

# Lincolnshire SACRE

Tuesday 14<sup>th</sup> November 2017

# State of the Nation report (1)

## Main findings:

- 28% of secondary schools reported to the DfE that they gave no dedicated curriculum time to RE.
- The level of provision is largely dependent on the type of school pupils attend.
- Schools with a religious character generally provide a higher level of provision.
- Academies are the least likely to offer RE at KS4.

# State of the Nation report (2)

- Schools following a locally agreed syllabus tend to have higher levels of provision than academies, but lower than schools with a religious character.
- RS is not being treated fairly in comparison with other GCSE subjects - students are not receiving the level of provision to which they are entitled.
- In many schools the full course GCSE is being delivered on short course hours (approx one hour per week).
- Non- examination RE often does not meet the aims of the subject sufficiently well and leads to schools simply not teaching it.

# State of the Nation report (3)

- The number of schools removing GCSE RS from their curriculum entirely has risen steadily between 2014 and 2016 (3% overall).
- Only 47% academies have at least 75% of RE taught by a subject specialist.
- RE in schools with a religious character is much more likely to be taught by a subject specialist.
- The number of schools entering between 90%-100% of the year 11 cohort has fallen steadily from 49% - 45% over two years.

# State of the Nation report (4)

- 15 recommendations in all - for the DfE, school leaders, Ofsted, parents/carers - none for LAs.
- All worthy - but some very generic, some impractical.

**What are the implications for Lincolnshire schools?**

**How should we respond?**

# Commission on RE: interim report

## Significant challenges facing RE:

- Changed patterns of religious and non-religious belief since 1944.
- Inconsistency in the quality and provision of RE.
- More schools now outside LA control - where does this leave locally agreed syllabuses? Also, decrease in LA funding.
- Often not regarded as a high status subject, omission from DfE key performance indicators.

# Commission on RE: interim report

- Inadequate training and support for teachers
- Variable quality of RE across schools - and of agreed syllabuses.

# Commission on RE: interim report

## Initial recommendations

1. A national entitlement for RE - clear aims and purpose.
2. Hold schools to account for the provision and quality of RE - includes role of Ofsted.
3. National Plan to improve teaching and learning in RE.
4. A new and expanded role for SACREs.



# Commission on RE: interim report

**A new and expanded role for SACREs - the government should:**

- highlight/reaffirm the important role of SACREs
- consider whether the role of SACREs should be expanded to include a duty to advise on all matters relating to religion and belief in schools
- consider ways of securing funding to resource SACREs adequately
- consider the composition of SACREs and the law should be changed to include representatives of non-religious worldviews as members
- Publish all SACRE reports publicly on a dedicated website

# Commission on RE: interim report

Next steps - the CORE is looking for:

- School case studies around the enablers to high quality RE
- School case studies around the barriers to high quality RE
- Case studies of good professional support from SACREs - and where lack of SACRE support has had a negative impact.

# Commission on RE: interim report

How to submit evidence

Online: [www.commissiononre.org.uk](http://www.commissiononre.org.uk)

Email: [evidence@commissiononre.org.uk](mailto:evidence@commissiononre.org.uk)

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