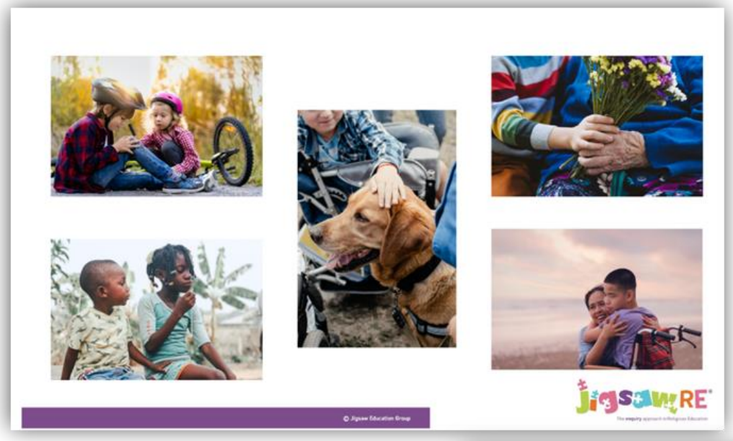
Which worldviews might these images represent?



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How many of these acronyms do you know?

SACRE	LAS	Ofsted	REC	NCS
RE	RWV	RVE	RME	SMSC

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How many of these acronyms do you know?

SACRE	LAS	Ofsted	REC	NCS
Standing Advisory Council on Religious Education	Locally Agreed Syllabus	Office for Standards in Education	Religious Education Council for England and Wales	National Content Standard
RE	RWV	RVE	RME	SMSC
Religious Education	Religion and Worldviews	Religion, Values and Ethics (Wales)	Religious and Moral Education (Scotland)	Spiritual, Moral, Social and Cultural

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ABOUT YOUR TRAINER

Sarah Bareau

20+ years as KS2 teacher (UK and Brazil)

7 years as RE lead

3 years as Bristol LTLRE Primary Hub lead

Joined Jigsaw Education Group as RE Regional Adviser for Southwest in September 2023

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re_with_mrsb

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Presented by Sarah Bareau

What does RE look like in English schools today?

A presentation for
Cheltenham Inter Faith Group

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TODAY'S TRAINING WILL:

- Provide an outline of the history of RE in schools in England
- Explain current thinking in the world of RE and the direction of travel
- Explore barriers to high-quality RE and ways we can overcome these

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Current Position:

- RE is a **statutory** subject
- it sits outside the **National Curriculum**
- It is locally determined (which means there is a local syllabus, not a national one)

Legal Position:

‘RE must be taught to all registered pupils in **maintained school** except those withdrawn by their parents’

The Education Act, 2002, section 80

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'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

promotes the spiritual, moral, cultural, mental and physical development of pupils; and

prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online.'

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

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Who decides what schools teach?

SACRE: Standing Advisory Council for Religious Education – set up by each local authority with responsibility for RE and Collective Worship in local schools.

- 4 committees: Local Council, Church of England, Teachers, Other Faiths
- Usually meet once per term
- Responsible for the creation of the Locally Agreed Syllabus, which is reviewed every 5 years

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1940s

Known as ‘Religious Instruction’

Limited to Christianity

The only compulsory subject

1980s

Reframed as Religious Education

World Religions Model ‘The greatest hits of the Big Six’

Learning About and Learning From

Generalised and focused on key knowledge.

2020s

Renaming as Religion and Worldviews

Worldviews Approach (acknowledging diversity and plurality, as well as how worldviews have changed over time)

Three types of knowledge: substantive, disciplinary and personal

Disciplinary lenses (theology, philosophy, human/social sciences)

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Organised

An **organised worldview** is a more or less coherent, established system with certain sources, traditions, values, rituals, ideals or dogmas. Religions are examples of organised worldviews, as is Humanism and denominations and groupings, e.g. Roman Catholics, evangelicals, progressive Jews.

Individual

An **individual worldview** refers to the worldview of someone who self-identities as belonging to an organised worldview e.g. an individual who refers to themselves as a Hindu, Christian or Sikh.

Personal

A **personal worldview** is the term we use in the classroom to refer the pupils' own worldviews. This links with the Ofsted use of the term personal knowledge.

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Nobody Stands Nowhere – Theos Think Tank

https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film

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What are the barriers to **high-quality** RE in schools?

- Teacher recruitment and training
- Teacher subject knowledge – lack of on-going CPD
- Subject often taught by HLTA, PPA cover, supply staff
- Different expectations across different schools
- Variation in LAS and lack of detail
- Generalisations and out-dated resources
- Lack of time allocated/combined with other subjects
- Low status – not part of EBacc
- Thematic/surface-level approach

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CoRE Report REC 2018

Despite its central importance, Religious Education in too many schools is **not good enough to prepare pupils adequately for the religious and belief diversity** they will encounter, nor to support them to **engage deeply with the questions** raised by the study of worldviews.

While many teachers and subject experts do present diversity within religions, this can often be **reduced to crude differences** between denominations. RE has sometimes **inadvertently reinforced stereotypes** about religions, rather than challenging them.

Ofsted Research Review 2021

The Ofsted Research Review document focused on the following **key issues** which need to be addressed by school leadership teams and RE subject leaders and teachers:

- **Subject knowledge**
- **Personal Knowledge**
- **Progression**
- **The Lived Experience**
- **Diversity and Generalizations**
- **Studying different traditions**
- **Clear Objectives**
- **Controversial issues**
- **Assessment**

Ofsted Annual Report 2023

Religious education RE in schools is generally of **poor quality.** Although it is a statutory subject, schools often consider RE **as an afterthought**. As a subject on the curriculum, it is **under-valued**. RE is a complex subject, and the **lack of clarity and support from government** makes schools' job harder. Many schools **do not meet the statutory requirement** to teach RE at all stages. Pupils are **rarely taught enough substance** to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and non-religion play different parts in different people's lives). Non-examined RE is typically **not high quality**.

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Deep and meaningful? RE Subject Report (Ofsted, April 2024)

Key issues affecting the quality of RE in schools:

- Complexity of different syllabi and types of schools leads to lack of clarity about what to teach
- Breadth over depth means learning is often superficial
- Disciplinary and personal knowledge is not rarely developed systematically
- Learning about non-religious worldviews is not progressively embedded in the curriculum
- Sometimes pupils are presented with over-simplified representations of religions and practices
- Assessment is often not used or ineffective
- Most teachers have little or no subject-specific training
- Most RE leads have little or no directed time to monitor their subject

Key factors leading to better-quality RE:

- strong teacher subject knowledge
- access to professional development
- regular time for RE lessons
- a well-organised curriculum containing knowledge chosen by leaders to enable pupils to deepen their understanding term by term

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National Content Standard for RE in England

For syllabus providers, SACREs, Multi Academy Trusts

Provides a benchmark for the subject within the current legal framework, including the selection of content, **but does not seek to recommend or specify a set of content**

Uses the format of a National Curriculum Programme of Study

Includes expected standards for age phases from EYFS to KS5 (Age 16-19)

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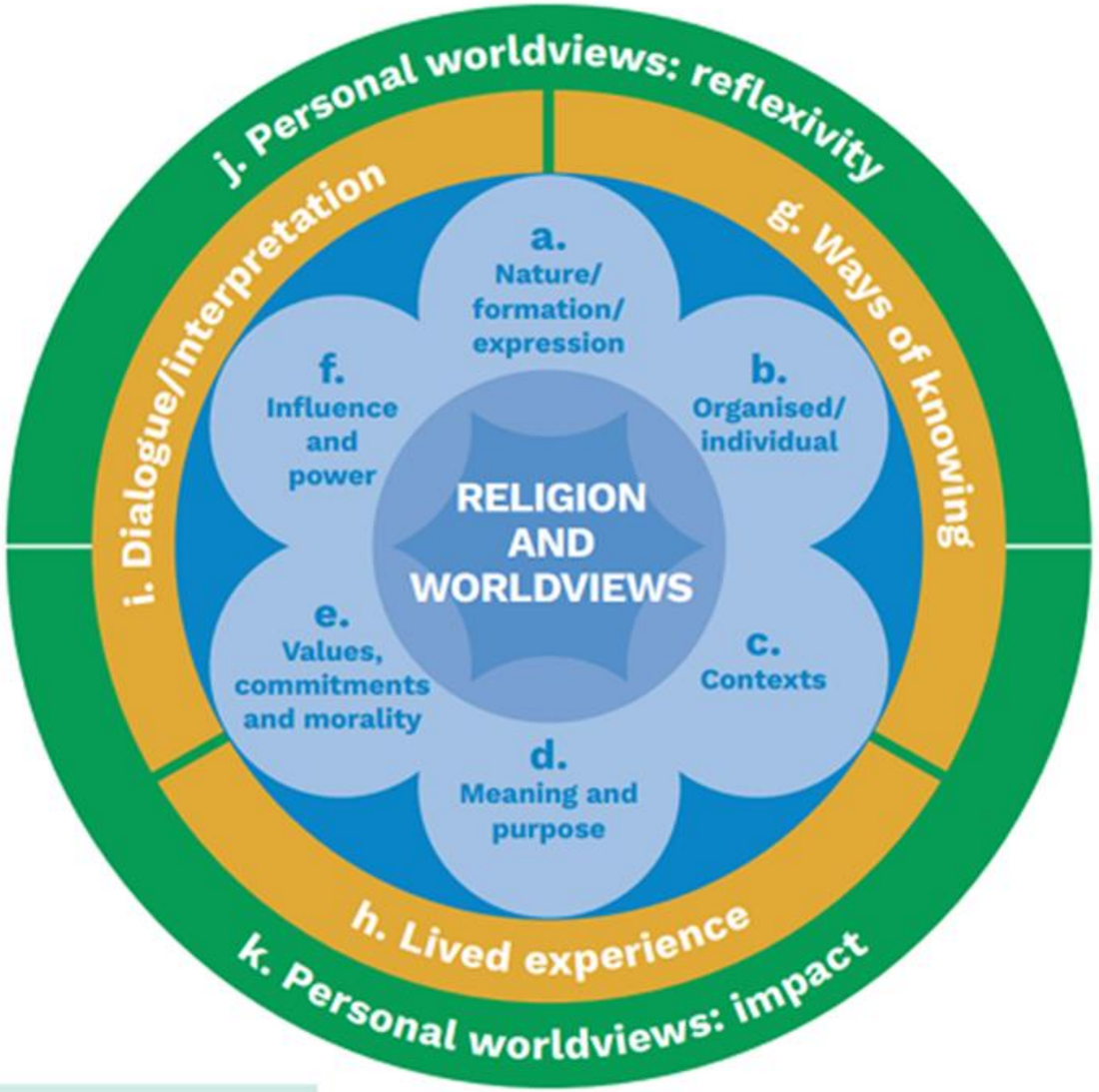
Suggested Breadth, Depth and Ambition



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How can Jigsaw RE support schools and teachers?

- 80+ enquiries created in consultation with representatives from 8 worldviews
- Fully-resourced with lesson plans, slides, knowledge organisers, background information
- Regional Adviser team
- Mapping documents for each Locally Agreed Syllabus
- FREE webinars for teacher subject knowledge and good practice
- Facebook community
- Portal model for on-going updates

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Four Step Enquiry Method

The Key Question for each Enquiry is such that it demands an answer that weighs up ‘evidence’ and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Jigsaw RE focuses on critical thinking skills, on personal reflection into the child’s own thoughts and feelings, on growing subject knowledge and nurturing spiritual development and uses the following 4-step model.

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How can Jigsaw RE support inter faith work?

We have created this innovative and comprehensive scheme of work for Religious Education (for ages 3-12) as we believe RE is a vitally important component of children's personal, social and spiritual development. Developing an understanding of their own and others' worldviews underpins the growth of empathy and respect. Appreciating that we all see the world through the lens that has been formed by our experiences, upbringing, culture etc. and that this influences our decision-making and our own way of seeing the world is so valuable.

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- Working in collaboration with representatives from worldviews when creating content
- Promoting a respectful and open-minded approach
- Valuing diverse and authentic lived experiences
- Raising awareness of festivals and key dates via social media
- Supporting schools to connect with local speakers, events and places of interest

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THANK YOU!

Jigsaw® 3-12 PSHE

Jigsaw® 11-16 PSHE

Jigsaw RE® The **enquiry** approach to Religious Education

Jigsaw® Outdoors

Jigsaw® Families stepping forward together

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