

Shaping the Future (1)

Living with Difference: community, diversity & the common good
Butler-Sloss (Dec 2105)

Recommendation 4

“All pupils in state-funded schools should have a statutory entitlement to a curriculum about religion, philosophy and ethics that is relevant to today’s society and the broad framework of such a curriculum should be nationally agreed. The legal requirement for schools to hold acts of collective worship should be repealed, and replaced by a requirement to hold inclusive times for reflection”

Discuss this in your group, noting your comments and how far you do or do not agree with the recommendations

<i>Recommendation</i>	<i>Comments</i>	<i>Conclusion: Strongly Agree (1) to strongly disagree (5)</i>
<i>All pupils in state-funded schools should have a statutory entitlement</i>		
<i>to a curriculum about religion, philosophy and ethics</i>		
<i>that is relevant to today’s society,</i>		
<i>and the broad framework of such a curriculum should be nationally agreed</i>		
<i>The legal requirement for schools to hold acts of collective worship should be repealed</i>		
<i>and replaced by a requirement to hold inclusive times for reflection”</i>		

Shaping the Future (2)

RE for Real: The future of Teaching and Learning about Religion and Belief
Dinham-Shaw (Nov 2015)

Recommendations 1 and 2

“A statutory National Framework for Religion and Belief Learning should be developed, and be applicable to all schools, balancing shared national approaches with school level determination.”

“Since SCAREs currently play a leading part in religion and belief learning, there is an urgent need for review of their role, and the role of others, such as professional bodies, local authorities, schools themselves, and other experts, in the forming of learning. This should inform and result in the appointment of a national panel to develop the framework”

Discuss this in your group, noting your comments and how far you do or do not agree with the recommendations.

Recommendation	Comments	Conclusion: Strongly Agree (1) to strongly disagree (5)
<i>A statutory National Framework for Religion and Belief Learning should be developed</i>		
<i>and be applicable to all schools,</i>		
<i>balancing shared national approaches with school level determination</i>		
<i>Since SCAREs currently play a leading part in religion and belief learning, there is an urgent need for review of their role,</i>		
<i>and the role of others, such as professional bodies, local authorities, schools themselves, and other experts, in the forming of learning</i>		
<i>This should inform and result in the appointment of a national panel to develop the framework”</i>		

Shaping the Future (3)

**A new Settlement: Religion and Belief in Schools
Clarke-Woodhead (June 2015)**

Recommendation 4

“The nationally agreed syllabus would be determined by the Secretary of State in agreement with a newly created ‘National Standing Advisory Council on Religious Education (NASACRE)’ comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally agreed syllabus should be reviewed every 5/7 years.

Recommendation 11

“The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction”

Discuss this in your group, noting your comments and how far you do or do not agree with the recommendations.

<i>Recommendation</i>	<i>Comments</i>	<i>Conclusion: Strongly Agree (1) to strongly disagree (5)</i>
<i>The nationally agreed syllabus</i>		
<i>would be determined by the Secretary of State</i>		
<i>in agreement with a newly created ‘National Standing Advisory Council on Religious Education (NASACRE)’ comprising experts on religion and education</i>		
<i>and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems.</i>		
<i>This nationally agreed syllabus should be reviewed every 5/7 years.</i>		
<i>The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum,</i>		
<i>helping local implementation of the national RE syllabus,</i>		
<i>promoting community cohesion</i>		
<i>educating for diversity</i>		
<i>and advising on local availability of religious instruction”</i>		

