



# RE News

## census 2021



### The Changing Face of Religion in England and Wales

Welcome to this autumn term edition of RE News. I hope the first term of the new academic year has gone smoothly for you and you are looking forward to the Christmas holidays. In this edition of RE News, we explore the recently published Census data on religion and belief, and hear from our recently appointed Associate Diocesan RE Advisers. 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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**Diocesan RE Adviser**

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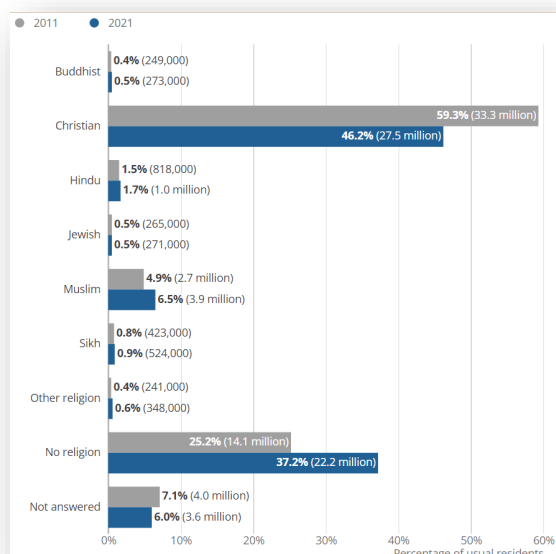
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### Special points of interest

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

# A Changing Picture: Census 2021

The 29th November 2022 was a big day for RE teachers and subject leaders: the Census 2021 data on religion was finally released. It indicated a changing picture that was not entirely surprising: the numbers of people in England and Wales who identify their religion as Christianity as fallen (59.3% in 2011 to 46.2% in 2021) and the number of people identifying as non-religious has risen (25.2% in 2011 to 37.2% in 2021). The numbers of people in England and Wales who selected religions other than Christianity has also marginally risen in the last ten years—the largest rise came from those selecting Muslim (6.5% in 2021 from 4.9% in 2011).

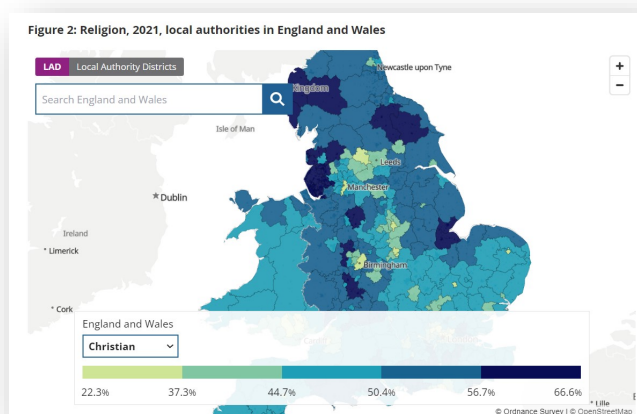


What does this mean for your classroom? Firstly, it provides you with an opportunity to help your pupils understand that religious and non-religious worldviews are changing, dynamic things. Secondly, it can support you to develop pupils' understanding of how to handle data about religious and non-religious worldviews. For example, you could explore some of the reasons why people in England and Wales are less likely to describe themselves as 'Christian' and more likely to describe themselves as having 'no religion'. Is it the case that more people have stopped believing in the key tenets of Christianity in the last ten years, or that more people in 2011 identified as 'Christian' as a cultural, rather than religious, identity? If it is the latter, then pupils could ask what the difference is between a religious and cultural identity. They could consider whether people born in majority Muslim or Buddhist countries are somehow automatically 'culturally' Muslim or Buddhist. They could critically address whether

religion or non-religion should be a matter of conscious choice or inherited cultural or national identity.

This is an exciting opportunity to develop pupils' disciplinary knowledge, particularly in relation to the human and social sciences. These disciplines are interested in asking questions about how people live and how context affects this. They have particular methods, tools and skills to help them address these questions. Using the Census 2021 data on religion in England and Wales, you could support pupils to ask about how the data has been presented—does the scale of the graphs matter? Do all the graphs follow the same scale and if not, what difference does this make to the way we respond to the data presented? What specific data has been picked out and commented on—by the Office for National Statistics, by religions and belief organisations, by newspapers? Why have they presented it in the way they have?

Pupils might also like to delve into the responses in their local region. The Office of National Statistics has provided [tools](#) that enable you to search response by district and local authority. The diagram below shows Christian affiliation across England and Wales. Notice that a greater proportion of people living in greater Lincolnshire identify as Christian compared to other areas of the country. Pupils could ask why that might be and what difference it might make to the way in which people live their lives in this region.



As we move towards a worldviews approach in RE, helping pupils access information about the lived reality of religion and belief becomes increasingly important. Referring to the Census 2021 data on religion in England and Wales in your RE lessons is a helpful first step.

“...helping pupils access information about the lived reality of religion and belief is increasingly important...”

# The 'Nones': Who Are They and What Do They Believe?

As the recently released census data shows, a larger proportion of people in England and Wales do not identify with any particular religion. However, this is not the same thing as saying that a larger proportion of people in these countries have no beliefs, practices, rituals or values that are meaningful to them.

The thinktank, Theos, has recently published a [report on those who identify as the 'Nones'](#) - those of no particular religion or faith. In this research, Hannah Waite has identified three distinct groups: the Campaigning Nones, the Tolerant Nones and the Spiritual Nones.

<b>Campaigning Nones</b>	Those who are: <ul style="list-style-type: none"><li>• Spiritually closed</li><li>• Believe science is the only reliable way to describe and explain reality</li><li>• Self-consciously and extremely atheistic</li><li>• Extremely hostile to religion, seeing no value in it</li></ul>
<b>Tolerant Nones</b>	Those who are: <ul style="list-style-type: none"><li>• Spiritually closed</li><li>• Believe science cannot tell you how to live your life</li><li>• Generally atheistic (although some are more agnostic)</li><li>• More tolerant and accepting of religion, believing it has something to say about ethics</li></ul>
<b>Spiritual Nones</b>	Those who are: <ul style="list-style-type: none"><li>• Spiritually open</li><li>• Believe science is only able to describe and explain part of reality</li><li>• More agnostic about belief in God</li><li>• More accepting of religion, seeing some value in it</li></ul>

We have been working hard to support pupils to understand more about the diversity *within* different religious worldviews. This report is a good starting point to help you do the same for the those who have a non-religious worldview.



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# ASSOCIATE DIOCESAN RE ADVISERS

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Welcome to our new Associate Diocesan RE Advisers! They are all experienced and passionate RE leaders who are here to help you.

If you would like one of them to visit your school, please email [gillian.georgiou@lincoln.anglican.org](mailto:gillian.georgiou@lincoln.anglican.org).

I'm Katherine Bruning, also known as Kate. It's a privilege to be introducing myself as one of the new associate diocesan advisors for RE. I have a long background in RE; my teaching degree (many years ago now) was in Theology and Religious Education. My undergraduate dissertation was about how to teach RE to children with SEND in a meaningful way. More recently, I studied for a postgrad diploma in Religious Education. The areas of focus in this included interfaith work and teaching RE creatively.



I love teaching RE, it's definitely my favourite subject! I relish the opportunity my subject gives children to ask and think about big questions. I have been RE subject leader in the different schools I've worked in. I've enjoyed the various challenges this role has brought me and the opportunities it has provided to develop RE in different contexts. Most recently, in my last school we were awarded the silver RE Quality Mark.

I have sat on the North East Lincolnshire SACRE since the late 1990s. During this time, I was one of the writers for the locally agreed syllabus for RE. I am currently vice-chair of SACRE.

I have been published in RE Today and sit on the NATRE executive board. I was fortunate enough to be involved in the NATRE curriculum symposium which gave me the opportunity to consider curriculum design and implementation. One of the key ideas I took away from this, and something I hope to develop further in the future, is the need to ensure that we explicitly teach children the key vocabulary that we use in RE lessons.

When I'm not working my favourite thing to do is curl up with a big cup of tea and a good book!



Hi, I'm Sally Brooman and I work at St Peter and St Paul's CE Primary in Scunthorpe. I've worked there as RE subject lead for 9 years and I've been teaching for 20 years in church schools, leading RE for much of my time in school. It was a great RE teacher who gave me my passion for the subject and I want to inspire pupils and staff to enjoy, understand and develop their own love of RE. As a subject leader, I've worked in partnership with several schools locally, enabling them to develop their RE curriculum whilst having the opportunity to evaluate together. I often work in collaboration with one of our peer leader schools and we have worked on many areas of RE, including the dreaded "A" word - assessment! More recently, I've presented at our local SACRE conference and have contributed to the SACRE newsletter. I have also been an SLE for RE with a local teaching school. Currently, I'm working with Gillian Georgiou on an action research project looking at assessment of different types of knowledge in RE. I am also part of the Worldviews Project—a national project looking at developing a curriculum framework based on the draft National Statement of Entitlement for RE. I absolutely love leading RE and have been so lucky to meet many passionate leaders along the way!

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# ASSOCIATE DIOCESAN RE ADVISERS

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Hello, my name is Natasha Selby. I have been the RE Lead at Barrowby Church of England Primary School for the past ten years.

As a child, I always enjoyed RE lessons and was fascinated by different religions and beliefs. As a result, I went on to study RE further, both at GCSE level and A Level. During my own education, I was fortunate enough to have been taught by some incredible RE teachers who truly inspired me. When I was asked to take on the role of RE Lead I was excited to be given the opportunity to lead my favourite subject. It remains my favourite subject to teach and lead and I am proud of all that we have achieved in recent years.

As RE lead, I have redesigned our RE curriculum, introduced the *Understanding Christianity* resource, delivered training to staff, monitored RE throughout the school, supported teaching staff in the planning and delivery of RE, achieved gold in the RE Quality Mark, worked closely with other RE leads in our local collaboration group and led an RE cluster for schools in and around Grantham, where we continue to meet termly. I have thoroughly enjoyed this role in school and look forward to working with other RE subject leaders across the region.

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## FARMINGTON SCHOLARSHIPS 2022

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During the academic year 2021-22, Emely Keane (Welton St Mary's CE Primary School) and Julie Childs (Utterby Primary Academy) both completed a Farmington Scholarship.

Julie's research focused on supporting pupils (and teachers!) to better understand their own worldviews by supporting them to become more critical and reflective learners. Her work across her school enabled pupils to encounter diversity within religious and non-religious worldviews, and supported them to scrutinise their own ways of believing, living and thinking. Her project had a measurable impact on pupils' critical thinking capacity, as well as empowering them to understand the diverse lived reality of religion and belief.

Emely focused her Farmington research on developing technical vocabulary through the RE curriculum. She worked with faith practitioners and academics to develop a progressive bank of vocabulary terms that she and her colleagues trialled in school as action research. One outcome of her work was the [Vocabulary Progression Document](#) available on our website.

Huge congratulations to both Emely and Julie for their incredible achievement! If you would be interested in pursuing a Farmington Scholarship, you can find out more [here](#). The closing date for applications for the 2023/4 academic year is the 29th January 2023.

Farmington Institute

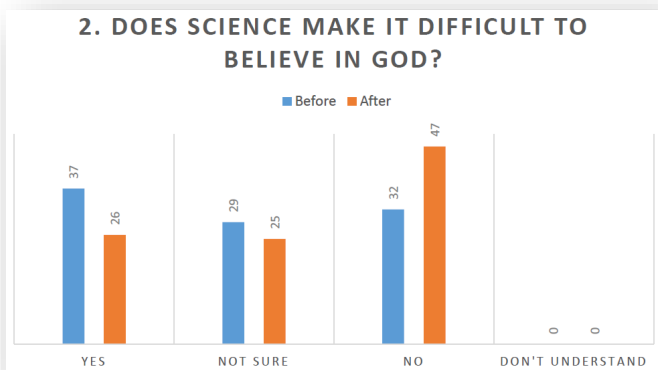
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# GOD AND THE BIG BANG

## SPALDING PARISH CE DAY SCHOOL

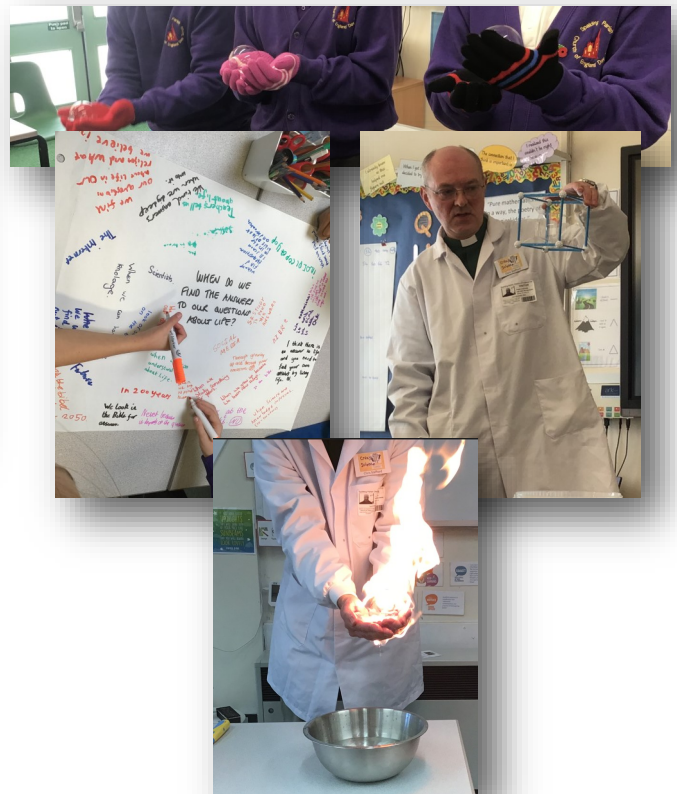
Pupils at Spalding Parish Church of England Day School had the opportunity to explore big questions about life, the universe and everything when the team from [God and the Big Bang](#) visited earlier in autumn term. The team, which included scientists who are also people of faith, worked with the pupils to engage with questions like, 'Can science support faith in God?' and 'Does science make it difficult to believe in God?' Pupils had great fun taking part in various scientific experiments whilst also thinking carefully about their own responses to these questions and understanding better why they think what they think. God and the Big Bang provides lots of resources to help you explore the relationship between science and religion, and the team are always happy to visit individual schools or clusters of schools. You can find out more about their work [here](#).



### Question to Consider

Do we provide explicit opportunities in RE for pupils to articulate not just *what* they think or believe, but *why* they think what they think or believe what they believe?

Pupils might like to find out more about what they think about the relationship between science and religion by taking the Theos [Science and Religion quiz](#). This quick multiple-choice quiz compares your views with those of famous scientists from throughout history.



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### Science and Religion: Where do you stand?

Science and religion... everyone seems to have an opinion. They're at war. They're at peace. They don't overlap. It's complicated. Take the Science and Religion Quiz and work out where you stand... and why it matters!



## RE RESOURCES AND SUPPORT

Culham St Gabriel's Trust has produced a series of [promotional films](#) that highlight the importance of an education in religion and worldviews across many areas of public life. These are ideal to share with parents and members of your local community to show why RE is so important in your school.



This [new animation](#) from Emily Downe explores the whirlwind of questions surrounding the religion and science debate.



[Faith in the Town](#) provides a series of practical teaching resources to support pupils to understand the lived reality of Christianity in late 18th century northern England. It provides access to archives, diaries, letters, maps and reports to help pupils look through the 'living' lens.



Chris Allen, Diocesan RE Adviser in the Diocese of Norwich, has put together this [guidance on supporting SEND pupils in RE](#). It is rooted in the 7 Cs: Curriculum, Cognition, Communication, Creativity, Control, Compassion and Coordination.



# Upcoming Courses

Date	Time	Training
18th January 2023	4pm—6pm	<b>RE Substantive Knowledge: Muslim Worldviews</b> <b>VIRTUAL (ZOOM)</b>
25th January 2023	1pm—4pm	<b>RE Disciplinary Knowledge: Human and Social Sciences (Living)</b> <b>IN PERSON</b> <b>(EDWARD KING HOUSE, LINCOLN)</b>
31st January 2023	1.30pm—3pm	<b>RE Cluster Meeting</b> <b>VIRTUAL (ZOOM)</b>
22nd February 2023	4pm—6pm	<b>RE Substantive Knowledge: Hindu Worldviews</b> <b>VIRTUAL (ZOOM)</b>
1st March 2023	1pm—4pm	<b>RE Disciplinary Knowledge: Philosophy (Thinking)</b> <b>IN PERSON</b> <b>(EDWARD KING HOUSE, LINCOLN)</b>

For further details, please email the Diocesan RE Adviser at [gillian.georgiou@lincoln.anglican.org](mailto:gillian.georgiou@lincoln.anglican.org).

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