



Commission on
Religious Education

FINAL REPORT

RELIGION AND WORLDVIEWS: THE WAY FORWARD

A national plan for RE

SEPTEMBER 2018



- The Commission on Religious Education (CoRE) has spent the last two years listening to evidence from a wide-range of concerned parties including pupils, teachers, lecturers, advisers, parents and faith and belief communities
- The Commission received over three thousand submissions



Key findings

RE needs rejuvenating for three reasons:

- Pupils today encounter a growing diversity of religions and beliefs in their locality and in the media
- There is a variable quality of RE experienced by pupils across the country
- The legal arrangements around RE are no longer working as more schools become academies



Re-brand: Religion and Worldviews

- The study of religious and non-religious worldviews is a core component of a rounded academic education
- Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews
- They will need to live and work well with people with very different worldviews from themselves



Studying worldviews

- Everyone has a worldview
- This is our way of seeing and making sense of the world
- Worldviews give coherence and meaning to our experience and behaviour
- An individual's worldview may be more or less systematic and more or less consciously held
- It may or may not refer to institutional or communal religious or non-religious perspectives



Mappa Mundi
Medieval worldview

Lived Experience



The shift in language from ‘religion’ to ‘worldview’ signifies the greater attention that needs to be paid to individual lived experience, the complex, plural and diverse nature of worldviews at both institutional and individual levels, and the extension of the subject beyond six major world faiths and humanism.

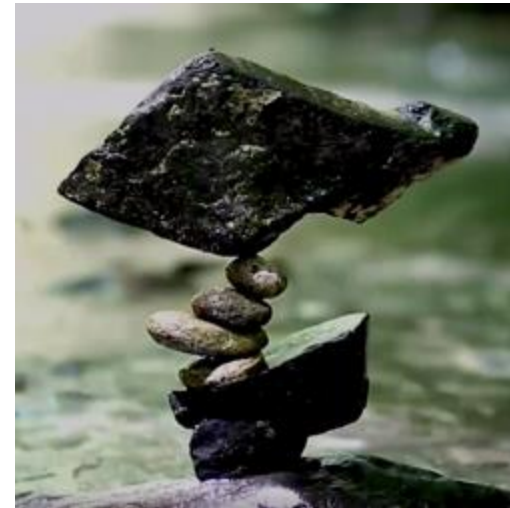
Recommendations

The report sets out a National Plan to ensure that all pupils receive their entitlement to an academically rigorous and rich study of religious and non-religious worldviews



Recommendations

- 1 The name of the subject should be changed to Religion and Worldviews
- 2 The National Entitlement to the study of Religion and Worldviews should become statutory for all publicly funded schools.
- 3 Non-statutory programmes of study for each of Key Stages 1–4 should be developed at a national level
- 4 SACREs should no longer have the duty to review and create a locally agreed syllabus.
- 5 GCSE and A-level specifications should be reviewed in the light of the National Entitlement



6 Primary ITE should offer a minimum of 12 hours training on Religion and Worldviews

7 The government should allocate funding for CPD for Religion and Worldviews to support the delivery of the new non-statutory national programmes of study

8 SACREs should be re-named as Local Advisory Networks for Religion and Worldviews. They will be expected to facilitate the implementation of the National Entitlement to the study of Religion and Worldviews in all schools within the local authority boundaries by providing information about sources of support available, and must connect schools with local faith and belief communities and other groups that support the study of Religion and Worldviews in schools



8 SACRES part 2

The suggested formation of the new LANRAWS

The Local Advisory Network for Religion and Worldviews should be

made up of members from five groups:

- i. teachers of Religion and Worldviews from all phases including Higher Education
- ii. school leaders and governors
- iii. ITE and/or CPD providers
- iv. school providers including the LA, MATs, dioceses etc
- v. religion, belief and other groups that support RE in schools or wish to do so (this might include local museums and galleries as well as religion and belief groups).



8. SACRES (LANRAWS 3) – what they might provide?

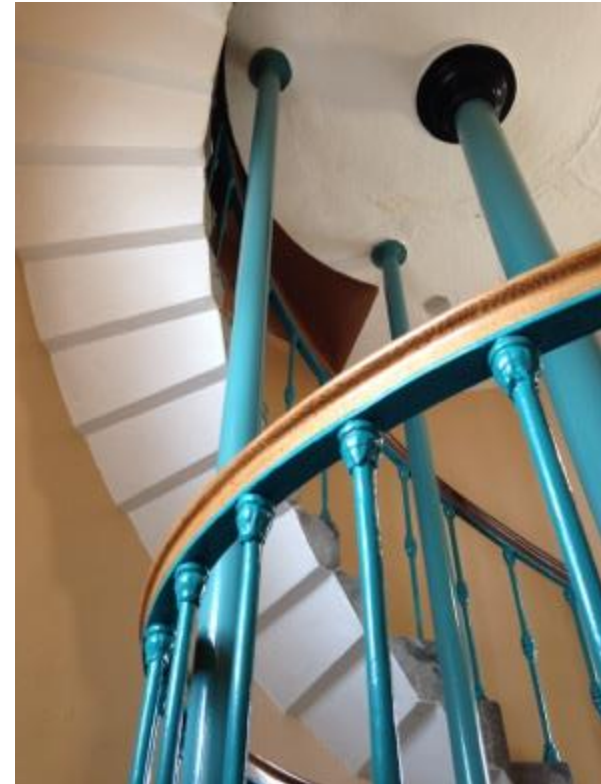
- e. The Local Advisory Network for Religion and Worldviews may also:
 - i. provide CPD support for schools
 - ii. develop programmes of study to support the National Entitlement and supplementary curriculum materials for use within and across their local authority boundaries
 - iii. provide extra resources for schools on local faith and belief communities to support local studies
 - iv. provide further support for learning outside the classroom
 - v. provide advice to schools and school providers on matters of religion and belief in schools
 - vi. facilitate school-to-school collaboration
 - vii. celebrate success including through offering prizes and competitions
 - viii. promote good community relations within and outside schools.
- Statutory funding must be provided for all Local Advisory Networks for Religion and Worldviews, calculated by size of local authority and of a sufficient level to enable the group to carry out its activities effectively. This should be ring-fenced within the Central Schools Services block of funding (CSSB) provided to local authorities.



9 Ofsted or Section 48 inspectors must report on whether schools are meeting the National Entitlement

10 The DfE should consider the impact of school performance measures on the provision and quality of Religion and Worldviews, including the impact of excluding Religious Studies GCSE from the Ebacc and of excluding GCSE Short Courses from school performance measures

11 The DfE should review the right of withdrawal from Religion and Worldviews and provide legal clarification on whether parents have a right to withdraw selectively from parts of Religion and Worldviews



Key Questions about this report

1. What is its status? What happens next?
2. What are the implications for schools?
3. What implications for SACREs?
4. What's worth celebrating in the commission?
5. Where do we have concerns?
6. What could we do ?

