

The times they are a-changin'

*****DISCLAIMER*****



*Come writers and critics who prophesise with your pen,
And keep your eyes wide the chance won't come again
And don't speak too soon for the wheel's still in spin...
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(Bob Dylan)

Is there 'space for faith' in a National Curriculum for RE?

- *Should RE be a National Curriculum subject?*
- *Is RE trying to 'serve too many masters'?*
- *Farmington Fellowship – Constructing a Framework for KS3 RE using Ninian Smart's Seven Dimensions of RE.*

Welcome to the Catholic education system. Put your brain in the bin and memorise this.



- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- *To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;*
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- *To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;*
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.
- (CES)

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- National picture of RE emerging:

2013 Religious Education: realising the potential. London: Ofsted

Does RE Work? Lundie, D (2010) An analysis of the aims, practices and models of effectiveness of religious education in the UK. *British Journal of Religious Education* 32 (2): 163-170.

'RE: The Truth Unmasked' APPG (2013)

Inadequate

GOLD AWARD

Portrait of Catholics BRIN Survey, Woodhead

RECD, 2012 Catholic Bishops' Conference of England and Wales Department of Catholic Education and Formation (2012) *Religious Education Curriculum Directory*. London.

Why?

- **'A raft of recent policies have had the effect of downgrading RE in status on the school curriculum, and the subject is now under threat as never before, just at the moment when it is needed most.'** (APPG, 2013)

The problem with RE: 8 Key Challenges

Ofsted (2013) Religious Education: realising the potential. London: Ofsted

- Low standards
- Weakness in teaching
- Curriculum problems
- **A confused sense of purpose**
- Limitations in leadership and management
- Weaknesses in exam provision at KS4
- Gaps in training
- **Impact of recent educational policy changes on RE in schools.**

Same issues in faith schools?

Why? Is trying to 'serve too many masters' damaging RE?

“RE is seen as a cuckoo subject that tries to be all things to all people; jumping on every bandwagon because it has no direction of its own.”

Faith schools? Clear purpose?

Francis, D, (2013) *Time to ditch 'Religious Education and Religious Studies'* Journal of NATRE 36:1 13-15

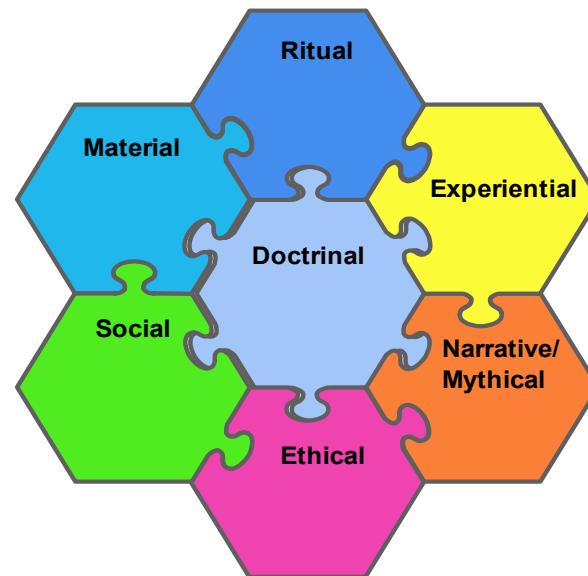
How does 'serving too many masters' cause a **confused sense of purpose?**

- Policy makers and professionals are unclear about the purposes of RE and have '**burdened it with many competing imperatives**' such as:

- citizenship
- moral development
- multi-cultural sensitivity and awareness
- social cohesion
- dealing with truth claims
- SRE
- **spiritual life and religious observance (liturgy/
chaplaincy provision)**

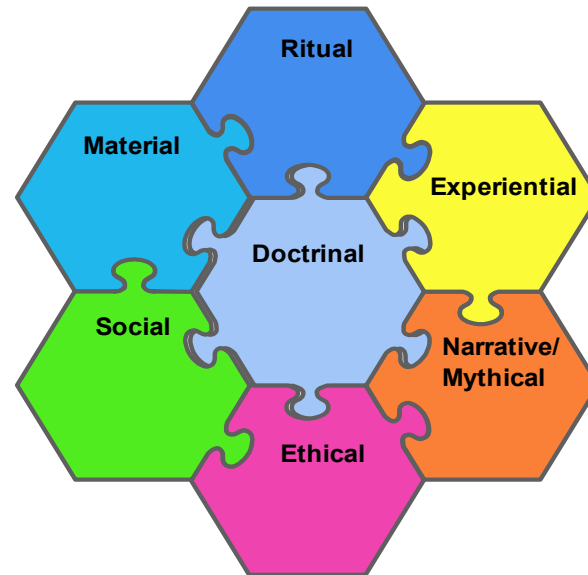
(Conroy, J, Lundie, D, Baumfield, V (2012) Failures of meaning in religious education. *British Journal of Beliefs and Values: Studies in Religion and Education*, 33.3, 311-312)

Religious Education



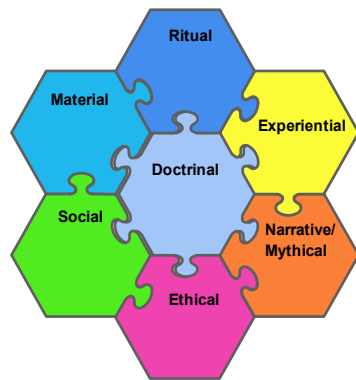
**Confusion: why put 'important' stuff in an underfunded, understaffed, 'low status' subject?
Isn't the study of religion important?**

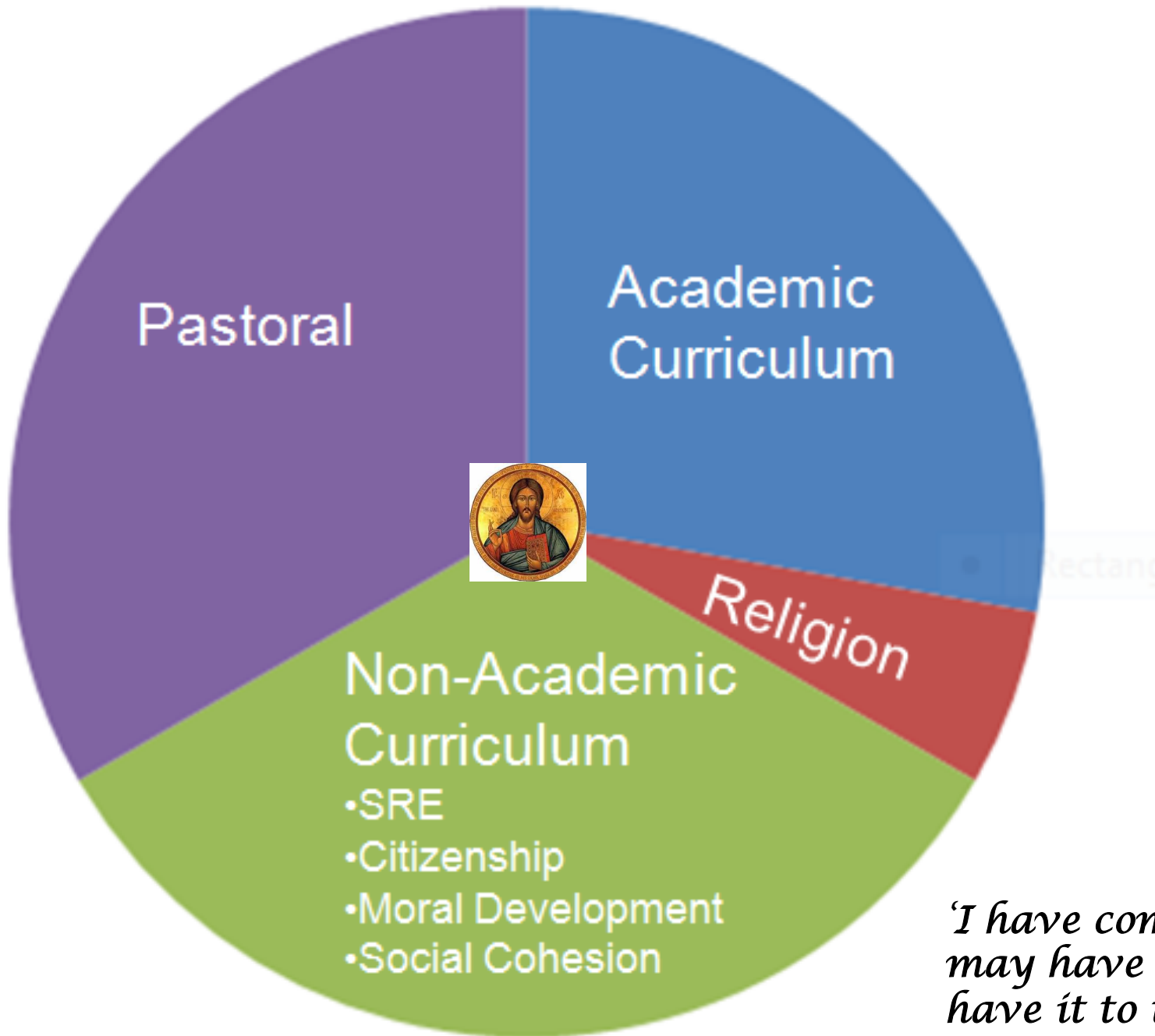
Religious Education



Education

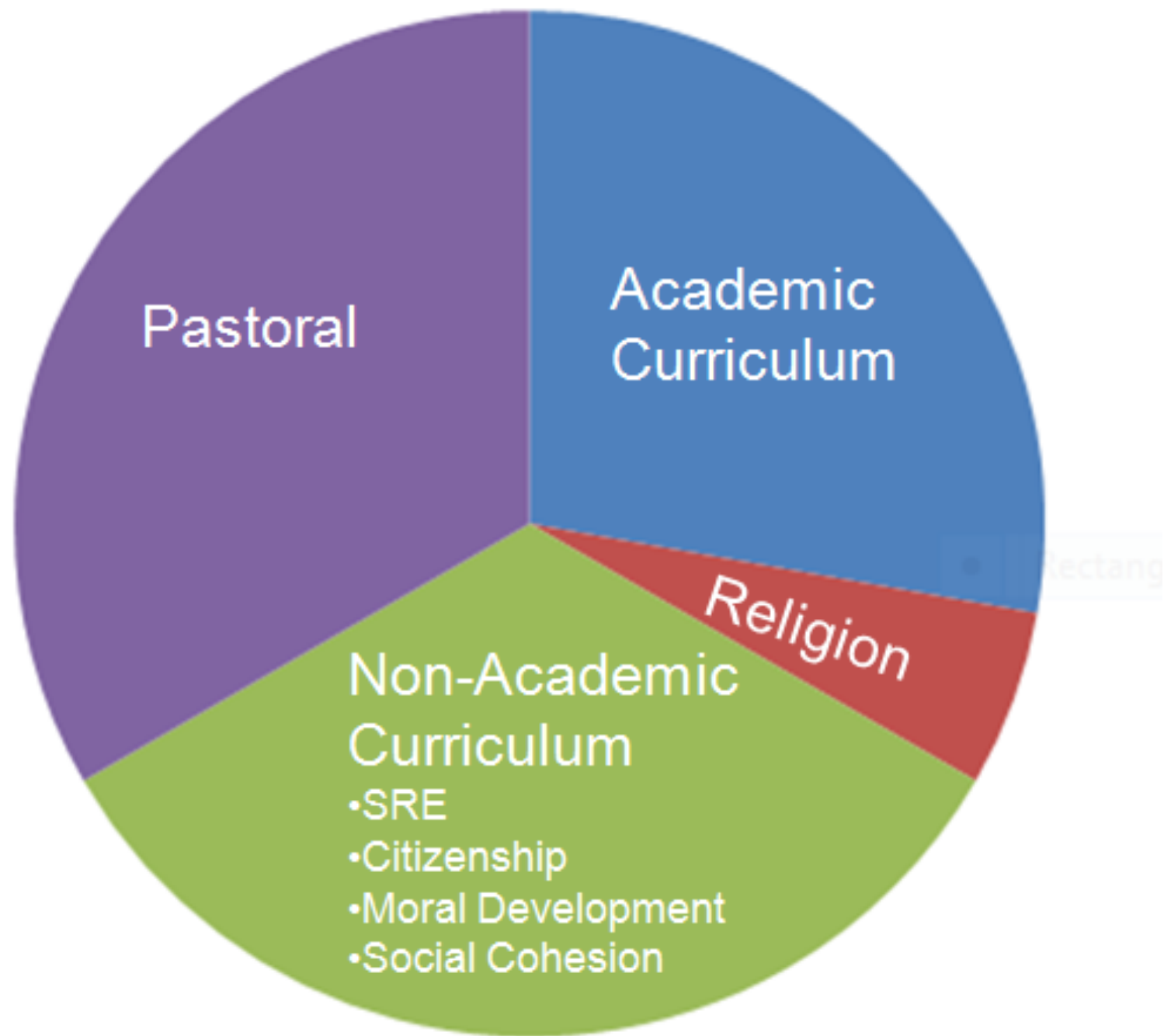
Religion



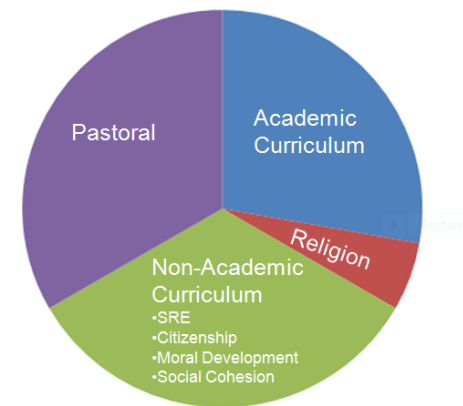
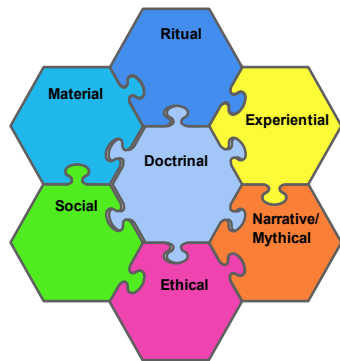


'I have come that they may have life and have it to the full.'

John 10.10



Religious Education



Would being a National Curriculum subject improve the situation?



- Protected status – basic curriculum with local control (1944 and 1988 Education Acts).
- **Risk of a curriculum that is not representative of the vision or purpose of RE held by all.**
- Risk of future elimination from a crowded curriculum.

Would being a National Curriculum subject improve the situation?



- Protected status –*but inconsistent quality and effectiveness (wide range of pupil experiences).*
- No agreed ‘purpose’.
- Lack of subject specialists, recruitment crisis, lack of CPD, reliance on social media (APPG, 2013)
- Inadequate funding (less than NC subjects)
- Funding and shared expertise, high quality CPD, less autonomy etc could make a difference.

Faith schools – to preach or to teach?

- Only **5%** of Catholics, and only **2%** of the under-30s, now conform **'to the model of 'faithful Catholics according to the Church's Magisterium'**. (BRIN survey, Portrait of Catholics, Woodhead, 2013)
- The revised RE Curriculum Directory acknowledges **'the changing religious and cultural profile of pupils and teachers in Catholic schools'** (RECD, 2012) as a current trend which affects the teaching of RE.

Faith schools – to preach or to teach?

The RECD 'will encourage educators to return to Holy Scripture, the Catechism, and the principal documents of the Second Vatican Council and...to **revise lesson plans and schemes of work in a way that will more fully and engagingly reflect the riches of Catholic doctrine.**' (RECD, 2012)

- **93-97% of pupils in Catholic schools do not go to church.**
- **Perceived purpose of RE according to different stakeholders (e.g. Diocese, governors, SLT, teachers, parents)**
- **Catechesis? Evangelisation? Academic subject?**

			5%
			RECD
	5%		
	Core		

Core units (e.g. What is religion? Is religion a force for good? Leadership and Discipleship, Judaism, Islam)

Additional units (RECD Curriculum content)

Term	Year 7: Investigating Religion	Year 8: Challenging Religion	Year 9: Questioning Religion
1a 1b	<p>What is Religion? (1) 7 Dimensions Our Catholic Community: <i>What does it mean to belong to the Catholic Community? Introduction to the Church hierarchy, Sacraments, the saints, liturgical year.</i></p> <p>Seeing faith - religious expression Investigation of the different ways in which believers express their faith (e.g. art, architecture, music).</p> <p>Advent/Christmas</p>	<p>Revealing God to a godless world God's formation of a people, the birth of justice, the role of the Prophets, the call to conversion, women in the Old Testament.</p> <p>What is Judaism? Jewish beliefs and practices, diversity and contemporary issues.</p>	<p>Exploring Religion How do we study religion? Introduction to philosophy, theology and the sociology of religion: key thinkers, theories and critiques.</p> <p>Why is there evil and suffering? Analysing the nature of evil, the problem of evil and genocide and theodicies.</p>
2a 2b	<p>What is the Bible? History and structure, types of writing, 'the banned book', Tyndale, is the Bible 'true'? Is it relevant today?</p> <p>Who am I? Creation, self and conscience - why are we here? Free will and stewardship.</p> <p>Lent, Holy Week and Easter</p>	<p>Agents of Change Jesus the radical, the first disciples and their legacy, religious leaders and inspirational people.</p> <p>Challenging Christianity Challengers, defenders and reformers (early church, crusades, Martin Luther, martyrs). Modern day challenges.</p>	<p>Is religion a force for good? Faith, healing and prayer. Catholic social teaching: Caritas Religious conflict: war, pluralism and extremism.</p> <p>What is Islam? Muslim beliefs, teachings, festivals, people and traditions.</p>
3a 3b	<p>Discovering God The nature of God, understanding the Trinity, Pentecost, Confirmation and finding God: the mystery of the Kingdom.</p> <p>Investigating Faith: What is Religion? (2) Introduction to world faiths - our multi faith society. Catholic teachings on other religions. Finding faith: making links.</p> <p>Faith Conference.</p>	<p>Challenging humanity - Can we change the world? Eucharist, human rights and freedom. Fighting injustice: liberation theology Prejudice, discrimination and finding forgiveness?</p> <p>Being human The nature of love Marriage and family relationships -roles and responsibilities. Choices and making moral decisions.</p>	<p>Does religion still matter? Secularisation and apathy. Interpreting religious teachings for contemporary society - is religion still relevant? (Beatitudes/ Ten Commandments). Making moral decisions.</p> <p>What is religion? <u>KS3 review</u> - what have you learnt? Smart's 7 dimensions of religion and answering big questions.</p>

Is there 'space for faith' in a National Curriculum for RE?

- Yes!
- Protected status of RE in faith schools regardless of the legal requirement...but a **duty** to contribute to the conversation to improve RE **for all**.
- ***Pupils at the centre; their entitlement to be adequately prepared for life in a religiously plural modern Britain (and global community), regardless of personal or parental faith or perception of religion.***

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