IN PRIMARY AND SECONDARY SCHOOLS ENABLES PUPILS TO TAKE THEIR PLACE WITHIN A DIVERSE MULTI-RELIGIOUS AND MULTI-SECULAR SOCIETY. AT ITS BEST, IT IS INTELLECTUALLY CHALLENGING AND PERSONALLY ENRICHING.”

OFSTED RE RESEARCH REVIEW MAY 2021

HIGHER ATTAINMENT 8 SCORES ON AVERAGE IN SCHOOLS WITH HIGHER RATES OF ENTRY FOR GCSE RS*

95% of teachers say that the subject is more or equally relevant than ten years ago*

ACADEMICALLY RIGOROUS AND CHALLENGING, RE STUDENTS GO ON TO STUDY AT THE UK'S TOP UNIVERSITIES AND ENTER CAREERS IN LAW, MEDICINE, POLITICS AND JOURNALISM*



SCHOOL PERFORMANCE

Time spent on the subject is improving in some areas: OVER 95% of primary teachers report time spent on teaching RE has increased or stayed the same

46% of academies without a religious character have reported an increase in time to teach RE*

Ofsted The 2021 Ofsted Research Review identified barriers to high-quality RE teaching in schools including:

- Insufficient time to teach an ambitious RE curriculum
- A lack of a 'scholarly approach'
- Insufficient professional development for teachers of RE
- Some teachers embedding unhelpful misconceptions
- Gaps in teacher subject knowledge

However, too many schools are breaking the law by not teaching RE

34% of academies report no timetabled RE*

Around 500 secondary schools still report zero hours of RE provision in Year 11*

RE also continues to be neglected on the school timetable in favour of EBacc subjects: On average 5 hours of RE are allocated to each 'teacher of RE' at Key Stage 3 as opposed to 7 for history*

SCHOOLS MUST DO MORE TO ENSURE THEY PROVIDE THE RIGHT AMOUNT OF HIGH-QUALITY RE PROVISION FOR ALL STUDENTS ACROSS THE YEAR GROUPS



RE IN SOCIETY

64% of the UK adult population think an education in religion and worldviews (or RE) is an important part of the school curriculum.*

HIGH-QUALITY RE IS THE BACKBONE OF COMMUNICATION AND UNDERSTANDING IN OUR SOCIETY.

AROUND TWO-THIRDS OF UK ADULTS SAY IT'S IMPORTANT TO UNDERSTAND THE BELIEFS OF OTHERS IN:



RE HELPS STUDENTS UNDERSTAND AND DEBATE THE BIGGEST ISSUES OF THE DAY*

60% OF TEACHERS

DRAW INSPIRATION FROM DISCUSSING TOPICS IN THE NEWS

The public also recognises: "It's positive impact on society. In a 2021 survey a majority believed RE can:

- 69% Help young people gain a better understanding of their own beliefs
- 71% Foster mutual understanding of different beliefs among young people
- 65% Provide young people with the opportunity to learn more about other people

GOOD RELIGIOUS EDUCATION CREATES INDEPENDENT AND CRITICAL THINKERS, PREPARED FOR THE DIVERSITY OF BELIEF IN MODERN BRITAIN AND THE WIDER WORLD.



GOVERNMENT PERFORMANCE

“THE GOVERNMENT FIRMLY BELIEVES THAT RE IS IMPORTANT. GOOD QUALITY RE IS ESSENTIAL IN DEVELOPING CHILDREN'S KNOWLEDGE OF BRITISH VALUES AND TRADITIONS, AND THOSE OF OTHER COUNTRIES. RE IS A VITAL PART OF FOSTERING UNDERSTANDING AMONG DIFFERENT FAITHS AND BELIEFS...”

MINISTER OF STATE FOR SCHOOL STANDARDS, ROBIN WALKER



YET DESPITE THIS... £0 SPENT ON RE PROJECTS BETWEEN 2016-2021

AT A TIME WHEN:*

ENGLISH: £28.5 MILLION	MUSIC: £387 MILLION
MATHS: £154 MILLION	SCIENCE: £56 MILLION

AMIDST A DECADE LONG CRISIS IN ATTRACTING NEW TALENT: The 2021-22 teacher training bursary for RE was scrapped despite RE teacher recruitment targets not being met for nine of the last ten years.

AND A LACK OF RE SPECIALISM IN SCHOOLS: 25% of RE lessons are taught by teachers with no post A-level qualification in the subject. Three times as many as history (8%)*

AND A FALL IN GCSE ENTRIES Progress made in GCSE entries since 2010 is starting to unravel. Between 2016 and 2021 entries for the full course fell by almost 20%.*

WORDS NEED TO BE BACKED UP WITH ACTION



THE FUTURE OF RE



WE WANT A HIGH-QUALITY EDUCATION IN RELIGION AND WORLDVIEWS FOR ALL PUPILS IN ALL SCHOOLS, TAUGHT BY WELL-QUALIFIED AND TRAINED TEACHERS

WE CAN ACHIEVE THIS BY:

- 1 REINSTATING THE TEACHER TRAINING BURSARY FOR RE
- 2 SCHOOLS ENSURING HIGH-QUALITY PROVISION BY ADOPTING THE VISION FOR RE SET OUT IN THE 2018 CoRE REPORT RELIGION AND WORLDVIEWS: THE WAY FORWARD
- 3 OFSTED WORKING WITH THOSE SCHOOLS NOT CURRENTLY TEACHING SUFFICIENT RE TO ENSURE THEY COMPLY WITH THE LAW
- 4 GOVERNMENT RECOGNISING PUBLIC, PARENT AND PUPIL SUPPORT FOR THE SUBJECT BY PROPERLY FUNDING IT IN LINE WITH THE REST OF THE CURRICULUM

“I've really enjoyed the last two years studying RE, for not only the deeper understanding of life it intends, but the analytical mind it encourages.”

NAT, YEAR 9

WHAT PUPILS SAY:



“RE is the one time in school where you can talk, listen and try to make sense of people, events and beliefs in the world.”

SHREYA, YEAR 10

THE FINAL WORD:

“In neglecting religious education, we leave a gaping hole in our school curriculum. It leaves young people unprepared for the ethical, moral and religious debates that influence life in modern Britain and the wider world. Put simply, we miss an opportunity to positively enhance our children's and our society's future.”

SIR PETER BOTTOMLEY MP, FATHER OF THE HOUSE

The annual [RE Report Card](#) is produced by ReThinkRE. You can find out more about their work [here](#).



RE RESOURCES AND SUPPORT

Westminster Abbey has updated its [teaching resources for KS1 to KS5](#). The resources cover a huge range of topics, including Christian beliefs and concepts and ways in which they are lived out in the life of the Cathedral. There are also materials to support the delivery of the History Curriculum as well.



Everyday Muslim

Documenting Muslim heritage in the UK

[Everyday Muslim](#) is a website that documents Muslim heritage in the UK. It provides various resources that will help you share the lived reality of Muslim worldviews in this country.

[Inclusive Judaism](#) is a brilliant new resource from The Jewish Museum in London. It provides a huge image library of the diversity within Jewish worldviews.



Gordon Conwell Theological Seminary provides some useful statistical data about global Christianity. [This animated graph](#) shows how Christianity has moved from being more predominant in the global North to being more predominant in the global South over the last century.

GORDON CONWELL
THEOLOGICAL SEMINARY



Upcoming Courses

Date	Time	Training
27th September 2022	10am—12.30pm	Introduction to Working in a Church School VIRTUAL (ZOOM)
29th September 2022	4pm—6pm	RE Subject Leadership VIRTUAL (ZOOM)
4th October 2022	1pm—3pm	RE Subject Leadership [REPEAT] VIRTUAL (ZOOM)
5th October 2022	1.30pm—3pm	RE Cluster Meeting VIRTUAL (ZOOM)
18th October 2022	1pm—3pm	Understanding Christianity Refresher Session VIRTUAL (ZOOM)
8th November 2022	4pm—6pm	RE Substantive Knowledge: Christian Worldviews VIRTUAL (ZOOM)
16th November 2022	1pm—4pm	RE Disciplinary Knowledge: Theology (Believing) IN PERSON (EDWARD KING HOUSE, LINCOLN)

For further details, please email the Diocesan RE Adviser at gillian.georgiou@lincoln.anglican.org.

To book, please see our [website](#).