

ESSENTIAL: A Rationale for Religious Education

Focus	Outline of content	Suggested activities	Suggested resources and reading
<p>A Rationale for Religious Education</p> <p>It is suggested that 2 hours is spent on this element of provision.</p>	<p>The Purpose of RE:</p> <p>This should consider a clear rationale for the subject based on the Commission on RE (CoRE, 2018) report, the importance of studying worldviews and pupils becoming religiously literate. It is important to place RE within the wider primary curriculum and the overall purposes of schooling.</p>	<p>Explore the purpose of RE using Resource E: Diamond Nine Activity - exploring different purposes for RE. Talk about the difference between purpose and outcomes. RE has a clear purpose rooted in enabling pupils to understand religion and worldviews. Being able to apply this through balanced and well-informed conversations is essential.</p> <p>The Commission on RE Report (2018) includes a short animation. https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/</p> <p>Use this to discuss the purpose of RE. Reflect on the Commission on RE's proposed National Entitlement Statement and how this encompasses a vision for the RE curriculum in schools.</p> <p>In this film Professor Grace Davie explains the importance of RE in terms of religious literacy: https://www.youtube.com/watch?v=Um_5EYBrqBM</p> <p>Pupils', teachers' and parents' views on RE are contained in this short film. Beginner teachers could be asked to analyse the rationale for RE put forward here. https://www.natre.org.uk/primary/exploring-re-films/</p> <p>Beginner teachers could compare their understanding of the importance of RE with the views expressed in this film: https://youtu.be/JD-G24cNiAw (created by the London Borough of Newham)</p>	<p><u>Resource:</u></p> <p>E: Diamond Nine (adapted from RE Today (2016) <i>Understanding Christianity</i>, Birmingham: CEP)</p> <p><u>Reading:</u></p> <p>Pett, S. (2015) <i>Religious Education: the Teacher's Guide</i>, Birmingham: RE Today Services</p> <p>Elton-Chalcraft, S. (ed) (2015) <i>Teaching Religious Education Creatively</i>, Abingdon: Routledge</p> <p>Teece, G. (2012) <i>The Primary Teacher's Guide to Religious Education</i>, Witney: Scholastic</p> <p>Erricker, C. Lowndes, J. and Bellchambers, E. (2011) <i>Primary Religious Education- a new approach</i>. Abingdon: Routledge</p> <p>Castelli, M., and Chater, M., eds., (2018) <i>We Need to Talk about</i></p>

		<p>Using this document may be a helpful way to set RE within the wider context of education and teacher standards specifically. Discussion should focus around the importance of understanding the nature of RE in schools and how the teacher standards can be exemplified.</p> <p>https://www.religiouseducationcouncil.org.uk/resources/documents/dfc-teacher-standards-2013-an-re-exemplification/</p>	<p><i>Religious Education</i>. London: Jessica Kingsley</p>
	<p>The background of the law: A brief history of RE including key legal changes in 1944 and 1988.</p> <p>Reference to the right to withdraw should be made.</p> <p>Reference should also be made to local agreed syllabuses, funding agreements and Standing Advisory Councils on Religious Education (SACREs).</p>	<p>It is important that beginner teachers are aware of the legal background surrounding RE and are given the opportunity to reflect on their own experience of being in RE classrooms as a pupil. This can help to overcome misconceptions of the subject which might impact on future understandings.</p> <p>This is a very useful page summarising the legal requirements of RE.</p> <p>https://www.natre.org.uk/about-re/legal-requirements/</p> <p>NATRE has published its own advice for schools for members 'Guidance- dealing with withdrawal from RE.' A sample of the advice is available at https://www.natre.org.uk/resources/sample-guidance-dealing-with-withdrawal-from-re/</p> <p>The document available from this website gives a very useful summary of RE in terms of the law and different types of school. https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7167#fullreport especially pp 4-6 and 19-20</p> <p>It is important that beginner teachers understand the local/national dynamics in relation to RE, in particular if they train</p>	<p><u>Reading:</u> For the ITT Provider the following text gives a detailed explanation of the history of RE:</p> <p>Copley, T. (2008) <i>Teaching Religion: Sixty years of religious education in England and Wales</i> (New Updated Edition), Exeter: University of Exeter Press.</p>

		<p>to teach in schools using one local Agreed Syllabus. This could be different from the one used where they get a teaching post.</p>	
	<p>The nature of worldviews: This should draw directly on the Commission for RE report (CoRE, 2018, in particular pp 26-31) This element should enable teachers to begin to understand their own world and their professional positioning.</p>	<p>Read the Commission on RE for a definition of worldviews (CoRE, 2018, pp 4-5, paragraphs 5-14). The Commission’s report defines a worldview as a person’s way of understanding, experiencing and responding to the world. This includes how a person understands the nature of reality and their own place in the world. A person’s worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments (pp 4-5). The Report uses the term ‘institutional worldview’ to describe organised worldviews shared among groups of people, including religious and non-religious worldviews. Religions are included in this term. Resource E: <i>Mission Impossible 2</i> is an article by Ruth Flanagan (University of Exeter) published in REToday, discussing teaching the purpose of RE and worldviews to primary beginner teachers. Use E: <i>Worldviews and RE</i> Powerpoint to discuss the concept of Worldviews with beginner teachers. It is important that they identify and own their own worldview(s) and understand that in their classrooms (and staffrooms) there will be multiple worldviews. Supporting beginner teachers in helping them navigate this is an essential element of ITT.</p>	<p><u>Reading:</u> The Commission on RE’s Final Report https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf <u>Resource:</u> E: Mission Impossible 2 <u>Resource:</u> E: Worldviews and RE Powerpoint Blog by Kathryn Wright on RE:ONLINE</p>

		<p>In terms of helping beginner teachers understand their own professional positioning it may be useful to draw attention to the Practice Code for RE Teachers available here: https://www.religiouseducationcouncil.org.uk/resources/documents/a-practice-code-for-teachers-of-re/</p> <p>This document could be used as a discussion point to help teachers understand appropriate professional conduct in relation to religion and worldviews.</p>	<p>https://www.reonline.org.uk/blog/why-religion-and-worldviews-is-the-way-forward-part-1-dr-kathryn-wright/</p>
<p>ITT providers may wish to use the course or activities from the Teach:RE Primary - An Introduction course, available online at https://www.teachre.co.uk/teach-re-course/teachre-primary/ as a supplement to their teaching on Primary RE. The following activities and tasks are particularly relevant to this Essential section: Activity One 'Why is RE on the timetable?' Tasks A and C Activity Two 'What does good teaching and learning look like in RE?' Task C</p>			