

Standing Advisory Council on Religious Education

June 19th 2019

Report of the Deputy Chief Executive and Director for Families and Communities

The new Ofsted Education Framework (EIF)- implications for the teaching of RE.

1 Purpose of Report

1.1 To present SACRE members with an opportunity to reflect on the implications for the teaching of RE when referencing the revised 2019 Ofsted Education Inspection Framework and the revised Ofsted Handbook, alongside the letter from the DfE to NASACRE which outlines how schools have a duty to be compliant in the teaching of RE. (Appendix 1)

2 Summary

- 2.1 Ofsted published its new education inspection framework in May 2019 along with the inspection handbook to be operational from September 2019. There is now a greater emphasis on the broad and balanced curriculum, including RE.
- All pupils in maintained schools are required to study the basic curriculum, which includes the national curriculum, religious education and age-appropriate relationship and sex education.
- Academies must include English, mathematics, science and religious education in their curriculum. This curriculum must be of similar breadth and ambition to that provided in a maintained school.
- Spiritual development for pupils must include their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, as well as knowledge of, and respect for, different people's faiths, feelings and values.
- Provision is needed for the cultural development of pupils, including their ability to recognise, and value, the things we share in common across cultural, religious, ethnic, and socio-economic communities.
- Inspectors will consider how the curriculum is taught; the extent to which teachers have expert knowledge of the subjects that they teach and are supported to address gaps in their knowledge
- Further requirements relating to pupils' spiritual, moral, social, cultural - and personal – development.

The DfE sent its letter in March 2019 to NASACRE which outlines how schools have a duty to be compliant in the teaching of RE.

3 Recommendation

3.1 That members of SACRE use this opportunity to reflect on the new Ofsted framework and the information from the DfE and NASACRE. Members will be invited to take part in an interactive group activity where the question *Why do we teach RE?* will be ranked according to group discussion and preference. This should reflect the groups understanding of the purpose of RE and support their understanding of how this contributes to the broad and balanced curriculum.

4 Background

4.1 Ofsted, after a consultation period from January 2019 to Spring 2019, have published its new framework and handbook plus associated documentation for schools to be ready for inspections from September 2019 onwards. [A report by the Religious Education Council \(REC\) and the National Association of Teachers of RE \(NATRE\) in 2016](#) found that one in four (28%) state secondary schools were struggling to meet their legal obligation to teach pupils about major religions and other worldviews. Just a year later, an independent Commission on RE found that this figure had risen to one in three (33%) of state secondaries.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 There are no immediate financial implications

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