

**Standing Advisory Council For Religious Education  
(SACRE)**

Inaugural Public Annual Lecture

**John Keast**

Principal Manager RE, Citizenship, PHSE  
Qualifications and Curriculum Authority

**“RE Today and Tomorrow”**

Transcript of the lecture

Held on

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At

New Malden Baptist Church  
1a Westbury Avenue  
New Malden.  
6.30-7.30pm

## RE TODAY AND TOMORROW

Gillian Wood, Chair of the Kingston SACRE welcomed everyone to the first of the SACRE's annual lectures and in particular thanked John Keast, Principal Manager RE, Citizenship, PHSE Qualifications and Curriculum Authority for coming to Kingston to make his presentation.

### Introduction

1. Thank you for the introduction and inviting me to share my thoughts with you in your SACRE meeting this evening. Gillian gave you a little of my background but what she didn't tell you is that I joined, what was the School Curriculum and Assessment Authority (one of QCA's predecessors) on Guy Faulks Day in 1996. I remember it well.
2. I'd spent half term on a visit to Israel and the plane was late. We landed at Gatwick airport at some terrible hour of the morning, something like 2am, we were bussed back to Cornwall where I showered, changed and drove back to London and started work the following morning.
3. I'm not sure that my feet have touched the ground ever since!
4. The only other thing that I would add to the introduction is that my wife is a teacher of RE and my credentials as someone who has recently had experience in the classroom of course is diminishing day by day. I therefore rely a tremendous amount on her experience and reality of the classroom and live off that as much as I possibly can!
5. But thanks for inviting me. I want to begin by, on behalf of QCA, to express our thanks to you as a SACRE. I do that to every SACRE that I visit, because it is certainly an unsung contribution that you make and very often little understood. No other statutory subject is dependent upon the voluntary activities of so many people, and I want to say that the work you do is valued by us, if you don't think that it is valued by many others.
6. In SCAA and in QCA we have made a point of supporting the work of SACRE's the best we can. Some of you will know about the annual conferences that we've had. Some of you will know about the publications that we've produced over the years. I won't mention them all but we do produce the annual analysis of the SACRE reports. We produced the Model Syllabuses in 1994 and more recently we produced a conference report on an effective SACRE. This was an attempt to enable SACRE's to see what their work might consist of and prompt them into a wider agenda than some of them were working to.

7. So you do have our support and we want to work with you in a partnership for RE. It's a fairly unique partnership; it's got a national dimension that I represent along with others. It's got a local representation through the SACRE and the work of the LEA and of course it's got the faith communities working in the same forum. That should be a very productive partnership and I hope that yours is a good example of that.
8. One of the ways that that partnership has changed a little has been the tremendous increase in the number of local authorities. With local government reorganisation the number of SACRE's has moved from about 104 to 150. Some of them are very small and getting consistency and a share of understanding about what they're all about isn't always very easy. So some of what prompts us at our work at QCA is influenced by this diversity that exists within our subject area and you'll hear me refer to that later on.
9. The topic for this presentation is "RE Today and Tomorrow". At least it doesn't have "in the old and new millennium" which was what I was given just before the end of last year.
10. What I'd like to do is to describe RE Today some of you will know that is also the name of a journal in RE and always makes me smile when I think of the topic RE Today. What I'd like to do is to describe RE as I see it across the Country, and the changes and trends that I think you may be interested in. Then with RE Tomorrow I'll describe some of the work that we've got in hand and have been doing which I think will influence the way RE develops in the next few years.

## **RE TODAY**

### **Primary Schools**

11. I think that RE Today enjoys a higher status than it did ten years ago and that is particularly true in local areas following the publication of a new Agreed Syllabus. The profile of the subject rose when that new development took place. But generally speaking, in primary schools with RE Today, the rate of non-compliance with the legal requirement to provide the subject according to the law is quite low. The OFSTED figure of 2 primary schools out of ten not complying with the law has now dropped to about 1 in 10 and we probably have as high a degree of compliance with the requirements in primary schools as we've had for a long time. There are still issues that need to be addressed for the health of a subject in a primary school but generally speaking more of them now have a policy, they have a Co-Ordinator and they have a discrete element of it within the curriculum.

12. I can remember when I was first appointed as the RE Co-Ordinator in Cornwall being rung up by an Infant Head Teacher who said you must come to our staff meeting. We've got a planning meeting and we really need your advice. I felt very important that someone should be so desperate that they should need my advice so soon. I went along and the problem they had was the topic for the term was the hedgerows. Yes, you've guessed it, what RE can you do in the hedgerow? Well I refrained from an honest answer but of course my advice was sound and they didn't do RE and the hedgerow. They had a separate mini topic on RE running which was much more meaningful. But I think that that sort of situation has diminished, but there are still issues of training and of subject knowledge to be addressed.

### **Secondary Schools**

13. With secondary schools the rate of non-compliance is much higher. But the news is generally good. About half of the secondary schools failed to apply fully with the legal requirement in England. That's mainly because where schools have sixth forms they failed to provide RE post 16. There are all sorts of reasons why that is the case. The other reason is that in the 14-16-age range, Key Stage 4, there isn't enough time to teach the Agreed Syllabus properly. But those rates of compliance are much better now than they were at the beginning of the 1990's. Indeed I would go back to when I first began to teach and say that rates of compliance now are much better. The non-compliance rate is falling still.
14. We have very little data on the standards of achievement that youngsters attain in the subject. The only data we have are for those who take the GCSE Religious Studies or Religious Education course. These courses are still taken by a minority of our pupils. But generally speaking the standards in RE are rising across the country from what I would say is a fairly low base. In primary schools, looking at OFSTED data, RE seems to be as satisfactory as other subjects. In other words, the number of lessons that are in the satisfactory band are really no different from other subject areas. But the number of lessons which are graded as very good or excellent is much smaller. It's as if the inspectors of RE in primary schools are playing safe and grading a lot of RE in the middle. I think that probably says more about the inspector than it says about the school. But nevertheless it's data and we need to take notice of it.

### **Strengths of RE**

15. Strengths of RE are its contribution to spiritual, moral, social and cultural development where by far it plays the biggest contribution according to OFSTED inspections, but of course many other subjects contribute very positively too. It contributes to literacy and the emergence of the GCSE

in RE has made a big difference to youngsters in Key Stage 4 where the data as I was mentioning earlier is available. We can get rates for grades A and C and so on which is the only data we have. We have no data, for example, on how youngsters achieve in Key Stage 1, 2 or 3 unlike other subjects. But I'll return to that in a moment as well.

### **Weaknesses of RE**

16. The weaknesses of the subject, according to OFSTED inspection is that on the whole they say, that teachers have lower expectations of children making progress in RE. That they expect, for some reason, slower progress by children in RE and that the assessment systems in RE are generally poor. I think that we are bottom of the league when it comes to assessment. Continuity between Primary and Secondary schools is problematic.

### **Standards in RE**

17. In terms of standards in secondary RE things are improving, particularly with the problem of the amount of time. Key Stage 3, that's RE for 11 to 14 year olds, seems to be getting better, but suffers from the problem that I identified just now of continuity from primary schools. A problem that you are undoubtedly aware of but I was really taken a back when a school in Birmingham said to me that they had children from 43 different primary schools. I don't know that the RE Co-ordinator there could establish any meaningful continuity with that sort of situation. We also have the fact that RE is the worst resourced subject in secondary schools.
18. Generally speaking that little sketch has been fairly upbeat of rising standards from a lowish base, improvements going on in our different ways. Probably the results of our Agreed Syllabuses that you are responsible for, probably the result of OFSTED inspections and so on. But I have to say that the improving picture is not found everywhere. Generally speaking RE is better in voluntary schools, usually church schools, than in county schools. Planning and teaching of RE in many schools is very much over focussed on one attainment target rather than both attainment targets. I'll mention that again shortly. I've already indicated that assessment processes are weak in our subject and that we have the problems of continuity.

### **Support Mechanisms**

19. If you accept that it is inevitable that the state of the subject is bound to be variable in different places, then within that variety I would like to leave you with an impression that on the whole things are improving and we probably have a lot to look forward to in seeing that improvement

continue. Part of the variety that enables it to be good in some places and weaker in others is that schools are very often dependant upon the amount of support that they get from their local authorities, from their SACREs, from access to specialist support and training. Often SACREs themselves look towards QCA or other bodies nationally to provide them with a lead. So we have a variable picture which sometimes can be connected with the support systems that RE has. But it would be wrong to omit reference to faith communities because they provide a lot of support for their own schools through their own networks and that plays an important role. You will be aware of the important role that they play on local SACREs, but they also support the subject nationally through the work they do with us and with local areas.

### **Agreed Syllabuses**

20. I want to say something to about the Agreed Syllabuses as part of the RE Today scene.
21. If you look at the way RE Syllabuses themselves have developed you can see great changes over the past few years. The model Syllabuses that SCAA produced in 1994 have set an agenda for Agreed Syllabus Conferences. It isn't the case that every Agreed Syllabus Conference has adopted the models produced in 1994 but they have very often been adapted and have had a clear impact on the generation of Agreed Syllabuses that schools are now working with. On the whole those changes have been quite beneficial. For example, on the whole Agreed Syllabuses now contain clearer information about what should be taught about Christianity and about the other principal religions represented in Great Britain at each Key Stage. I can remember when I began my RE teaching career that we didn't have an Agreed Syllabus in our school, or at least if we did, it was in the Head's study and he didn't know anything about it. But it played very little impact or role in the way in which we devised our programme in our school. Then, later on, I did become conscious of an Agreed Syllabus in our authority. It was so slim as to contain no content whatever just a set of aims and objectives that you thought well that's fine, but what am I supposed to teach. Well you can obviously go too far in the direction of laying the law down about what people should teach, but I'm fairly certain that the new Syllabuses are helpful because they do give a clearer lead. Another example is that they indicate a degree of emphasis that should be placed upon Christianity and the balance between different faiths. Although often the way in which this balance is worked out varies from area to area.
22. There is more progression between the different stages of education, often in terms of increased content or more detail on the increasing complexity of concepts. But it is possible now to see how children are supposed to progress as they get older. Most Agreed Syllabuses use the

aims of the SCAA Model Syllabuses for our subject. Many of them have adopted the attainment targets of Learning About Religions, attainment target 1, and Learning From Religion, attainment target 2. Or they have their own versions of those which are quite similar and they have had end of Key Stage statements for each as an aid to helping teachers to know how far their children have progressed.

### **Survey of Agreed Syllabuses**

23. We did a survey recently of agreed Syllabuses and how they have changed over the 1990's and we found that they still predominantly have teaching input as the model they set out what should be taught to children in this age and the succeeding ages. But recently, again following the publication of the SCAA models, they have combined that with a learning outcome approach. Not simply saying this is what you should teach, but this is what children should learn. That's really very important and we've developed that on the RE Tomorrow part of this presentation. They've also, Agreed Syllabuses, given much more emphasis to GCSE and I'll return to that too.
24. But what it is not possible to say about RE Today is that there are some Syllabuses, which are better than others. It is impossible to say, for example, that you can analyse Agreed Syllabuses and say that this kind is more effective in promoting high quality than this kind. There is no evidence, which suggests a correlation between an Agreed Syllabus and a particular set of standards of achievement in our subject. Some Syllabuses are much more complicated than others. I'd hate to have to teach some Agreed Syllabuses that I see! Some are more poorly produced, some are excellent, some are harder to use because they are very complex, and some are quite straightforward. But I think that there are other factors that effect the quality of the learning that children have than the Syllabus itself and very often that is to do with the teachers. Teachers have a sense of ownership of an Agreed Syllabus where they've been part of making it and they understand what it has been designed to do, then that Syllabus can be effective. That applies across the board.

### **Effectiveness of Agreed Syllabuses**

25. I've already mentioned the degree of support and encouragement and training that teachers get from their LEA or from others, for example, how active the SACRE is in monitoring standards in the subject and looking at OFSTED reports etc. Also whether there are support materials for an Agreed Syllabus and schemes of work. Those factors, I think, actually affect the effectiveness of the Syllabus rather than the nature of the Syllabus itself. But all of those little sketches, I have to remind you, are set within the context of great diversity for no two Syllabuses are the

same and it is quite difficult to move from one part of the country to the next and be able to pick up the RE programme in a common way. Which is now perhaps more in evidence with the National Curriculum subjects than it used to be.

## **RE TOMORROW**

26. There is a quote in the book of the Prophet Amos. Amos, when challenged probably by a priest, says "I am not a Prophet, nor the son of a Prophet". Well I'd want to claim that for myself but I cannot, any more than you, have certainty about the future. But I would like to sketch out some ways in which I think that the subject is developing and which you might then be able to relate to your understanding of RE in Kingston.

### **National Curriculum**

27. First of those ways is to talk about the National Curriculum. Although the review of the National Curriculum didn't affect RE, because it is not a National Curriculum subject, in a direct sense it did have an impact on the way in which we perceive ourselves. It's quite impossible in my view for a statutory subject to exist within the Curriculum and yet be unaffected by the way the majority of the Curriculum is developing. So when the review took place and was published last November we instituted some parallel work in RE to ensure that we were not left behind in the Curriculum development that the review represented. For example, with the new National Curriculum, there is a statement of the aims, values and purposes of education. Every subject says what it is to those. Well it's clearly important that RE is able to state what its aims and contributions are to the values of the Curriculum. So we produced what you might call a rationale for our subject. Every subject of the National Curriculum will now have eight levels for attainment purposes, including art, music and PE. That would have left RE as the only statutory subject without an assessment mechanism of that kind. So we have produced a set of national expectations for RE which incorporate an eight level scale and I think that will have an impact on the way in which Agreed Syllabuses themselves develop over the next few years.

### **Assessment Mechanism**

28. Because we have no power in the subject, it's controlled by local authorities, as you know, then whether our national expectations feed through to schools will depend very much on them. They will have at their disposal an assessment mechanism very similar to the National Curriculum subjects and it will be a decision that they will need to make as to whether this is something which they will want to use in their Agreed Syllabus and their schools. But I have no doubt myself that assessment, because it has become so important for very different

reasons, for teaching and learning reasons as well as accountability reasons will become much more aware in our subject of the role that it can play. Not assessment for its own sake just to impose burden, but to actually help us, as teachers of RE we need to know how children are getting on. At the moment we are hampered in that process, except in GCSE level. We need a mechanism that will feed into the GCSE process that can allow us to say that in terms of learning about religions Johnny is doing well, but in terms of learning from religion he is not. But how would we know that unless we have some mechanism for being able to track progress in these ways.

## **RE Targets**

29. We've also tried to address the issue of balance between the two targets that I said I'd return to. Learning about religions goes on a great deal in our schools, but learning from religion does not, or at least not nearly so much. One of the reasons we discovered was that teachers weren't so sure what learning from religion actually means. Its relatively straight forward to understand learning about religions – hear about the religion, study it and see what they do - you are learning about that religion. But learning from religion, learning what from religion? How do you learn from religion? How close is that to becoming religious? So these questions were making teachers less confident that they were actually able to implement that target. So we produced some guidance on learning from religion and targeting for RE Tomorrow. That target will have a higher weighting or at least a more equal weighting than the other one.

## **RE Guidance**

30. Now those pieces of guidance that I've mentioned, we've just published in a document that is actually being distributed to SACREs as we gather, quite literally! As when I met Gillian at Waterloo station she had a very heavy bag which was weighted down with your copies of this guidance. So I had to carry it to the train for her, as I felt so guilty that we were the cause for the strain on her arm! It is literally being distributed now. I'm sure that your copies will be passed to you before you leave tonight if you are a member of the SACRE. If you are not, if you are from a school, then you have access to this guidance through the QCA website which is open to all, but because QCA does not have any direct responsibility for RE in the schools it is the LEAs responsibility, as I keep saying. Whether schools get this guidance then will depend very much upon you. If you want your schools to have access to that national document, then it would quite possible for you to get hold of copies and pass them to schools. But that is a decision that lies in your responsibility and privilege and not ours.

## **Information and Communications Technology**

31. We are also about to publish a document on the use of Information and Communications Technology in RE. This is a joint publication with the BECTA, the Government's agency for ICT and I didn't really believe this document really existed. But it came through on email yesterday and it looks good. That will be distributed to all schools by BECTA quite soon. We are also hoping to publish some material on an inclusive approach in our subject. Let me just explain. The Government has made a great deal of the importance of inclusion in education, quite rightly in my view wanting all youngsters to feel that they have a stake in the educational enterprise. It's something that they can succeed in. They needn't feel excluded because they belong to certain groups whatever type of grouping that may be. The National Curriculum documents have got quite a long statement of the importance of inclusion, because we are not a National Curriculum subject, that statement does not automatically apply to RE. Yet how important it is that in our subject of all subjects, we can help children to feel that they are included. So we are hoping to produce some material soon which will give that emphasis in our subject as well.
32. That's the first of my RE Tomorrow's, that is that it will be keeping up with the National Curriculum developments and it seems to me that it is inevitable that the National Curriculum does set the agenda for Curriculum development and we need to be aware of that.

## **Schemes of Work**

33. The second RE Tomorrow is perhaps more contentious because the Government is publishing schemes of work in all the National Curriculum subjects for Key Stages 1, 2 and 3 that's from age 5 up to 14. It has included RE in this project. So primary schools will I think, from the end of this month, be receiving from the Department schemes of work including RE. Now these schemes are non statutory as all the schemes of work are. Only the National Curriculum orders are statutory and the Agreed Syllabus. So schemes of work that we have developed on behalf of the Department in RE are intended to support the teaching of your Agreed Syllabus. They offer schools a series of units within a framework that will help them, either to compose their own scheme of work using a similar format to ours, which matches the National Curriculum subject schemes of work, or enable them to use the units that we have produced if they feel that they can be used in the teaching of your Agreed Syllabus.
34. We feel that for the many schools that don't have our schemes of work in RE or are struggling to devise their own, that our scheme would be of great support and would exemplify a process whereby they could adapt

our scheme to meet their own needs. The primary schools will get these from the 27 March onwards and secondary schools, Key Stage 3, will get the schemes of work in May. As SACREs you've been sent a draft copy of Key Stage 1 and 2, because your statutory duty is to advise the authority, and that could include schools, on the Agreed Syllabus and it's very obvious to me and to many others, that if we produce schemes of work designed to support Agreed Syllabuses, you may well want to issue some advice to your authority or to schools in your authority about how these schemes might be useful in implementing your Syllabus. So we've sent the draft copies of Key Stage 1 and 2 to SACREs already so that when the schools do receive their copies of the schemes they will be able to liaise with you on how they might best be used. We'll be doing the same with Key Stage 3 when those schemes are finalised. You'll probably get them this Month in draft form with the final versions coming in May.

35. Now in terms of RE Tomorrow, I think that is quite significant because the schemes look like the schemes for the other subjects, it will enable joint planning to go on in terms of the new Curriculum. It will help schools to look at their own existing programmes and see if they can't be improved upon even further. They will contain a balance of work on the two targets. They are progressive in a sense that they show how children aged 6 do work which leads on to what children aged 8, 9 10 and 14 do. They will have links with Information and Communications Technology, with Citizenship, with Literacy, with Numeracy. Those things will have been worked out and we think they'll offer a model for a real impact on some of the schemes that schools are working with already. I think that that impact will go on for some time.

## **Qualifications**

36. There is a third theme in RE Tomorrow. This is to do with qualifications. We are a Qualifications and Curriculum Authority. Qualifications, and here I'm thinking of children aged 14 and over, are playing a more important role than they used to do. For example most of what children do in Key Stage 4 is accredited. It leads to some kind of qualification. That isn't true everywhere and we can all think of exceptions but its much more qualifications than before. In our subject we have undertaken some work on the way in which the qualifications framework for education might be used in RE. So that the national framework for qualifications will include all qualifications in the future, not just school ones, not just academic ones but ones from the work place and general vocational qualifications as well. In this framework there will be opportunities for youngsters to gain qualifications in RE. For example although Slide No 5 says pre – GCSE there what it means is that there are now qualifications for youngsters who are generally speaking low

attainers. Children whose attainment level at 16 would normally be below what a GCSE would enable them to gain credit for.

37. Children who at 16 are probably still working at attainment levels that you would normally associate with the end of the infant school or the beginning of the junior school. Those children would have had no opportunity to get a qualification in many subjects including RE until very recently. Now we have what we call entry level, rather than pre GCSE. So that those low attaining children can get a qualification in RE as well.
38. Then there is the tremendous growth in GCSE Religious Studies and Religious Education as shown on Slide No 6. These are the figures for GCSE Religious Studies and Religious Education over the past few years. In 1997 most youngsters that took an examination at all got GCSE Religious Studies and there were 118,000 entries. That was 2% higher than the previous year. Compare that with 1976 when about 50,000 took the equivalent to GCSE and see the enormous increase that represents in 20 years. Then in 1998 the number taking the full course dropped a little by 5000 and then went up again last year to 115,000. Then look at the figures for the short course GCSE in Religious Education. 12,000 in 1997, 79,000 plus in 1998, 105,000 nearly 106,000 in 1999. Now when you add those figures together for the full course and the short course, you get a figure of about 220,000 youngsters who have gained qualifications in our subject, compared with 1976 with approximately 50,000. Now I'm sure that this trend will continue. That the improvement in standards that we see at Key Stage 4 which has been due to the introduction of the short course largely will continue. I think that that's a cause for, anyone who teaches RE in secondary schools and has been contributing to the short course, congratulation. This is a result of the work that you are doing. The certificate of achievement which is going to be replaced by the entry level ones that I've just been talking about stood at 5000 and it gave in all almost a quarter of a million entries. I think that that is what we are expecting to see again this year. So in RE in the future, RE Tomorrow, I expect to see more qualifications and more youngsters getting public recognition for the work that they do.

## **Citizenship**

39. Drawing then towards a conclusion. The last element of my RE Tomorrow is slightly more hazardous to speculate about. Because as you know the Government is introducing Citizenship into the secondary school curriculum as a compulsory subject for 2002. What will the affect of that be on existing compulsory subjects. In terms of National Curriculum subjects, lets let others, in a sense, worry about that. But I think that there are people who see some kind of danger to the statutory nature of RE in a crowded curriculum when another compulsory element is introduced. So RE Tomorrow will probably have to take the rationale

that I've been talking about, use its assessment mechanism that I've been talking about, look at the qualifications base that I've been mentioning and say to itself 'how are we going to respond to the introduction of this new subject tomorrow?'

40. I think this is a fascinating area of work to be done both by people working nationally like me and for people working locally like you. And for people working in schools like some of you. Because the way in which Citizenship comes into the Curriculum the way in which it fits with the overall aims and purposes of the School curriculum, the way in which it relates to other things within the Curriculum including our subject will need to be addressed. I think that teachers will need some help and support in addressing that and it seems to me to be a prime target for the work of the SACRE whose statutory duty is to give advice on the subject. I'm quite convinced that as Jackie Smith said at the conference in December that the Government has no intention of replacing RE with Citizenship. I'm quite convinced that they see them as both valuable parts of the curriculum but quite what that means depends on how much money they put into different areas. We may see the value of that and we can compare the amount of support that each of them gets, but nevertheless both subjects are intended to remain. I think at the theoretical level RE Tomorrow has a distinctive and complimentary role to play to Citizenship.
41. When you think about the areas of content that RE has, the Learning About Religions is true, the Learning From Religion is about life, about human experience, about relationships, about the community it seems to me to indicate that there's something that we have that is very complementary to the introduction of Citizenship and yet there is something that we have that is very distinctive. So RE Tomorrow will have, I think, to show its distinctiveness through the mechanisms that I've mentioned and be able to relate in some kind of positive way to the introduction of Citizenship.

## **Values**

42. One of the ways in which I think that distinctiveness can be achieved I think is through the notion of values. Because Citizenship, Personal Social Health Education, RE, many other areas of the Curriculum are value laden. Indeed there is no such thing as a value free zone in Education. But using that as a common currency, if you like, you could spell it out in terms of Spiritual Moral Social or Cultural development if you wanted a longer form of unpacking values. Whether you use the short or the long form that common currency will enable us to say that this is what our contribution is, this is what our subject is about and I would include much of the moral and ethical dimensions of the subject as well as the study of conventional religious belief and practice. And,

here is Citizenship, and that's what this is about, and here is PHSE and that's what this is about. On the theoretical level I think that makes sense, in terms of the functions that each of those would have in the Curriculum.

### **Practical issues**

43. But of course things don't happen on the theoretical level, they happen on the practical level. Head Teachers and school Co-Ordinators for different subjects have the duty and difficulty sometime of making things work in practice. Here it might not be so neat to say that "well here is RE" and "here is Citizenship" and "here is PHSE". Where will the time for them all come from and if you are going to get time from somewhere where is it coming from? Who else might lose out? What are the ways in which it will operate within the school? Will they get their fair shares of support and time and resources and attention and so? On this practical level, I think that we've got a lot of thinking and planning to do and I would come back again to the role of the SACRE. In RE Tomorrow your role will be as important as it's ever been. If the Curriculum were static then you might be able to say that we've done this and we don't have to do this again. But of course the Curriculum isn't static. The way in which we perceive the subjects and their contribution within the school curriculum and the way in which we perceive the contribution of the school within our local community. The more we see that as changing and developing the more need there is for bodies like you to maintain your custodianship, your oversight of this subject.

### **Conclusion**

44. So I want to argue that in RE Tomorrow there are three areas that I've outlined. That is the guidance that we've produced following the National Curriculum review; schemes of work that we've produced following that review and the emphasis upon Qualifications. Those three things in RE Tomorrow will enable us to deal with the fourth thing in RE Tomorrow. That is the positive and creative relationship that we should have with citizenship and in other areas in promoting the spiritual, the moral, the social and the cultural development of children. In that you have an extremely important role to play.
45. Our work at QCA is advisory, it's supportive, the responsibility lies locally but we know that the LEA's themselves are in a changing situation. Things aren't static there either, so my final point about RE Tomorrow is not really about the subject as about the structure that you represent and the way in which you as a body are able to perform your functions within the structure of the LEA. Whether you have the sufficient status within the LEA to be taken seriously. Whether you have sufficient resources within the LEA to do your work. Indeed whether

LEAs themselves have sufficient resources to enable their SACRE's to perform their statutory functions. These are things in RE Tomorrow that are not so much to do with the subject but to do with the way in which you are able to help the subject.

46. So thank you very much for your attention as I have speculated on RE Tomorrow and you are now very welcome to challenge my prophecy.

**John Keast**  
**Principal Manager, RE, Citizenship, PHSE**  
**Qualifications and Curriculum Authority**

**8 March 2000**

Published by the Kingston SACRE, Guildhall, Kingston upon Thames KT1 1EU