

Religious education: realising the potential

Recommendations

The Department for Education (DfE) should:

- review the current statutory arrangements for RE in relation to the principle of local determination to ensure these keep pace with wider changes in education policy, and revise or strengthen these arrangements as appropriate
- ensure that the Key Stage 4 examination specifications for RE promote better learning by focusing more strongly on deepening and extending pupils' knowledge and understanding of religion and belief
- ensure that the provision for religious education is monitored more closely, particularly in secondary schools.

The DfE should work in partnership with the professional associations for RE to:

- clarify the aims and purposes of RE and explore how these might be translated into high-quality planning, teaching and assessment
- improve and coordinate the provision for training in RE, both nationally and locally.

Local authorities, in partnership with SACREs and agreed syllabus conferences, should:

- ensure that sufficient resources are available for SACREs and agreed syllabus conferences to carry out their statutory functions with regard to RE and provide schools with high-quality guidance and support
- review their expectations about arrangements for RE, particularly at Key Stage 4, to ensure that schools have sufficient flexibility to match their provision more effectively to pupils' needs
- work in partnership with local schools and academies to build supportive networks to share best practice.

All schools should:

- ensure that learning in RE has a stronger focus on deepening pupils' understanding of the nature, diversity and impact of religion and belief in the contemporary world
- improve lesson planning so that teaching has a clear and straightforward focus on what pupils need to learn and engages their interest.

Primary schools should:

- raise the status of RE in the curriculum and strengthen the quality of subject leadership by improving the arrangements for developing teachers' subject expertise, sharing good practice, and monitoring the quality of the curriculum and teaching
- improve the quality of teaching and the curriculum to increase opportunities for pupils to work independently, make links with other subjects and tackle more challenging tasks.

Secondary schools should:

- ensure that the teaching of RE at GCSE level secures good opportunities for pupils to discuss and reflect on their learning, and extend and deepen their knowledge and understanding of religion and belief

- ensure that the overall curriculum provision for RE is challenging and has greater coherence and continuity
- improve their monitoring of RE, to ensure that any changes in provision are carefully evaluated in terms of their impact on pupils' progress and attainment.