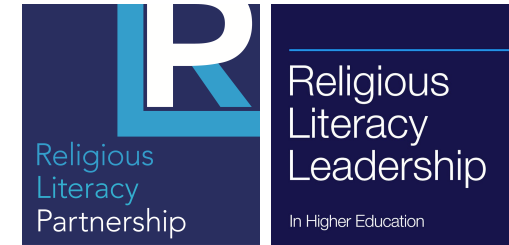


NASACRE 2016

Professor Adam Dinham
The Future of Teaching and Learning
about Religion and Belief



Religion and Belief



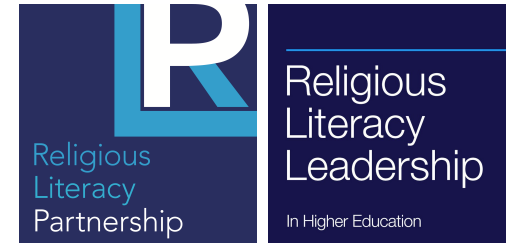
- Traditional – ‘world religions’
- Non-religious beliefs
- Informal, non-hierarchical
- Non-religion

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A Wider Conversation



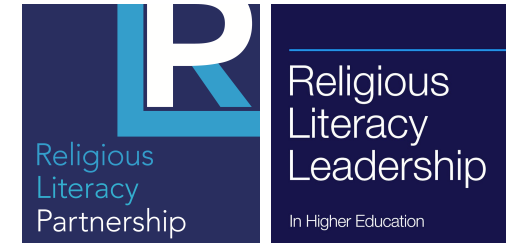
- Policy
- Teaching and learning
- Young people's thinking
- The next generation in wider society

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20th century settlement for a 21st century reality



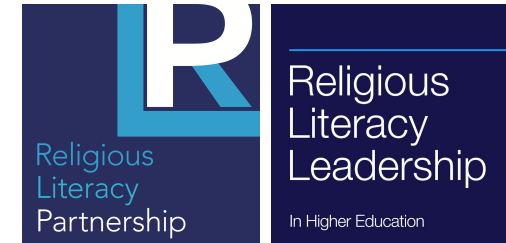
- 1944 Education Act vs 1988 National Curriculum
- 'Teaching religion' vs 'Teaching about religion'
- Christian Syllabus Conferences to SACREs
- Agreed Syllabuses to
 - ***"...reflect the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain"***
- 1994 Non-statutory syllabuses including 6 'main' religions
- 2004 Non-statutory national framework included the study of 'secular philosophies such as humanism'
- RE's exclusion from the English Baccalaureate Certificate (EBacc) and removal of GCSE short-course results as a measure of school performance
- Not included in the govt review 2013

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RE - Marginalised and Colonised?



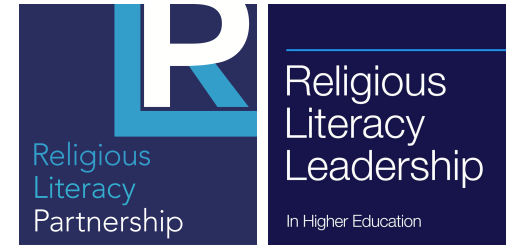
- Purpose? Content? Place?
- Distributed?
- Disguised?
- 45 minutes and £1
- Proxies – citizenship, cohesion

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Impacts in Wider Society



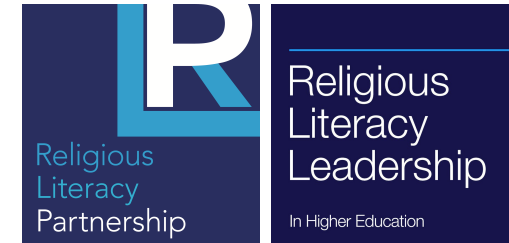
- Anxiety, indifference, hostility?
- New atheists – the loudest voice?
- Religious Literacy and Fuzzy Secularity

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SACREs and the Future



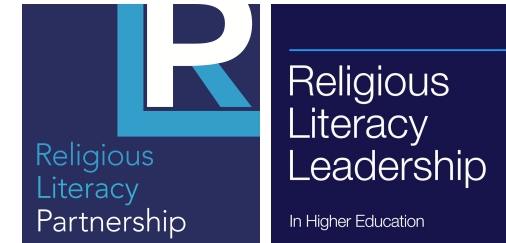
- Who are stakeholders?
- If they include faith communities and faith leaders, which ones?
- How are representatives chosen and fielded?
- For whom can they claim to speak?
- Who are 'others with expertise and experience'?

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Clarifying the Muddle



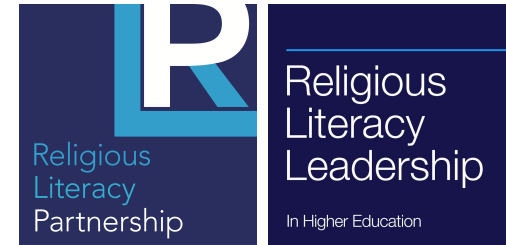
- Collective Act of Worship
- Right to Withdraw
- Faith Schools Admissions Policies
- Clarify religion in the wider life of schools

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Educational, Formational, Confessional – a recipe for subconscious secularity?



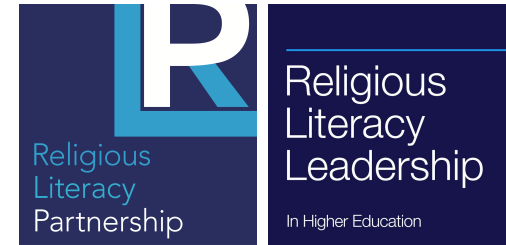
- If schools are confessional, you may well want to exercise your right to withdraw.
- If formational, what's the influence of religion, or perhaps more worryingly, 'other' religions, on my child's character and outlooks?
- If educational, what's the point of RE? What's it for?

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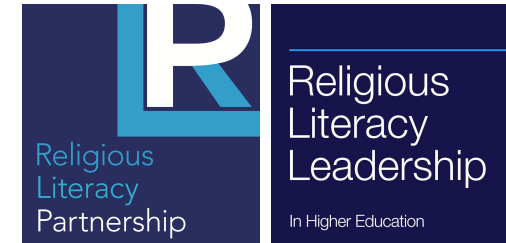
- Purposes, Content, Structure
- Educational force in its own right
- Instrumentally 'useful'
- Stretchy definition of religion and belief
- 'Lived' – identity vs tradition
- Compulsory plus optional GCSE – what goes where?

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Religious Literacy



- Attitude
 - Disposition
 - Knowledge
 - Skills
-
- Everybody, regardless of religion, belief or none

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