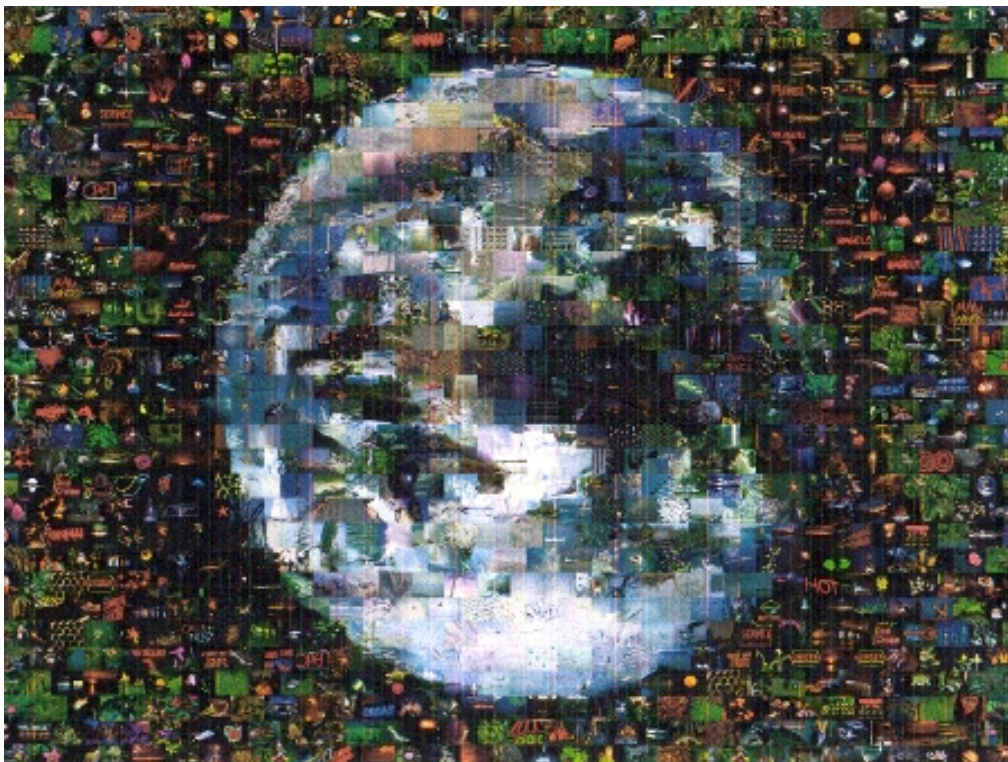


# **Religious Education Teaching and Training in England: current provision and future improvement**



**'The World' by Matthew Brading**

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**Report of the REC's RE Teaching & Training Commission**

# Acknowledgements

This report was written by Dave Francis with substantial contributions from Lynne Broadbent, Prof. Denise Cush, Judith Everington, Prof. Brian Gates, Fr. Joseph Quigley, Rosemary Rivett and Barbara Wintersgill.

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## **About the Religious Education Council (REC) of England and Wales**

The RE Council was established in 1973 to bring together in its membership the full range of organisations which have the interests of Religious Education at heart. These include faith communities as well as academic and professional associations. Alongside the main denominational organisations of the Christian churches are those of the Buddhist, Hindu, Jewish, Muslim and Sikh communities, as well as of British Humanists.<sup>1</sup> Bahá'í and Jain organisations are also included, along with the Inter Faith Network UK and the National Association of SACREs. The membership of academic and professional associations includes those of RE teachers, college and university lecturers, as well as of advisers, inspectors and consultants, and of other scholarly interests.

Its priorities have been to promote more substantial provision for RE at all levels of Education and to provide a forum within which common interests could be explored. It publishes a comprehensive RE Directory covering all organisational aspects of RE, originally in print form, but now on-line. It has produced successive reports on the extent of underprovision, together with discussion documents on such topics as RE Attainment and National Curriculum, and on Collective Worship. It has collaborated with government agencies as in the production of the Glossary of Religious Terms, the development of the Model Syllabuses in RE, and most recently the National Framework for RE. Throughout, its activities have depended on the voluntary efforts of its elected executive and officers.

The RE Council has recently been established as a Charitable Trust and Limited Company, and since March 2006 it has been in Partnership with the DfES, with the specific task of drawing up a strategy which form the basis for much needed refurbishment of RE provision. This Report is a necessary precursor to the proposals which are being made in that strategy. Combined with experience from two pilot initiatives relating to SACREs, it provides the evidential base for both a diagnosis of needs in RE and a prescription for how best they can be addressed.

Details of its structure and membership can be found on the REC website:

**[www.religiouseducationcouncil.org](http://www.religiouseducationcouncil.org)**

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<sup>1</sup> In this report, the term 'faith/belief' is often used. As defined in a recent DfES publication, *The Equality Act 2006 Part 2: Discrimination on Grounds of Religion or Belief: Guidance for Schools*, "Religion" will include for example all the major faith groups and "belief" will include non-religious worldviews such as humanism. Religion will also include denominations or sects within a religion, such as Catholics or Protestants within Christianity. It is not however intended to include political beliefs such as Communism or support for any particular political party'. The full guidance can be found at:  
[http://www.teachernet.gov.uk/\\_doc/11302/Equality\\_Act\\_Part\\_2\\_Guidance\\_for\\_Schools\\_\\_\\_final.doc](http://www.teachernet.gov.uk/_doc/11302/Equality_Act_Part_2_Guidance_for_Schools___final.doc)

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## Terms of reference

The Religious Education Council (REC)'s Teaching and Training Commission was established by the REC in part fulfilment of its Partnership arrangement with the Department for Education and Skills (DfES). In building upon the Non-Statutory National Framework for RE, the Commission was set the following objectives:

1. To diagnose current limitations on and strengths in teacher confidence and competence in religious education (RE) in both community and 'faith'<sup>2</sup> schools in England, based on evidence gathered in relation to initial teacher training (ITT)<sup>3</sup> and continuing professional development (CPD).
2. To recommend remedial initiatives to address identified weaknesses in ITT and CPD for RE, including:
  - a. identification of examples of existing models of good practice across the range of primary and secondary ITT. Proposals to be set out to show how these might be rolled out to provide comprehensive cover for all intending primary teachers and secondary specialists;
  - b. identification of examples of existing models of good practice in CPD provision locally, regionally and nationally, together with proposals as to how access might be affordably extended to such supports for teachers from all schools. Relevant cost and quality considerations to include attention to the possibilities of greater regional collaboration than hitherto.
  - c. development of appropriate new models for CPD provision especially, with costed and detailed proposals to provide training for the vast majority of teachers of RE within the next five years.

In conducting its research and in writing this report, the Commission worked to both the current statutory arrangements for RE in England and the stated purposes of RE contained within the Non-Statutory National Framework for RE<sup>4</sup>. These are that religious education develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views. It offers opportunities for personal reflection and spiritual development. To this end, good religious education:

- 'provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human.
- enhances pupils' awareness of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

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<sup>2</sup> i.e., schools with a religious determination or 'religious character'.

<sup>3</sup> ITT is sometimes termed 'initial teacher *education*' (ITE); this generally reflects a different approach to, or philosophy of what teaching involves. Are teachers 'trained' or 'educated' to do the job? Here 'ITT' is used, not so much to favour one side of the debate at the expense of the other, as to follow the custom and practice of government documentation as well as the legal definitions in, for example, the Education Act of 2005.

<sup>4</sup> The Non-Statutory National Framework for Religious Education was published by the Department for Education and Skills and by the QCA in October 2004. It was the result of an agreement between all the major RE associations and the faith communities in England.

- encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning.
- challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community.
- has an important role in preparing pupils for adult life, employment and life long learning.
- enables pupils to develop respect for and sensitivity to others, in particular those whose faith and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.<sup>5</sup>

Together with the Department for Education and Skills and the full range of professional RE associations, the faith communities endorsed these principles in a later accord as 'fundamentally important for all children and young people, for communities, and for the well-being of society'.

Signatories to the joint statement stated their belief that 'schools with a religious determination should teach not only their own faith but also an awareness of the tenets of other faiths'. They were fully committed to 'using the Framework in developing the religious education curriculum for their schools and colleges'.<sup>6</sup>

With all the major faith communities and the British Humanist Association supporting the Non-Statutory National Framework for RE, the Commission believes there is a unique opportunity to ensure that all schools are working towards common purposes in relation to RE, developing pupils' religious literacy, and devoting sufficient time and resources to the subject, including the training of staff, without compromising the specific aims for RE that may be held by particular communities.

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<sup>5</sup> QCA, 2004, *Non-statutory national framework for RE*, p.7.

<sup>6</sup> Joint statement by the DfES and Faith Communities on the importance of religious education, February 2006.

# Summary of Findings

## Introduction

Religious education is a statutory subject of the basic curriculum of all maintained schools in England and Wales<sup>7</sup>. In voluntary aided schools religious education is taught according to trust deeds or governors' policies. In community and voluntary controlled schools religious education is taught according to locally agreed syllabuses, and is supported by local standing advisory councils (SACREs). SACREs consist of representatives from four groups; the Church of England, 'other' faiths and denominations, teachers' associations and the local authority. Though varying in effectiveness, SACREs provide a unique opportunity for these four diverse groups to engage in dialogue and make a positive contribution to curriculum development in RE.

There have been significant developments in RE over recent years that have led to improvements in teaching and learning of the subject. For example, a partnership project in one local authority involving the interfaith centre, local communities, and members of two RE subject associations, linked schools in different local authorities to show how dialogue between pupils from different faith/belief and cultural backgrounds could produce positive results for individuals and communities.<sup>8</sup> Other successful projects brought to the Commission's attention included those on dialogue among children from different faith/belief backgrounds, how to make links between RE and the local community, transition from Key Stage 2 to 3, engaging primary aged children in stories and artefacts from religious traditions, as well as research / publications on RE and intercultural understanding. There are many more.

As a subject, RE is well represented by active professional associations, whose members make a vital contribution to teacher confidence and competence. Ofsted reports that higher education institutions also contribute well to teaching and learning in RE, via the provision of PGCE secondary RE, which is generally in good health, and through the provision and publication of research underpinning developments in RE.

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<sup>7</sup> Parents have a right to withdraw their children from RE, and teachers have a right not to teach it.

<sup>8</sup> Miller, J., 2006, *Respect for All: promoting community cohesion through RE*, in Resource 28:2, pp. 4-7.

## Teacher confidence and competence

### Strengths

Religious education has a great strength in the expertise and commitment of those with specialist qualifications and experience in teaching the subject. Evidence presented in this report suggests that such teachers are highly committed to the subject's aims and worth, and that they share a desire to improve its effectiveness. These teachers work hard to raise the quality and status of RE provision in their schools and colleges, and to ensure that the subject engages and has a positive impact upon learners. Teachers, through SACREs and Agreed Syllabus conferences, are able to contribute directly to the development of the syllabus in their area, leading to an increased sense of ownership and commitment to the RE curriculum, and in turn, increased professional confidence and competence.

According to the primary and secondary teachers surveyed for this report, confidence in RE was highest and they were most effective where:

- they had been recipients of high quality initial teacher training and/or in-service professional development;
- they were well supported by senior managers in schools;
- they had access to specialist subject support;
- a wide range of different types of CPD was on offer in relation to their needs.

### Weaknesses

Despite the advances made by RE over recent years, there is constant evidence of some persistent weaknesses in the subject, particularly in community schools. In both primary and secondary phases, voluntary aided schools fare better in terms of resources and time for RE, particularly in the 16 percent of schools that are Roman Catholic, where all the schools surveyed provided more than five percent of curriculum time for RE and all but three provided more than £1 per pupil annually for RE resources.

#### ***In the Primary phase:***

- RE is rarely the focus for whole school development in primary schools and consequently teachers do not know enough about the range of religions and belief systems included in syllabuses to teach the subject effectively.
- Teachers are lowest in confidence in RE where they have had little subject specific training in their record of professional development.
- Teachers have had little or no training in how to apply appropriate pedagogies in RE.
- Many teachers have been inadequately prepared for changes to syllabuses following the publication of the Non-Statutory National Framework for RE. This has led to challenges for co-ordinators and RE teachers in community and aided schools concerning how best to plan, teach and assess effectively, for example, in relation to level descriptions, and how to use the range of resources effectively.
- Primary ITT courses generally provide minimal input on RE from Higher Education Institutions (HEIs) and other providers, compounded by lack of



exposure to good practice in the school-based portion of their training. There was rarely any knowledge of whether school-based mentors had any RE specialism as part of their own training. This is an historic shortcoming which has created a cycle of under-performance.

- Few primary school teachers have any post-16 qualification in RE and there is a consequent unevenness in quality of RE compared to most other subjects.
- Well over half of RE subject leaders also lack any post-16 qualification in RE and many quickly move on to other areas of responsibility. This is leading to lack of direction and encouragement for their colleagues to improve their subject knowledge and skills through appropriate training. This in turn is resulting in a lack of high quality teaching and low expectations.
- Few community or voluntary controlled primary schools provide more than £1 per pupil in their annual budget for RE resources and even fewer provide the recommended 5 percent of curriculum time.

### ***In the Secondary phase:***

- Teachers with no formal training in RE are lowest in confidence where they find themselves teaching RE despite having little or no previous experience in doing so.
- Many teachers of RE have been inadequately prepared for changes to syllabuses following the publication of the Non-Statutory National Framework. This has led to challenges for co-ordinators and RE teachers in community and aided schools concerning how best to plan, teach and assess effectively, for example, in relation to level descriptions.
- Many RE subject leaders report that they are in charge of departments containing several 'non-specialists' and that this significantly limits the maintenance or raising of standards. With the exception of citizenship, RE is the subject where schools have the fewest teachers who are suitably qualified to teach the subject and this is having a negative impact on standards.
- HMI reports over many years reveal that subject leadership is generally weaker than in most other subjects. While there has been a general improvement in the leadership and management of RE, weaknesses remain in key areas such as the provision of specialist teachers, and the quality of self-evaluation and monitoring. This is also reflected in poor planning, in the use of inappropriate teaching methods, in the low expectations of teachers, and in assessment. In many schools such weaknesses in the management of the RE department have been undetected and uncorrected by senior staff. Weak leadership and management deprive RE classroom teachers of opportunities to improve and develop their expertise. In over one fifth of schools Ofsted judged that there is inadequate monitoring and evaluation of either RE teaching or performance.<sup>9</sup>
- The pressure on staffing has become intense, as more and more young people engage in and opt for study of religions and philosophies at GCSE, A and AS level. Schools and colleges are responding by attempting to attract good teachers to meet the need, or by using non-specialists to cover the gaps, but often fail though insufficient numbers of adequately trained teachers.
- Many schools are currently failing to support those newly engaged in teaching RE with the sufficient depth and quality of professional development required to

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<sup>9</sup> Section 5 reports.

provide high quality teaching and learning. When high quality trainees complete ITT courses they are not always supported effectively into the professional life – with some loss of impetus.

- As in the primary sector, few community and voluntary controlled secondary schools provide more than £1 per pupil annually for RE resources or the recommended 5 percent of curriculum time.
- There is a continuing problem of non-compliance in Key Stage 4 amongst nearly 20 per cent of secondary schools according to the 2004/5 Ofsted analysis. Although there has been some recent improvement in the proportion of schools meeting their statutory requirements in relation to RE, this is in danger of being undermined by limitations in staffing and by some schools feeling they can reduce time for RE without sanction under the differently focused Ofsted inspection process. At post-16 well over a third of schools with sixth forms were found to be non-compliant by Ofsted in 2004/5.

### ***In initial teacher training:***

The Commission notes the following main areas of weakness in relation to training for **primary** phase teachers<sup>10</sup>:

- the historical and continuing shortage of primary teachers with some expertise in RE leads to insufficient opportunity within trainees' school-experience for specialist mentoring and the observation of good practice;
- the lack of subject knowledge and understanding on the part of those beginning teacher training is due in part to their own background experience being affected by the legacy of lack of compliance amongst schools with Key Stage 4 and Post-16 legal requirements for RE;
- the insufficient input within ITT on the range of appropriate pedagogies for RE;
- the current lack of consistency in terms of standards for pupils' progress in RE in relation to national, local and trust deed guidance.

The Commission notes the following main areas of weakness in relation to training for **secondary** phase teachers:

- HMI reports indicate that a persistent problem with secondary RE training is the difficulty faced by providers in finding sufficient placements offering high quality mentoring and modelling good practice in the planning, teaching and assessment of RE;
- the lack of subject knowledge and understanding for those beginning teacher training as influenced by such factors as:
  - insufficient RE in their own educational experience where schools have failed to comply with Key Stage 4 and Post-16 legal requirements;
  - the growth of ethics and philosophy of religion, rather than study of discrete religions and texts, as option choices within A and AS level Religious Studies, leaving those students with only limited understanding of religion(s);
  - the fact that RE trainees are drawn from a wide range of disciplines, such as the human sciences and philosophy;

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<sup>10</sup> A few ITT courses span primary and secondary phases of the curriculum.

- RE trainees' planning, teaching and assessing are often weaker than for those specialising in other subjects. In understanding how to plan for pupils' progress in RE, trainees need to take account of a variety of RE syllabuses and variations in guidance on appropriate standards for each key stage;
- In **both primary and secondary** phases there is insufficient guidance on educating for spiritual, moral, social and cultural development for prospective teachers in subjects other than RE. Currently, there are no ITT standards that relate specifically to spiritual, moral, social and cultural development.<sup>11</sup>
- There is also scope for additional work in providing opportunities for specialist trainees in RE to consider the relationship between their own faith/beliefs and the role of the RE teacher in community and/or 'faith' schools.

### **In continuing professional development**

The Commission's evidence demonstrates that while there is a significant amount of CPD on offer to teachers and that this is being provided from numerous sources (local authority advisers (and SACREs), unitary awarding bodies, diocesan and other faith/belief groups, independent national organisations and other independent consultants) it is not well-targeted, carries little status and is often incoherent. Moreover, several factors act as blocks to teachers' participation in CPD in RE:

- less than a quarter of those working for local authorities / SACREs who responded to our survey reported that there was a full-time adviser / inspector in RE in their authority;
- although RE subject leaders have a long list of training needs, many reported difficulties in obtaining sufficient funding for them to undertake the identified training. Phrases such as RE being 'a Cinderella subject', 'a poor relation' or 'sidelined' were frequent in teachers' responses to our survey. Many noted that there were specific 'priorities for numeracy and literacy' which took precedence and that 'funds do not allow' for training in RE;
- a worryingly high proportion of teachers responding to our survey mentioned 'Quick fix' training solutions such as those offered on websites as their only realistic means of accessing professional development;
- the shortage of specialist RE leaders in primary schools leads in some cases to insufficient prioritising RE training for subject leaders and their colleagues.

In addition, the Commission noted insufficient opportunities currently offered within existing CPD programmes nationally to address the following weaknesses in RE:

- lack of basic subject knowledge on the part of trainees and teachers as well as understanding of the proven pedagogies and their potential impact on pupils' progressive learning in RE;
- insufficient depth in levels of subject knowledge to engage theologically and philosophically with children in ways that are informed by the vitality of living religions and philosophies of life;

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<sup>11</sup> See Training & Development Agency for Schools, 2006, *Qualifying to Teach*, ([www.tda.gov.uk/upload/resources/doc/q/qualifying\\_to\\_teach.doc](http://www.tda.gov.uk/upload/resources/doc/q/qualifying_to_teach.doc)) and the accompanying *2006 Handbook of Guidance*, ([http://www.tda.gov.uk/upload/resources/doc/h/handbook\\_of\\_guidance\\_2006.doc](http://www.tda.gov.uk/upload/resources/doc/h/handbook_of_guidance_2006.doc)).

- need for more subject specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion;
- need to boost teachers' awareness of variety of resources available to support good RE in different contexts;
- lack of confidence in how to use ICT effectively in RE for many teachers;
- lack of attention to the pupils' voice and experience in some RE classrooms and the need to relate materials to their interests and concerns, in line with the scope of the Non-Statutory National Framework for RE and including pupils with particular learning needs or difficulties;<sup>12</sup>
- lack of consistent opportunity for incremental professional development ensuring that teachers have a range of experience before they become subject leaders.

In general, the lack of commitment to RE by senior leaders in some schools, illustrated in some cases by continuing non-compliance with legal requirements for RE, acts as a block to teachers' training in the subject. This results in lost opportunities for teachers to understand the potential of the subject to contribute powerfully to the depth and breadth of a young person's broad education and capacity for critical discernment where beliefs and values are concerned.

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<sup>12</sup> c.f. DfES, 2007, *Curriculum Review: Diversity & Citizenship*, (The Ajegbo Report), ref. DFES-00045-2007, p.10.

# List of Recommendations

## Underlying priorities

1. Training and support in RE for trainee, beginning and practising teachers needs to be improved if young people are to be confident of the own identity and well prepared for the rich cultural, religious, philosophical and ethnic diversity in Britain and the wider world and to play their part in building a more cohesive society.
2. Headteachers and senior managers need to be better prepared to assist and support their staff in acquiring the knowledge, understanding and skills required to promote the highest quality teaching and learning in the subject at all levels.
3. High quality RE teaching requires both an in depth knowledge and understanding of religious and other belief systems, and a thorough grounding in pedagogies proven to be effective for the subject. Such pedagogies will need to take account of the how children might learn FROM religion and well as ABOUT it. In terms of ITT and CPD, this in turn demands sufficient opportunities and sufficient depth in the training undertaken to allow for study of a range of methods and the opportunity to trial and evaluate them.
4. Progress in RE should be more firmly linked to standards and achievement. If pupils are to gain as much as they could from their experience of RE, teachers need to understand how to make judgements about levels of attainment and how they are connected to effective planning throughout the primary and secondary phases. In addition to this, schools, together with their school improvement partners, need to be actively encouraged to understand how effective RE can make a significant contribution to pupils' academic and personal development.
5. In order for these priorities to be met, RE needs to be given more prominence when inspectors make judgements about the balance and quality of the curriculum being provided by schools.

## Recommendations

### A. For initial teacher training

DfES should work together in partnership with the REC to support a range of initiatives in ITT. (See Part E of this Report for more details)

The Commission recommends that the following **low-cost initiatives** be undertaken, developed or extended in order to improve or supplement current provision for ITT:

#### 1. Guidance for providers of ITT and TRS degrees:

Guidance should be commissioned to:

- address the underprovision of opportunities for primary ITT trainees to observe and teach RE in schools where mentors/tutors have considerable experience and/or expertise in the subject;
- address the underprovision in terms of sufficient specialist staff and programmed time to meet the needs of primary ITT;

- address the underprovision of specialist courses in religions and beliefs on ITT programmes/courses
- address the underprovision of training in pupils' spiritual, moral, social and cultural development in general primary ITT courses;
- address the need to raise awareness of RE teaching as a prospective career, by, for example, providing opportunities for trainees to work, where possible and appropriate, with 'gifted and talented' and/or post-16 students in schools, and encouraging HEIs offering undergraduate theology and religious studies (TRS) degrees to include a 'religion and education' module within the degree options.

## **2. Understanding planning and assessment in RE**

In order to assist trainees' understanding of effective planning and appropriate assessment of standards in RE, guidance should be commissioned by the DfES and QCA, with its partners in the REC, to encourage local authority agreed syllabus conferences and faith communities to include progressive levels of attainment such as those exemplified in the Non-Statutory National Framework for RE within their next revised agreed or aided schools' syllabus.<sup>13</sup>

## **3. Standards for qualified teacher status (QTS)**

The TDA should include in the guidance accompanying its revised standards for qualified teacher status (QTS) specific reference to the ability of all primary and secondary trainees to:

- examine how their own beliefs and values may influence their teaching;
- provide opportunities for pupils' spiritual, moral, social and cultural development;

and of all primary trainees and secondary RE specialist trainees to:

- understand the main features and purpose of the Non-Statutory National Framework for RE and its position within the current statutory arrangements for RE including agreed and aided school syllabuses;
- organise visits to places of religious interest.

In its standards for primary teachers, the TDA should continue with its plans to include specific opportunity to include teaching of RE as part of their school experience.

## **4. Inspection**

Ofsted inspection arrangements should ensure that:

- in its next revision of the inspection handbook for ITT providers, specific reference is made to the preparation of trainee teachers for providing the opportunities listed in point 3 above ;
- attention is paid to the provision of training for RE in its inspection of Primary ITT providers.

The Commission also recommends that DfES and TDA provide **additional funding and support** for the following initiatives:

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<sup>13</sup> cf. DfES, 2007, *Curriculum Review: Diversity & Citizenship* (The Ajegbo Report), ref. DFES-00045-2007, p.10.

1. **Further and extended training opportunities, including bridging and booster courses**, with e-support, that help teachers from non-traditional degree backgrounds gain the knowledge, skills and depth of understanding required to teach the subject effectively. These will include:
  - a two year route PGCE as favoured in several other shortage subjects;
  - an expanded programme of Booster courses for those who already have some, but not sufficient subject knowledge;
  - a ‘diploma’- style longer course, e.g., a pre-PGCE or GTP distance learning (DL) course for those who have not undertaken any formal study of religions, plus financial support to address needs of trainees;
  - an intensive online subject knowledge course for late entrants.
2. The setting up of **an on-line support community**, developing from booster and bridging courses and continuing post-qualification, in order to sustain these developments.
3. Continued **support for school-based mentors/tutors** through a blend of face-to-face courses/conferences and online provision.
4. Financial support in terms of training fees and expenses for **faith/belief communities or representatives** thereof, to enable them to expand their capacity and contribution beyond their own institutions, particularly in engaging trainee teachers in examining:
  - the content of individual religions and beliefs, the diversity that exists both among and within faith/belief communities, and
  - the interface between trainees’ own beliefs and the responsibilities of the RE teacher in both community schools and those with a religious character.

## **B. For continuing professional development**

Without high quality CPD and support for SACREs, the impetus generated by publication of the Non-Statutory National Framework for RE will be greatly impeded. DfES, in partnership with the REC member bodies should therefore work to support a range of professional development opportunities related to schools’ and individual teachers’ needs. (See Part E of this Report for more detailed, costed proposals.)

The Commission recommends that the following initiatives be undertaken, developed or extended, in order to improve or supplement current provision for CPD in religious education:

### **Policy**

1. Development of Advanced Skills Teachers (ASTs) and Leading Teachers in terms of specific support for RE in community and ‘faith’ schools.
2. Further RE programming on Teachers TV such as video footage of RE lessons that can be used for analysing and evaluating teaching and learning.
3. Extended online support for trainers and mentors of new teachers, for example, through RE-Net.
4. Identifying and encouraging ‘training schools’ with expertise in RE to share good practice.

In order for the initiatives listed above to have the desired impact on pupils' learning in RE, DfES, together with REC partner organisations, should take the following steps:

5. support a project ongoing within the REC to develop 'Subject Standards' for CPD in RE, reflecting the phases of professional development for teachers;
6. direct School Improvement Partners (SIPs) to include RE in their checklist of targets for improvement to be agreed with schools and ensure SIPs are aware of the place and scope of religious education in both community schools and aided schools with a religious determination;
7. support the proposal for the inclusion of the role of RE in training for headteachers and senior managers when they examine the schools' contribution to community cohesion and pupils' spiritual, moral, social and cultural development;
8. support the proposal for local authority agreed syllabus conferences and faith communities to include progressive levels of attainment such as those exemplified in the Non-Statutory National Framework for RE within their next revised agreed or aided schools syllabus;
9. publish plans for any professional development elements of a national strategy for RE sufficiently early for schools to consider training opportunities within their professional development planning cycle.<sup>14</sup>

## **Provision**

The following proposals for training and projects for RE improvement should be referenced to the Non-Statutory National Framework for RE, in terms of skills, breadth of study, and expected standards of pupils' performance at different ages, as articulated in a range of agreed and aided school syllabuses.<sup>15</sup>

Where appropriate successful completion of courses should result in an award or certification to encourage a greater impact on teaching and learning.<sup>16</sup> In order to ensure effective dissemination or implementation in school, courses should contain an element of school-based evaluation of the impact on teaching and learning.

1. Two day appetizer/refresher – intensive courses for beginning teachers or those needing a (re-)introduction to the principles and practice of good RE.
2. Ten day courses on effective leadership of primary RE.
3. Ten day courses for secondary teachers with other specialisms (TWOs).
4. 'Expert teacher' and Masters level courses for primary and secondary teachers.
5. Specialist RE input into short courses for returners, overseas trained teachers and trainees following PGCE in Humanities.

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<sup>14</sup> TDA regulations for performance management, 2006, for implementation in September 2007.

<sup>15</sup> See Introduction on p.6 for the legal context in which RE is arranged.

<sup>16</sup> cf. Ofsted, 2004, *Making a difference: The impact of award-bearing in-service training on school improvement*, HMI 1765.



6. A substantial programme of daytime courses with school-based assignments and e-support, modelled on the five, ten and twenty day GEST funded courses of the mid-1990s, with partnership between HEIs and LAs.
7. Short, non award bearing training courses with a focus such as visits to religious communities.
8. A variety of ICT-based routes to suit different needs, eg, distance learning (or hybrid) MA and other courses.
9. Specific RE development programmes run by faith/belief groups, to encourage their members to consider RE teaching as a career and to introduce them to the principles and practice of the RE teacher. Each programme will be informed by the principles enunciated in the aims, objectives and standards of the Non-Statutory National Framework for RE and meet the needs of the faith/belief groups involved.
10. Professional development for headteachers and senior managers, e.g., inclusion of RE issues in *Leading from the Middle* (LftM), *Leadership Pathways* and *National Professional Qualification for Headship* (NPQH) training as well as in-service training.
11. A programme of twilight clinics and school visits by a regional network of RE advisers or consultants, including opportunities for intensive one-to-one support for teachers, such as coaching to improve classroom planning and practice for both community and aided schools.
12. Supported action research for teachers working with pupils as a means to improve the quality of RE in schools and effecting change in teachers' practice.
13. A project to produce a comprehensive overview of CPD provider capacity and potential in each region of England.
14. Development of distance learning packs to boost subject knowledge in RE, drawing on HEI-level expertise in religions, theology, philosophy and ethics.
15. A strategy for encouraging and enabling individuals from ethnic minorities and those from faith/belief communities to become RE teachers.
16. Development of guidelines for an 'Expert RE Teacher' portfolio.

## Part A

## Introduction to the Report

### Background

1. The idea of a possible National Strategy for RE originated in the Religious Education Council (REC) during 2005 soon after the launch of the Non-Statutory National Framework for RE (NSNFRE) at the end of 2004. The NSNFRE lays the foundation for a more coherent, common and challenging curriculum for RE in all schools in England as it begins to influence the reviews of locally agreed syllabuses and the RE programmes of faith schools.
2. However, having a good curriculum in place is not the answer to all the challenges and problems that RE faces in our classrooms. The NSNFRE does not deal with questions of teacher supply and training, for example. The REC approached Lord Adonis, the minister responsible for RE at the Department for Education and Skills (DfES) in September 2005 with *Towards a National Strategy*, setting out in general terms what a National Strategy might deal with.
3. The Department responded by setting up the religious education (RE) Partnership between itself and the REC to work further on a National Strategy in more detail and come back by March 2007 with costed proposals. The REC therefore established this Commission to develop proposals for improving the quality of provision and quality of RE in England and also set up a complementary working party to make recommendations for strengthening local Standing Advisory Councils on RE (SACREs) in co-operation with the National Association of SACREs (NASACRE).
4. It is clearly both desirable and feasible to develop an RE strategy; the evidence is contained in this report. Other subjects already have them – there are multi-million pound initiatives in Modern Languages, PE and Music, for example. We believe that the RE community, through the REC and other partners, has the capacity, with government support, to devise and implement a National Strategy in a coherent way. Only such a strategy will provide the impetus needed at national, regional and local levels to ensure that good RE is provided in all English classrooms.

### Meetings and Action Plan

5. The RE Teaching and Training Commission comprised of a representative working group drawn from REC member organisations and was chaired by an REC officer. A plan was made for this 'Core Group' to meet five times between September 2006 and March 2007.
6. The Group invited evidence from all member organisations and most specifically from: the Association of RE Inspectors, Advisers and Consultants (AREIAC), the Association of University Lecturers in RE (AULRE), the Catholic Education Service, the Church of England (CofE) Board of Education, other faith communities' representatives, the Interfaith Network UK (IFNUK), the National Association of Standing Advisory Councils on RE (NASACRE), and the National Association of Teachers of Religious Education (NATRE)/RE Today Services. Submissions from relevant government agencies: the Department for Education

and Skills (DfES), the Office for Standards in Education (Ofsted), the Qualifications and Curriculum Authority (QCA) and the Training and Development Agency for Schools (TDA) were also received. Information was also gathered from the Universities and Colleges Admissions Service (UCAS) about the number of students on Theology and Religious Studies degree courses (although the figures were for Single Honours only) and links were established with the university/Higher Education (HE) departments of Theology and Religious Studies, through the Association of University Departments of Theology and Religious Studies (AUDTRS) appointing a representative on the REC and through communication with the Higher Education Academy (HEA) Subject Centre for Philosophical and Religious Studies (PRS). Information was also gathered from other agencies including the Graduate Teacher Training Registry (GTTR), and the National College of School Leadership (NCSL).

7. The Commission used the Board of the REC as a reference group at each stage of the development of its work and invited submissions from REC member groups.
8. An action plan was constructed for the Core Group to gather, collate and analyse relevant data and to develop remedies for any weaknesses revealed in the research. These remedies are incorporated in this report as part of the development of a detailed National Strategy for RE from 2007 onwards.

## **Structure of the Report**

9. Since it is important to set this report in the context both of recent educational and social change and of recent developments in RE, notably the introduction of the Non-Statutory National Framework for RE (NSNFRE), we follow this introduction with some remarks about RE's context within the school curriculum (Part B).
10. Parts C and D, which form the basis for our understanding of the limitations in RE in English schools, present the main findings and areas needing attention if improvements are to be made with respect to provision of initial teacher training (ITT) and continuing professional development (CPD) in the subject. Evidence and analysis provided by group members and other contributors follow, along with other insights gained from the surveys. These chapters contain some conclusions at the end of each section.
11. The final part is in many ways the most important, since it contains more detailed ideas about how RE might be improved through an adequately funded national strategy for the subject.
12. Annex A provides an outline of the research methods used in the study and notes on the caution with which results were interpreted. Annex B indicates how SACREs might feature in the delivery of a sustainable programme of CPD. Annexes C-F present the questionnaires used to conduct the surveys of ITT and CPD providers and users, and Annex G provides an explanation of the acronyms used.

## RE, diversity and community cohesion

13. The recently published report of Sir Keith Ajegbo on diversity and citizenship, has a vision for all schools, by 2012, 'to be actively engaged in nurturing in pupils the skills to participate in an active and inclusive democracy, appreciating and understanding difference'.<sup>17</sup> The report goes on to acknowledge and recommend the role of RE in fulfilling that vision, particularly in the way RE helps pupils to explore cultural, religious and ethnic diversity in an atmosphere of mutual respect and to recommend a wider implementation of the Non-Statutory National Framework for RE.
14. There is a good example, within the Report, of how RE engages pupils with what really matters in life:

"RE lessons, well taught, have the power to engage pupils in discussing the human condition: 'Who am I?', 'Where did I come from?', 'Where am I going?', 'Does my life have any significance?' It's an ideal vehicle for exploring questions about identity and belonging, which are addressed by all religions but are also important for pupils without faith."<sup>18</sup>

15. The REC's RE Commission on Teaching and Training shares Sir Keith's vision. RE contains further aims to do with pupils' exploration of questions of right and wrong and understanding of the power of religious and non-religious beliefs in people's lives. But the role of RE in helping young people to make sense of the world of diverse identities, beliefs and cultures is paramount.
16. In the words of the Non-Statutory National Framework for RE, RE enables pupils 'to flourish individually within their communities and as citizens in a pluralistic society and global community'.<sup>19</sup> Conversely, where RE is poor, pupils suffer and society pays. Pupils suffer, because they lose the opportunity to examine their own and other people's beliefs and deeply held convictions. They lose the opportunity to think through the consequences of those convictions. They lose the opportunity to engage with members of different belief communities and to reflect thoughtfully on that diversity.<sup>20</sup>
17. Society pays for poor RE where it produces citizens who know little and care less about those with different beliefs from their own. Ignorance of the beliefs, customs, cultural heritage and practices of groups with religious or humanist commitments is not an adequate strategy for an enlightened citizenry. It can lead directly to breakdowns in personal relationships and community cohesion.<sup>21</sup>
18. We know that schools need help. The Ajegbo Report recognises that there needs to be extra support and training for teachers 'so that they are comfortable covering issues of "race", culture and religion and are able to develop their expertise'<sup>22</sup>. Training on education for diversity as a leadership issue, including the particular contribution of RE, should also be part of the

<sup>17</sup> DfES, 2007, *Curriculum Review: Diversity & Citizenship*, p.1.

<sup>18</sup> *ibid.*, p.33.

<sup>19</sup> QCA, 2004, *Non-statutory national framework for RE*, p.7.

<sup>20</sup> See findings from survey of sixth form students below.

<sup>21</sup> DfES, 2007, *op. cit.*, p.24.

<sup>22</sup> DfES, 2007, *op. cit.*, p.25.

NPQH so that headteachers can take a more confident lead on the aspects of “race”, culture and religion within their schools.<sup>23</sup>

## The impact of initiatives for RE

19. Historically, there have been times when government support for RE and related initiatives have produced bursts of improvement in pupils’ experience of and achievement in the subject. Such initiatives have been most effective when a national lead has been supported and enacted by local networks. The training associated with new agreed syllabuses since 1988, for example, has helped to enhance teachers’ subject knowledge, understanding and confidence and consequently pupils’ learning, particularly in primary schools.<sup>24</sup> The training opportunities of the mid-1990s, particularly the ten- and twenty-day courses, were also reported by HMCI to have had a very positive impact on teacher confidence. The continuation of these courses was deemed by HMCI at the time to be ‘essential’.<sup>25</sup>
20. One of the reasons for the ‘essential’ nature of such training opportunities is the historic and continuing shortage of specialist RE teachers, as demonstrated in a series of study papers published by the REC.<sup>26</sup> These reports revealed a worse degree of mismatch between specialist qualifications and subject teaching than in any other subject, overloading of RE specialists in terms of numbers of pupils being taught and underprovision of teaching time, with time for RE coming well below the school’s average for all subjects.<sup>27</sup>
21. The REC Commission has welcomed recent moves to encourage application for ITT in RE, such as the ‘Golden Hellos’ and bursaries introduced by the TDA for courses beginning in 2006, but the historic underprovision of RE specialists in schools continues for the time being.
22. HMI have also recently noted that developments supporting RE nationally have contributed substantially to improvement in standards, but that the overall quality of RE is still not consistently high enough.
23. One reason for this, as noted in the most recent QCA analysis of Standing Advisory Council on RE (SACRE) annual reports, is that ‘Recruiting teachers for in-service training (INSET) has become a problem for many SACREs. Schools have other priorities and where there is no RE adviser to take a lead within a local authority, teachers may not have adequate inducements to undertake RE development.’<sup>28</sup>
24. Since their institution following the 1988 Education Reform Act, SACREs have increasingly assumed a role in providing forms of training for RE teachers, often through the services of a full- or part-time adviser or consultant. Local authorities are far from being the only providers of CPD of course, as illustrated in this Report, but the QCA analysis of SACRE reports reveals a steady and

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<sup>23</sup> c.f. DfES, 2007, *ibid.*, p.37.

<sup>24</sup> HMCI, 1997, *The impact of new agreed syllabuses on the teaching and learning of religious education*, Ofsted, p.6.

<sup>25</sup> *ibid.*, p.45.

<sup>26</sup> Gates, B., 1982, 1984, 1990, 1991, 1993, 1998.

<sup>27</sup> See, e.g., Gates, B., 1993, *Time for religious education and teachers to match: a digest of underprovision*, REC, pp.31ff.

<sup>28</sup> QCA, 2006, *Religious education and collective worship: an analysis of 2005 SACRE reports*, QCA, p. 7.

continuing decline in the number of local authority RE advisers<sup>29</sup> and this may be another significant factor in the continuing weaknesses identified in this Report in CPD provision.

25. Although not part of the specific brief of this Report, the REC Commission fully supports other proposed strands of a national strategy for RE relating to the recruitment and training of SACRE members and to the further development of SACRE's monitoring role. As the QCA report states, SACRE 'is a place for good political and community relations and as such is often the template for other bodies within the authority. All parties see the strengths of working at these relationships to the benefit of pupils in schools and arguably the wider community too.'<sup>30</sup>

## Interest in religion and religious education

### Findings from surveys of pupils

26. In 2006, a survey conducted amongst 120 sixth form students in five schools in a London borough revealed positive general attitudes towards their experience of RE. Where RE was good there were considerable benefits for young people. Many felt that RE had broadened their mind and helped to answer difficult questions. The subject had helped them to "interact better with other people and understand their beliefs". One student noted:

"In our society it is important to know about religion if we are going to make sense of the world and combat racism".

27. Students also noted the skills they developed in RE:

"I've learned to respect other religions and understand them more fully".

"I now know how to participate in debates".

"I'm able to listen and to communicate with others in a rational way".

"Through RE, I've learned how to express my own views without offending other people".

"I can now engage in critical thinking".

28. But where their experience of RE was not so good, students were critical, for example, of superficial treatment of some religions, insufficient emphasis on ethical issues, lack of discussion, biased teachers, teachers not being able to answer students' questions, and learning that was too dependent on text books.

29. According to one pupil, RE was best:

"when there are strong links with our own lives and experiences and we can apply what we are learning to modern situations".

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<sup>29</sup> *ibid.*, p.42.

<sup>30</sup> *ibid.*, p.45.

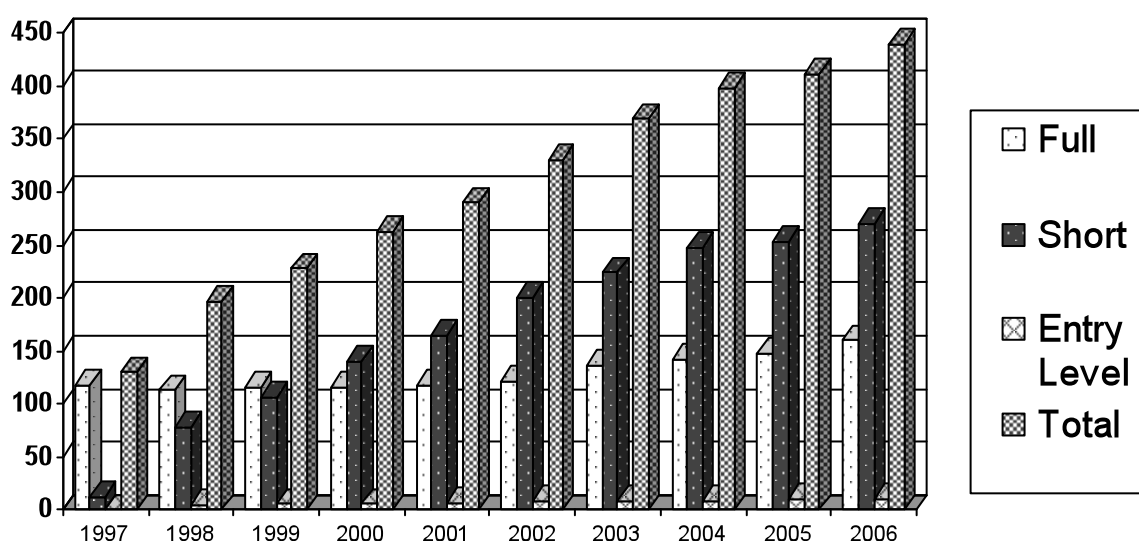
30. Ofsted's interviews with pupils revealed that RE can make a particularly good contribution to 'respect for all' and pupils' understanding of issues of diversity and community cohesion. According to the HMI report on secondary RE 2003-04:

"Where RE is taught well, pupils acknowledge that, from the outset in Year 7, they are encouraged to have positive attitudes towards one another, listen to the views of others and respect the material they are engaging with. They recognise teachers as role models of the attitudes they are encouraged to develop and particularly value teachers' reference to their own experience by means of illustration. On the other hand, where RE teaching is poor or lacklustre, pupils often have negative attitudes towards the subject and fail to see how the principles of 'respect for all' are relevant to them."

### Qualifications in Religious Education / Studies

31. The raised profile of religion in the news in recent times appears to be matched by the interest of young people in studying the subject. This is reflected in increasing numbers of students entering public examinations in religious studies, both pre- and post-16.

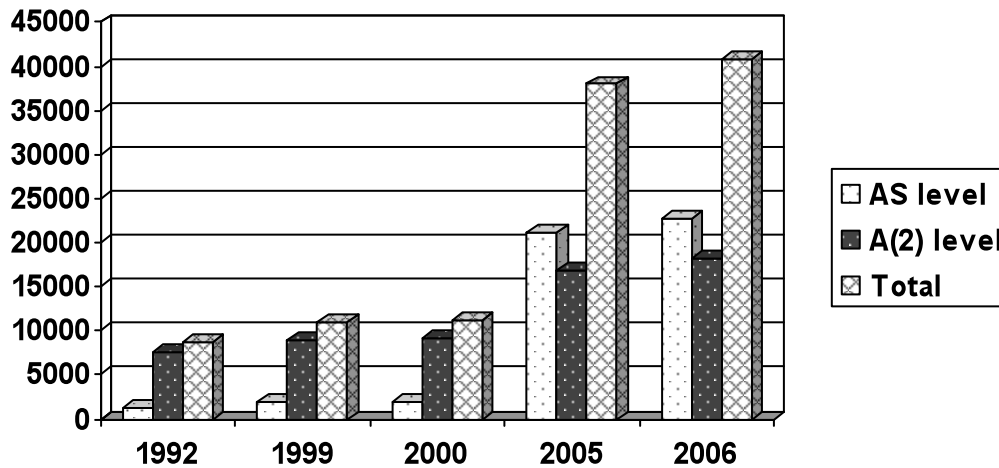
**Fig. 1 – GCSE Entries: Religious Studies / RE 1997-2006 (thousands)**  
(Source: NATRE)



32. This chart shows consistent growth since the introduction of the GCSE Short Course in Religious Education/Studies in the numbers of students taking a nationally accredited qualification in RS. Nevertheless, although well over half of the cohort each year is entered for an RS qualification, this is still well short of other compulsory subjects of the curriculum, such as English, Mathematics, Science and Design and Technology.
33. As one RE commentator has noted, 'The key issues for RE now are about quality of provision, supply of teachers and motivation of a minority of students who resent the 'compulsory' tag on the subject. The main threat to further growth is the non-compliance in law of a continuing and alarming number of

secondary schools. This is exacerbated by the fact that [s.5]<sup>31</sup> Ofsted inspections, which ought always to address non-compliance, are not so much inclined to do so under the self-evaluation form (SEF).'

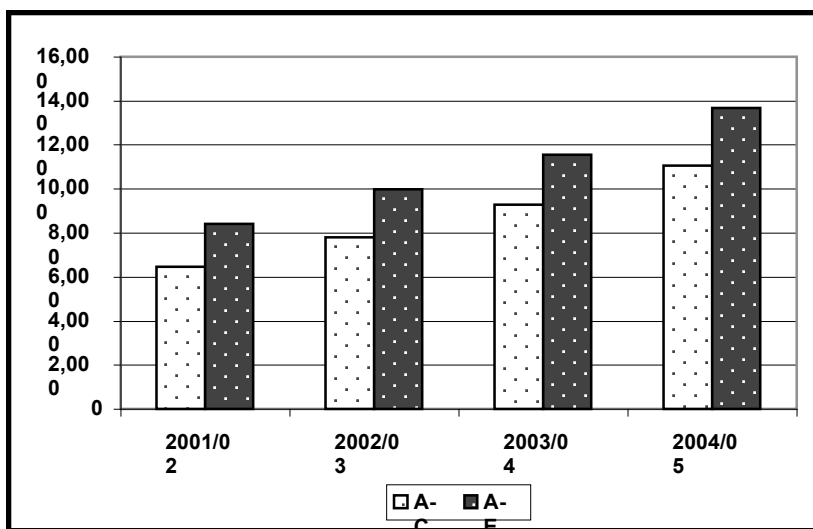
**Fig. 2 – AS and A2 Entries in religious studies for selected years 92-06**  
(Source: NATRE)



34. This chart illustrates the exponential growth in popularity in RS as an A level qualification over the last 14 years. This is supported by the DfES statistics relating to achievement of top grades at A level in the following table. (Note that AS level was an alternative to a full A level until 2002, but a prelude to it afterwards.)

**Fig. 3 – GCE A Level (Source: DfES)**

**Number of 16-18 year olds achieving a GCE A Level in religious studies, England (Grades A – C & A – E)**

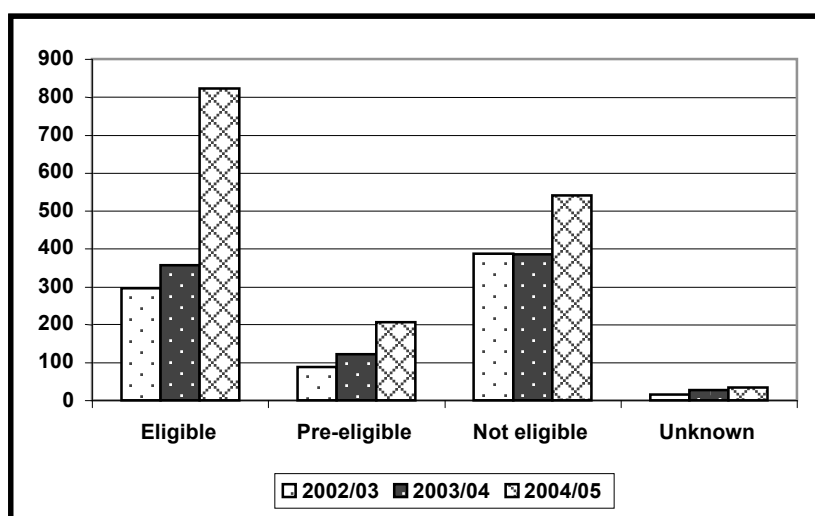


<sup>31</sup> The commentator here refers to the Framework for inspection of schools other than schools with a religious character.



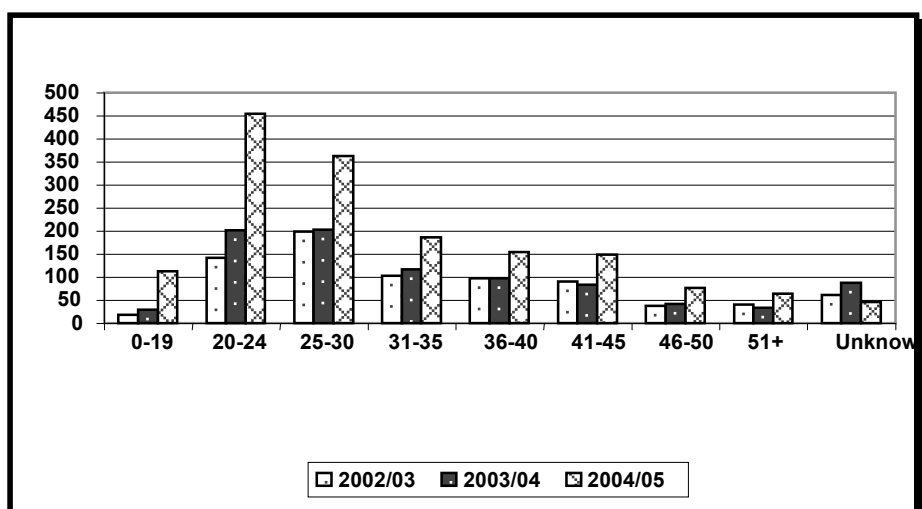
35. This chart shows that the number of students achieving an RS 'A' Level at grade A – C rose by 4,605 (71 percent) between 2001/02 and 2004/05 to 11,050. In 2004/05 1,786 (19 percent) more students achieved a grade A – C in their RS 'A' Level than in the previous year; similarly there were 18 percent more passes at grade A – E in 2004/05 than in 2003/04. The figures represent a growing interest in the subject amongst young people. As more students engaged in the subject at Key Stage 4, more took their interest forward at A level, where considerable choice of subjects of study is available.
36. This growing interest in religion/religious studies is replicated in the rapid growth of enquiries to the Teaching Information Line regarding religious education, which have more than doubled between 2003/04 and 2004/05 according to the TDA, as shown in the following chart.

**Fig. 4 – Numbers of enquirers to the Teaching Information Line regarding religious education (Source: HESA)**



37. The following chart shows that the increase in enquiries about RE is particularly marked amongst the 20 – 30 year old age range. There was also an encouraging increase in the number of enquirers aged between 30 and 40, i.e. people who are likely to be career changers.

**Fig. 5 – Number of religious education enquirers by age group (Source: HESA)**



38. Noting the shortage of specialist teachers of RE, the Government recognised RE as a priority subject and introduced a 'Golden Hello' of £2,500 for RE trainees on PGCE and SCITT courses from September 2006. It is fair to surmise that this has been one of the reasons leading to a further increase in applications to join such courses.
39. Nevertheless, there has traditionally been only a small pool of theology and religious studies (TRS) graduates to recruit from. In 2004/05, according to the Higher Education Statistics Agency (HESA) statistics, there were 709 places allocated to RE in ITT and only 1,296 TRS graduates. If places were allocated only to TRS graduates, 55 percent would have needed to have been recruited. Of course, RE trainees are also recruited from Combined degrees including TRS and from other related disciplines. Given this situation there is a need for many teachers of RE to undertake further training, particularly in the early years of their career, to supplement their background knowledge and depth of understanding of religions and non-religious worldviews.
40. A further significant factor in looking at teacher expertise in **secondary** RE is the impact of the subject's 'success' in increasing the numbers of candidates for GCSE examinations and in appealing to students post-16. This has led to the most experienced and expert teachers focussing their curriculum time on the examination classes, usually leaving non-examination classes, particularly at Key Stage 3, to non-specialists. Though some of these 'teachers with other specialisms' are, naturally, applying their skills expertly to the task, Ofsted has reported that many are struggling to achieve satisfactory standards of teaching and learning in their RE lessons - see Ofsted evidence below.
41. In **primary** education the problem is just as acute, but with perhaps even more serious consequences. Here, owing to the shortage of teachers with any RE specialism in their training, many schools lack the expertise needed to meet the requirements of new agreed syllabuses, following publication of the Non-Statutory National Framework for RE. This is demonstrated vividly in the survey of teachers conducted as part of the Teaching and Training Commission's work; one third of RE subject leaders in primary schools responding to our survey had no qualification in RE whatsoever and nearly a third of respondents reported that there was no teacher in the whole school with an RE specialism (including GCSE / O level / CSE in the subject). The impact of GEST funded courses in the mid-nineties, which gave a good boost to primary teachers' knowledge, understanding and skills in RE, has now faded. Evidence is presented below indicating the rapid turnover in personnel for primary RE subject leaders / co-ordinators / managers<sup>32</sup>, leading to a downturn in expertise in the subject in primary schools.
42. The picture, therefore, is one of increasing interest in RE, amongst young people in particular, but of a teaching force struggling to meet the need for expert and inspiring RE teaching, across the whole age range and throughout the individual school.

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<sup>32</sup> the terms used for those in charge of RE vary from school to school. In this report, the term 'RE subject leader' refers to those who manage, co-ordinate and / or direct the RE aspects of a school's curriculum.

## Part C

## Current picture of RE in ITT

"My university recently stopped offering primary specialist RE training and the combination of just a few hours on RE on the university-based course and variable quality of what (if any) RE is experienced in the school based part of the course means that trainees may be poorly prepared for delivering the RE syllabus."

University tutor

"I am concerned with the diminishing opportunities for CPD as, if teachers are not given opportunities for further RE development, there is a direct impact on training of student trainees."

Teacher trainer indicating the link between CPD and ITT when so much ITT now occurs in school rather than university.

43. This section identifies the strengths and weaknesses of current provision for RE in Initial Teacher Training for trainees in both the primary and secondary phase. Evidence was gathered through questionnaires to training institutions, Ofsted reports, and reports from the TDA, DfES and the Higher Education Academy (HEA) Subject Centre for Philosophical and Religious Studies (PRS).

## Main findings

### Primary

44. The data confirmed that there is considerable variability, and weakness, in the provision and quality of ITT RE training in the primary sector. The variability in provision relates to the hourage allocated to RE at undergraduate and postgraduate levels, and to the provision of RE specialist tutors. Weaknesses in quality relate to inadequate models of good practice in RE in trainees' school experiences due to a lack of RE specialist school based mentors.

### Secondary

45. Entrants to RE teacher training via PGCE, GTP and Humanities routes come with a wide range of degree backgrounds and therefore diverse gaps in subject knowledge. Even those with Theology/RS or related degrees have not necessarily developed the breadth of subject knowledge required for teaching RE according to the Non-Statutory National Framework for RE and to local authority agreed syllabuses. Ofsted has identified particular weakness in the RE subject knowledge of GTP trainees and has acknowledged the success of the TDA funded Booster Courses in beginning to address these gaps; however, access to the Booster Course programmes is currently limited.

## Primary and Secondary

46. There is insufficient data to monitor the recruitment of trainees of black and ethnic minority background and those from faith/belief communities into RE teaching and therefore into a subject which makes a significant contribution to community cohesion<sup>33</sup>. The omission of reference to the promotion of pupils' spiritual, moral, social and cultural development in the draft Revised Standards for QTS fails to support ITT trainers in identifying and requiring the skills needed to implement the aims and values of Curriculum 2000.

## Supporting evidence

### Ofsted

47. In terms of provision, PGCE courses in secondary RE are well represented in HEIs throughout the country. Ofsted inspections have judged the quality of these courses to be 'good', that is, Grade 2 or better on a scale of 1-4 scale. However, inspection indicates that school-based provision is variable and this is linked to the lack of specialist staff in schools.
48. Applications for PGCE courses in secondary RE come from prospective trainees with a wide range of first degree subjects. There is an increase in those applying with philosophy, ethics and social science degrees. Even those applicants with theology or Religious Studies degrees may not have the breadth and conceptual subject knowledge and understanding required to teach RE in schools. In order for HEIs to draw upon this wider pool of able and committed applicants, there is a need to address the gaps in subject knowledge through the provision of a programme of booster courses designed to meet the diverse needs of applicants. Ofsted reports that the current availability of booster courses has made a significant impact on trainees' subject knowledge and has had an impact on the recruitment of appropriate applicants to PGCE courses in secondary RE.
49. In the academic year 2005-2006, 82 RE GTP trainees were recruited through the Designated Recommending Bodies (DRBs)<sup>34</sup>. Ofsted reports that although GTP trainees enter the profession with good management skills, their subject knowledge is often weak. Ofsted's Head of Institutional Inspection states that "... there is still work to be done to further improve the quality of their teaching, particularly to ensure that secondary trainees are given a good grounding in teaching their specialist subject."<sup>35</sup>
50. Secondary RE NQTs reported most positively of all subjects about the quality of their training. Research by Dadley and Edwards<sup>36</sup> indicates that retention among secondary RE NQTs is good.

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<sup>33</sup> See, e.g., DfES, 2007, *op. cit.*, p.68.

<sup>34</sup> In England, DRBs are partnerships of bodies such as schools, LEAs and accredited ITT providers empowered to design and deliver individual programmes of teacher training to individuals wishing to become a qualified teacher via the Graduate Teacher Programme (GTP), Registered Teacher Programme (RTP) and overseas trained teacher programme (OTTP). Source: <http://www.tda.gov.uk/Recruit/faqs/general.aspx>.

<sup>35</sup> 'Teacher Training Schemes show improvement', Ofsted News release, 19 January 2007: <http://www.ofsted.gov.uk/> > News.

<sup>36</sup> Dadley, M. and E. Edwards, 2006, *Where have all the flowers gone? An investigation into the retention of religious education teachers*, unpublished research paper.

51. Evidence regarding primary ITT identifies considerable variability across HEIs in the time allocated to training in RE, with the average being six hours of training. While the TDA confirmed this is broadly in line for training in the foundation subjects, it falls short of provision for the other statutory subjects of the basic curriculum.
52. RE is once again rated as the worst taught subject according to Ofsted's s.5 inspection data. DRB inspections have highlighted RE as being a particular concern in relation to trainee teachers since inadequate time allocation in HEIs is compounded by lack of exposure to quality RE in schools.

### **Training & Development Agency for Schools (TDA)**

53. UCAS data indicates an increase in the number of students accepted for Single honours theology and religious studies (TRS); there is a suggested increase in TRS in combined honours degrees, but there is no separate data to support this.
54. GTTR data indicates a significant increase the current academic year (2006-2007) in the number of applications for teacher training in RE, despite a lowering in the number of applications for other subjects. Contributory factors would include 'Golden Hellos', bursaries, an increase in numbers of TRS graduates, and an increase in trainees with non-standard entry degrees but supported by booster course programmes.
55. TDA data shows increases year on year in employment based entry routes.
56. A TDA funded research project undertaken by one HEI (2002-05) indicated that nationally there were few members of ethnic minorities with first degrees in philosophy, theology or religious studies (PTRS) applying for PGCE RE places. The research argued that accepting potential trainees with 'related degrees' such as politics, sociology, anthropology, psychology, law and classical studies, would significantly increase the recruitment pool. With HEIs now permitted to accept related degrees, supported by booster course programmes, for training in RE, this may account for an increase in total applications for entry in 2006, but it is not known at this stage whether applications from minority ethnic groups are significantly represented in this increase.
57. One HEI institution reports that, in the current year 2006-2007, 48 percent of its RE PGCE students were recruited from ethnic minority groups, but only one of these was black British. This raises the question of how a career in teaching RE is seen by black communities, and what might be done to attract potential trainees from, for example, the black-led Pentecostal church communities or amongst black members of other faith/belief traditions.
58. The current draft Standards for Qualified Teacher Status (QTS), does not include specific Standards against which trainees' ability to make provision for pupils' spiritual, moral, social and cultural development<sup>37</sup> is assessed. However, Curriculum 2000 identifies the promotion of pupils' spiritual, moral, social and cultural development as the second of two aims or values which underpin the curriculum as a whole and which is the responsibility of each subject in the school curriculum. The Commission considers that there is a need to support

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<sup>37</sup> See Training & Development Agency for Schools, 2006, *Qualifying to Teach*, ([www.tda.gov.uk/upload/resources/doc/q/qualifying\\_to\\_teach.doc](http://www.tda.gov.uk/upload/resources/doc/q/qualifying_to_teach.doc)) and the accompanying *2006 Handbook of Guidance*, ([http://www.tda.gov.uk/upload/resources/doc/h/handbook\\_of\\_guidance\\_2006.doc](http://www.tda.gov.uk/upload/resources/doc/h/handbook_of_guidance_2006.doc)).

trainers and trainees in identifying and requiring the skills necessary for the promotion of pupils' spiritual, moral, social and cultural development through the inclusion of appropriate Standards and through future guidance documents.

## **DfES**

59. National statistics indicate that there is a significantly high percentage of vacancies for teachers of RE as compared with other subjects. In 2005, only Maths, IT, Science and Music had a higher percentage of vacancies. Vacancies in these other subjects have over the years proved consistently more difficult for schools to disguise than those in what has been wrongly viewed as the 'softer edged' RE. There is therefore a pressing need for an increase in the number of suitably trained and skilled RE teachers.
60. The Ajegbo Report, *Diversity and Citizenship*, states that 'exploring cultural, religious and ethnic diversity is a key aspect of schooling young people for the world and is inextricably linked to standards and attainment. It should be at the very heart of a teachers' purpose...' However, the Report notes that 'The right training and support ... are crucial.'<sup>38</sup> In terms of RE, the Report recommends that the 'DfES should actively encourage schools to take up the Non-Statutory National Framework for RE so that the good practice for education for diversity it promotes continues to be spread.'<sup>39</sup> *Diversity and Citizenship* has, therefore, significant implications for increased training in RE at both ITT and CPD levels.
61. The non statutory framework states that RE 'enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice'.<sup>40</sup> If teachers are to be skilled in fostering respect and promoting discernment through the two attainment targets intrinsic to RE, 'learning about religion' and 'learning from religion', there must be adequate provision in terms of time and specialist tutors, for ITT, in both the university and school based training, and for CPD programmes.
62. There is also a need for school managers to understand their responsibilities in managing provision for RE, within their larger role of fostering learning communities. Training in the statutory requirements, pedagogy and the role of RE in community cohesion should therefore be included in the training provided by the National College of School Leadership (NCSL) for middle managers and in the training for aspiring and newly appointed headteachers through National Professional Qualification for Headship (NPQH) and Early Headship Provision (EHP) programmes.
63. Currently, under the provisions of the Education Act, 2006, all schools are charged with looking at how they contribute to community cohesion; religious education plays an important part in any such strategy.

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<sup>38</sup> *ibid.*, p.21.

<sup>39</sup> DfES, 2007, *Curriculum Review: Diversity & Citizenship*, p.10.

<sup>40</sup> Religious Education: the Non-Statutory National Framework for RE, ref. QCA/04/1336, p.7.

## **Higher Education Academy (HEA) Subject Centre for Philosophical and Religious Studies (PRS)**

64. The HEA Subject Centre for Philosophical and Religious Studies is currently involved in a number of projects of some relevance; for example, research on progression from secondary to tertiary education in RE / RS, and a project related to the employment of TRS and Philosophy graduates. The HEA Subject Centre is planning discussions with the QCA in 2007 on the relationship between Religious Studies at A level and TRS at degree level.

### **Findings from survey of Higher Education Providers of ITT**

65. Evidence was sought from a sample of 33 HEIs listed as offering PGCE secondary courses in RE. Of the 33 approached, 29 responded to the questionnaire. The majority of these institutions also provided ITT in primary RE. One further response came from an institution providing only primary ITT, and an additional 16 responses, including four from SCITTs, came from the on-line survey. As this evidence was provided by named individuals in the above institutions who were known contacts and who were directly approached, the findings should be interpreted as giving a more positive picture of RE provision in primary ITT than may actually be the case.
66. Cohorts for PGCE secondary RE courses in the institutions surveyed ranged between ten and 45 trainees.
67. HEI providers reported the RE input on primary undergraduate courses as being between three and 40 hours, with the average input being 18.5 hours. On primary PGCE courses, RE input ranged from two hours to 24 hours, averaging at eleven. TDA / Ofsted reported a lower average of six hours input on RE, drawing on a wider range of institutions.
68. Primary specialist RE courses are offered by ten institutions, with six courses offered at PGCE level and six courses offered at undergraduate level. Two HEIs mentioned that they had recently stopped or would be stopping the offer of a primary RE specialism.
69. A few institutions offered RE modules in non-QTS TRS degrees: one within a Religious Studies degree, with one institution offering a specialist degree in Theology for Education. However there are many universities where Joint degrees can be taken in Education and TRS as two separate subjects.
70. Staffing for RE on ITT and PGCE courses is both variable and limited. Staffing provision on PGCE secondary RE courses varied from 0.2 to 2 people, while staffing provision for RE on primary courses varied from 0.1 to 3. In some institutions, both secondary and primary RE can be taught by the same person, who may be on a fractional contract rather than full-time. In some institutions, PGCE secondary RE courses are managed by a part-time tutor 'bought in' on an hourly basis. Institutions without a PGCE secondary course in RE and only offering RE as part of a generalist primary course frequently employ part-time or visiting lecturers who may or may not be RE specialists to teach the RE courses. This has implications for the wider academic and professional integrity of the subject.
71. This variable provision in terms of specialist staffing for RE in HEIs is replicated in trainees' school-based experience. There is no data on the number of primary school-based mentors who are RE specialists; the majority of providers did not know or record whether mentors had specialisms. Only three out of 29 providers knew that they had one, two or three such mentors.

72. Of the 29 respondents, 12 HEIs offered TDA funded, pre-PGCE secondary Subject Knowledge Booster Courses in RE. The pattern and timing of these courses varied with some HEIs running the whole course immediately prior to the start of the PGCE course and some running the course in shorter blocks throughout the year. Some HEIs also offer their own 'bridging' or 'booster' programmes with options such as a certificate or dissertation module, or distance learning modules. One HEI reported a pre-PGCE distance learning course with 89 participants registered.

## **Conclusions**<sup>41</sup>

### **Primary ITT in RE**<sup>42</sup>

73. In order to address the current weaknesses in ITT training in RE the Commission identified the following areas for future development:
- Opportunities for trainees to observe and teach RE in schools where mentors/tutors have considerable experience and /or expertise in the subject.
  - Provision of specialist staff and programmed time to meet the needs of ITT in RE.
  - Provision for, and reference in QTS standards to, specific opportunity for all trainees to teach RE as part of their school experience.
  - Further provision of specialist courses in religions and beliefs on undergraduate and postgraduate programmes/courses.
  - Attention to the provision of training for RE in Ofsted inspections of ITT providers.

### **Secondary ITT in RE**

74. In order to address the current weaknesses in ITT training in RE the Commission identified the following areas for future development:
- In order to meet the diverse needs in terms of subject knowledge of entrants to secondary PGCE, GTP and Humanities courses, the Commission considered that there is a need to develop and extend the range of the existing TDA funded Booster Courses. Four models were identified:
    - i. The two year route PGCE, as favoured in several other shortage subjects;
    - ii. The current 10/8 day short-term Booster Course programme: this would continue to meet the needs of prospective trainees with some specialist knowledge, for example those with theology/Religious Studies degrees, but needed to address specific gaps in subject knowledge in order to prepare for teaching RE;
    - iii. An extended programme of Subject Knowledge development in RE, such as those offered by Diploma courses: these would meet the

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<sup>41</sup> Further detailed recommendations relating to the Commission's proposals are costed in Part E.

<sup>42</sup> The Commission acknowledges that some institutions run courses specifically for teachers aiming to teach across KS2 & 3 – these points may relate to these institutions also.



needs of those who had acquired some knowledge of religions through informal means such as life experience, but had not secured any formal qualification in the field. The courses could be modelled on those currently offered by the Open University;

- iv. An intensive on-line subject knowledge course: this could be designed to support pre-PGCE course study for those late applicants to PGCE secondary courses in RE, trainees on KS2/3 training courses and also to support primary undergraduate and postgraduate trainers and trainees.
- Cited below are models of good practice identified by respondents to the Commission. The following, and other examples of good practice, in booster, PGCE and ITT courses in RE should be developed or extended to:
    - i. provide an on-line support community for ITT tutors and their trainees developing from booster and bridging courses and continuing post-qualification;
    - ii. support for school-based mentors/tutors through a blend of face-to-face courses/conferences and online provision;
    - iii. facilitate greater participation of faith/belief communities' in ITT courses, particularly in engaging trainee teachers in examining faith/belief diversity and the interface between trainees' own beliefs and the role of the RE teacher.

## **Primary and Secondary**

75. In order to address the current weaknesses in ITT training in RE the Commission identified the following areas for future development:
- Provision of training in, and reference in QTS standards to, examining how trainees' own beliefs and values may influence their teaching.
  - Provision of training in, and reference in QTS standards to, providing opportunities for pupils' spiritual, moral, social and cultural development.
  - Provision of training for all primary trainees and secondary RE specialist trainees in, and reference in QTS standards to, understanding the main features and purposes of the Non-Statutory National Framework for RE and its position within the current statutory arrangements for RE including agreed and aided school syllabuses.<sup>43</sup>
  - Provision of training for all primary trainees and secondary RE specialist trainees in, and reference in QTS standards to, organising visits to places of religious interest.
  - Revision of the inspection handbook for ITT providers to include preparation of trainees for providing the opportunities listed in the four points above.
  - The extension of the existing bridging and booster course programme to primary and secondary trainees.

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<sup>43</sup> cf. DfES, *op. cit.*, p.10.

## **Raising awareness of RE teaching as a prospective career**

76. In order to encourage school-aged students and undergraduates to consider RE teaching as a career, the Commission identified the following areas of development:
- Provision of opportunities for teacher trainees to work, where possible and appropriate, with post-16 students in schools.
  - Provision of an optional 'religion and education' module within undergraduate theology and religious studies (TRS) degrees.
  - Research into the recruitment of minority ethnic groups and members of faith/belief communities into teaching RE.
77. Further support for addressing the undersupply of specialist RE teachers would result from an increase in the annual quota for trainees.

## Part D Current picture of RE and CPD

“Because of the demands of the primary curriculum, new ideas acquired on short term courses can rarely be reinforced or awarded the luxury of time for reflection and development. Teachers’ attendance at longer courses, where there is the opportunity to focus on RE, would provide a wonderful opportunity to become steeped in the subject with a much greater impact on return to school.”

Primary teacher

78. The focus of this section was to identify the strengths and weaknesses of current provision of CPD in RE for teachers in primary and secondary schools. Evidence was gathered through online questionnaires from over 250 teachers from a variety of English schools and regions and from over 120 individuals and organisations providing CPD in RE. The survey of HEIs also yielded data for section of the report. An analysis of teachers’ use of information and communications technology (ICT) to support their planning and professional development in RE provided additional evidence. Further data was drawn from a summary of Ofsted reports on RE over the last five years and from TDA, DfES and QCA reports and representatives.
79. Responses are from those who have a particular interest and / or enthusiasm for RE, so results need to be interpreted in that light. In addition, only those teachers and providers (other than in HEIs) able and willing to access and use ICT to complete the online surveys have been consulted.

### Main findings

#### Primary and Secondary Schools

80. **Provision and Quality of RE in schools:** The data confirmed that, while there are strengths in the capacity of the RE community to provide a wide range of training for teachers, there are considerable weaknesses in the provision and quality of RE in both primary and secondary sectors. The weaknesses in both sectors are due to a lack of specialist teachers which has an impact on pupils’ learning; however, when access to well-focused CPD is provided, non-specialists can become effective RE teachers.
81. **Subject Leadership:** Subject leadership is an issue in both primary and secondary sectors. Issues relate to monitoring teaching and learning and to assessment and the use of assessment to raise standards. In the primary sector, subject leadership is a particular issue in RE since the evidence suggests that primary RE subject leaders are often required to change leadership roles within their schools and this has implications for programmes of CPD. Concerns in the secondary sector relate to established heads of department who need to update their pedagogical understanding and skills through high quality professional development.
82. **Continuing Professional Development in RE:** All reporting bodies identify a crucial need for continuing professional development. There is a high correlation in the needs for training identified by Ofsted reports, by teachers and by CPD and HEI providers. Needs included knowledge of religions and the

understanding of key religious concepts, the leadership and management of RE, assessment and the use of assessment for raising standards and creative approach to pedagogy. The most common model of CPD identified were the twilight network meetings for subject leaders and heads of department. However, two models of CPD were identified as the most effective provision: first the 5/10/20 day taught courses with school based assessment tasks, such as the former GEST funded courses, and second, a hybrid model of distance learning materials supported by taught sessions.

83. The findings identified various groups in need of training. Priority needs to be given to those who have no prior training in RE, training for individuals returning to teaching or with new responsibility for RE, those trained overseas, learning support assistants (LSAs) and teaching assistants (TAs). The Commission was also concerned to ensure that those conducting the training were sufficient in number and expertise to enable the required high quality training to take place. Where present, Advanced Skilled Teachers were valued.
84. The contribution to CPD by HEIs indicates a potential for developing programmes of progressive accreditation in RE, either matched to University accreditation or to the Standards for QTS and beyond.

## Supporting Evidence

### Reports from Ofsted

#### 85. Ofsted: Primary

Of those schools inspected by Ofsted in 2003-04<sup>44</sup>, only four percent had teachers who were judged to have very good or better qualifications to teach RE – similar to foundation subjects. Findings indicated an uneven quality of teaching in RE compared with other subjects; while RE was being well-taught by trained and experienced subject leaders, there was often weak teaching and low expectations associated with the lack of subject knowledge and training. Weaknesses relate to inadequate knowledge about religions, a lack of understanding of key concepts and terminology, inconsistent planning, uncertainty about assessment and the use of assessment for measuring and raising pupils' achievements and uncertainty about the role of the subject leader in monitoring RE. Training for subject leadership is a key factor.

86. In 2004, Ofsted held a conference for subject co-ordinators. Of the 60 teachers attending, few had had prior access to training. Evaluations indicated that access to training through experts and colleagues can have a significant impact on practice with teachers reporting increased confidence in their monitoring role and strategic changes in school-based practice designed to increase the coherence of pupils' learning. Ofsted reported that the impact of this one-day conference to a limited number of teachers illustrated the benefits of well-focused training with widely disseminated outcomes. The whole school dissemination of training is essential in RE where subject leaders who attend training are often found to be moved to different posts of responsibility within their schools.

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<sup>44</sup> s.10 inspections

87. **Ofsted: Secondary**  
Ofsted inspections in 2003-04 indicate that in only 17 percent of schools were teachers judged to be very well or better qualified – the lowest figure of all subjects with the exception of citizenship and ICT; in 34 percent of schools teachers were judged to have good qualifications, the lowest figure except citizenship, and in 34 percent of schools teachers were judged to have satisfactory qualifications, the next highest to citizenship. Of those schools inspected, 15 percent had teachers who were judged unsatisfactorily qualified to teach RE – a higher percentage than any other subject. Unfilled vacancies for RE teachers are rarely advertised with non-specialist teachers used to cover teaching.
88. Ofsted reports indicate that the low number of specialist RE staff in many schools is now a cause of deep concern, with unsatisfactory staffing in over one school in five, the highest figure for any subject. The impact of this shortage can be seen in the failure of many schools to improve and in falling standards of achievement in the subject.
89. Increasingly schools are using their RE specialists to teach examination classes and the incidence of non-specialist teaching in Key Stage 3 is growing. The use of non-specialist teachers has a detrimental effect on pupils' learning where too many teachers teach RE for a few periods each week, where different teachers are used each year and where teachers receive no training or support. Non-specialist teachers often demonstrate inadequate subject knowledge, a limited understanding of pedagogical approaches and a lack of awareness of potential sensitivities. However, where there is effective training, the necessary resources and skilful management, non-specialists can become effective practitioners.
90. Ofsted reports that subject leadership in RE is generally weak and that 38 percent of schools still fail to comply with statutory requirements at KS3 and KS4, but primarily at KS4.

### **Findings from Survey of Providers of CPD (other than HEIs)**

91. **Background to the survey:** An online questionnaire about the provision of CPD was sent to AREIAC members, examinations boards, online providers, independent providers of CPD, charitable trusts, Anglican diocesan education boards, Catholic dioceses and other faith community providers. Teachers TV evaluators were also consulted. A total of 121 responses were received from the following bodies: 53 Local Authorities (LAs), 28 Diocesan / Faith / Charities providers, 15 SACREs, ten independent consultants, six independent contractors, four examinations / awarding bodies, a unit focussing on CPD and research in RE, a teachers' subject association and an artefacts supplier. Two Higher Education Institutions also replied to this questionnaire.
92. **Provision:** Evidence indicated that the most common forms of CPD were twilight network meetings for Subject Leaders/Heads of Department, whole day courses / conferences, and one major residential course attended by approximately 200 teachers on each of its last three annual courses. A smaller number of half-day and full day courses were reported, with approximately 30 teachers attending, particularly in the case of those targeted at the primary sector.
93. Of the 117 responses received, the most common themes identified for training during in the last three years and / or planned for the next two years were: knowledge and understanding of religions (100), leadership and management

of RE (99), assessment and recording strategies (97), making RE interesting / engaging / fun / creative (97), learning FROM religion (92), developing schemes of work (89), preparing for inspection / self-evaluation of RE (88), RE and thinking skills (87). One respondent, concerned about the impact of more topic-based programmes in the primary phase, stated:

"It is really important that primary teachers are more confident in teaching good RE. Also that as integrated curriculums develop teachers know how to preserve quality RE, with assessment of pupil progress."

94. Further courses identified and seen as particularly significant for future training, were RE for learning support assistants (10 – 17)\*, teaching non-religious traditions such as Humanism (9 – 16) and CPD on RE in relation to 'Every Child Matters' (34 – 41).
95. Other more individually tailored training courses included a SACRE certificate for primary RE Co-ordinators / Subject Leaders with five days equivalent taught sessions with a school-based series of assessment tasks, courses on the implementation of new local agreed syllabuses, training for governors and 'retreats for staff'.
96. Other respondents made specific requests for attention to particular religious and non-religious traditions, the inclusion of a wide range of beliefs and philosophies, courses on inter-religious dialogue and for the promotion of improved teaching materials generated from within the faith and belief communities themselves. One respondent noted the importance of CPD training in areas of current national concern:

"... teachers MUST HAVE a direct experience of what it is they are teaching about. A lot of my work ... has been Tutoring on Counselling skills, many teachers came and this is the kind of course that is vital, when geared to RE. Teachers have to become skilled interfaith facilitators."

97. Denominational bodies with responsibility for CPD argued that pupils should be equipped with the values and skills needed to operate with wisdom and discernment in a pluralist society. It is the Commission's view that all schools, whether denominational or not, ought to attend to such values and skills, as embodied in the Non-Statutory National Framework for RE and reflected in agreed and aided schools syllabuses, as described in statute. Therefore teachers will need training to equip them to handle controversial issues in religion and to understand how this relates to provision for pupils' cultural and spiritual development.
98. **Funding:** Funding for the majority of the training came directly from schools' budgets, with some funding coming via significant contributions or subsidies from LAs / SACREs and from religious or other charitable bodies. One Trust has funded an annual weekend course for over 200 teachers (see para. 92 above). Within the diocesan or 'faith schools' sector, educational materials produced by the dioceses play an important part in supplementing teachers' subject knowledge, particularly at primary level. In the case of NQTs, DfES Standards Funding has played a significant role in supporting NQTs at the start of their career.

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\* First number refers to the incidence of training offered in the last three years. Second number refers to the training planned for the next two years.

99. **Priority areas:** There were 114 responses to the question about priority areas for improvement. The majority of responses identified courses on assessment, recording and reporting strategies (99), teaching and learning skills / strategies (96), teachers' knowledge and understanding of religions (94), planning engaging and relevant lessons (89) and visits to places of religious significance (71). Many respondents (51) called for easier access to ICT facilities as a priority and approximately a third wanted additional resources (40) and more curriculum time for RE (34). Only 17 percent (20) thought a better learning environment was a priority for improving RE.
100. Other priorities included those relating to training in the use of agreed syllabuses, developing knowledge of specific religions, implementing examination specifications, the training of non-specialist RE teachers, the use of ICT and improving awareness of RE among headteachers, governors and parents.
101. **Local and regional support for RE:** Of the responses received, only 26 respondents, i.e., 24 percent, reported having a full-time specialist RE adviser in their local authority or organisation. Three reported having no specialist adviser, while the remaining responses identified part-time or associate advisers or consultants.
102. Of the 26 respondents who identified an Advanced Skills Teacher or 'leading teacher' as supporting RE in their area, only 3 of these were engaged in RE training for more than 31 days per year. The majority, 60 percent, offered ten days or less supporting RE. However, the Advanced Skills Teachers or 'leading teachers' were felt to make a positive contribution to curriculum support.
103. **SACRE budgets:** There were 87 responses to the questions about SACREs. It is likely that these responses were received from SACREs with an attached RE consultant as it has proved difficult to obtain responses from the remaining 55 SACREs. Nearly half of those responding that is, 41, reported that their SACRE had an annual budget of under £10,000, with 15 SACREs (17 percent) having a budget under £5,000. In terms of securing funding, 18 SACREs (21 percent) reported that the LA met requests for funding as requested and three SACREs (3.5 percent) reported not having a budget with requests for funding rarely met by the LA. Only four SACREs reported a budget in excess of £20,000.
104. **Additional issues related to adviser support:** Additional issues identified by respondents were diocesan advisers supporting several different SACREs, requests for local authority advisers to work with community groups on the 'respect' agenda, the need for LAs to fund RE specialist advisers, the need to support the advisers such as Humanities advisers who have responsibility for RE but may not be specialists, the varying quality of RE CPD provided by different commercial organisations, the need make more use of HEI expertise in CPD, and weaknesses in ITT. There were also concerns about the lack of data on RE provided for SACREs with the AREIAC / REonline self-evaluation toolkit identified as a possible means of addressing this issue.

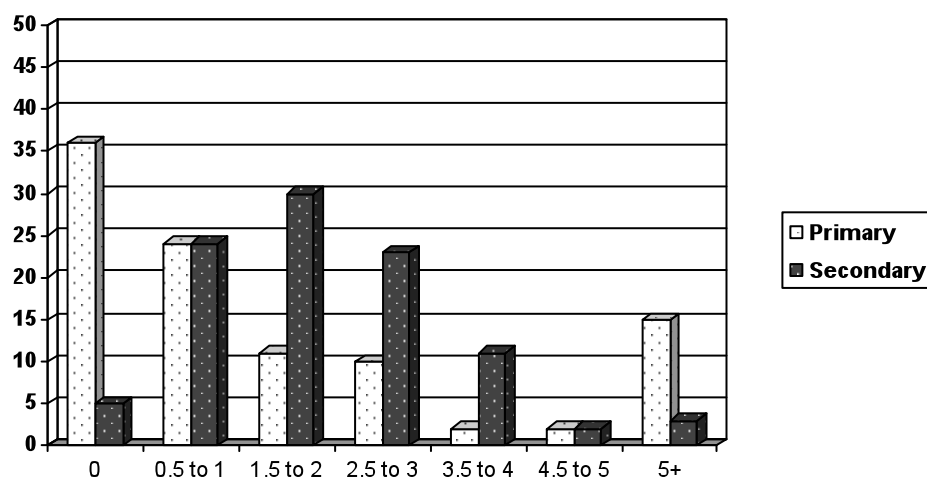
## Findings from survey of Teachers

"Many years ago, I went on a year long R.E. course approx one day every 6 weeks. It was great, I learned lots, went on visits to places of Worship and worked with 7 -8 other teachers and an excellent course leader. It was the best value course I have EVER had in 35 years teaching!"

Primary teacher

105. **Background :** Two on-line surveys have been issued to schools: the first to 1,000 schools on the National Association of Teachers of RE (NATRE) membership list; and a second survey to schools in eight local authorities, representing a geographical spread of rural and urban local authorities, some with an RE adviser, others with no RE adviser. The NATRE survey elicited 149 responses and local authority survey 111 responses. Most responses to the NATRE survey were from secondary schools (nearly 75 percent) while most responses to the local authority survey (63 percent) were from primary schools, or from schools with primary age children. Just over 18 percent of the schools responding to the surveys (48/260) were 'faith'/aided schools. The following analysis is based on average responses from the two surveys.

**Fig. 6 – Percentages of Primary and Secondary RE specialist teachers:**



106. This chart shows that of the 98 primary schools responding, 36 percent had no teachers with any RE specialism as part of their degree or teacher training; often the RE subject leader had no post-16 RE qualification themselves (over 50 percent).
107. Of the 145 secondary / upper schools responding, 95 percent had at least one full-time equivalent RE specialist teacher RE, although for 29 percent of those responding, it was just one or less specialist teacher.<sup>45</sup>

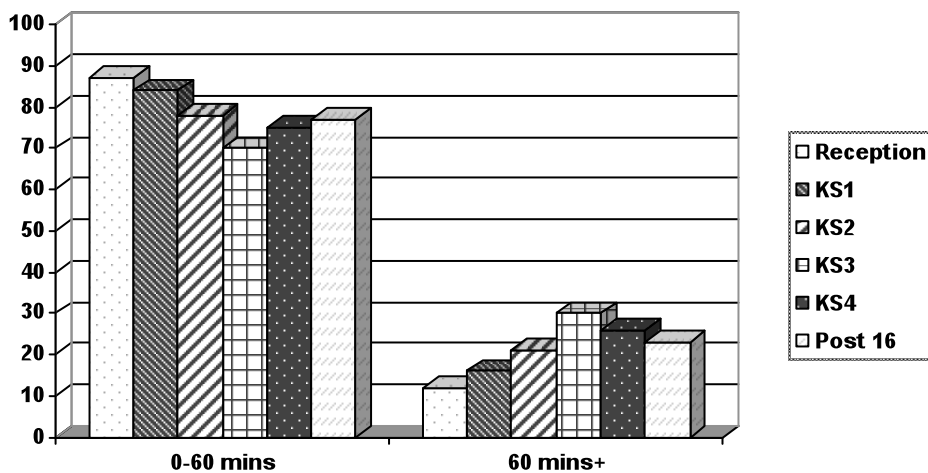
<sup>45</sup> Recent DfES statistics cited in the Times Education Supplement, 16<sup>th</sup> February 2007, reveal that 78 per cent of secondary RE teachers have no degree in the subject; the worse situation of all subjects of the secondary curriculum apart from ICT (and Citizenship which, as a new subject, did not figure in the analysis).



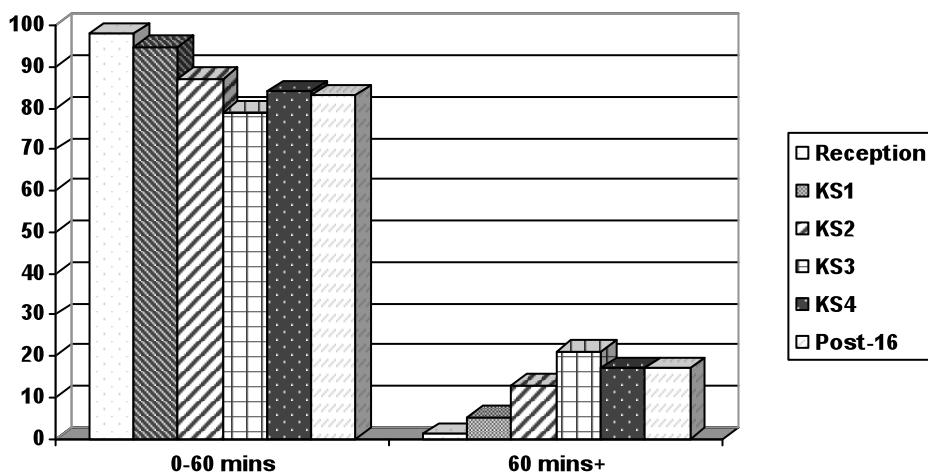
108. Schools expressed concern about the lack of specialist teachers teaching RE in secondary schools. One secondary head of department explained,

“Over the last few years I have worked hard to build up my department, but whenever I have made progress, I have suffered from the lack of suitably qualified teachers to teach GCSE and A level. I am also keen that RE has an improved national profile ... I recruit 60 pupils to do A level in years 12 AND 13 and still my colleagues cannot get past their outdated view of my department as a bunch of ‘Bible Bashers’. It is insulting. It is hard to teach RE sometimes because of racism and xenophobia, but when it is taught well it can be as transforming as good teaching in any subject.”

**Fig. 7 – Schools’ (including ‘Faith’ Schools’) provision for RE (Percentages of schools providing more or less than 1 hour of RE per average week at each Key Stage):**

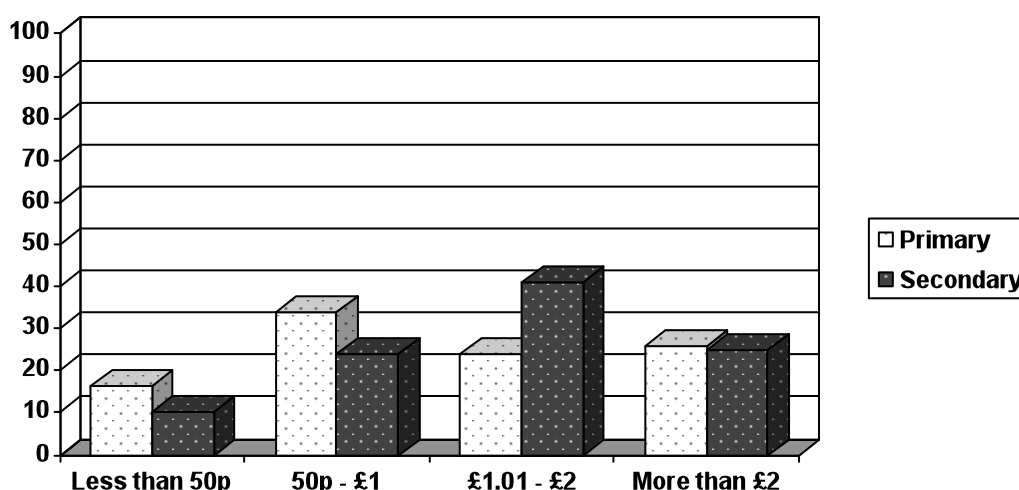


**Fig. 8 – Non-Voluntary Aided Schools’ provision for RE (Percentages of schools providing more or less than 1 hour of RE per average week at each Key Stage):**



109. In relation to time allocation for RE the vast majority of the schools provided less than the recommended five percent of curriculum time for RE (about 75 minutes per week). Fig. 7 shows that even in the schools responding to our survey, i.e. mostly those with an interest in RE, there is no key stage where the majority of schools are providing more than 1 hour per week on average. When voluntary aided schools are taken out of the picture (Fig. 8) the failure to meet recommended levels of provision becomes even more stark, with no more than 20 percent of schools providing more than one hour per week at any key stage.
110. Delving deeper into the results reveals that 16 percent of all the secondary / upper schools (including the 'faith' schools) provided less than 51 minutes per week for KS3 pupils, while at KS4, this rose to 38 percent providing less than 51 minutes per week. A significant minority of schools (14 percent) provided less than 31 minutes per week at KS4.
111. In relation to post-16 RE, 42.5 percent of the 87 secondary / upper schools who responded, which included two sixth form colleges, did not provide any core RE for post-16 students.

**Fig. 9 – School budgets for RE (Percentages of Primary and Secondary schools)**



112. As this chart shows, half of the primary schools responding to the survey had budgets of less than £1 per pupil for RE, with over 15 percent receiving less than 50p per pupil. While 66 percent of secondary/upper schools had budgets of at least £1 per pupil, only 25 percent had £2 or more.
113. In both primary and secondary phases, voluntary aided schools fare better in terms of resources and time for RE, particularly in the 16 percent of schools that are Roman Catholic, where all the schools surveyed provided more than five percent of curriculum time for RE and all bar three provided more than £1 per pupil annually for RE resources.
114. The issue of pay restructuring was considered to be having a detrimental impact on some secondary school RE departments. One secondary teacher explained,

"I have had feedback from some RE colleagues that under the new reorganisations in many schools many RE departments are being penalised. Often not appreciated as a high priority they are small and under new arrangements the less people you

manage the less money you get - what the organisers don't seem to realise is the less people you have the more work you do. Effectively this is more work for less money!"

115. **Continuing professional development:** Responding to questions about sources of CPD over the last three years, 74 percent of primary schools had accessed training from their LA or SACRE, 44 percent from a diocese or faith community and three percent from a university / higher education institution. Twelve percent had accessed training from one particular national provider of resources and training and just one percent from other independent providers.
116. Courses found to be most useful to teachers in building subject knowledge and understanding of pedagogical approaches were the five, ten and 20 day Subject Leader courses supported by GEST funding in the 1990s. As one teacher commented:

"The 10/20 day course was extremely valuable in building my own subject knowledge re other faiths - inclusion of faith representatives and visits demonstrated importance of first hand experiences. Short courses helpful for meeting specific needs. Whole school staff development through inset would allow individual school needs to be met."

Primary teacher

117. Responding to questions about sources of CPD over the last three years, 65 percent of secondary / upper schools had accessed training from their LA or SACRE, 15 percent from a diocese or faith community, and 60 percent from examination boards. 42 percent had accessed training from one particular national provider of resources and training and 41 percent from other independent providers.
118. Comments from teachers revealed that they favoured programmes of CPD which matched the immediate needs of the classroom:

"Any training should involve things you can take straight into schools. RE needs help from the wider curriculum to develop the kinds of emotional intelligence and social skills required to access our 'learning from religion' targets. If pupils have no concept of how to engage with difference then it is very difficult to deliver good, challenging RE."

Secondary teacher

119. Overall, the programmes of CPD most frequently accessed by schools over the last three years were: teachers' assessment and recording strategies (48 percent); leadership and management of RE (47 percent); developing / writing schemes of work (45 percent); sharing lesson ideas with colleagues (44 percent); making RE interesting / engaging / fun / creative (43 percent); using ICT in RE (41 percent); RE and thinking skills (39 percent); monitoring and evaluating RE (37 percent); and pupil self- & peer-assessment strategies (29 percent). Teachers placed high value on CPD which provided opportunities to work with colleagues on curriculum development. One secondary teacher commented:

"The best form of development I undertake is when I can work in collaboration with colleagues from different schools. If you could facilitate this, e.g., running a

workshop on developing resources and ideas for implementation to a scheme of work, that would be very valuable.”

120. Over the next two years, teachers’ plans for CPD included: using ICT in RE (22 percent); teachers' assessment and recording strategies (20 percent); monitoring and evaluating RE (19 percent); leadership and management of RE (18 percent); RE and thinking skills (17 percent) and differentiating work in RE (17 percent). There was a wide spread of interest in the topics identified in the questionnaire with some positive responses to training in the use of artefacts (five percent); spiritual, moral, social and cultural development (seven percent); reflection and stilling techniques (nine percent) or RE, diversity & community cohesion / anti-racist education (eleven percent).
121. Asked to identify CPD and other priorities for the future improvement of RE, teachers responded as follows: more visitors from faith communities (59 percent) and more visits to places of religious significance (56 percent); planning more engaging and relevant lessons (46 percent); assessment, recording and reporting strategies (45 percent), teaching and learning skills / strategies in RE (42 percent), gaining easier access to ICT facilities (39 percent), pupil self- and peer-assessment strategies (39 percent), gaining additional resources (37 percent) and developing knowledge and understanding of religions (33 percent).
122. **Models of CPD:** The most popular requests for effective CPD were for: online materials (59 percent); short, non-award bearing courses with a specific focus, eg a weekend course with visits to places of worship (44 percent) and 10/20 day courses (39 percent).
123. The least popular models of CPD were those involving distance learning, although 35 percent of respondents requested such models of CPD.
124. A common complaint of teachers was that it was often difficult to access the training they had identified. Phrases such as RE being ‘a Cinderella subject’, ‘a poor relation’ or ‘sidelined’ were frequent in the responses. Many noted that RE teachers often work in isolation’ and that there were other ‘priorities for numeracy and literacy’ and that ‘funds do not allow’ for training in RE.
125. It is evident from these responses and from teachers’ comments that there is an urgent need for a substantial programme of CPD in RE in both primary and secondary sectors. Where CPD is currently working well, it is greatly valued. As one secondary Head of department explained,

“The most useful CPD in our year is the local SACRE conference as it is both excellent and free. We have no spare money to go on most courses - this is a major constraint and needs to be addressed. Exam boards charge large fees and yet we want to have a say in the courses our students take. So although there are lots of opportunities around we are largely disenfranchised because we cannot pay for the fees and travel for many courses...”

126. There were specific requests that Headteachers and Senior Managers in secondary, and, implicitly, in primary schools, are targeted by CPD programmes in order that they might share the vision of RE’s contribution to young people’s education:

“There is a need to educate Heads/SLT to treat RE seriously at all levels and enforce requirements. The change in Ofsted may mean that RE loses its profile as non

compliance will not be picked up & SACREs are powerless. Primary provision is poor and the knowledge assumed in the national framework just is not there when they arrive in Yr 7.”

127. There was also a request that non-specialist teachers of RE in secondary schools should be targeted in the development of programmes of CPD:

“As a non-specialist subject leader, sharing the teaching of RE with another non-specialist, I have put RE 'on-the-back-burner' since starting my job in 2002 and focused on my specialism (Geography). As a result I think the RE teaching has not moved forward in line with other foundation subjects and I lack the confidence to develop it. We are due to take on KS4 in two years so I would have to also plan and deliver RE GCSE, and I feel quite worried about this.”

## Findings from Survey of Higher Education Institutions

128. **Background:** Questionnaires were sent to named individuals identified through the Association of University Lecturers in RE (AULRE) membership and contacts as this was judged more likely to elicit responses than questionnaires sent to Education Departments generally. This strategy resulted in a response rate of 29/33 HEIs listed in RE Directory as offering ITT in secondary RE. In most cases these institutions also offered some primary RE ITT or CPD. There were 14/29 institutions offering some form of CPD.
129. **Models of CPD offered by HEIs.** The CPD offered was through University accredited courses, that is, with certificate, diploma or masters / 'M' level accreditation, but in all cases content of the courses related explicitly to teaching and learning in RE in schools or colleges.
130. Six of the 29 HEIs responding offered a Catholic Certificate in Religious Studies or Anglican Church Colleges' Certificate in Religious Studies to prepare teachers to teach in denominational schools. The former is offered in eight HEIs in all and twenty-two diocesan education centres with 6,398 students receiving accreditation over the last ten years.
131. HEIs report a range of masters level courses in RE. One respondent reported a long-established and well recruiting MA / PGDip / PGCert in RE offered through distance learning. A second HEI has recently started a hybrid (i.e., part distance learning) MA in RE, while a Welsh University offers distance learning MA in RE which is available to English teachers. A customised version of this course, which includes some residential weekends, is offered by one English based centre. The only traditionally taught MA in RE ceases in 2007, with the RE modules then becoming part of a general MA in Education. Three further institutions are planning new courses which will incorporate RE modules. This experience would demonstrate that it is difficult for individual universities to recruit sufficient numbers of appropriately qualified applicants to sustain traditionally taught MAs in RE.
132. Four HEIs reported offering RE modules within a general MA / MEd. course programme. Four institutions offer these in an MEd. course, with a further two HEIs planning similar courses. One institution currently offers RE modules within an MA theology and religious studies (TRS) course, with one further HEI planning a similar course.

133. **RE content in 'M' level courses:** Where 'M' level courses are currently offered or are being planned, the most common RE elements are: pedagogy (eleven), specific religious traditions (nine), research methods (ten), leadership and management of RE (six), SMSC (two), history of RE (two), faith dialogue (one), raising attainment (one), leadership in Church schools (one), collective worship (one), faith development (one), hermeneutics of religious understanding (one), faith schools (one), theological education (one), science and religion (one).
134. **Priorities for future CPD:** Areas most commonly highlighted by HEIs for future CPD included: pedagogy (20), knowledge and understanding of religions (17), assessment (16), Policy and development planning (14), interactions with faith communities (13), better/more creative lessons (twelve), ICT (eight), visits to places of worship (eight), SMSC (six), RE and citizenship (four).
135. In addition to these, individual respondents identified further important issues for CPD support: support for NQTs into their second year of teaching; dealing with the 'dark side' of religions in teaching and learning; reflection on teachers' own beliefs and values; individual needs analysis; the need to educate headteachers, and 'the need to build a community of RE teachers striving to improve'.
136. **Preferred modes of CPD:** Most respondents (18) supported substantial courses such as the 10/20 day GEST funded courses run in partnership with LAs during the 1990s. These courses were day-time taught courses engaging teachers in school-based development assessment tasks. One respondent stated, "this is by far the most worthwhile and productive option". Others claimed, "they had such a lasting impact on teachers and schools", and indicated that "Informal research with primary teachers suggests this is very effective. It makes good links with learning and the local school context and can have good cascading built in." Factors contributing to the success of these courses would include timing – courses held in the daytime rather than evenings and weekends, the group support, the funding and partnership with the LA. However, the distance learning options do recruit well, and on-line materials were prioritised by four respondents. Many respondents (ten) supported a hybrid approach with distance learning combined with face to face teaching. The other valued option was the short, focused, non award bearing course such as weekend visits to religious communities (eleven). In terms of course outcomes, four respondents opted for the development of teacher portfolios while further responses focused on school-based initiatives, research with pupils and the need to work with headteachers to develop their understanding of legal requirements and proven pedagogical approaches in relation to RE. One experienced provider underlined CPD as a means of addressing 'the need to bring teachers up to date with recent developments' and the obvious link of this with ITT.

## **National Association of Teachers of Religious Education (NATRE) Report on the Use of ICT in RE**

137. As ICT is increasingly used in schools to support learning and teaching, as well as administration, it is now reasonable to expect that all teachers have access to and are using, albeit with varying degrees of confidence and competence, a range of technology to support their professional role both inside and outside the classroom. However, the extent to which ICT is currently being used to support CPD, outside of the subject of ICT itself, is unclear, and particularly so with regard to RE. It is the view of the Commission that ICT should be used in significant ways to facilitate and / or deliver the range of CPD opportunities envisaged in this Report.
138. In 2003 Becta commissioned a needs analysis of ICT in RE. This involved a questionnaire to 800 primary and secondary teachers of RE. The resulting data indicated that:
- teachers frequently used the internet and email both at school and at home for professional purposes;
  - the internet use was mostly after school;
  - for the majority of teachers, ICT was a significant part of their professional lives;
  - teachers used ICT for: obtaining resources (92 percent), communicating with other teaching professionals (35 percent), preparing teaching materials (93.8 percent) and for developing RE subject knowledge (60.7 percent).
139. This significantly high response to teachers' use of ICT is likely to be sustained or even increase with the current requirement for all trainee teachers to demonstrate competency in the use of ICT, with the growing confidence and competence of the teaching body as a whole and with the greater availability of ICT resources. It is reasonable to expect therefore that all schools will be able to make better use of ICT for professional development purposes.
140. The requirement for schools to have a Virtual Learning Environment (VLE) in place by 2008 will have a significant impact on models of course delivery for pupils and will generate opportunities for a wider range of models in the delivery of CPD.
141. The REC Teaching and Training Commission's online survey of teachers suggests that teachers would welcome this form of CPD. In response to Question 16: 'What would be the most effective forms of CPD for your school in the next 2 years?', 59 percent of responses identified on-line materials with 15 percent identifying a hybrid course (on-line materials combined with face to face teaching), with a further 16 percent identifying a distance learning model. Responses were similar across primary and secondary phases.
142. Downloadable resources, whether for classroom or professional use, are most effective when used in conjunction with CPD workshops or conferences focused on the materials obtained online, or with an assignment which forms part of an accredited course. This 'hybrid' or 'blended' model where an ICT component is part of a wider CPD activity would be a time- and cost-effective model of CPD provision that would capitalise on teachers' learning styles and current patterns of working.

## Conclusions<sup>46</sup>

In order to address the reported need for continuing professional development, the Commission has identified the following strategies:

143. Enhancement of the quality and provision of RE through the continuation and/or extension of a range of existing forms of support and the modelling of good practice, including the use of Advanced Skills Teachers (ASTs) and Leading Teachers, RE programming on Teachers TV, online support for trainers and mentors of new teachers, the development of distance learning packs to boost subject knowledge in RE and the identification and encouraging of 'training schools' with expertise in RE to share good practice.
144. Development of a range of measures to improve the quality and provision of RE, including:
  - the development of 'Subject Standards' for CPD in RE;
  - the use of School Improvement Partners (SIPs) to check and agree targets for improvement in RE with community schools where appropriate and s.48 inspections to assess their efficacy in 'faith' schools;
  - inclusion of progressive levels of attainment such as those exemplified in the Non-Statutory National Framework for RE within agreed and aided schools' syllabuses, when next reviewed.
145. Provision for the following types of CPD, focused upon the Non-Statutory National Framework for RE and relevant locally agreed and aided schools syllabuses:
  - a range of certificated courses in primary and secondary RE, meeting the different needs of teachers at different stages of their confidence and competence in the subject and including a variety of ICT-based routes to suit different needs;
  - specific RE input for (aspiring) headteachers and senior managers to be included within existing training routes, e.g., *Leading from the Middle* (LftM), *Leadership Pathways* and *National Professional Qualification for Headship* (NPQH) as well as in-service training;
  - a range of programmes of intensive support for teachers run, for example, by a network of RE advisers and HEI tutors.
146. A range of projects in partnership with the REC, including the involvement of teachers in action research with pupils, the development of guidelines for an 'Expert RE Teacher' portfolio, the development of a strategy for encouraging and enabling individuals from ethnic minorities and those from faith/belief communities to become RE teachers and the compilation a list of CPD providers and their areas of expertise for schools' information.
147. Plans for any professional development elements of a national strategy for RE should be published sufficiently early for schools to consider training opportunities within their professional development planning cycle.<sup>47</sup>

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<sup>46</sup> Further detailed recommendations relating to the Commission's proposals are costed in Part E.

<sup>47</sup> TDA regulations for performance management, 2006, for implementation in September 2007.



## Part E

## Remedies and Strategies

"I'm a highly motivated returning teacher, shocked into action by events of July 2005... (I have senior management experience in other fields.) Supporting RS is the most vital thing we can do to promote peace."

Secondary teacher

148. In the light of the statement above, the evidence presented in this report and the need to ensure that the Non-Statutory National Framework really makes a difference: *any strategy to enhance the quality of RE nationally must give central attention to those who are responsible for teaching it.* In primary schools that means attending to virtually every class teacher, plus whoever acts in any one school as the primary RE co-ordinator. In secondary schools it means attending to all those charged with teaching RE, who include both qualified subject specialists and the many others who have no specialist qualification.
149. *Therefore, any strategy to enhance the quality of RE nationally must give central attention to those already in post and to those in the process of preparing to become teachers.* In-service provision for continuing professional development is vital to allow the principles enunciated in the Non-Statutory National Framework to be effectively implemented through agreed syllabuses and faith community programmes of study.
150. Enhanced education and training is no less vital for student teachers, the majority of whose previous experience of RE in schools cannot be relied upon to have had much depth. This is not to criticise teachers, but as this report shows, pupils' experience of RE is extremely varied and schools have often struggled to find sufficient expertise, time or resources to develop the quality of teaching and learning needed by young people growing up in a complex plural society.
151. Formal induction into the outward forms of the subject in schools along with its determining regulations and guidelines continues to be needed, but those teaching RE need to have a professional appreciation of the challenges to be faced if every child and young person is to achieve a high level of religious, moral and philosophical understanding.

## Proposals for initial teacher training provision and estimated costings 2008-2010

### Policy and guidance

DfES should work together in partnership with the REC member bodies to support a range of initiatives in ITT. The Commission recommends that the following **low-cost initiatives** be undertaken, developed or extended in order to improve or supplement current provision for ITT:

152. **Guidance for providers of ITT and TRS degrees.** Guidance should be commissioned to:

- address the underprovision of opportunities for primary ITT trainees to observe and teach RE in schools where mentors/tutors have considerable experience and/or expertise in the subject;
- address the underprovision in terms of sufficient specialist staff and programmed time to meet the needs of primary ITT;
- address the underprovision of specialist courses in religions and beliefs on ITT programmes/courses
- address the underprovision of training in pupils' spiritual, moral, social and cultural development in general primary ITT courses;
- address the need to raise awareness of RE teaching as a prospective career, by, for example, providing opportunities for trainees to work, where possible and appropriate, with 'gifted and talented' and/or post-16 students in schools, and encouraging HEIs offering undergraduate theology and religious studies (TRS) degrees to include a 'religion and education' module within the degree options.

*Issues being addressed: developing more confident and knowledgeable RE teachers; lack of experience of RE teaching opportunities in primary ITT; the historical and continuing shortage of teachers with expertise in RE; insufficient input within ITT on the range of appropriate pedagogies for RE; lack of attention in some schools to quality and provision of RE.*

153. **Understanding planning and assessment in RE.** In order to assist trainees' understanding of effective planning and appropriate assessment of standards in RE, guidance should be commissioned by the DfES and QCA, with its partners in the REC, to encourage local authority agreed syllabus conferences and faith communities to include progressive levels of attainment such as those exemplified in the Non-Statutory National Framework for RE within their next revised agreed or aided schools syllabus.<sup>48</sup>

*Issues being addressed: teachers struggling to understand how best to plan, teach and assess effectively, for example, in relation to level descriptions; developing more confident and knowledgeable RE teachers.*

154. **Standards for qualified teacher status (QTS).** The TDA should include in the guidance accompanying its revised standards for qualified teacher status (QTS) specific reference to the ability of all trainees to:

- examine how their own beliefs and values may influence their teaching;

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<sup>48</sup> cf. DfES, 2007, *Curriculum Review: Diversity & Citizenship* (The Ajegbo Report), ref. DFES-00045-2007, p.10.

- provide opportunities for pupils' spiritual, moral, social and cultural development;

and of all primary trainees and secondary RE specialist trainees to:

- understand the main features and purpose of the Non-Statutory National Framework for RE and its position within the current statutory arrangements for RE including agreed and aided school syllabuses;
- organise visits to places of religious interest.

In its standards for primary teachers, the TDA should continue with its plans to include specific opportunity to include teaching of RE as part of their school experience.

*Issues being addressed: developing more confident and knowledgeable RE teachers; need to extend opportunities for specialist trainees in RE to consider the relationship between their own faith/beliefs and the role of the RE teacher in community and/or 'faith' schools; insufficient current guidance on educating for diversity and on providing opportunities for spiritual, moral, social and cultural development .*

155. **Inspection.** Ofsted inspection arrangements should ensure that:

- in its next revision of the inspection handbook for ITT providers, specific reference is made to the preparation of trainee teachers for providing the opportunities listed above;
- attention is paid to the provision of training for RE in its inspection of Primary ITT providers.

*Issues being addressed: rectifying these omissions in current standards and expectations.*

156. **Extended opportunities to train as an RE teacher.** DfES, through the TDA, should permit the annual quota for RE trainees to be raised to at least five percent to address the undersupply of RE teachers. Additional training places could include those for two year PGCE conversion courses for trainees without an appropriate degree background.

*Issues being addressed: developing more confident and knowledgeable RE teachers; lack of experience of RE teaching opportunities in primary ITT; the historical and continuing shortage of teachers with expertise in RE.*

## **Provision**

The Commission recommends that the following initiatives be supported by Government for three successive years in order to improve current provision for ITT in religious education, and that subsequent provision be dependent on the demonstrated effectiveness of the experience.

157. extended bridging and booster courses with e-support that help teachers from non-traditional degree backgrounds gain the knowledge, skills and depth of understanding of RE required to teach the subject effectively. These will include:

- an expanded programme of Booster courses for those who already have some, but not sufficient subject knowledge.

*Issues being addressed: need for greater flexibility in the criteria and funding for the Booster Courses to enable the current eight day course to meet one set of needs, and a longer programme to be set up to meet the needs of those with greater need.*

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Additional booster courses:</b>	<b>per course</b>	<b>totals</b>
Tuition for 90 teachers / trainees (ratio 1:15) = six x eight day courses	3,600	21,600
Resources / materials	300	1,800
Venues / refreshments	1,200	7,200
Quality assurance / moderation / accreditation	900	5,400
<b>Total</b>		<b>36,000</b>

- a 'diploma'-style longer course, e.g., a pre-PGCE or GTP distance learning (DL) course for those who have not undertaken any formal study of religions, plus financial support to address needs of trainees.

*Issues being addressed: making up for gaps in knowledge and understanding amongst prospective teachers from non-traditional degree backgrounds; developing more confident and knowledgeable RE teachers; lack of subject specialist knowledge and understanding of these trainees as identified by Ofsted;*

- an intensive online subject knowledge course for late applicants to PGCE secondary courses in RE, trainees on KS2/3 training courses and also to support primary undergraduate and postgraduate trainers and trainees;

*Issues being addressed: lack of subject specialist knowledge and understanding of late entrants as identified by Ofsted; insufficient opportunity within trainees' school-experience for specialist mentoring.*

<b>Estimated costings (1st year)</b>	<b>£</b>
<b>Online courses:</b>	<b>totals</b>
Development of online materials for diploma and intensive courses	4,500
Regional Workshop / consultations for 120 teachers / trainees (ratio 1:15)	7,200
Technical design, support and site maintenance	1,000
Academic support and site maintenance = eight groups x two days' support (Tutors @ £450 pd)	7,200
Quality assurance / moderation / accreditation (@ £45 pt)	5,400
<b>Total</b>	<b>25,300</b>

<b>Estimated costings (2<sup>nd</sup> and 3<sup>rd</sup> years)</b>	<b>£</b>
<b>Online courses:</b>	<b>totals</b>
Revision and updating of online materials for diploma and intensive courses	1,000
Regional Workshop / consultations for 120 teachers / trainees (ratio 1:15)	7,200
Technical design, support, hosting and site maintenance	1,800
Academic support and site maintenance = eight groups x two days' support (Tutors @ £450 pd)	7,200
Quality assurance / moderation / accreditation (@ £45 pt)	5,400
<b>Total</b>	<b>22,600</b>

158. An on-line support community should be set up developing from booster and bridging courses and continuing post-qualification in order to sustain these developments.

*Issues being addressed: insufficient expertise amongst newly qualified and beginning teachers; sustaining progress of other initiatives.*

<b>Estimated costings (1st year)</b>	<b>£</b>
<b>Online support community:</b>	<b>totals</b>
Development of online materials and discussion forum	2,250
Technical design, hosting, support and site maintenance	1,250
Academic support and site maintenance = (20 days @ £450 pd)	9,000
<b>Total</b>	<b>12,500</b>

<b>Estimated costings (2<sup>nd</sup> and 3<sup>rd</sup> years)</b>	<b>£</b>
<b>Online support community:</b>	<b>totals</b>
Revision of online materials and discussion forum	900
Technical support, hosting and site maintenance	600
Academic support and site maintenance = (20 days @ £450 pd)	9,000
<b>Total</b>	<b>10,500</b>

159. School-based mentors / tutors should be further supported by DfES and TDA through a blend of face-to-face courses / conferences and existing online provision.

*Issues being addressed: lack of identified mentors with specialism in RE in primary schools; lack of experience of RE teaching opportunities in primary ITT; updating knowledge and understanding of secondary mentors.*

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>School-based mentors / tutors:</b>	<b>per course</b>	<b>totals</b>
Day conference in each of nine regions of England	450	4,050
Resources / materials	60	540
Venues / refreshments	150	1,350
Assessment / evaluation	225	2,025
<b>Total</b>		<b>7,965</b>

160. Financial support for faith/belief communities or representatives thereof, to enable them to expand their capacity and contribution beyond their own institutions, particularly in engaging trainee teachers in examining:

- the content of individual religions and beliefs, the diversity that exists both among and within faith/belief communities, and the interface between trainees' own beliefs and the responsibilities of the RE teacher in both community schools and those with a religious character.

Such support would be subject to a maximum of ten successful bids from faith/belief communities for the purposes of training their own members to contribute to ITT courses and for paying their expenses for so doing.

*Issues being addressed: developing more confident and knowledgeable RE teachers; opportunity for traditions to present themselves directly to trainees and encourage greater understanding of diversity, between and within different faith/belief communities; scope for trainees to consider the relationship between their own faith/beliefs and the role of the RE teacher in community and/or 'faith' schools; and, indirectly, the historical and continuing shortage of teachers with expertise in RE.*

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Increase capacity in Faith/Belief Community Training:</b>	<b>per course</b>	<b>totals</b>
Day conferences for up to ten faith/belief groups	450	4,500
Resources / materials	60	600
Venues / refreshments	150	4,500
Assessment / evaluation	225	2,250
Expenses for up to ten people at each event	1,800	18,000
<b>Total</b>		<b>29,850</b>

## Proposals for continuing professional development and estimated costings 2008-2010

161. According to the recent Ofsted report, 'The logical chain', the most effective CPD, that is, the development that leads to improved teaching and learning and raised standards, takes place where it has a central place in planning for school improvement along with a rigorous identification of individual teachers needs.<sup>49</sup> In particular, according to the Ofsted report, 'Staff benefited where a wide range of different types of CPD was on offer. The very best schools selected the types of CPD most appropriate to the needs of the school and of individuals.'<sup>50</sup>
162. As part of the Commission's work, teachers, teacher trainers and all types of provider of CPD have been asked to identify such priorities as they feel are required for improvement in RE. This has resulted in a collection of views about effective CPD not simply from the teachers' perspectives but also from those providing training and from inspectors who are experienced in making judgements about the strengths and weaknesses of provision that have an impact on pupils' achievement.
163. The Commission recommends that the following initiatives be undertaken, developed or extended in order to improve or supplement current provision for CPD in religious education.

### Policy

The following initiatives carry **no additional costs** to Government. Rather they consist of policy directives and guidance that build upon existing initiatives:

164. Development of Advanced Skills Teachers (ASTs) and Leading Teachers in terms of specific support for RE in community and 'faith-based' schools.

*Issues being addressed: need for more RE specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion; lack of depth and breadth of knowledge and understanding of religions and beliefs; lack of confidence in developing appropriate pedagogical approaches to planning and teaching the subject in all its dimensions; need to boost teachers' awareness of variety of resources available to support good RE in different contexts.*

165. Further RE programming on Teachers TV such as video footage of RE lessons that can be used for analysing and evaluating teaching and learning.

*Issues being addressed: lack of depth and breadth of knowledge and understanding of religions and beliefs; lack of confidence in developing appropriate pedagogical approaches to planning and teaching the subject in all its dimensions; need to boost teachers' awareness of variety of resources available to support good RE in different contexts.*

166. Extended online support for trainers and mentors of new teachers, for example, through RE-Net.

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<sup>49</sup> Ofsted, July 2005, *The Logical Chain: continuing professional development in effective schools*, ref. HMI 2639, p. 2.

<sup>50</sup> *ibid.*, p. 4.

*Issues being addressed: lack of depth and breadth of knowledge and understanding of religions and beliefs; lack of confidence in developing appropriate pedagogical approaches to planning and teaching the subject in all its dimensions; need to boost teachers' awareness of variety of resources available to support good RE in different contexts; support for teachers acting as mentors to ITT students, newly qualified or beginning teachers.*

167. Identifying and encouraging 'training schools' with expertise in RE to share good practice.

*Issues being addressed: need to boost expertise and confidence in some schools; opportunity for training schools to share good practice in RE.*

In order for the initiatives listed above to have the desired impact on pupils' learning in RE, DfES, together with REC partner organisations where appropriate, should take the following steps:

168. support a project ongoing within the REC membership groups to develop 'Subject standards' for CPD in RE, reflecting phases of development to suit need and experience of teachers.

*Issues being addressed: lack of a developmental programme of professional development linked to increasing expertise in the subject.*

169. direct School Improvement Partners (SIPs) to include RE in their checklist of targets for improvement to be agreed with schools and to ensure SIPs are aware of the place and scope of religious education in both community schools and aided schools with a religious determination.

*Issues being addressed: lack of attention to RE in some schools as a vital subject of the basic curriculum that contributes in a significant way to pupils' spiritual, moral, social and cultural development, highlights the significance of interfaith dialogue through religious education; contributes to community cohesion and the combating of religious prejudice and discrimination; non-compliance with legal requirements at Key Stage 4 and post-16.*

170. support the proposal for the inclusion of the role of RE in training for headteachers and senior managers when they examine the schools' contribution to community cohesion and pupils' spiritual, moral, social and cultural development.

*Issues being addressed: lack of attention to RE in some schools as a vital subject of the basic curriculum that contributes in a significant way to pupils' spiritual, moral, social and cultural development, highlights the significance of interfaith dialogue through religious education; contributes to community cohesion and the combating of religious prejudice and discrimination; non-compliance with legal requirements at Key Stage 4 and post-16.*

171. support the proposal for local authority agreed syllabus conferences and faith communities to include progressive levels of attainment such as those exemplified in the Non-Statutory National Framework for RE within their next revised agreed or aided schools syllabuses.

*Issues being addressed: many teachers are struggling to understand how best to plan, teach and assess effectively, for example, in relation to level descriptions; fostering a culture where pupils' achievement and progress in RE*



*is measured consistently and coherently. This will assist those writing publications and those responsible for training programmes.*

172. publish plans for any professional development elements of a national strategy for RE sufficiently early for schools to consider training opportunities within their professional development planning cycle.<sup>51</sup>

*Issues being addressed: need to ensure that full advantage is taken of opportunities of offer for improvements in teachers' confidence and competence in teaching RE, and that this is securely built in to schools' programmes for professional development.*

## **Provision**

173. It is envisaged that the following **funded** courses, set at different levels of education and training, be made available *regionally*, for three to five successive years, and that subsequent provision be dependent on the demonstrated effectiveness of the experience.
174. The proposal is that the funding will be provided from a range of sources, including schools (through their CPD budgets), the RE community through voluntary and other sources, and the DfES, over a three to five year period.
175. The courses proposed below will each include online or e-mail tutorial support. Some courses will be available principally in online 'distance learning' form, though for most teachers there will be a high value attached to face-to-face tutorial support and to the opportunity to work with teachers in other or similar settings. Therefore, even the online courses will contain an element of face-to-face workshop / consultation contact with tutors.
176. All bar the shortest courses will normally include input from representatives of faith/belief communities or visits to those communities.
177. Where appropriate, successful completion of courses should result in an award or certification, as this is generally more likely to have a greater impact on teaching and learning.<sup>52</sup> In order to ensure effective dissemination or implementation in school, each course should contain an element of evaluation of its impact on teaching and learning within the school.
178. Evidence provided to the Commission indicates that schools are providing very limited professional development time out of school for teachers, usually amounting to one or two days of training per member of staff per year at most. Costings for the proposed courses below, except for the two day appetizer / refresher courses, therefore, include supply cover @ £200 per teacher per day.
179. It is envisaged that the costs of developing the different courses (apart from distance learning components as indicated) will be met from within tuition costs (noted @ £450 for each day of each course).

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<sup>51</sup> TDA regulations for performance management, 2006, for implementation in September 2007.

<sup>52</sup> cf. Ofsted, 2004, *Making a difference: The impact of award-bearing in-service training on school improvement*, HMI 1765.

**A. Teachers of pupils in Foundation Stage and Key Stages 1 and 2** (Based on 17,500 primary schools in England.)

180. Two day appetizer/refresher courses providing initial enrichment experience for RE.

*Target group:* over three years, at least one teacher from 60 percent of primary schools in England, with priority being given to beginning teachers or those requesting (re-)introduction to the principles and practice of good RE in line with the priorities identified in the school's SEF.

*Issues being addressed:* lack of depth and breadth of knowledge and understanding of religions and beliefs; lack of confidence in developing appropriate pedagogical approaches to planning and teaching the subject in all its dimensions.

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Primary appetizer / refresher:</b>	<b>per course</b>	<b>totals</b>
Tuition for 3,500 teachers (ratio 1:15) = 234 x two day courses	900	210,600
Resources / materials	60	14,040
Venues / refreshments	300	70,200
Assessment / accreditation	15	3,510
<b>Total</b>		<b>298,350</b>

181. Ten day courses, with school-based assignments and e-support, on effective leadership of primary RE.

*Target group:* over three years, one subject leader from 45 percent of primary schools in England.

*Issues being addressed:* insufficient background study and specialist training of many primary subject leaders.

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Primary Basic level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 2,625 teachers (ratio 1:15) = 175 x ten day courses	4,500	787,500
Supply cover @ £200 (15 teachers for 10 days)	30,000	5,250,000
Resources / materials	250	43,750
Venues / refreshments	1,500	262,500
Assessment / accreditation	250	43,750
<b>Total</b>		<b>6,387,500</b>

182. 20 day 'Expert teacher' higher level courses, with school-based assignments and e-support, for primary teachers and subject leaders, starting with the 'Intermediate' programme and with the possibility of advancing to Diploma or MA in 2<sup>nd</sup> or 3<sup>rd</sup> year.

*Target group:* over three years, one subject leader from 12 percent of primary schools in England, with around half going on to take the Diploma / MA.

*Issues being addressed:* lack of a developmental programme of professional development linked to increasing expertise in the subject; lack of career stimulation and progression for many RE teachers; gaps in subject knowledge; lack of widespread understanding of proven pedagogies appropriate for deeper learning in RE; need for more RE specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion.

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Primary Intermediate level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 700 teachers (ratio 1:15) = 47 x 20 day courses	9,000	423,000
Supply cover @ £200 (15 teachers for 20 days)	60,000	2,820,000
Resources / materials	500	23,500
Venues / refreshments	3,000	141,000
Quality assurance / moderation / accreditation	900	42,300
<b>Total</b>		<b>3,449,800</b>

<b>Estimated costings (2<sup>nd</sup> &amp; 3<sup>rd</sup> year)</b>	<b>£</b>	<b>£</b>
<b>Primary Diploma / MA level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 350 teachers (ratio 1:10) = 35 x 20 day courses	9,000	315,000
Supply cover @ £200 (10 teachers for 20 days)	40,000	1,400,000
Resources / materials	500	17,500
Venues / refreshments	3,000	105,000
Quality assurance / moderation / accreditation	900	31,500
<b>Total</b>		<b>1,869,000</b>

**B. Teachers of pupils in Key Stages 3 and 4** (Based on 3,367 secondary schools in England)

183. Ten day courses, with school-based assignments and e-support, providing basic additional education and training in RE.

*Target group:* over three years, at least one secondary teacher with other specialisms from the equivalent of 60 percent of secondary schools in England.

*Issues being addressed:* insufficient knowledge and understanding of religions and beliefs and of appropriate pedagogical approaches in RE amongst many of those teaching RE in the secondary phase.

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Secondary Basic level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 674 teachers (ratio 1:15) = 45 x ten day courses	4,500	202,500
Supply cover @ £200 (15 teachers for 10 days)	30,000	1,350,000
Resources / materials	250	11,250
Venues / refreshments	1,500	67,500
Quality assurance / moderation / accreditation	900	40,500
<b>Total</b>		<b>1,671,750</b>

184. 20 day 'Expert teacher' higher level courses, with school-based assignments and e-support, for secondary teachers and heads of department, starting with the 'Intermediate' programme and with the possibility of advancing to Diploma in 2<sup>nd</sup> or 3<sup>rd</sup> year.

*Target group:* over three years, one teacher from 45 percent of secondary schools in England, with around half going on to take the Diploma.

*Issues being addressed:* lack of a developmental programme of professional development linked to increasing expertise in the subject; lack of career stimulation and progression for many RE teachers; gaps in subject knowledge; lack of widespread understanding of proven pedagogies appropriate for deeper learning in RE; need for more RE specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion.

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Secondary Intermediate level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 505 teachers (ratio 1:15) = 34 x 20 day courses	9,000	306,000
Supply cover @ £200 (15 teachers for 20 days)	60,000	2,040,000
Resources / materials	500	17,000
Venues / refreshments	3,000	102,000
Quality assurance / moderation / accreditation	900	30,600
<b>Total</b>		<b>2,495,600</b>

<b>Estimated costings (2<sup>nd</sup> &amp; 3<sup>rd</sup> year)</b>	<b>£</b>	<b>£</b>
<b>Secondary Diploma level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 250 teachers (ratio 1:15) = 17 x 20 day courses	9,000	153,000
Supply cover @ £200 (15 teachers for 20 days)	60,000	1,020,000
Resources / materials	500	8,500
Venues / refreshments	3,000	51,000
Quality assurance / moderation / accreditation	900	15,300
<b>Total</b>		<b>1,247,800</b>

185. 75 day / term Advanced / Masters level courses, with school-based assignments and e-support, for secondary teachers and heads of department.

*Target group:* over three years, one teacher from 12 percent of secondary schools in England, with around half going on to take the Diploma.

*Issues being addressed:* lack of a developmental programme of professional development linked to increasing expertise in the subject; lack of career stimulation and progression for many RE teachers; gaps in subject knowledge; lack of widespread understanding of proven pedagogies appropriate for deeper learning in RE; need for more RE specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion.

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Secondary Advanced / Masters level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 110 teachers (ratio 1:10) = 11 x 75 day courses	27,000	297,000
Supply cover @ £200 (10 teachers for 75 days)	150,000	1,650,000
Resources / materials	500	5,500
Venues / refreshments	3,000	33,000
Quality assurance / moderation / accreditation	900	9,900
<b>Total</b>		<b>1,995,400</b>

<b>Estimated costings (2<sup>nd</sup> year)</b>	<b>£</b>	<b>£</b>
<b>Secondary Advanced / Masters level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 130 teachers (ratio 1:10) = 13 x 75 day courses	27,000	351,000
Supply cover @ £200 (10 teachers for 75 days)	150,000	1,950,000
Resources / materials	500	6,500
Venues / refreshments	3,000	39,000
Quality assurance / moderation / accreditation	900	11,700
<b>Total</b>		<b>2,358,200</b>

<b>Estimated costings (3<sup>rd</sup> year)</b>	<b>£</b>	<b>£</b>
<b>Secondary Advanced / Masters level:</b>	<b>per course</b>	<b>totals</b>
Tuition for 150 teachers (ratio 1:10) = 15 x 75 day courses	27,000	405,000
Supply cover @ £200 (10 teachers for 75 days)	150,000	2,250,000
Resources / materials	500	7,500
Venues / refreshments	3,000	45,000
Quality assurance / moderation / accreditation	900	13,500
<b>Total</b>		<b>2,721,000</b>

### C. Other specialist courses, training and research

186. Two days specialist RE input into short courses for returners, overseas trained teachers and trainees following PGCE in Humanities.

*Issues being addressed: insufficient background study and specialist training of many such teachers / trainees.*

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Specialist short course input:</b>	<b>per course</b>	<b>totals</b>
Tuition for 450 teachers (ratio 1:15) = 30 x two day courses	900	27,000
Resources / materials	60	1,800
Venues / refreshments	300	9,000
Assessment / accreditation	15	450
<b>Total</b>		<b>38,250</b>

187. Specific RE development programmes run by faith/belief groups, to encourage their members to consider RE teaching as a career and to introduce them to the principles and practice of the professional RE teacher. Each programme will be informed by the principles enunciated in the aims, objectives and standards of the Non-Statutory National Framework for RE and meet the needs of the faith/belief groups involved.

*Issues being addressed: shortage of teachers, particularly from ethnic minority and different faith/belief groups in community and aided schools; need for more RE specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion.*

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Belief communities course:</b>	<b>per course</b>	<b>totals</b>
Tuition for 150 teachers (ratio 1:15) = 10 x three day courses	1,350	40,500
Resources / materials	90	2,700
Venues / refreshments	450	13,500
Quality assurance / moderation / accreditation	900	27,000
<b>Total</b>		<b>83,700</b>

188. Professional development for headteachers and senior managers, e.g., inclusion of RE issues in *Leading from the Middle* (LftM) *Leadership Pathways* and *National Professional Qualification for Headship* (NPQH) training as well as in-service training.

*Issues being addressed: lack of attention to RE in some schools as a vital subject of the basic curriculum that contributes in a significant way to pupils' spiritual, moral, social and cultural development, highlights the significance of interfaith dialogue through religious education; contributes to community cohesion and the combating of religious prejudice and discrimination; non-compliance with legal requirements at Key Stage 4 and post-16.*

<b>Estimated costings (each year)</b>	<b>£</b>
<b>Headteachers and senior managers:</b>	<b>totals</b>
Development, trialling and publishing of materials for LftM, NPQH 'development stage' and 'accelerated' programmes	10,000
<b>Total</b>	<b>10,000</b>

189. A programme of half-day clinics organised through a regional network of RE advisers or consultants, including opportunities for intensive one-to-one support for teachers, such as coaching to improve classroom planning and practice for both community and aided schools.

*Issues being addressed: lack of depth and breadth of knowledge and understanding of religion(s) and belief(s); lack of confidence in developing appropriate pedagogical approaches to planning and teaching the subject in all its dimensions.*

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Half-day clinics:</b>	<b>per region</b>	<b>totals</b>
Setting up of nine regional networks and contact details and publishing to schools	450	4,050
Tutorial support for 324 teachers: six x nine regional half-day clinics per year (ratio 1:6) @ £225 per clinic	1,350	12,150
Venues / refreshments @ £75 per session	450	4,050
Online support and evaluation @ £900 per clinic	5,400	48,600
<b>Total</b>		<b>68,850</b>



190. Supported action research for teachers working with pupils as a means to improving the quality of RE in schools and effecting change in teachers' practice.

*Issues being addressed: insufficient background study and specialist training of many primary teachers; lack of attention to the pupils' voice and experience in some RE classrooms and the need to relate materials to their interests and concerns, in line with the good practice encouraged by the Non-Statutory National Framework for RE and including pupils with particular learning needs or difficulties.*

<b>Estimated costings (each year)</b>	<b>£</b>	<b>£</b>
<b>Action research projects:</b>	<b>per region</b>	<b>totals</b>
Setting up of one action research project in each of the nine English regions	900	8,100
Five days' supply cover for each project teacher	1,000	9,000
Online consultant support and evaluation @ £900 per project	900	8,100
<b>Total</b>		<b>25,200</b>

191. A project to produce a comprehensive overview of CPD provider potential in each region of England.

*Issues being addressed: lack of an overall picture of CPD on offer with so many providers competing – HEIs, LAs, Dioceses, faith communities and those with a philosophical belief commitment, examinations unitary awarding bodies, charities, independents organisations and consultants.*

<b>Estimated costings (1 year only)</b>	<b>£</b>
<b>CPD providers project:</b>	<b>totals</b>
Collection and checking of data and publishing of overview	2,250
<b>Total</b>	<b>2,250</b>

192. Development of distance learning packs to boost subject knowledge in RE, drawing on HEI-level expertise in religions, theology, philosophy and ethics.

*Issues being addressed: lack of depth and breadth of knowledge and understanding of religions and beliefs; lack of confidence in developing appropriate pedagogical approaches to planning and teaching the subject in all its dimensions.*

<b>Estimated costings (1 year only)</b>	<b>£</b>
<b>Distance learning packs:</b>	<b>totals</b>
Development, trialling and uploading of materials for each religion in the Non-Statutory National Framework for RE and Humanism	20,000
<b>Total</b>	<b>20,000</b>

193. A project to collate findings from existent research and to outline a specification for further research on removing the barriers for individuals from ethnic minorities and different faith/beliefs on becoming RE teachers.

*Issues being addressed: shortage of teachers, particularly from ethnic minority and different faith/belief groups; need for more RE specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion.*

<b>Estimated costings (1 year only)</b>	<b>£</b>
<b>Ethnic and other minorities project:</b>	<b>totals</b>
Development of research surveys, conducting interviews, interpretation, publishing of report and expenses	8,000
<b>Total</b>	<b>8,000</b>

194. Development of guidelines for an 'Expert RE Teacher' portfolio.

*Issues being addressed: lack of a developmental programme of professional development linked to increasing expertise in the subject; lack of career stimulation and progression for many RE teachers; lack of widespread understanding of proven pedagogies appropriate for deeper learning in RE.*

<b>Estimated costings (1 year only)</b>	<b>£</b>
<b>Expert RE teacher Guidelines:</b>	<b>totals</b>
Development, trialling and publishing of materials for portfolio	3,000
<b>Total</b>	<b>3,000</b>

## Summary costings for proposals

### 2008-09

<b>ITT Courses</b>	<b>£</b>
Additional booster	36,000
Online diploma and intensive	25,300
Online support community	12,500
School-based mentors / tutors	7,965
Increase capacity in Faith/Belief Community Training	29,850
<b>TOTAL</b>	<b>111,615</b>

<b>CPD Courses</b>	<b>£</b>
Primary Appetizer / Refresher – 2 day	298,350
Primary Basic – 10 day	6,387,500
Primary Intermediate – 20 day	3,449,800
Secondary Basic – 10 day	1,671,750
Secondary Intermediate – 20 day	2,495,600
Secondary Advanced / Masters – 75 day	1,995,400
<b>TOTAL</b>	<b>16,298,400</b>

<b>Other specialist courses, training and research</b>	<b>£</b>
Specialist short course	38,250
Belief Community – 3 day	83,700
Headteachers and senior managers	10,000
Half-day clinics	68,850
Action research	25,200
CPD providers overview	2,250
Distance learning packs	20,000
Ethnic and other minorities	8,000
Expert RE teacher Guidelines	3,000
<b>TOTAL</b>	<b>259,250</b>

**2009-10**

<b>ITT Courses</b>	<b>£</b>
Additional booster	36,000
Online diploma and intensive	22,600
Online support community	10,500
School-based mentors / tutors	7,965
Increase capacity in Faith/Belief Community Training	29,850
<b>TOTAL</b>	<b>106,915</b>

<b>CPD Courses</b>	<b>£</b>
Primary Appetizer / Refresher – 2 day	298,350
Primary Basic – 10 day	6,387,500
Primary Intermediate – 20 day	3,449,800
Primary Diploma / MA level – 20 day (year 2)	1,869,000
Secondary Basic – 10 day	1,671,750
Secondary Intermediate – 20 day	2,495,600
Secondary Diploma – 20 day (year 2)	1,247,800
Secondary Advanced / Masters – 75 day (year 2)	2,358,200
<b>TOTAL</b>	<b>19,778,000</b>

<b>Other specialist courses, training and research</b>	<b>£</b>
Specialist short course	38,250
Belief communities – 3 day	83,700
Headteachers and senior managers	10,000
Half-day clinics	68,850
Action research	25,200
<b>TOTAL</b>	<b>226,000</b>

**2010-11**

<b>ITT Courses</b>	<b>£</b>
Additional booster	36,000
Online diploma and intensive	19,000
Online support community	10,500
School-based mentors / tutors	7,965
Increase capacity in Faith/Belief Community Training	29,850
<b>TOTAL</b>	<b>103,315</b>

<b>CPD Courses</b>	<b>£</b>
Primary Appetizer / Refresher – 2 day	298,350
Primary Basic – 10 day	6,387,500
Primary Intermediate – 20 day	3,449,800
Primary Diploma / MA level – 20 day (year 3)	1,869,000
Secondary Basic – 10 day	1,671,750
Secondary Intermediate – 20 day	2,495,600
Secondary Diploma – 20 day (year 3)	1,247,800
Secondary Advanced / Masters – 75 day (year 3)	2,721,000
<b>TOTAL</b>	<b>20,140,800</b>

<b>Other specialist courses, training and research</b>	<b>£</b>
Specialist short course	38,250
Belief communities – 3 day	83,700
Headteachers and senior managers	10,000
Half-day clinics	68,850
Action research	25,200
<b>TOTAL</b>	<b>226,000</b>

## Total costings for REC Teaching and Training Commission proposals

### 2008-09

	<b>£</b>
ITT Courses	111,615
CPD Courses	16,298,400
Other specialist courses, training and research	259,250
<b>TOTAL</b>	<b>16,669,265</b>

### 2009-10

	<b>£</b>
ITT Courses	106,915
CPD Courses	19,778,000
Other specialist courses, training and research	226,000
<b>TOTAL</b>	<b>20,110,915</b>

### 2010-11

	<b>£</b>
ITT Courses	103,315
CPD Courses	20,148,800
Other specialist courses	226,000
<b>TOTAL</b>	<b>20,478,115</b>

### TOTAL 2008-11

	<b>£</b>
2008-09	16,669,265
2009-10	20,110,915
2010-11	20,478,115
<b>TOTAL</b>	<b>57,258,295</b>

### Research Methods

The findings of the research part of the Commission's work are primarily based on questionnaires, discussions with 'expert witnesses', telephone interviews and analysis of relevant reports and published articles. They have, however, also been informed by discussions amongst the members of the Commission, the REC executive board and full Council, both at set meetings and through email correspondence. Reports were posted on the REC website, together with invitations to members to contribute to the project.

Four questionnaire surveys were designed. In designing the surveys the aim was to elicit information in line with the Commission's objectives from the relevant providers of ITT and CPD and from those in receipt of CPD in schools. It was decided that information from those in receipt of ITT in RE would be sought in other ways as a list of representative individuals to complete such a survey would be extremely difficult to obtain. The situation regarding ITT was known to be complex, with a variety of courses on offer at post-graduate (PG) level and with a number of routes into the profession that might or might not involve RE specialism. Gauging the extent of RE specialism gained by course participants was one of the challenges the Commission faced.

Following consultation amongst group members and the senior executive members of the REC, the **first survey** was via a questionnaire available either electronically or in hard copy to RE contacts in all universities and Higher Education Institutions (HEIs) known via the Association of University Lecturers in Religious Education (AULRE) and/or the RE Directory. These were nearly all places offering Secondary RE ITT and therefore with what one might describe as an 'RE champion'. Further lists were compiled of all HEIs, and websites searched for appropriate other contacts. These named individuals were then sent a personal request for a response to the questionnaire. The survey included questions about ITT and CPD in RE. In the end responses were received from all bar four of the 33 HEIs offering Secondary ITT in RE – a very good return rate.

The Primary sector was more difficult to access so comprehensively as there are rarely RE specialists with specific responsibility for the subject at that level. Where Secondary colleagues were able to do so, the survey was completed in relation to Primary courses also or forwarded to another member of the institution who could do so. Again we have responses about Primary provision from all bar four of the 33 HEIs offering Secondary ITT in RE.

In order to obtain as complete a picture as possible a **second survey** was sent to co-ordinators of Primary ITT courses in HEIs and school-centred initial teacher training (SCITT) organisations. This resulted in 16 further responses, including six further universities offering only Primary, plus four SCITTs.

A **third survey** was designed for providers of CPD other than HEIs. It was decided, partly because of the numbers involved and partly because it was possible to contact nearly all providers by email, to make this an online survey. A programme (Survey Monkey) was chosen that would enable the Commission to automatically collate responses and to make them available for interpretation and analysis. Existing records of providers (largely through the *RE Directory*, a member of the *REonline* family of websites run by the Culham Institute) were used as a basis for contacting

providers and updated as new information came in. The survey was also sent to the members of Association of RE Inspectors, Advisers and Consultants (AREIAC), most of whom are involved in delivery of CPD through local authorities, SACREs, Charitable Trusts, and diocesan / faith communities, or who operate as independent consultants. Examination boards (unitary awarding bodies) in England and other private sector organisations were also contacted for a response. Inevitably, not all providers of CPD will have been contacted. A number of local authorities, for example, appear to have no named individual with responsibility for matters relating to RE. In some cases no response has been received from named SACRE clerks. All in all, however, a good level of response to the survey was received (148 replies), covering all the vital sectors.

The **fourth survey** was sent to RE leaders in samples of schools. In order to cover as diverse a range of schools, across as wide a geographical area as possible, two tranches of email requests were sent out. The first was to RE leaders whose names and email addresses had been voluntarily provided for the National Association of Teachers of Religious Education (NATRE, formerly PCfRE), usually following courses run by NATRE or RE Today Services. This amounted to about a 1,000 separate school contacts, covering Primary and Secondary phases. At the close of the survey 149 responses had been received. The second was sent via officers representing a diverse range of local authorities; rural and urban, north, west, east and south. The officers contacted their Primary and Secondary phase schools via email, requesting a response to the survey, and reaching an estimated 1,380 schools in eight authorities. At the close of the survey 111 responses had been received to this questionnaire.

Results of the surveys have to be treated with caution for a number of reasons.

- The complexity of provision in HEIs and by certain other organisations made it difficult to design a questionnaire to cover all eventualities. Nevertheless, the addition of a 'free response' open-ended question at the end enabled most respondents to explain details of their specific provision.
- It must be remembered that responses to the first and second questionnaires represent the most 'RE-friendly' institutions, mostly where there is a Secondary RE specialist known to the AULRE network and who were prepared to devote sufficient time to the exercise.
- Although respondents to the third survey were requested to complete separate questionnaires for each organisation they represented, this proved too much for some, who preferred to offer a kind of summary of their provision on behalf of several authorities or SACREs. This may have led to a slight 'skew' in the data, under-representing the amount of training that may be currently on offer to certain schools, for example. On the other hand, the fact that several authorities are represented by a single adviser or consultant on a part-time basis may be hidden in the resulting data, leading to an inflated picture of expert advice on offer in those authorities.
- One obvious limitation of the fourth survey is the high likelihood that responses have been received only from those schools / teachers who have a particular interest and / or enthusiasm for RE.
- Only those teachers able and willing to access and use ICT to complete the fourth survey had been involved.
- Another limitation of the fourth survey was in the capacity of the officer concerned in each local authority to access individual RE leaders in order to encourage a response. Whereas some authorities achieved 15 – 25 percent



responses, others managed less than 1 percent. Nevertheless, a picture emerged from the survey of significant strengths and weaknesses in current provision of CPD in RE from this sample of interested subject leaders.

It is likely, therefore, that an overall picture of provision for RE in schools has been provided that may be more 'rosy' than actually exists. On the other hand, responses from those most enthusiastically involved in the subject may provide the most insightful or astute accounts of what is required for improvement.

In this report, the answers given by teachers in different 'faith schools' have been combined for the sake of simplicity, though provision was made in the surveys for answers to be given in the context of the full range of faiths represented in the maintained sector.

A summary of the responses provided is given in this report. Fuller data regarding the responses is available on request from the authors / REC.

### The role of SACREs in sustainable CPD

SACREs' legal responsibilities include the duty to advise local authorities (LAs) on matters relating to 'the provision of training for teachers in RE'. Although SACREs are not expected to provide training for teachers they should be aware of training options available and advise their local authority of their suitability for teachers. It is important therefore that SACREs have an involvement in any new training that may be provided as part of a national strategy. The level and nature of that involvement should reflect what is known about SACREs' existing success in this area.

Ofsted has found that few SACREs were provided with adequate information, resources or training to carry out their designated functions thoroughly and that this prevented many of them from providing adequate advice to the local authority on the provision of training and other matters. (*An evaluation of the work of Standing Advisory Councils for Religious Education, 2004*).

Under the present legislation, it is essential that every SACRE feels able to commend the proposals for training in this document to their local authorities. For this reason SACREs should be kept fully apprised of any opportunities emerging as part of a national strategy.

New training opportunities for teachers could helpfully be made available to lay SACRE members, few of whom at present 'have the professional expertise to advise either the LEA or schools on RE in relation to curriculum, pedagogy, assessment or training' (ibid). Participating in training alongside teachers would enhance SACRE members' understanding of the subject for which they hold responsibility and increase their effectiveness as advisers to the local authority.

### Questionnaire for Higher Education providers of ITT and CPD in RE

The following questionnaire was available in hard copy or for email completion and sent to 33 HE providers.

#### The Religious Education Council of England and Wales Commission on Teacher Education and Training in RE

#### RESPONSE FORM: AULRE and REC Questionnaire on CPD and ITT in Religious Education

##### Introduction - REC

The Religious Education Council (REC) is an association of all the RE professional organisations and major faith communities in England and Wales. It has recently gained funding from the DfES to develop an RE Partnership with the government to help improve the provision and quality of RE in England. The REC has therefore decided to establish a commission to gain hard evidence on the state of RE in schools, in teacher education and CPD, which will inform proposals for a national strategy for RE. If accepted, it may lead to increased funding for RE training in the future. Part of the evidence is a clear picture of what is on offer in HE institutions by way of CPD and ITT. We also need evidence of good practice and ideas for meeting future training needs of teachers of RE.

**AULRE** urges members to complete this questionnaire as more funding for the subject can only benefit us all – plus we can also use this information to update our own database of members.

**Data Protection:** if any national analysis of this material is made, individual institutions will not be named.

Name of Person completing this form: .....

Role / Position: .....

Name of Institution: .....

**Section 1 CPD**

**Q1.** Please indicate any courses your institution has offered in the last three years or plans to put on in the next two years (Please tick):

- MA in Religious Education
- PG Dip in Religious Education
- PG Cert in Religious Education
- RE Module(s) within other more general MAs in Education
- RE module(s) within other more general MAs in Theology and Religious Studies
- Other Award bearing courses
- None Award bearing CPD

**Q2.** Are they aimed at primary or secondary teachers? PRIMARY / SECONDARY / BOTH

**Q3.** What areas of RE do your courses cover? For example,

leadership and management of RE, knowledge and understanding of specific religions,  
religious education pedagogies, research methodology

**Q4.** What is the take-up for your course, length of course and mode?

Name of course	Type of teacher eg secondary RE specialist	no. of contact hours	Total study hours	average no. attending each session in recent years	Mode: eg face-to-face or distance learning?

**Q5.** Based on your experience, what do you think are the areas of greatest need for CPD in RE? [Tick as many as you think appropriate]

eg

- RE policy and development planning
- teachers' knowledge and understanding of religions
- teachers' teaching and learning skills / strategies/pedagogy in RE
- planning more engaging and relevant lessons
- assessment, recording and reporting strategies
- contribution of RE to spiritual, moral, social and cultural development
- ICT in RE
- RE and citizenship
- visits to places of religious significance
- interactions with faith communities
- other: please state .....

**Q6.** If funding were available, with the aim of improving pupil experience of RE, what do you think the most effective form of CPD would be? And why? Where possible include examples of good practice that you could argue was effective.

For example,

- 10/20 day courses: day release from schools over two or three terms, face-to-face with a course tutor
- Short, non-award bearing courses with specific focus, eg, weekend visits to places of worship
- On-line materials
- Hybrid, part face to face, part distance learning or on-line
- Distance learning award bearing courses
- Teacher centred portfolio based on individual needs analysis
- Other. Please state: .....

Reason: .....

**Section 2 ITT**

**Q7.** Which of the following ITT courses does your institution offer?

- PGCE Secondary RE
- Undergraduate Secondary RE (please state if BA/Bed and length in years)
- PGCE Primary with a specialism in RE
- PGCE Primary with an RE component for all students
- Undergraduate primary with an RE component for all students
- Other. Please state: .....

**Q8. THIS QUESTION IS POSSIBLY THE MOST CRUCIAL ON THE QUESTIONNAIRE**

How many (a) contact hours and (b) total learning hours are spent on RE specifically within each type of course offered?

Name of course	Average no. of students per cohort	RE contact hours	RE total learning hours	Form of Assessment

**Q9.** Do you offer any non-ITT undergraduate courses which focus on religion and education, eg, modules on religion and education within Education Studies or Theology / Religious Studies degrees? If so, please specify:

.....

**Q10. Staffing**

We need to get a clear picture of staffing for ITT. Please give **number** of staff in the following categories:

**(a) University/college tutors**

- Full time tutor(s) dedicated to Secondary RE
- Full time tutor(s) dedicated to primary RE
- Full time tutor(s) with fraction of time for Secondary RE – give fraction
- Full time tutor(s) with fraction of time for Primary RE – give fraction
- Fractional post dedicated to Secondary RE – give fraction
- Fractional post dedicated to Primary RE – give fraction
- Hourly paid tutor(s) RE Secondary – give number of hours
- Hourly paid tutor(s) RE Primary – give number of hours

**(b) school-based tutors (mentors, affiliated tutors etc)**

How many of your primary mentors are RE specialists (give number and %)?

Do primary RE specialists have RE specialist mentors? YES / NO

**Q11.** For AULRE purposes only, please give names and roles of RE tutors in your institution:

**Q12** Does your institution run 'Booster' courses pre-PGCE Secondary? If so, give length and time of year?

**Q13** Please give any examples of good practice in RE ITT or other HE provision that could be extended to other institutions:

**Please return to Denise Cush by Tuesday 10 October 2006, by email to [d.cush@bathspa.ac.uk](mailto:d.cush@bathspa.ac.uk) or by post to Prof. Denise Cush, Bath Spa University, Newton Park, Bath BA2 9BN.**

**Thank you for completing this questionnaire – your answers will help the REC to develop proposals for a national strategy to support your work in RE.**

**Questionnaire for Higher Education providers of Primary ITT and CPD in RE**

The following questionnaire was adapted for online completion and completed by 16 providers of Primary phase ITT.

**For the attention of the Head of Primary Education**

**The Religious Education Council of England and Wales  
Commission on Teacher Education and Training in RE**

Dear.....

The Religious Education Council (REC) is an association of all the RE professional organisations and major faith communities in England and Wales. It has recently gained funding from the DfES to develop an RE Partnership with the government to help improve the provision and quality of RE in England. The REC has therefore decided to establish a commission to gain hard evidence on the state of RE in schools, in teacher education and continuing professional development (CPD), which will inform proposals for a national strategy for RE. If accepted, it may lead to increased funding for RE training in the future. Part of the evidence is a clear picture of what is on offer in HE institutions by way of CPD and ITT. We also need evidence of good practice and ideas for meeting future training needs of teachers of RE.

We would be very grateful if you could spend a few moments of your time answering the following questions which are part of a survey conducted by the REC on behalf of the DFES. The aim is to collect information about the current position of RE in primary ITT and CPD for non-specialist teachers, with the intention of enhancing such provision in line with a National Strategy for RE based on the 2004 National Framework for RE.

**Data Protection:** if any national analysis of this material is made, individual institutions will not be named.

**ONLINE RESPONSE FORM**

**Q1.** Name of Person completing this form: .....

Role / Position: .....

Name of Institution.....



## Section 1 ITT

**Q2.** Which of the following ITT courses does your institution offer? (Tick as many as appropriate)

Name of course	Average no of students per cohort	RE contact hours
PGCE Primary with an RE component for all students		
Undergraduate primary with an RE component for all students		
PGCE Primary with a specialism in RE		
Undergraduate primary with a specialism in RE		
PGCE Secondary RE		
Other courses involving RE		

**Q3.** Please indicate (a) how many students and (b) how many contact hours are spent on RE specifically within each type of course. Please estimate average over the last three years. Where no training of each sort took place, please leave blank.

### Q4. Staffing

Please give number of **Full time equivalent** tutor(s) dedicated to primary RE:

- a) University/college tutors
- b) school-based tutors (mentors, affiliated tutors etc)

**Q5.** Please give number of your Primary Mentors who are RE specialists:

## Section 2 CPD

**Q6.** Please indicate below if you have provided any of the following types of training in RE in the last three years and those you plan to offer in the next two years. (See table below and tick as many as appropriate).

Name of course	average no. attending each session in recent years	no. of contact hours	Mode: eg
RE Module(s) within other more general MAs in Education			face-to-face distance learning? hybrid
RE module(s) within other more general MAs in Theology and Religious Studies			
Other Award bearing courses			
Non-Award bearing CPD			

**Q7.** What is the average take-up in recent years for each course currently on offer, the length of each course, and mode of delivery?

**Q8.** Does your institution offer any undergraduate modules dealing with religion and education which are not part of a QTS ITT course?

(a) within Education Studies

(b) within Theology/Religious Studies

Please make any additional BRIEF (!) comments or concerns you have relating to this survey or the work of the REC Teaching Commission in the space below:

Please return to **Denise Cush by 16 December 2006, by email to [d.cush@bathspa.ac.uk](mailto:d.cush@bathspa.ac.uk) or by post to Prof. Denise Cush, Bath Spa University, Newton Park, Bath BA2 9BN.**

**Thank you for completing this questionnaire – your answers will help the REC to develop proposals for a national strategy to support your work in RE.**

### Questionnaire for Providers of Continuing Professional Development (CPD) in RE

The following questionnaire was adapted for online completion and sent to a range of providers of CPD in RE, except those from Higher Education Institutions, who had their own versions (above).

#### The Religious Education Council of England and Wales Commission on Teacher Education and Training in RE

#### PROVIDERS OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) IN RELIGIOUS EDUCATION: ONLINE RESPONSE FORM

Online version: <http://www.surveymonkey.com/s.asp?u=203592518604>

#### Introduction - REC

The Religious Education Council (REC) is an association of all the RE professional organisations and major faith communities in England and Wales. It has recently gained funding from the DfES to develop an RE Partnership with the government to help improve the provision and quality of RE in England. The REC has therefore decided to establish a commission to gain hard evidence on the state of RE in schools, in teacher education and CPD, which will inform proposals for a national strategy for RE. If accepted, it may lead to increased funding for RE training in the future. Part of the evidence is a clear picture of what is on offer by way of CPD. We also need evidence of good practice and ideas for meeting future training needs of teachers of RE.

Please help build a national picture of provision for CPD in religious education by completing the following short questionnaire about CPD being offered in your local authority / Diocese or through your SACRE or other provider. If you are able (and willing!) to do so, you may complete two or more surveys on behalf of different organisations you work for, eg a SACRE and a Diocesan Education Department, or two different local authorities.

**Data Protection:** Information gained from this survey will be used to build a picture of RE provision in England. Any analysis or report resulting from the information you send will not identify individuals, authorities, SACREs, Dioceses or other organisations.

**Q1.** Please provide your name, your role and name of organisation:

- (a) Name: .....
- (b) Role / Position: .....
- (c) Name of Organisation: .....

**Q2.** Please indicate your type of organisation from the following list: .....

[Select from] SACRE; local authority; diocesan / faith / charity / independent / private contractor; independent consultant; other – please specify:

.....

**Q3.** Please indicate below any training your organisation has put on for groups of teachers / schools in the last three years or plans to offer in the next two years:

past                      future

[Select from]

leadership and management of RE  
knowledge and understanding of religions  
learning FROM religion  
developing schemes of work for RE  
applying the agreed/trust deed syllabus  
applying the non-statutory national framework for RE  
non-religious traditions such as humanism  
promoting RE  
RE for pupils with special needs  
RE for gifted/talented pupils  
RE and thinking skills  
RE for learning support/teaching assistants  
differentiating work in RE  
making RE interesting/engaging/fun/creative  
using ICT in RE  
spiritual, moral, social and cultural development  
sharing lesson ideas with colleagues  
assessment and recording strategies  
monitoring and evaluating  
active / questioning / discussion techniques  
handling controversial issues in RE  
leading visits / using representatives of religions and beliefs  
RE and diversity / community cohesion / anti-racist education

using artefacts  
reflection and stilling techniques  
linking RE with other curriculum subjects  
supporting students' examination success  
preparing for inspection / self-evaluation of RE  
RE as part of Excellence and Enjoyment  
RE as part of Pedagogy in Practice  
links to Every Child Matters  
none

**Q4.** Is there any **other training in RE** you have completed or see as a priority for your own professional development? (Please specify):

Last 3 years .....

Next 2 years .....

**Q5.** Please indicate below the TYPES, FREQUENCY and UPTAKE of **RE training** your organisation has put on in the last three years and how the training was FUNDED:

	No. of sessions per year	Average no. attending	Special Schools invited	Funding
Twilight Primary Network			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Twilight Secondary/Middle Network			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Part-day Primary course/conference			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Part-day Secondary/Middle course/conference			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Whole day Primary course/conference			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Whole day Secondary/Middle course/conference			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other

Residential Primary course/conference			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Residential Secondary/Middle course/conference			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
RE for Primary Newly Qualified Teachers			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
RE for Secondary/Middle NQTs			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
RE for Headteachers / Senior Managers			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Bespoke training - Primary schools			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other
Bespoke training - Sec/Middle schools			YES NO DON'T KNOW	DfES Standards Other Local Authority Grant Schools Schools +subsidy from LA/SACRE Schools +subsidy from religious org. Other

**Q6.** According to your own knowledge and experience, please indicate below the **priority areas for improving Religious Education** in schools:

[Select as many as you think appropriate]

- CPD on RE policy and development planning
- CPD on teachers' knowledge and understanding of religions
- CPD on teachers' teaching and learning skills / strategies in RE
- CPD for Headteachers on RE
- CPD for learning support/teaching assistants
- CPD on planning more engaging and relevant lessons
- CPD on assessment, recording and reporting strategies
- CPD on the contribution of RE to spiritual, moral, social and cultural development
- CPD on RE and diversity / community cohesion / anti-racist education
- CPD on non-religious traditions such as Humanism
- more curriculum time
- better learning environment
- additional resources
- easier access to ICT facilities
- more visits to places of religious significance
- more visits from representatives of religions and beliefs
- other – please specify:

.....

**Specialist support for RE.** Please answer the following two questions if you are in a position to do so; otherwise leave blank.

**Q7.** Which of the following statements best represents your organisation's arrangements for supporting RE in local schools? (Choose one)

- We have a full-time (or equivalent) specialist RE adviser
- We have more than one full-time (or equivalent) specialist RE adviser
- We have a part-time (or equivalent) specialist RE adviser
- We have contracts with associate advisers / consultants who support RE for up to 20 days per year
- We have contracts with associate advisers / consultants who support RE for between 21 and 40 days per year
- We have contracts with associate advisers / consultants who support RE for more than 40 days per year
- We do not have specialist RE advice

Other (Please specify) .....

**Q8.** Does your organisation have a Advanced Skills Teacher (AST) or leading teacher who supports RE beyond their own school for at least part of their work in the area?

- [YES]
- [NO]
- [DON'T KNOW]

**Q9.** If Yes, please indicate the approximate time spent involved in RE training  
[10 days per year or less]  
[11 to 20 days per year]  
[21 to 30 days per year]  
[more than 31 days per year]

**Q10.** Standing Advisory Council on RE (SACRE). Please answer the following question about your local SACRE if you are in a position to do so; otherwise leave blank.

Which of the following statements best represents your SACRE's funding arrangements?

- We have an annual budget of less than £5,000
- We have an annual budget of between £5,000 and £10,000
- We have an annual budget of between £10,001 and £15,000
- We have an annual budget of between £15,001 and £20,000
- We have an annual budget of more than £20,000
- We do not have an annual budget though SACRE's funding requests are generally met by the Local Authority
- We do not have an annual budget and SACRE's funding requests are rarely met by the Local Authority

Other arrangement. Please specify: .....

**Q11.** Please make any additional comments or concerns you have relating to this survey or the work of the REC Teaching Commission in the space below (max 150 words):

.....

**Thank you for completing this questionnaire – your answers will help the REC to develop proposals for a national strategy to support your work in RE.**



### **Questionnaire for RE subject leaders in Primary, Secondary and Special Schools**

The following questionnaire was adapted for online completion and sent to about a 1,000 separate school contacts on the National Association of Teachers of Religious Education (NATRE, formerly PCfRE) database and also to an estimated 1,380 schools in a diverse range of local authorities.

#### **The Religious Education Council of England and Wales Commission on Teacher Education and Training in RE**

#### **RE SUBJECT LEADERS: ONLINE RESPONSE FORM**

##### **A. Introduction - REC**

The Religious Education Council (REC) is an association of all the RE professional organisations and major faith communities in England and Wales. It has recently gained funding from the DfES to develop an RE Partnership with the government to help improve the provision and quality of RE in England. The REC has therefore decided to establish a commission to gain hard evidence on the state of RE in schools, in teacher education and CPD, which will inform proposals for a national strategy for RE. If accepted, it may lead to increased funding for RE training in the future. Part of the evidence is a clear picture of the provision for RE in schools. We also need ideas for meeting future training needs of teachers of RE.

Please help build a national and regional picture of religious education by completing the following short summary of provision for RE in your school.

##### **B. Details of your school and note on Data Protection**

Information gained from this survey will be used to build a picture of RE provision in England. Any analysis or report resulting from the information you send will not identify individuals, authorities, SACREs, Dioceses or other organisations.

##### **Q1.**

- (a) Your Name: .....
- (b) Role within School: .....
- (c) Name of School: .....
- (d) Local Authority (LA): .....

**Q2. Type of School:**

- [Select from] Community  
Community Special  
City Academy with religious character  
City Academy without religious character  
Foundation with religious character  
Foundation without religious character  
Foundation Special with religious character  
Foundation without religious character  
Pupil Referral Unit  
Voluntary Controlled – Church of England  
Voluntary Controlled – Other  
Voluntary Aided – Church of England / CofE & Methodist  
Voluntary Aided – Roman Catholic / RC & CofE / Methodist  
Voluntary Aided – Methodist  
Voluntary Aided – Hindu  
Voluntary Aided – Jewish  
Voluntary Aided – Muslim  
Voluntary Aided – Sikh  
Voluntary Aided – Other please state below:

Other please specify: .....

**Q3. What is the age range designation of your school?**

- Infant  
Junior  
Primary  
Middle (designated Primary)  
Middle (designated Secondary)  
Secondary without Post 16 students  
Secondary with Post 16 students  
Upper without Post 16 students  
Upper with Post 16 students  
Special including Primary age only  
Special including Secondary age only  
Special including Primary and Secondary age pupils  
Other (please specify designation and age-range): .....

**Q4. What is the approximate number of pupils on roll? ..... [Select from] Fewer than 50; 51-100; 101-200; 201-300; 301-400; 401-500; 501-750; 751-1,000; 1,001-1,250; 1,251-1,500; 1,501-2,000; 2,001-2,250; 2,251-2,500; More than 2,500.**

## C. Provision for Religious Education

**Q5.** Please indicate below the *average* time per week allocated for religious education:

### **Reception (FS2)**

30 minutes per week or less  
between 31 and 40 minutes  
between 41 and 50 minutes  
between 51 and 60 minutes  
more than 60 minutes per week

### **Key Stage 1**

30 minutes per week or less  
between 31 and 40 minutes  
between 41 and 50 minutes  
between 51 and 60 minutes  
more than 60 minutes per week

### **Key Stage 2**

30 minutes per week or less  
between 31 and 40 minutes  
between 41 and 50 minutes  
between 51 and 60 minutes  
between 61 and 70 minutes  
between 71 and 80 minutes  
more than 80 minutes per week

### **Key Stage 3**

30 minutes per week or less  
between 31 and 40 minutes  
between 41 and 50 minutes  
between 51 and 60 minutes  
between 61 and 70 minutes  
between 71 and 80 minutes  
more than 80 minutes per week

### **Key Stage 4 – core RE for all pupils, eg GCSE short course**

30 minutes per week or less  
between 31 and 40 minutes  
between 41 and 50 minutes  
between 51 and 60 minutes  
between 61 and 70 minutes  
between 71 and 80 minutes  
more than 80 minutes per week

### **Post 16 – core RE for all pupils**

nil  
30 minutes per week or less  
between 31 and 40 minutes  
between 41 and 50 minutes  
between 51 and 60 minutes  
between 61 and 70 minutes  
between 71 and 80 minutes  
more than 80 minutes per week

**Q6.** Please indicate below the average level of funding for RE (not including CPD) over recent years, **per pupil** in the school (i.e. annual budget divided by no. of pupils on roll):

Less than 50p      Between 50p - £1      Between £1.01 - £2      More than £2

**Q7.** For Primary (including First, Infant and Junior) and Special schools with Primary age pupils, please indicate below the number of teachers in your school who have an **RE specialism** as part of their degree or teacher training:

0      1      2      3      4      5      5+

**Q8.** If you answered 1 or more in answer to the last question, how many of these are due to retire in the next 5 years? (If you answered 0 to the last question, please leave blank)

0      1      2      3      4      5      5+

**Q9.** For Secondary, Middle and Special schools with Secondary age pupils, please indicate the **full-time equivalent** commitment to teaching RE of **trained RE specialists currently** teaching RE in your school:

0      0.5      1      1.5      2      2.5      3      3.5      4      4.5      5      5+

**Q10.** If you answered 0.5 or more in answer to the last question, how many of these are due to retire in the next 5 years? (If you answered 0 to the last question, please leave blank)

0      0.5      1      1.5      2      2.5      3      3.5      4      4.5      5      5+

**Q11.** Please tick below where you (the subject leader) have qualifications in RE/RS:

- [Select from] None  
 GCSE / 'O' level / CSE  
 A level or A/S  
 Degree or Part of Degree  
 Higher Degree  
 Specialism in teacher training  
  
 Other – please specify: .....

**Q12.** Please indicate below any training you have undertaken in the last three years and priorities for your own professional development:

past

future

- [Tick as many as appropriate]
- leadership and management of RE
  - knowledge and understanding of religions
  - learning FROM religion
  - developing schemes of work for RE
  - applying the agreed / trust deed syllabus
  - applying the non-statutory national framework for RE
  - non-religious traditions such as humanism
  - promoting RE
  - RE for pupils with special needs
  - RE for gifted/talented pupils
  - RE and thinking skills
  - differentiating work in RE
  - making RE interesting/engaging/fun/creative
  - using ICT in RE
  - spiritual, moral, social and cultural development
  - sharing lesson ideas with colleagues
  - assessment and recording strategies, including for pupils
  - monitoring and evaluating
  - active / questioning / discussion techniques

handling controversial issues in RE  
 leading visits / using representatives of religions and beliefs  
 RE and diversity / community cohesion / anti-racist education  
 using artefacts  
 reflection and stilling techniques  
 linking RE with other curriculum subjects  
 supporting students' examination success  
 preparing for inspection / self-evaluation of RE  
 RE as part of Excellence and Enjoyment  
 RE as part of Pedagogy in Practice  
 connecting RE to 'Every Child Matters'  
 none

**Q13.** Is there any other training you have completed or see as a priority for your own professional development? – please specify:

Past 3 years: .....

Future priority: .....

**Q14.** Please indicate below if you have accessed training from any of the following providers of professional development during the past 3 years:

[Tick as many as appropriate]

local authority / SACRE

diocese / faith community

examination board

higher education institution

*RE Today Services*

other independent training organisation – please specify below

other – please specify: .....

**Q15.** On the basis of your knowledge and experience, please indicate below your priorities for improving provision for Religious Education in your school:

[Choose as many as you think appropriate]

CPD on RE policy and development planning

CPD on teachers' knowledge and understanding of religions

CPD on teachers' teaching and learning skills / strategies in RE

CPD for Headteachers / senior managers on RE

CPD for learning support/teaching assistants

CPD on planning more engaging and relevant lessons

CPD on assessment, recording and reporting strategies, including for pupils

CPD on the contribution of RE to spiritual, moral, social and cultural development

CPD on RE and diversity / community cohesion / anti-racist education

CPD on non-religious traditions such as Humanism

more curriculum time

better learning environment

additional resources

easier access to ICT facilities

more visits to places of religious significance

more visitors from representatives of religions and beliefs

other – please specify:

.....

Please make any additional BRIEF (!) comments or concerns you have relating to this survey or the work of the REC Teaching Commission in the space below:

**Thank you for completing this questionnaire – your answers will help the REC to develop proposals for a national strategy to support your work in RE.**

### List of Acronyms

AREIAC	Association of RE Inspectors, Advisers and Consultants
AST	Advanced Skills Teacher
AUDTRS	Association of University Departments in Theology and Religious Studies
AULRE	Association of University Lecturers in Religious Education
CofE	Church of England
CPD	Continuing Professional Development
DfES	Department for Education and Skills
DL	Distance Learning
DRB	Designated Recommending Body
EHP	Early Headship Provision
GTP	Graduate Teacher Programme
GTTR	Graduate Teacher Training Registry
HE	Higher Education
HEA	Higher Education Academy
HEI	Higher Education Institutions
HESA	Higher Education Statistics Agency
ICT	Information and Communications Technology
IFNUK	Interfaith Network UK
INSET	in-service training
ITT	Initial Teacher Training
LA	Local Authority
LftM	Leading from the Middle
LSA	Learning Support Assistant
NASACRE	National Association of Standing Advisory Councils on RE
NATRE	National Association of Teachers of Religious Education (Formerly PCfRE)
NCSL	National College of School Leadership
NPQH	National Professional Qualification for Headship
NSNFRE	Non-Statutory National Framework for RE (NSNFRE)
Ofsted	Office for Standards in Education
PCfRE	Professional Council for Religious Education (See NATRE)

PRS	Philosophical and Religious Studies
PTRS	Philosophy, Theology or Religious Studies
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
QTS	Qualified Teacher Status
RC	Roman Catholic
RE	Religious Education
REC	Religious Education Council of England and Wales
SACRE	Standing Advisory Council on RE
SEF	Self-Evaluation Form
SIP	School Improvement Partner
TA	Teaching Assistant
TDA	Training and Development Agency for Schools
TRS	Theology and Religious Studies
TWO	Teacher With Other Specialisms
UCAS	Universities and Colleges Admissions Service
VA	Voluntary Aided
VC	Voluntary Controlled
VLE	Virtual Learning Environment