

NATRE response to the Curriculum and Assessment Review

Key take aways...

- NATRE highlighted the importance and 'critical role' that RE plays within the curriculum
 - Acknowledged negative impact of recent government policies including exclusion from Ebacc and lack of support for Local Authorities impacts ability of SACREs to effectively support RE
 - Also highlighted, was the absence of accountability measures for academies and outdated GCSE and A'Level content resulting in inconsistency in how RE is delivered
 - Positives: GCSE and A'Level entries remain stable, REC Religion and Worldviews Project producing the Handbook for Syllabus Writers, Spirited Arts
 - Support for removing the right of withdrawal as it is often misused. Welsh model cited as a model for consideration
 - Key Recommendations: updating GCSE and A'Level to reflect religious and non-religious perspectives; implementation of national standard (NCS) for consistency and accountability; improving professional development, increased access to SKE and bursaries
- NATRE's response articulates the complexities of RE in its place in the curriculum and highlights the need for further, meaningful engagement with teachers of RE in the next steps in the Curriculum and Assessment Review.
 - Pupil feedback was included in NATRE's recommendations to CAR – not many, if any, other subject associations did this. The views of the students highlighted the recommendations made by NATRE and why they were needed NATRE called for 'further, meaningful engagement with teachers of RE' in the next steps in the CAR
 - Feedback on NATRE response – mixed! Reflective of the diversity with the RE world. A number of teachers and others related to the RE teaching community want NATRE to advocate for RE to become part of the National Curriculum. Some are hesitant and want to approach that with caution.
 - <https://www.natre.org.uk/news/latest-news/natre-advocates-for-a-national-plan-to-secure-the-future-of-high-quality-religious-education/>