

# Leading RE

**Source:** RE on line: the place for excellence

<https://www.reonline.org.uk/leading-re/>

**Date:** 2019

## Summary:

Exploring the idea of a vision for RE

There are currently two major developments suggesting a reimagining of the purpose of RE:

- **Commission on RE (CoRE) Report** Sept 2018 highlighted three major concerns:
  1. the quality and inconsistency of RE around the country
  2. a changing legal landscape means that legal structures surrounding RE no longer support the subject
  3. the diversity and complexity of religion and belief in the world is not reflected in the RE curriculum (Forward by John Hall, CoRE Final Report, Sept 2018)
- The resulting National Plan for RE consists of three components:
  1. The subject should be renamed '**Religion and Worldviews**' studies
  2. All pupils have a **national entitlement** to high quality teaching, whatever school they attend
  3. There should be a greater investment by the government

## New Ofsted framework

Inspectors will consider how well teachers and students can explain why they are studying RE. The curriculum should reflect a systematic development of knowledge and skills that support the overall purpose for learning RE.

# Religion and Worldviews in a Broad and Balanced Curriculum: A Practical Tool

Gillian Georgiou, Olivia Seymour, Kathryn Wright

**Source:** RE on line: the place for excellence

<https://www.reonline.org.uk/news/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>

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## Summary:

'Schools in England and Wales are required to provide a 'broad and balanced curriculum' in order to ensure children and young people are prepared well to live life in modern Britain. A broad and balanced curriculum also ensures that they are given the opportunity to flourish and thrive as individuals.'

## Curriculum intent

- The sequence of learning matters - it enables pupils to move important conceptual knowledge from the working memory (which can only take in so much at any given time) to the long-term memory, from whence it can be retrieved for future learning.
- These concepts are embedded, not only by repeated teaching and learning activities that ensure understanding of each concept, but also through placing the concepts within a broader framework (natural links within and across units and other areas of the curriculum)
- Religious literacy is important (religious literacy is understood as the ability for children and young people to hold balanced and well-informed conversations about religion and worldviews)
- A broad and balanced curriculum allows pupils to revisit constantly and build upon prior learning
- Interrupting the flow of learning by, for example, jumping off-topic to study a religious festival at a particular time of year (e.g. Christmas or Easter) may have a detrimental impact on pupils' ability to embed knowledge and understanding. This may have an impact on the transfer of knowledge and understanding from the working memory to the long-term memory, which may in turn impact on how well pupils can retrieve prior learning in the future
- The curriculum should ensure that pupils understand **how** and **why** religious and non-religious people believe certain things and act in certain ways, not simply **that** they believe certain things or act in certain ways

## Further reading

Key principles of a balanced RE curriculum, a conversation about balance, balanced RE short film

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/religious-education-and-collective-worship>

Ofsted inspection framework 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)