

## The National Entitlement for RE

24. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
a. There should be a national entitlement statement (see below) for RE which sets out clearly the aims and purpose of RE and what pupils should experience in the course of their study of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. This entitlement should become normative through non-statutory guidance as early as possible, and should ultimately become statutory, either to supplement or to replace current legislation on agreed syllabuses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The national entitlement should apply to all state-funded schools including academies, free schools and schools of a religious character.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Independent schools should consider adopting the entitlement as an undertaking of good practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

Here is the proposed national entitlement for RE:

RE in schools should enable students to engage in an intelligent and informed way with the ideas, practices and contemporary manifestations of a diversity of religious and non-religious worldviews. It should enable them to understand how worldviews are inextricably woven into, influence and are influenced by, all dimensions of human experience. It should prepare pupils for life in modern Britain by enabling them to engage respectfully with people with worldviews different from their own. RE should equip pupils to develop their own beliefs, practices, values and identity in the light of their reflections on the worldviews they have studied.

Through their study of worldviews, pupils should develop a lifelong motivation to enquire into questions of meaning and purpose, and investigate others' worldviews and what they mean for individuals, communities and society. All of this will enable them to become responsible citizens and members of diverse and changing local, national and global communities.

Throughout their period of compulsory schooling, pupils should learn about, understand and engage with:

- a. the diversity of religious and non-religious worldviews and ways of life that exist locally, nationally and globally.
- b. the ways in which communities and individuals holding different worldviews interact, change and maintain continuity in different times and contexts and as the surrounding culture changes.
- c. the different ways that people interpret and respond to texts and other sources of authority.
- d. the ways that people communicate their beliefs, experiences, values and identities through verbal and non-verbal means (eg prose, story, poetry, art, music, dance, ritual, architecture).
- e. How people seek moral guidance from religious and non-religious worldviews and how they interpret this guidance in their lives.
- f. the importance of experience, including extra-ordinary experiences, in shaping people's worldviews and how worldviews are used to interpret experience.
- g. the role of religious and non-religious rituals and practices in both creating and expressing experience, beliefs, values and commitments.
- h. the relationship between people's worldview and their thinking and actions concerning political, public, social and cultural life.
- i. both the positive and negative exercise of power and influence resulting from people's worldviews.
- j. the important role that worldviews play in providing people with a way of making sense of their lives and in forming their identity.

As part of a balanced programme aimed at meeting this provision, it is expected that pupils will:

1. experience meeting and visiting people from their local community from a range of worldviews including those different from their own and that of the school.
2. develop core skills for researching the beliefs, values and practices of individuals and groups in society.
3. experience a range of approaches to the study of religions (e.g. phenomenology, philosophy, sociology, textual studies, theology).
4. engage with questions of meaning and purpose and of the nature of reality raised by the worldviews that they study.
5. think through and develop a reflective approach to their own personal responses and developing identity and learn to articulate these clearly and coherently while respecting the right of others to differ.
6. Develop the core skills and dispositions of careful listening, critical thinking, self-reflection, empathy and openmindedness required for making wise judgments.
7. learn to discuss controversial issues and work with others (including those that they disagree with) with the intention of securing a healthy and peaceful society in the context of significant diversity.

26. Is the above national entitlement at the right level of specificity?

- Too specific and detailed
- About right
- Not specific and detailed enough
- No opinion

Please comment on your response, in particular to explain what should be added or removed.

27. Should the entitlement be accompanied by expected standards of attainment at each Key Stage?

- Yes
- No
- No opinion
- Don't know

Please comment on your response and the reasons that you have chosen it.

28. Please comment further on the national entitlement in the box below.

29. Should the requirement for local authorities to produce locally agreed syllabuses be removed?

- Yes
- No
- Not sure
- No opinion

Please comment on your answer below

30. If the requirement to produce locally agreed syllabuses were removed, what do you think would happen to SACREs and why?

31. How should the entitlement statement be translated into detailed programmes of study?

- There should be one single national set of programmes of study to apply to all schools.
- Local authorities should continue to be required to produce locally agreed syllabuses as they currently do.
- The market should be left open for schools, groups of schools, dioceses and other relevant providers to produce their own programmes of study.
- There should be a non-statutory national model set of programmes of study and the market should also be left open for other providers to produce their own programmes of study.
- Other (please specify)

32. Please comment further on who should develop programmes of study and how this can best be organised to meet the needs of all schools. Please explain your response to the question above on how the national entitlement should be translated into detailed programmes of study.

33. How should the national entitlement interact with the current statement in legislation that agreed syllabuses must 'reflect the fact that religious traditions in Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (UK Parliament, Education Act 1996, Section 375.2).

- This statement should remain on the statute books and the national entitlement should have the status of non-statutory guidance
- This statement should remain on the statute books and the national entitlement should also become statutory
- This statement should be removed from the statute books and the national entitlement should replace it
- Other - please specify in the comment box
- No opinion
- Don't know

Please comment on the reasons for your choice. If you have been asked to specify your answer, please do so in this box.

34. Should the entitlement specify a number and range of worldviews?

- No, we should avoid limiting RE to a specific number or range of worldviews
- Yes, it should specify a minimum number of worldviews but nothing further
- Yes, it should specify a minimum number of worldviews and that there should be one Abrahamic worldview, one Dharmic worldview and one non-religious worldview.
- Yes, it should specify a number of worldviews and name particular worldviews that should be studied (please specify).
- Don't know
- Other, please specify in the comment box below.

Please comment on your response in the box below. If you were asked to specify your answer, please do so here.

35. Should the entitlement specify a minimum amount of time to be spent on any one worldview?

- No, a minimum time should not be specified
- Yes, there should be a minimum time specified for one worldview
- Yes, there should be a minimum time specified for more than one worldview
- Yes, and there should also be a maximum time specified
- Don't know

Please comment on your answer below. If you have suggested that there should be a minimum or maximum time, please specify these below.

36. Should the name of the subject be changed? If so, which option would best fit the entitlement statement?

- Don't change it, stick with Religious Education
- Religion and Ethics
- Religions and Ethics
- Religions and Worldviews
- Religion, Philosophy and Ethics
- Philosophy, Religion and Ethics
- Other (please specify)

37. Please explain your reasons for your choice of name.

38. If you have any other comments about the National Entitlement for RE, please enter them in the box below.

## Holding schools to account for the provision and quality of RE

39. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
a. Schools should be required to publish on their website details of how they meet the national entitlement for RE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Inspection frameworks should be revised to ensure that inspectors monitor whether or not schools meet the national entitlement for RE, in the light of schools' duty to provide a broad and balanced curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The DfE should either monitor, or give SACREs or other approved bodies the power and resources to monitor, the provision and quality of RE in all schools, including free schools, academies and schools of a religious character.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The government should consider the impact of school performance measures, including the exclusion of RS GCSE from the EBacc, on GCSE entries and on the provision and quality of RE, and consider reviewing performance measures in the light of the evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

41. What are the most effective ways to hold schools to account for the provision and quality of RE, at both primary and secondary levels?

42. Should a revised Key Stage 4 qualification for those not taking GCSE RS be developed? This would need to meet the requirements of the entitlement and have currency in school performance measures.

- Yes
- No
- Not sure
- No opinion

Please comment on your answer and the reason for your choice.

43. Please add any further comments about holding schools to account for the provision and quality of RE in the box below.

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## A renewed and expanded role for SACREs

44. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
a. The Government should publicly highlight and reaffirm the important role of SACREs in supporting and resourcing RE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Government should consider whether the role of SACREs should be expanded to include a duty to advise on all matters relating to religion and belief in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The Government should consider ways of securing funding to resource SACREs adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. i. The Government should consider the composition of SACREs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ii. The law should be changed to include representatives of non-religious worldviews as full members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The Government should publish all SACRE annual reports publicly on a dedicated website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

46. Should the role of SACREs be expanded to include promoting good community relations beyond matters of religion and belief in schools?

- Yes
- No
- Not sure
- No opinion

Please comment on your answer. If you answered yes, what should this role involve?

47. SACREs currently have a committee structure. Should the committee structure be abolished?

- Yes
- No
- Don't know
- No opinion

Please comment on your answer below.

48. Which groups and organisations should be represented on SACREs? Tick as many as apply.

- The Church of England
- Representatives of other Christian denominations
- Representatives of the other five major religious worldviews commonly studied: Buddhism, Hinduism, Islam, Judaism and Sikhism
- Representatives of smaller religious worldviews
- Representatives of non religious worldviews
- Teacher associations - please specify
- Teachers
- Parents
- School governors
- School leaders
- MAT trustees
- Universities
- NATRE
- AREIAC
- Local heritage sites eg museums
- Other (please specify. Add as many groups/organisations as you wish)

49. If you have any other comments on the role and function of SACREs, please enter them in the box below.

## The right of withdrawal

**Parents and carers currently have the right to withdraw their child from all or part of RE. While the majority of those we consulted would like to see an end to the right of withdrawal, the legal implications of this are complex and difficult. Please see the interim report for more information on this.**

50. Please comment on the most effective ways to manage the right of withdrawal in practice, given the legal issues discussed in the report.

51. Should the Commission be seeking an approach to RE that is 'objective, critical and pluralistic' enough to be compulsory, without the right of withdrawal?

- Yes
- No
- Not sure
- No opinion

Please comment on the reasons for your answer choice.

52. If you have any other comments on the right of withdrawal, or any further information about the right of withdrawal as currently practised, please enter them in the box below.

## A National Plan for improving teaching and learning in RE

53. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	No opinion
a. A minimum of 12 hours should be devoted to RE in all primary initial teacher education (ITE) courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Leading primary schools for RE should be identified and all primary trainees should be given the opportunity to observe RE teaching in such a school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. include under the Teachers' Standards, part 1, section 3 (Demonstrate good subject and curriculum knowledge), the requirement that teachers 'demonstrate a good understanding of and take responsibility for the sensitive handling of controversial issues, including thoughtful discussion of religious and non-religious worldviews where necessary.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Restore funded Subject Knowledge Enhancement (SKE) courses for those applying to teach RE and for serving teachers of RE without a relevant post A-level qualification in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Restore parity of bursaries for RE with those for other shortage subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The government and relevant funding bodies should consider how funding of RE networks can be made more sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. SACREs and local authorities should review existing good practice in developing and sustaining these RE networks and start their own if such a network does not exist in their local area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. University performance measures should be updated to credit universities for their engagement with schools, including the provision of continuing professional development (CPD) and resource materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. University staff conducting research in areas related to RE should be encouraged to contribute to RE networks, lead teacher development days, develop resource materials or become SACRE members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

55. What else, if anything, should be included in a National Plan to improve teaching and learning in RE?

56. How should the National Plan for RE be implemented in order to be most effective?

57. If you have any other comments on how to improve teaching and learning in RE, please enter them in the box below.

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## Next steps

58. If you would like to comment on any other aspect of the interim report, or anything else that you think the Commission should be aware of, please enter your comments in the box below.

59. If you would like to be kept in touch with the progress of the Commission and sent a link to the final report when it is published, please include your name and email address below.

**Name**

**Email Address**

Alongside this consultation, the Commission is also looking for case studies from schools, advisers and organisations. They are keen to receive case studies of approaches and curriculum that exemplify the delivery of the national entitlement, or those that show the ways in which current practice would need to change to meet the entitlement. They are also seeking case studies of good practice that does not fit the entitlement. If you would like to contribute a case study, you can do so here: <https://www.surveymonkey.co.uk/r/CoRECaseStudies>.