

WHAT IS RE FOR?

This questionnaire assumes a place for RE in the curriculum. It doesn't consider the content of the subject, but explores what you think should be the goals or intentions for RE. In other words it asks, *What do you –as an individual SACRE member- think should be the AIMS & PURPOSES of Religious Education teaching in schools?*

The study was developed by a university researcher, in collaboration with NASACRE (National Association of SACREs). It tries to discover what SACRE members think RE is for.

You are asked to complete each question as accurately as you can. This is likely to take about 10 minutes. Your answers will be kept in strict confidence and no individual responses will be identifiable in any report on the results. A summary of the final results will be circulated to all SACREs through NASACRE.

PERSONAL DETAILS: *(Please circle or underline as appropriate)*

Thank you for agreeing to participate in this survey.
Please complete the following personal details:

Which SACRE do you presently serve on?

If you presently serve on more than one SACRE, please list the others:

Altogether, how long have you served on this and any other SACREs

Less than 1yr Between 1 and 5yrs 6 or more years

Which of the 4 SACRE voting groups do you represent?

- Group A: Christian denominations & other religions/denominations;
- Group B: Church of England ;
- Group C: Teachers representatives;
- Group D: The Local Authority;
- Observer only;
- Adviser/consultant;
- None of the above.

Further comments/clarification if needed:



BISHOP
GROSSETESTE
UNIVERSITY



Are you a qualified teacher?

No, but I have taught in schools Yes, but I'm not teaching at present Yes, and I am presently teaching
No, and I have never taught in a school Other (*please explain*)

If yes on the above, are you a primary or secondary teacher?

Primary Secondary Both primary and secondary

Further comment if needed:

How would you rate each of the following intentions for RE?

- **Achievement** (RE for academic excellence & curriculum entitlement; at secondary level, to help pupils gain good GCSE & A level results...)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Competency** (RE for religious literacy; philosophical/conceptual understanding of religion/religions; understanding for confident engagement in the modern world..)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Faith Development** (To help pupils understand their own faith; nurturing of a personal/community faith perspective...)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Revolutionary-Subversive** (RE which is critically challenging; to challenge pupil and community assumptions; making pupils think about life...)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Social-political** (RE for social cohesion; contribution to Citizenship education; nurturing of social tolerance and understanding..)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Understanding** (RE for understanding of other people and cultures; historical-cultural-social understanding of the impact of religion; understanding of our social and cultural heritage..)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Wisdom** (RE for self development; personal search for meaning; 'space' for reflection/asking questions/ understanding self...)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

In RE teaching, which of the following are most important?

(identify the 3 which you consider most important)

RE teaching should enable pupils ...:

1. ...to be aware of a range of religious perspectives on ethical issues.
2. ...to experience the study of religion as an academic subject in its own right.
3. ...to understand the impact of religion on history and culture.
4. ...to develop skills and aptitudes for living harmoniously in a multi-faith society.
5. ...to appreciate religious responses to significant philosophical and existential questions.
6. ...to explore personal perspectives on issues raised by religions.
7. ...to understand how religion shapes the practical details of everyday life for believers.
8. ..to understand a range of religious teachings on the deeper truths underlying our cosmos.
9. ...to consider the relevance of religious practices and teachings for their own lives.
10. ...to weigh up the truth claims of religions for themselves.
- 11... Other *(please explain)*

What is your response to each of the following quotations? (Circle or underline as appropriate)

“Good RE is unsettling: it makes a pupil think and challenges their assumptions”.

STRONGLY AGREE / AGREE / NOT SURE / DISAGREE / STRONGLY DISAGREE:

“You can’t understand our contemporary world without understanding basic facts about religion”.

STRONGLY AGREE / AGREE / NOT SURE / DISAGREE / STRONGLY DISAGREE:

“RE should offer space in a busy curriculum for reflection on life and critical self-reflection”.

STRONGLY AGREE / AGREE / NOT SURE / DISAGREE / STRONGLY DISAGREE:

“In the end, what counts is good academic standards: this has to be an RE teacher’s priority”.

STRONGLY AGREE / AGREE / NOT SURE / DISAGREE / STRONGLY DISAGREE:

“In contemporary multi-cultural Britain, RE has never been more necessary for promoting good community relations”.

STRONGLY AGREE / AGREE / NOT SURE / DISAGREE / STRONGLY DISAGREE:

“RE teaching should help pupils to understand what they believe and why”.

STRONGLY AGREE / AGREE / NOT SURE / DISAGREE / STRONGLY DISAGREE:

Rank order the following from the most important (1st) to the least important (7th). This may take some careful thinking on your part, because the question forces you to prioritise. Don't think too much about trying to get it 'right' though. Just go with your general thoughts/feelings about the relative importance of each one. You can keep changing them around until you feel you're ready to move on.

The diagram consists of seven ovals arranged in a roughly circular pattern, each containing a value. Between the ovals are seven empty square boxes for ranking. The values are:

- Religious Literacy:** understanding & skills for confident engagement in a multi-religious/faith world
- Excellence:** ensuring that pupils achieve excellent grades and qualifications
- Nurture:** supporting the faith development of pupils
- Challenge:** challenging and critiquing everyday practices and assumptions
- Heritage:** understanding how religion shapes/ has shaped our culture & history
- Social Cohesion:** nurturing social understanding and appreciation of difference
- Personal Development:** space for reflection on questions of purpose and meaning

That is all of the main survey questions. Just a few more personal questions please: *(please circle or underline)*

Have you ever taught RE? (religious education) in schools YES NO

If Yes, how long? Less than 1yr Between 1 and 5yrs 6yrs or more

Do you hold a high-level qualification in the study of religion? (only list your highest qualification, and only list qualifications in religion/ religious studies please)

No formal RE qualifications A level BA/BEEd in religion or a related subject PGCE with RE specialism
 MA/MEd in RE /religion MPhil/PhD Other *(please specify)*

Which age group are you? 20 years or under 21-30 years 31-50 years Over 50

Which of the following best describes you? Atheist; Bahai; Buddhist; Christian,
 Hindu; Jewish; Muslim; Sikh; Secular Humanist;
 Other: *(please specify)*

Do you have any further comments about the purpose of RE, or about this survey?

That's all. Thank you very much for participating in the survey.

Please return completed copy to:
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