



Title: **National updates**

This report relates to the national updates for the Devon SACRE meeting (November 2023)

To: **Devon SACRE** On: 15/11/23

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## 1. Key points and Summary

### 1.1 Introducing the RE Hubs project

<https://www.re-hubs.uk/>

The 2021 [Ofsted RE Research Review](#) stated the need for: good subject leadership in RE; access to high-quality sources of training on policy, subject content, pedagogy and RE research; better access to information platforms to share evidence-based practices; increased levels of confidence for primary teachers etc.

The RE Hubs project has set out to meet these needs through the provision of a networking website, co-ordinated by experienced leaders of RE, serving each region across England. Hub leads have been mapping their areas for RE and Religion and Worldviews contacts. This includes SACRE, LA, Dioceses, Advisors, Research schools, ITT & ITE provision; University providers; training school hubs; local networks for primary & secondary RE teachers (NATRE, Diocesan, LA groups); RE leads across MATs; Places of Interest for RE (Museums, education centres, places of worship) & school speakers; RE centres and interfaith organisations for RE/RVE/R&W). This provides the team the ability to facilitate greater collaboration and communication.

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### 2.1 National Content Standard for RE (NCS)

<https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2023/09/National-Content-Standard-for-Religious-Education-1st-Edition-September-2023.pdf>

The National Content Standard for RE is needed to provide clarification, bring consistency and to raise standards.

For too many years, the level and quality of provision for RE around England has been reported as inconsistent at best. This means thousands of pupils in our schools are denied their entitlement, established in law, to high-quality religious education. Instead, they receive either no RE, especially in key stage 4, or a single lesson combining the content of a range of subject areas, usually doing a disservice to all of them and often taught by teachers who are ill-equipped to do so.

One major barrier to improving this situation is the lack of an agreement about what is meant by 'a high-quality religious education'. Unlike a subject included in the National Curriculum, RE has no national programme of study document to act as a benchmark. Consequently, it can be difficult to set targets for improvement in provision such as when Ofsted describe an RE curriculum as lacking breadth, depth and/or ambition.

- 2.2 The RE Council's National Content Standard provides a non-statutory benchmark for syllabus providers and other bodies to evaluate their work. It is not a curriculum, and it does not determine precisely what content schools should teach. Rather it is a standard by which different RE curricula, content, pedagogy, and provision can be benchmarked.

**Jeremy Roberts**  
**Chair of SACRE**