

Draft Supporting Framework for Religious Education

Initial Feedback from the Wales Association of SACREs Executive Committee (*prioritising what is missing from the document rather than a detailed edit of the text included within it*)

- Firstly there is no definition of what Religious Education is in the document. It is vital to include this so that LA's, schools and teachers fully understand what the subject is in order to ensure that they provide religious education that is appropriate and beneficial to all learners.
- Two of the most important concepts in religious education, 'religion' and 'worldviews', are not defined either. Whilst it is likely that many teachers will have an understanding of the term 'religion' it is important to unpack the concept of religion in order to spell out its meaning for this specific purpose, especially as there will undoubtedly be non-specialists involved in teaching RE and also those who have never taught RE before, particularly in early years, and whom are not teachers, but will be expected to provide RE from 2022.
- The term 'worldviews' is included throughout the document, however, there is no adequate definition or explanation as to what is actually meant by this term, or what impact it has on teaching and learning in RE. The definition in the glossary on page 17 is not sufficient on its own and it is vital that 'worldviews' is unpacked in addition to this, so that teachers and other practitioners understand it in the way it is intended in this curriculum, especially as it is a relatively new term and even specialist RE teachers may not be familiar with it.
- There is a section on *spirituality within the Humanities* which is welcomed, and a list of opportunities for spiritual development in the annex of the document. However, as spirituality supports a holistic approach to learning in the Curriculum for Wales 2022 and as such is a whole school responsibility, it may also be beneficial to include a definition and explanation in the overarching guidance for the Curriculum for Wales 2022.
- On page 12 of the Supporting Framework there is a small section on key links, dependencies and interdependencies. Whilst this is a helpful reminder to schools, what would be more beneficial is for some detail about the 'rich opportunities for religious education across all areas of learning and experience' to be included.
- The WASACRE Executive Committee looks forward to seeing the section that has not yet been written on 'The law' and hopes that it includes references to the statutory requirements for religious education as well as the duty of LA's and SACREs and not just references to the agreed syllabus (some sentences need to be tweaked to reflect current legislation more clearly).
- The WASACRE Executive Committee also looks forward to reading the section referred to at the top of page 5 regarding a supporting annex for the progression

steps in relation to religious education. It feels that it is imperative to include more detailed guidance than is currently offered in the Supporting Framework, including some exemplar material to support teachers, in order to ensure that RE is provided in the right way and given equality in terms of opportunity and time across the Humanities Area of Learning and Experience to the other humanities disciplines.