



# Commission on Religious Education

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## **NEWS RELEASE**

### **Religious Education must change to better reflect modern Britain**

*Commission on RE report proposes changes to subject to reflect more diverse beliefs  
under a new name: Religion and Worldviews*

Religious Education in England's schools needs to be strengthened to ensure all pupils receive adequate preparation for life in modern Britain, and must adapt to reflect social changes, according to the final report from the independent Commission on Religious Education, published today (September 9, 2018).

The Commission's report, 'Religion and Worldviews: a national plan for RE', recommends a new approach to RE in schools as well as changes to the laws and policies governing the subject. Its proposals describe a new and richer vision for RE that prepares young people for living in an increasingly diverse world, setting out eleven recommendations for a reformed subject called 'Religion and Worldviews'.

The core recommendation is a new National Entitlement for all pupils in all schools that specifies nine broad requirements for what they should be taught, including the concepts of 'religion' and 'worldviews', which the Commission describes as 'complex, diverse and plural'. It also recommends that pupils examine the roles religious and non-religious worldviews play in societies and the lives of individuals, including their influence on moral behaviour and social norms. However, the proposals allow schools to develop different approaches to best reflect their pupils' experiences and their school character and context.

Programmes of study for pupils would be able to draw from a range of approaches to life including the different traditions within Christianity, Buddhism, Hinduism, Islam, Judaism, and Sikhism, non-religious worldviews such as Humanism, secularism, atheism and agnosticism. Teachers and curriculum planners would also have some freedom to develop curriculum plans that take account of a broader range of worldviews where appropriate.

All schools, including free schools, academies, and schools of a religious character, would be required to ensure that every pupil has access to Religion and Worldviews learning through the curriculum, lessons, and wider experiences. Schools would also need to publish a detailed statement about how they meet the National Entitlement with inspectors and other approved bodies given the power to monitor to ensure minimum standards are met.

The report, the result of a two-year long consultation process involving teachers and pupils, as well as individuals and organisations involved in religious education and policy across England, reaffirms that all pupils should be taught the subject in every year up to and including year 11. It also recommends that post-16 students should have the opportunity to study the subject in Further Education.

In addition, the Commission proposes a comprehensive national plan for the subject, including a major programme of support for teachers in the form of funding for training in Religion and Worldviews for new and existing teachers. Changes to the current legislation governing Standing Advisory Councils on RE (SACREs), which support RE locally, are also set out. The Commission proposes the creation of Local Advisory Networks on Religion and Worldviews with an enhanced role, which would include supporting the implementation of the National Entitlement.

Chair of the Commission on RE, The Very Rev Dr John Hall, said:

“Life in Britain, indeed life in our world, is very different from life in the 1970s when Religious Education began to include other world religions and beliefs besides Christianity.

“Young people today are growing up in a wonderfully diverse society. Day by day they can encounter different cultures and worldviews, if not personally at least through the media. So it has never been more important for people to understand the main traditions of faith and belief and the wide variety of worldviews. In employment and in everyday life, young people need to achieve fluency in relating to people with different traditions and outlooks from their own.

“At present, the quality of Religious Education in too many schools is inadequate in enabling pupils to engage deeply with the worldviews they will encounter. Many structural changes in education in the past twenty years have unintentionally undermined the integrity of RE in the school curriculum. The Commission is proposing a fresh start for the subject with a vision for the teaching of Religion and Worldviews in every school.”

The Commission will now present its recommendations to the Department for Education, proposing that non-statutory programmes of study should be developed at a national level by a body of ten or fewer professionals, including teachers, and then ratified by the Department.

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**Notes to Editors:**

**The Commission on Religious Education (CoRE)**

[www.commissiononre.org.uk](http://www.commissiononre.org.uk)

The Commission on Religious Education was established in 2016 to review the legal, education, and policy frameworks for religious education (RE). This review is a wide-ranging, inclusive and evidence-based process designed to inform policy makers. The ultimate aim is to improve the quality and rigour of religious education and its capacity to prepare pupils for life in modern Britain.

The Commission was established by the Religious Education Council of England and Wales (REC), which provides the secretariat for the Commission. The Commission is however, independent of the REC and is entirely responsible for the content of its reports and recommendations.

The remit of the CoRE is to consider RE in all schools and colleges in England that educate pupils of any age up to 19, irrespective of whether they are mainstream, special or alternative provision, independent or maintained, and of a religious character or not.

The following areas are being considered by the Commission:

- The quality of teaching and learning in RE
- The legal and structural arrangements
- The public and professional profile of the subject
- Teacher recruitment, Initial Teacher Education and Continuous Professional Development
- The range of school settings in which RE should be required
- The age range for which RE should be required
- The right to withdraw (parents or carers, pupils and teachers)
- Whether or not there should be a common entitlement in RE, and if so what the entitlement should be

#### **Members of the Commission on Religious Education:**

Commissioners come from a variety of backgrounds and fields of expertise, including teaching, the law, and academia:

- The Very Rev Dr John Hall, Dean of Westminster. Former Chief Education Officer for the Church of England, Chair of the Commission.
- Samira Ahmed, journalist and broadcaster of a range of culture and religious programme and documentaries across television and radio.
- Alan Brine, Ofsted National Advisor for RE from 2007 to 2014.
- Professor Denise Cush, former Head of Study of Religions at Bath Spa University.
- Esther Deans MBE, Humanities KS4 Lead at Malmesbury School. Chair, Stand Against Racism & Inequality, and Chair, Bristol Standing Advisory Council on RE (SACRE).
- Professor Sir Malcolm Evans KCMG OBE, Professor of Public International Law, University of Bristol. Member of the Organization for Security and Co-operation in Europe (OSCE) Advisory Council on Freedom of Religion & Belief from 2003 to 2014
- Dame Helen Hyde, Head of Watford Grammar School for Girls between 1987 and 2016, Commissioner on the National Holocaust Commission and chair of its education work.
- Emma Knights, Chief Executive Officer, National Governors' Association.
- Juliet Lyal, former teacher at Cunningham Hill Infant School, St Albans.
- Dr Joyce Miller, Associate Fellow in the Religions and Education Research Unit at the University of Warwick (WRERU), formerly Head of Diversity and Cohesion at Education Bradford and Senior Lecturer in religious studies at the University of Wolverhampton
- Professor Eleanor Nesbitt, Emeritus Professor in Religions and Education at the University of Warwick.
- Dr Vanessa Ogden, CEO of the Mulberry Schools Trust, Tower Hamlets.
- Dr Farid Panjwani, Director, Centre for Research and Evaluation in Muslim Education, UCL Institute of Education.
- Dr Anthony Towey, Director of the Aquinas Centre for Theological Literacy at St Mary's University, Twickenham.