

# **A NATIONAL STRATEGY FOR RELIGIOUS EDUCATION**

**PROPOSALS  
by the Religious Education Council of  
England and Wales**

**March 2007**

**To be presented to the Parliamentary  
Under-Secretary of State with responsibility  
for Religious Education, Lord Adonis**

## **1. GENERAL CONTEXT**

### **A. The importance of education, religion and beliefs and religious education**

Education has been and remains one of the highest priorities of governments all over the world as they attempt to deal with fundamental issues of economic well-being, globalization, climate change and social stability. The UK has seen nearly twenty years of unprecedented change and investment in education. The introduction of the National Curriculum and its assessment arrangements in 1989 has been accompanied by changes in the structures, financial arrangements and governance of schools. Important developments linking education with child welfare and social wellbeing have taken place. Of increasing concern is the role that education plays regarding diversity and citizenship, and attaining social and community cohesion. Britain needs a well-educated population for economic and social reasons.

Twenty years ago it was commonly thought that religion was of diminishing importance in Western European society, including education. However recent events and developments both at home and abroad has shown that religion remains a potent force in human affairs, and its significance for domestic and foreign policy has increased dramatically in recent times. Religions and beliefs<sup>1</sup> in their widest sense are of intrinsic importance in social issues, human rights and ways of life. This is seen very clearly in education: schools have pupils from all major world faiths and from non-religious backgrounds; issues surrounding faith schools have gained a high profile; the aims, values, purposes and ethos of schools are seen to be key to their success. Issues of how young people can be educated to live harmoniously with people of different religious and non-religious beliefs in a modern, democratic society are of paramount importance, as recognised by the recent Ajegbo Review report.

Depending on how it is interpreted, nearly every country in the world has regulations concerning religious education. Where it is understood as religious instruction or nurture some countries confine it to specific types of schools or lessons. Where it is understood as education about religions and belief, most European countries provide it in one form or another, and as such it is also allowed even in the United States. Many countries have reviewed and increased provision in recent years recognizing the important role that religion and belief plays in both society and in education<sup>2</sup>. In England and Wales the level of collaboration between the state and the diverse faith communities (the ‘dual system’) in making agreed provision for RE throughout public education is a unique strength.

## **2. RELIGIOUS EDUCATION BACKGROUND**

### **A. Religious Education in England**

From the outset of state funded education in 1870, RE was part of the curriculum of all schools, but it only came to be specified in law in 1944. This legal reinforcement, not given to any other subject, arose from recognition that all pupils needed to be able to challenge any future threats from ‘distorted religion’ such as Nazism and to build their capacity for making moral judgements. It comprised both teaching referred to as instruction and whole school ethos which was represented by collective worship.

Because religion was known to be contentious, it was required that, for county schools, syllabuses should be introduced which were locally agreed by the various interested parties. In practice that meant that RE was biblically based since that was a common denominator across the Christian denominations and to some extent extending (through its appreciation of the Hebrew Bible/Old Testament) to the Jewish community, then the strongest religious

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<sup>1</sup> We use ‘religions and beliefs’ here to encompass not only what are traditionally called religions but also non-religious world views or life stances.

<sup>2</sup> For example, the teaching of knowledge of religions is being increased in French schools following the Debray Report 2002.

minority. 'Voluntary aided' church schools and Jewish schools, the forerunners of today's 'faith schools', had their separate denominational syllabuses. Throughout this entire maintained system, though rarely exercised, a conscience clause guaranteed the parental right of withdrawal in favour of an alternative religious provision.

Demographic and religious changes since 1944 meant that by the 1970s and 80s many local authority syllabuses and schools became attentive to other religions and to non-religious world views as well as Christianity. This was partially reflected in the 1988 Education Reform Act which made clear that RE would be incomplete without understanding of the principal religions of the UK. However, the introduction of the National Curriculum (and its assessment arrangements) in 1989 transformed the school curriculum as a whole and had the unintended consequence of marginalizing religious education. Although the establishment of a Standing Advisory Council on RE (SACRE) now became statutory in every local authority, RE was the one statutory subject that lacked national programmes of study and assessment requirements.

National initiatives in the 1990s, such as the publication of the Model Syllabuses and Circular 1/94, GEST funding for teacher training, the GCSE (Short Course) RE, QCA guidance and Ofsted inspection of RE, were largely non-statutory responses to this situation. However, a health check of curriculum subjects carried out by the Department in 2004 revealed continued curriculum incoherence in religious education (compounded by the number of agreed syllabuses having risen to 150), continued low standards relative to National Curriculum subjects (particularly at Key Stage 3), and continued non-compliance with legal requirements (particularly at Key Stage 4 and beyond). There were no consistent criteria which could be used to check the quality of RE across all publicly funded schools.

### **B. The importance of the Non Statutory National Framework for Religious Education**

In 2004 the Department and the QCA published the Non-Statutory National Framework for Religious Education (called hereafter 'the Framework'). This was the result of an unprecedented consensus among all major faith communities, the British Humanist Association and professional associations, and was intended to bring curriculum coherence and commonality to religious education syllabuses and raise the quality of teaching and learning. The Framework has become the basic plank of government policy regarding religious education across the whole maintained system. A programme of dissemination and implementation was put in place with local authorities and faith communities' conferences. The Framework's programmes of study at Key Stage 3 and beyond are being used by the QCA as part of the review of the school curriculum, bringing the development of religious education in line with curriculum review and development generally for the first time. In February 2006 faith communities with their own schools signed up to the use of the Framework in aided school programmes of religious education<sup>3</sup>. The Framework has thus become the potential basis of getting, for the first time, a common and inclusive approach to religious education in all schools in England alongside the National Curriculum.

### **C. The Religious Education Partnership**

Following a meeting with the Minister of State in September 2005, the Department established the Religious Education Partnership with the Religious Education Council of England and Wales<sup>4</sup> (REC) in 2006. This was to enable the religious education community, represented by the REC, to build further on previous developments by drawing up a national

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<sup>3</sup> For example, the Church of England has published material for its aided schools based on the Framework and the Roman Catholic Church has produced guidance on the use of the eight levels of attainment for its schools and colleges.

<sup>4</sup> The Council itself comprises within its membership the full range of churches, other principal faith communities, Baha'is, Jains and Zoroastrians, as well as the British Humanist Association. Similarly, its member organisations also include all the specialist professional associations – teachers and lecturers, advisers consultants and inspectors, and SACREs – with an interest in RE.

strategy for religious education (first suggested by the Secretary of State in 2004) by March 2007, that would enable the Framework to make a real difference to the quality of teaching and learning in schools and local communities. The REC is convinced that new approaches and investment are warranted as a national priority. Enabling young people to develop and use their critical intelligence regarding beliefs and values (both their own and others') is fundamental to good education and to community well-being. To do so is the more challenging because of greater plurality, both cultural and religious. This is too important to be left to organised faith communities on their own premises. Likewise, it is too important to be left to schools and colleges to respond without engagement with living faith communities and world views, and possibly quite perfunctorily.

### **3. THE NEED FOR A NATIONAL STRATEGY**

Despite the improvements brought about by the national initiatives mentioned above, persistent weaknesses remain. These include:

#### **A. The variable quality of RE in schools**

OFSTED reports in successive years expose the poor quality of teaching and learning in religious education in many schools, both primary and secondary. The following findings illustrate the weaknesses caused by patchy and ineffective provision of religious education.

1. Although pupils' achievement in RE has improved significantly achievement in RE within many primary schools is too uneven because the subject is rarely the focus for whole school development.
2. Despite improvements in secondary education, achievement at Key Stage 3 is still not good enough, with many pupils making insufficient progress. Too much learning lacks challenge and significant weaknesses remain in the quality of much planning, assessment for learning, and differentiation.
3. Whilst there is a sustained boom in the number of pupils following accredited courses and achieving results in RE at both GCSE and GCE A level that has resulted in an improvement in the number of schools which meet statutory requirements for the provision of RE at Key Stage 4, the impact of the improved examination provision on the quality of learning at Key Stage 4 has been impeded by other factors, most notably the lack of continuity with RE at Key Stage 3 and the tendency of much teaching to focus too narrowly on 'passing the examination'.
4. There are still significant gaps in the achievement of different groups of pupils. Most notably, boys tend not to do well and a key question is how to translate their relatively positive attitude towards the subject into higher achievement.
5. Resources have improved, especially for primary RE, but their use is very inconsistent. Their quality is inhibited by the lack of a statutory national agreement about curriculum and standards.
6. Too many secondary RE departments are still ill-prepared for self-evaluation. Self-evaluation in RE is often proving more effective in primary schools.
7. Few secondary schools approach the process of implementing the locally agreed syllabus in a rigorous and systematic way. Primary schools tend to structure this process more effectively.
8. There is insufficient provision of accredited, and in particular vocationally-oriented, courses to meet the full ability range of 14-19 students.
9. Provision for students in further education to take accredited courses in RE is inadequate.

#### **B. Non-compliance with legal requirements**

Whilst most schools meet legal requirements regarding religious education at key stages 1-3, residual non-compliance persists in about 35% of schools at key stage 4. Only about 20% of

schools with sixth forms comply with legal requirements for students 16-19, with little evidence of improvement. Most non-compliance concerns too little time being made available to teach the locally agreed syllabus. Apart from music and citizenship, fewer RE lessons are taught than in any other subject, despite it being a statutory subject for all pupils in a school.

|           |                |           |                              |
|-----------|----------------|-----------|------------------------------|
| Music     | 140,000        | MML       | 480,000                      |
| <b>RE</b> | <b>190,000</b> | Maths     | 630,000                      |
| Art       | 210,000        | English   | 650,000                      |
| Geography | 240,000        | ICT + CDT | 690,000 ( 210,000 + 480,000) |
| History   | 250,000        | Science   | 790,000                      |
| PE        | 420,000        |           |                              |

(Table D6, *School Workforce in England*, December 2006)

### C. The 16-19 blind spot

OFSTED evidence is of a level of 80% non-compliance. In recent years this has been offset to some extent by the increasing popularity of A and AS Level Religious Studies – but only for a minority of students. In Further Education colleges the position has been even worse, with no legal obligation on them to make any provision for attention to moral and spiritual development nor more specifically to RE. Students need continued attention to these aspects of their education especially as they become more mature. The think tank Policy Exchange reported in February 2007 that 86% of British Muslims regarded their religion as the most important thing in their life. The 16-19 experience of most minority faith community students post 16 is in FE colleges. Another working group of the REC has been looking at this matter and is pointing to ways forward.

### D. Lack of specialist teachers

According to the latest DfES statistics, the percentage of those teaching RE to secondary years 7 – 13, without any post A level qualification in the subject, is higher than all established National Curriculum Subjects:

|                  |            |              |     |
|------------------|------------|--------------|-----|
| <b>RE</b>        | <b>57%</b> | PE           | 22% |
| ICT & CDT        | 44%        | English      | 20% |
| Modern Languages | 26%        | Art & Design | 20% |
| Geography        | 25%        | Music        | 13% |
| History          | 23%        | Sciences     | 10% |

(Table D5, *School Workforce in England*, December 2006).

This mismatch has been entrenched over many years and requires direct attention. Many of the teachers with other specialisms who fill the gaps in the specialist RE teacher ranks are not committed to the subject, and do not attend planning or other meetings.

The same school workforce statistics also reveal that the figures for Advanced Specialist Teachers are lower for RE than for any other subject:

|           |           |         |     |
|-----------|-----------|---------|-----|
| <b>RE</b> | <b>60</b> | ICT     | 200 |
| Geography | 100       | MML     | 300 |
| PE        | 130       | Science | 340 |
| History   | 130       | Maths   | 340 |
| Music     | 180       | English | 340 |
| Art       | 190       |         |     |

(Table D7, *School Workforce in England*, December 2006)]

### E. Insufficient effective training and professional development

Because RE has more non-specialists teaching it than any other established subject in the curriculum, the matter of training and professional development is of prime importance.

1. A key issue for primary schools is the development of teachers' subject knowledge and their understanding of how pupils learn in RE. In many schools RE never features on the school development plan, thus limiting the opportunities teachers have to benefit from CPD even when offered by providers
2. The impact of national strategies on RE has been very mixed. In primary schools it has been largely positive. In secondary schools impact has been uneven with weaknesses in curriculum planning frequently undermining the fresh thinking about teaching and learning.
3. In-service training in RE is enthusiastically received but its impact is rarely evaluated or sustained. Training is not always targeted closely enough to the needs of teachers, most notably in relation to curriculum planning at Key Stage 3.
4. The recent changes in funding for RE places in initial teacher training have had a positive impact on applications for PGCE secondary places but recruitment remains insufficient to meet the demand for specialists in school. RE remains very disadvantaged by the practice of using non-specialist teachers.
5. The provision of training in RE on primary initial teacher education courses is very limited and subsequent professional development opportunities are not sufficient to compensate for this.
6. Very few university providers have full time tutors in primary RE, and the opportunities given to ITE students to equip themselves and reflect on the beliefs and values they bring to this curriculum area are few.

As part of its partnership with the DfES, the REC established a Commission on RE Teacher Education and Training in 2006 to investigate the nature of provision in RE. The accompanying ***Report of the RE Teaching Commission*** takes stock of the position on the ground, and makes detailed recommendations about how teacher training in RE can be improved.

#### **F. The Variable effectiveness of local SACREs**

QCA reviews of Annual SACRE Reports over successive years reflect enormous variations in Local Authority support of religious education, and in the effectiveness of SACREs themselves. The same point was made in the 2005 report on the inspections of SACREs by Ofsted.

**It is to address these persistent weaknesses, neglect and missed opportunities that the RE Council puts forward this strategy. It is designed to pull together the RE potential within existing initiatives across government agencies and to promote new and effectively managed provision that will work to the spiritual and material advantage of all children and young people, and to society as a whole. It requires significant intervention.**

### **4. A NATIONAL STRATEGY FOR RELIGIOUS EDUCATION**

The following areas of development should be pursued in a strategic way by the RE Partnership to improve the quality of RE in English schools:

#### **A. Policy development**

1. The Department has pursued a more active course in RE over recent years. This needs to be continued to help RE maintain its position in relation to the National Curriculum (both comprising the basic curriculum).
2. An inter-department liaison group should be established to ensure the DfES, Department of Communities and Local Government, Department of Culture Media and Sport and the Home Office work closer together in developing policy and initiatives related to religion and beliefs and education, in particular in relation to the role and activities of RE and of local SACREs..

3. RE should be aligned more closely with other related developments in education, particularly citizenship, personal social health education with its significance for moral education, diversity and community cohesion, and the personalisation of learning, to ensure a synergetic approach to the contribution of education to social and community issues. The Ajegbo Review points to the increasing challenge of fragmentation and diversity with implications for religion and beliefs and education. The Gilbert 2020 Vision Report has highlighted the importance of personalising learning and the need for schools to respond to the ethnically and socially diverse nature of society. Given the characteristically synoptic scope of RE, specifically the Department should consider both reports in relation to RE. A citizenship/diversity/RE liaison group should be established within the DfES and its related agencies.
4. The inclusive approach to religions and beliefs (reflected in the Framework) should continue to be the basis for government policy on RE in all schools, including faith schools, independent schools and academies, on the further development of the RE Partnership, and on the development of the work of local SACREs.
5. The dissemination and further implementation of the Framework should be vigorously pursued through the current structures of the subjects in order to make it as effective as possible in all schools; and specifically the DfES should (a) review funding agreements with academies to ensure provision of inclusive RE according to the Framework, and (b) enable RE to be able to be the lead subject in humanities specialist colleges.
6. The Department should also establish a national RE review body to consider whether the current statutory arrangements and structure for RE in England are fit for purpose. The review should consider (a) the merits of different options for the statutory basis of the RE curriculum in all maintained schools in relation to the National Curriculum, and (b) whether the statutory arrangements for RE post-16 are sufficiently comprehensive to meet the needs of the whole range of young people in education and of a diverse society. As and when it is then appropriate the QCA should look at the effectiveness and impact of the current Framework and prepare for a review of it alongside any further developments of the National Curriculum.
7. The Department should review Circular 1/94, including the implications of the above but specifically to include a) a review of the status of humanists in relation to RE, (b) a review of the role of SACREs to enable them to work with all schools and colleges, including FE colleges, in their area, (c) a review of the right of withdrawal in relation to the duties on schools to promote community cohesion, and combat racism and discrimination, (d) a review of the complaints process regarding RE, and (e) a review of its guidance on collective worship in schools. It should then issue new guidance on how schools and others can comply with their legal requirements for RE.
8. The partnership developed between the Department and the RE community through the RE Council should be continued and extended, specifically (a) to fund the RE Partnership arrangements from 2007, (b) to manage and implement a national strategy for RE 2008-11, complementary to the review of the secondary curriculum, the development of subject associations, the education outside the classroom and other curriculum initiatives, (c) to mount a public information and relations campaign to raise awareness of the agreed aims and nature of RE according to the Framework (d) to welcome the establishment of a National Centre for RE by the RE community as is currently planned for 2009-10.
9. The Department should ensure that the NSCL develops its provision to ensure head teachers and senior managers are aware not only of their responsibilities and roles concerning RE but of the consequences for young people and society when such responsibilities are not met.

## **B. Curriculum and assessment development**

Pupil under-achievement, due often to insufficiently motivating and challenging teaching, low expectations, weaknesses in planning and assessment, and curriculum incoherence, needs to be tackled. Ways and means also need to be found to reintroduce attention to spiritual and moral development, including opportunities for students to reflect critically on their own beliefs and values, and to RE as a reference point for this in all schools, sixth form colleges and FE colleges. The effectiveness of the Framework is being impeded as a mechanism for ensuring better quality in the process of teaching and learning in RE by too many variations in its use by different agreed syllabuses, in planning and assessment, and by insufficient guidance and training.

1. QCA should provide guidance for local authorities on the effective use of the Framework in reviewing an agreed syllabus;
2. QCA should provide more explicit guidance, exemplification and case study material to support the effective implementation and use of the Framework, in primary and secondary schools' planning and assessment of teaching and learning, including exemplar units of work and assessment tasks (this to be done alongside work with the current primary strategy and national roll out of the secondary curriculum).
3. QCA should produce guidance on how the Framework may be most effectively used to support RE syllabuses in faith school settings.

## **C. Qualifications development**

The nature, relevance and quality of qualifications in RE and related areas needs to be examined, extended and improved, particularly to ensure they are inclusive, relevant, accessible through life long learning. Achievement at Entry level, GCSE, AS, A Level, AEA provision, needs to rise in many secondary schools. The popularity of AS, A and AEA Level RS as reflected in the increasing take-up rate in recent years needs to be recognised by the provision of this as a course option in all 16-19 education institutions, including FE colleges. Religion and belief play a very significant role in many workplaces and occupations, including health, tourist, catering, social work and law enforcement. In addition, many thousands of people are employed, directly or indirectly, in a paid or voluntary capacity, full or part time in aspects of religious and/or charitable activities and communities. The contribution of RE to enhancing achievement in these areas needs to be much more fully developed, so other means of accrediting a beliefs and values dimension of vocational education in these same institutions should be developed.

1. QCA should bring Entry Level, GCSE, AS, A and AEA qualifications in religious studies into alignment with the Framework.
2. QCA should review the merits or otherwise of linking qualifications in RE with other related areas, eg citizenship as recommended by the Ajegbo report.
3. QCA should develop vocational routes for the provision and study of religion and beliefs, and qualifications to accredit such study.

## **D. SACREs Development**

The capacities for local Standing Advisory Council on RE to support and monitor RE locally should be strengthened. Provision should be made to assist with the recruitment and training of those who serve on SACREs, especially those from faith communities and humanism. The



feasibility of extending their brief to include the maintained system in its entirety - including all faith schools, foundation schools, specialist academies, trust schools and FE colleges - should be pursued as a matter of urgency.

1. More detailed guidance on the role and effectiveness of SACREs should be developed by government departments involved with religion, education and the community jointly, and issued to local authorities, specifically on linking the work of SACREs with the work of local authorities, school improvement, inter-faith and community cohesion initiatives in local areas.
2. The Department should work with its partners to increase the effectiveness of SACREs locally, particularly in relation to community cohesion, diversity and citizenship, and specifically (a) to ensure minority faith community and humanist representation is fully recognised and effective, (b) to promote better training, support and advice for members, (c) to ensure liaison and effective working relationships with local inter-faith, citizenship and other local authority community cohesion groups, and (d) to arrange access to existing and new data on standards in RE.
3. A campaign should be implemented to raise awareness of the role and work of SACREs, and specifically to recruit a fuller and more inclusive representation on them, including humanists, following the model trialled by the REC over the last six months.
4. A national training course for new members of SACREs should be established for regional delivery, again along the lines of the REC pilot, plus refresher courses for established members.
5. Guidance should be issued by QCA and Ofsted specifically on how SACREs can monitor their work, and on how they can best monitor the standards of RE in their schools. This should take account of pilot work done by the National Association of SACREs with support from the REC.

## **E. Professional development**

### **1. Improving Teacher supply**

Steps have been taken in recent years by Department and TDA to maintain target figures for secondary RE, during a period when those for other subjects are falling. These should be continued and extended so as to address the overall lack of qualified specialist strength in the subject, and to consolidate teacher supply. Attention should be given to ensuring that those recruited to become primary teachers have the opportunity to train as primary RE co-ordinators or subject leaders.

### **2. Improving Teacher training (ITT/ITE)**

All providers of primary teacher education and training – HEIs, SCITTs and ERBs – need to include appropriate grounding in RE for all students within their courses. Provision needs to be made for subject conversion courses to supplement Subject Knowledge Booster Courses for students recruited to train as secondary RE specialists, but who lack academic depth in the subject from their undergraduate studies.

- TDA should establish a review group to look at the provision and quality of RE training for new primary and secondary teachers and make recommendations for improvement.

### **3. Improving Teacher training (CPD)**

Provision should be made to ensure that every teacher who is engaged in RE is appropriately supported so that they are both competent and confident in working with pupils on this subject area. Over a five year period this should be achieved for every primary class teacher. Without direct support in working with the different equations of belief, it is unrealistic to expect every class teacher to be wise in this respect. Similarly, provision should be made to support secondary teachers wishing to teach RE but with no relevant formal qualification. For those employed in a limited amount of teaching of RE basic skills training should be available. For those wishing to become specialists, RE training courses should be provided. Comparable provision should also be extended to Teaching Assistants, both primary and secondary, as appropriate. As for other priority concerns delivery of provision should be regionally coordinated for maximum outreach.

- (a) The RE Partnership should work to increase the role and effectiveness of ASTs, lead practitioners and specialist humanities colleges in RE.
- (b) The TDA, working with the REC and other stakeholders, should (a) establish a set of standards for different levels of CPD in RE with related guidance, (b) develop proposals for a coherent programme of CPD opportunities for teachers of RE at different levels of expertise, and (c) pilot projects on supporting non-specialist teachers and co-ordinators of RE, based on the Framework.
- (c) A programme of CPD (both on-line and face to face) should be put into place from 2008-11, to be funded jointly by the RE Partnership, SACREs and other stakeholders, including schools. Any programme would need to have agreed arrangements for national administration and a combination of regional and local delivery. The opportunity should be taken to ensure that HEI provider strengths for RE are mutually reinforcing for both CPD and ITT.
- (d) Courses to equip teachers to become middle and senior managers should be strengthened in the attention they give to RE. This should not be confined to familiarity with legal requirements, but extend to the substance of RE, and the consequences of non-provision. Provision should become the norm both from within the NCSL and in more local provision.

## **F. Research and Development**

The strong research tradition which is now an established part of the DfES annual operation should be extended to include more direct attention to RE. This should be pursued on aspects, which are currently most underdeveloped or in greatest contention, including:

1. **16-19** - the current nature and extent of provision for extending and deepening religious and moral understanding on the part of students in the FE context as compared with the rest of 16-19 provision, and including case studies;
2. **Student Councils.** - the potential contributions both of Schools Councils and Young People's SACREs to inter-cultural understanding and community cohesion.

## **5. TIMESCALE**

The year 2007-8 is envisaged as a transitional foundation year in which proposals for this strategy are refined, negotiated and agreed, followed by an implementation period of three years (coinciding with the 2008-11 Capital Spending Round), extensible to five years depending on demonstrated effectiveness.

In the transitional foundation year, the areas for further negotiation include:

- A. An agreed adoption of a national strategy

- B. Establishment of a national RE Review group
- C. Timelines and project plans for its various strands
- D. Management of the strategy and its elements
- E. Detailed costings of the elements of the strategy
- F. Resourcing the strategy from the various stakeholders, including schools.

To enable this negotiation to go forward the RE Council has worked extensively in the first year of the RE Partnership to produce detailed plans on aspects of this strategy, including specific proposals for further negotiation on:

- G. the continuation and development of the RE Partnership
- H. the further development of local SACRES
- I. the improvement of ITT in RE
- J. a structure and programme for CPD
- K. research projects
- L. developing 16-19 provision in its entirety.

The Report of the REC's Commission on *RE Teaching and Training* is an integral companion to this document. It provides the basis for improvements in ITT and a structured programme of CPD. Other papers are available on *Maintaining the RE Partnership, Harnessing Regional Resources for Quality of Provision, Strengthening Local SACRES* (including reports on the pilot projects on recruitment and training funded jointly by the DCLG and DfES), *RE 16-19* and *Research projects*.

## 6. COSTS

Many of the aspects of this strategy can be funded within the normal and ongoing activities of the organisations concerned. Some will require specific funding. Sources of funding include:

- A. schools whose delegated budgets include provision for training
- B. local authorities through their support for SACRES and agreed syllabuses
- C. the RE Partnership itself, ie the subject community, including faith communities who already put considerable resources into supporting religious education
- D. central government through strategic initiatives that reflect national priorities such as Home Office and the Department central funding for strategic initiatives.

The total costs of all the proposals in this strategy would come to approximately £60,000.000 over three to five years, if they are accepted and implemented in full. A rigorous and detailed analysis of how current funds are used and can be deployed, as well as what new money is required, needs to be made.

## 7. CONCLUSION

These proposals are judged realistic and necessary by faith communities and professional associations alike. They recognise that the total funding available for education is not unlimited. They realise that significant parts of the education budget are now delegated directly to schools and local authorities. However, they are no less aware of the urgency of this strategy and the need to seek new funding, as necessary and appropriate, in ways that have been found for previous initiatives relating to other subjects.

**APPENDIX A**

**OUTLINE COSTS AND RESOURCES FOR THE NATIONAL STRATEGY FOR RELIGIOUS EDUCATION**

| <b>Strategic component</b>    | <b>Element</b>   | <b>Estimated cost</b> | <b>Sources of funding</b> | <b>Notes</b>                         | <b>Timing</b> | <b>Rounded Totals</b> |
|-------------------------------|--|-----------------------|---------------------------|--------------------------------------|---------------|-----------------------|
| <b>Policy Development</b>     | Inter-departmental group   | Minimal               | DfES                      | Within existing activity and budgets | 2007-8        |                       |
|                               | Citizenship/RE liaison group   | Minimal               | DfES                      | Within existing activity and budgets | 2007-8        |                       |
|                               | Inclusive approach   | Nil                   | DfES                      | Within existing activity and budgets | 2007-8        |                       |
|                               | Dissemination of Framework   | Nil                   | DfES                      | Within existing activity and budgets | 2007-8        |                       |
|                               | National RE Review body  | Minimal               | DfES                      | Within existing activity and budgets | 2007-8        |                       |
|                               | Review of Circular 1/94  | Minimal               | DfES                      | Within existing activity and budgets | 2007-8        |                       |
|                               | Continuation of RE Partnership, refinement of National Strategy and publicity campaign | £140,000              | DfES                      | Extension of current arrangements    | 2007-8        |                       |
|                               | NCSL encouragement   | Nil                   | DfES                      | Within existing activity and budgets | 2007-8        |                       |
|                               | <b>Total</b>   |                       | <b>DfES</b>               |                                      | <b>2007-8</b> | <b>£140,000</b>       |
| <b>Curriculum Development</b> | QCA guidance for LAs on use of Framework   | £5,000                | QCA                       | In hand?                             | 2007-8        |                       |
|                               | QCA guidance on effective implementation of Framework                                  | £20,000               | DfES commission to QCA    |                                      | 2007-8        |                       |

|                                   |   |             |                             |  |                |                    |
|-----------------------------------|---|-------------|-----------------------------|--|----------------|--------------------|
|                                   | QCA guidance on use of Framework in faith schools         | £10,000     | DfES commission to QCA      |  | 2007-8         |                    |
|                                   | <b>Total</b>  |             | <b>DfES/QCA</b>             |  | <b>2007-8</b>  | <b>£35,000</b>     |
| <b>Qualifications Development</b> | Aligning existing RS qualifications to Framework          | £5,000      | QCA                         | Some in hand already                           | 2007-8         |                    |
|                                   | Review linking RE qualifications with other related areas | £5,000      | QCA                         |  | 2007-8         |                    |
|                                   | QCA to develop vocational routes and qualifications in RE | £20,000     | DfES commission to QCA      | Some initial work has already been done by QCA | 2007-9         |                    |
|                                   | <b>Total</b>  |             | <b>DfES/QCA</b>             |  | <b>2007-9</b>  | <b>£30,000</b>     |
| <b>SACREs Development</b>         | More detailed guidance                                    | Minimal     | DfES                        | Following 1/94 review                          | 2007-9         |                    |
|                                   | Working with SACREs & profile raising                     | £2,100,000  | DfES/                       | Local quality sampling as 2006-7 pilot         | 2007-11        |                    |
|                                   | Recruitment and training by region                        | £213,000    | DfES/DCLG                   | Building on 2006-7 pilot                       | 2007-11        |                    |
|                                   | Guidance on how SACREs can monitor standards in RE        | £7,500      | DfES/QCA/Ofsted/NASACRE     |  | 2008-9         |                    |
|                                   | <b>Total</b>  |             | <b>Various</b>              |  | <b>2007-11</b> | <b>£2,321,000</b>  |
| <b>Professional Development</b>   | Improving teacher supply                                  | Minimal     |                             |  |                |                    |
|                                   | Improving ITT   | £320,000    | DfES/TDA                    |  | 2008-11        |                    |
|                                   | Programme of CPD  | £56,225,000 | DfES/TDA/Schools/REC bodies |  | 2008-11        |                    |
|                                   | Other research and courses                                | £711,000    | DfES/TDA                    |  | 2008-11        |                    |
|                                   | Regional Councils   | £486,000    | DfES and Providers          |  | 2007-11        |                    |
|                                   | <b>Total</b>  |             | <b>Various</b>              |  |                | <b>£57,742,000</b> |
| <b>Research Development</b>       | Two topics  | £90,000     | DfES re-research fund       |  | 2008-11        |                    |
|                                   | <b>Total</b>  |             |                             |  |                | <b>£90,000</b>     |
| <b>TOTAL</b>                      |   |             |                             |  | <b>2007-11</b> | <b>£60,358,000</b> |

**YEARLY COSTS AND RESOURCES FOR THE NATIONAL STRATEGY FOR RELIGIOUS  
EDUCATION**

| <b>Strategic component</b> | <b>2007-8</b>     | <b>2008-9</b>      | <b>2009-10</b>     | <b>2010-2011</b>   | <b>Total</b>       |
|----------------------------|-------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Policy</b>              | £140,000          |                    |                    |                    | <b>£140,000</b>    |
| <b>Curriculum</b>          | £35,000           |                    |                    |                    | <b>£35,000</b>     |
| <b>Qualifications</b>      |                   | £30,000            |                    |                    | <b>£30,000</b>     |
| <b>SACREs</b>              | £835,520          | £653,120           | £502,120           | £353,120           | <b>£2,321,000</b>  |
| <b>Professional</b>        | £121,500          | £16,790,500        | £20,230,000        | £20,600,000        | <b>£57,742,000</b> |
| <b>Research</b>            |                   | £45,000            | £45,000            |                    | <b>£90,000</b>     |
| <b>Total</b>               | <b>£1,010,520</b> | <b>£16,635,000</b> | <b>£20,647,120</b> | <b>£20,751,120</b> | <b>£60,358,000</b> |