

Who teaches Religious Education to the nation's secondary schools.

A report from NATRE in response to the publication of the school workforce data for 2020.

Secondary pupils deserve to be taught by subject experts

Government inaction means that Religious Education falls short

OFSTED says – commenting on the proportion of RE taught by non-specialists: “If these proportions provide an accurate indication of the current level of specialist teaching in , school leaders should consider reviewing how they allocate teachers to lessons.

<https://www.gov.uk/government/publications/research-review-series-religious-education>

- School leaders should consider the impact on outcomes for students, of allocating teachers who are not specialist to teach RE

The DfE Teachers’ Standards state: A teacher must: have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings AND demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- If teachers with other specialisms who mainly teach another subject deliver RE. A question arises over whether these standards are met.

More than half of **teachers of RE** have not been trained* to teach the subject.

55.1% of teachers of RE had no post-A level qualification in the subject compared with 23.9% of History teachers

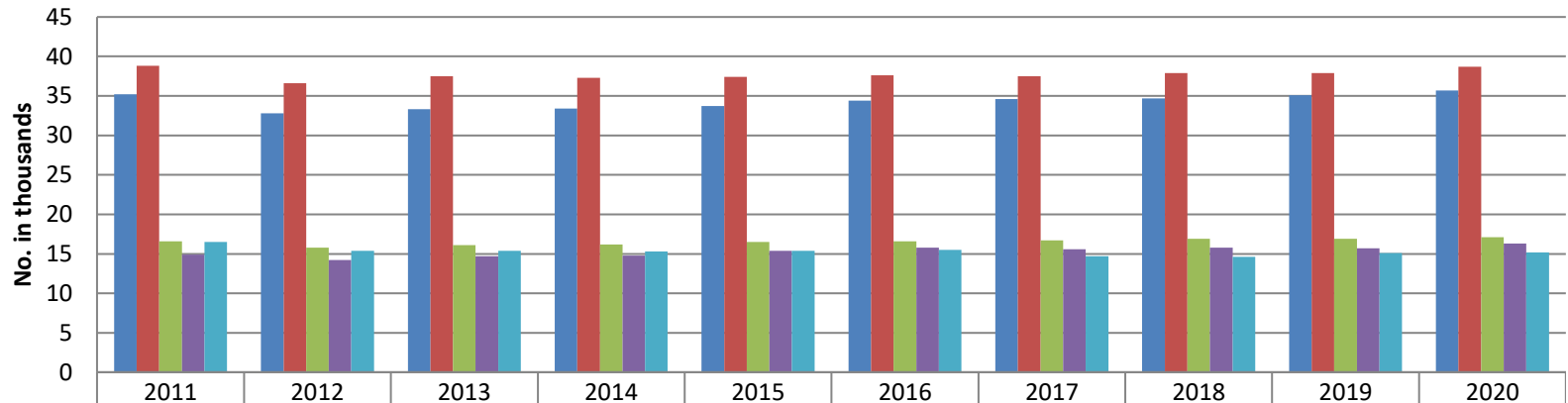
- Demonstrates that there are insufficient Religious Education subject experts teaching RE to address the concerns raised by OFSTED above

More than three times as many **hours of RE** (25.2%) as History (8.1%) are taught by a teacher who has no relevant post-A level qualification in the subject.

School leaders are responsible for ensuring teachers have sufficient expertise to deliver a high quality curriculum.

*no post-A level qualification in the subject – no degree nor teaching qualification in RE or a related subject

Head Count of Teachers in state funded secondary schools

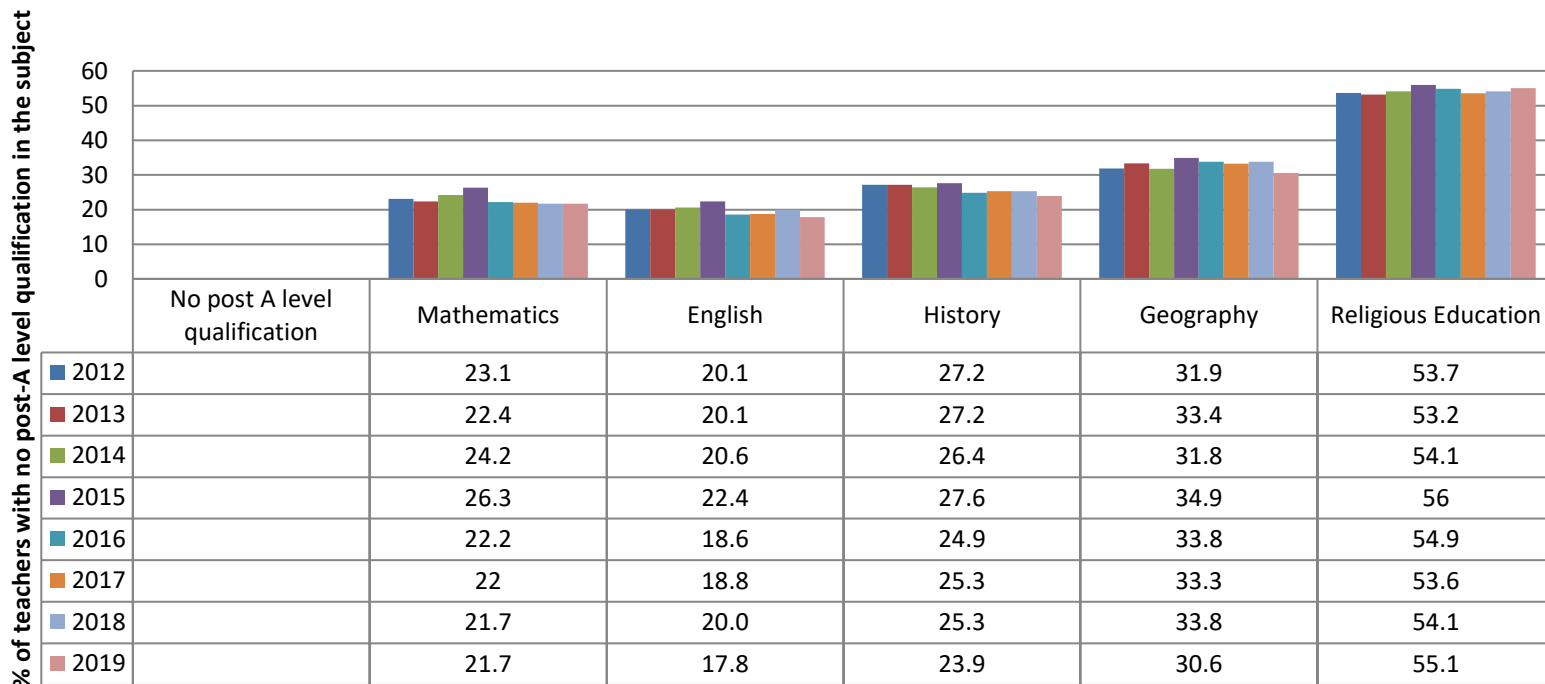


	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Mathematics	35.2	32.8	33.3	33.4	33.7	34.4	34.6	34.7	35.1	35.7
English	38.8	36.6	37.5	37.3	37.4	37.6	37.5	37.9	37.9	38.7
History	16.6	15.8	16.1	16.2	16.5	16.6	16.7	16.9	16.9	17.1
Geography	14.9	14.2	14.7	14.8	15.4	15.8	15.6	15.8	15.7	16.3
Religious Education	16.5	15.4	15.4	15.3	15.4	15.5	14.7	14.6	15.1	15.2

The data from the 2020 census suggests that there is a slight increase in the number of teachers of RE from 2019. However, a teacher is included in the ‘headcount’ if they teach only one lesson of a subject, so this may not be a positive development since it is likely to mean that more teachers who spend most of their time teaching another subject are teaching small amounts of RE.

**No data was collected about subject qualifications in the 2020 census to reduce the burden on schools in the pandemic
The table below covers the 2012-2019 period.**

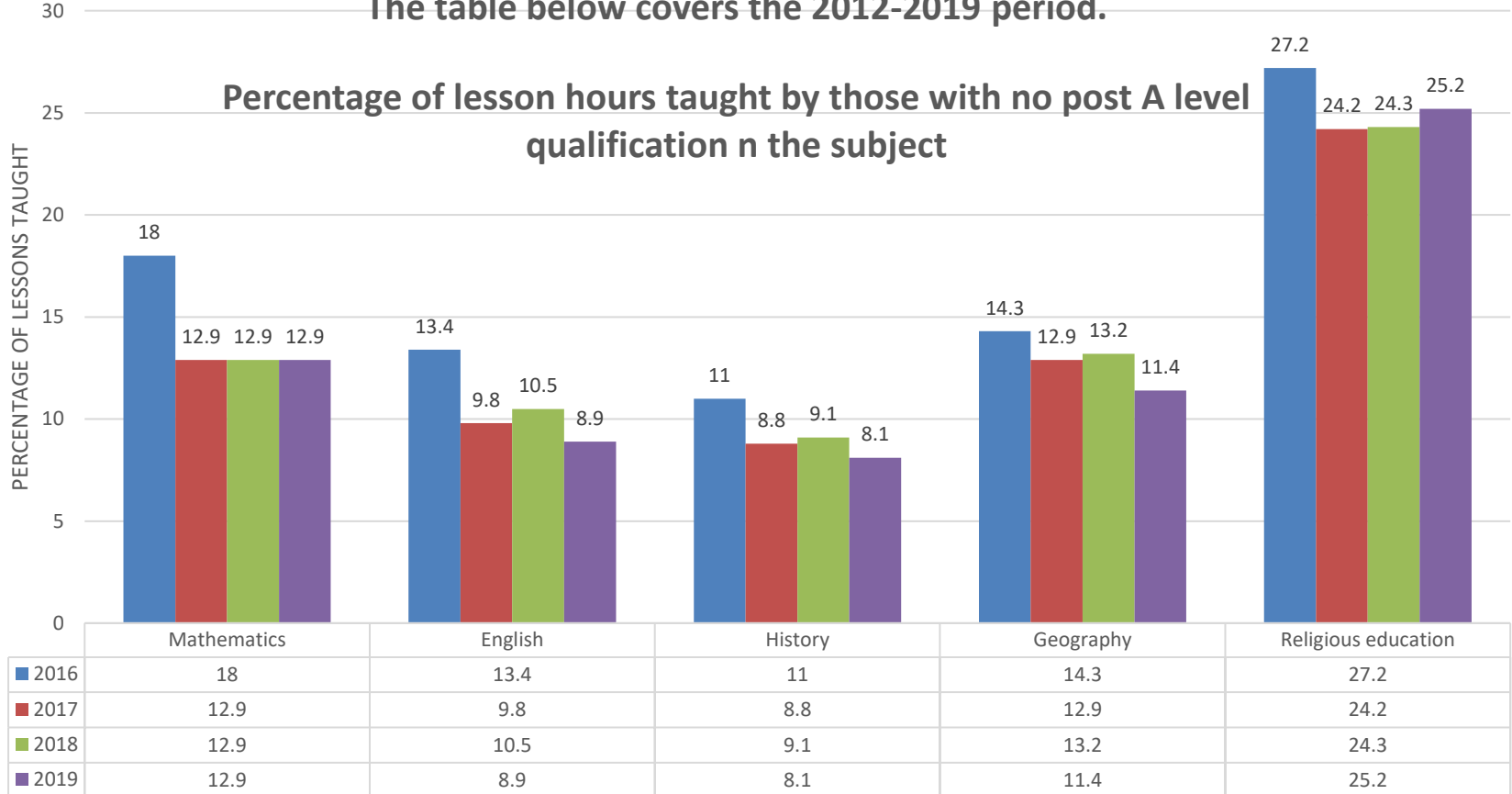
Percentage of teachers with no post-A level qualification to teach the subject



More than twice as many teachers of RE (55.1%) as History (23.9%) have no post-A level qualification in the subject. Since 2012, the number of teachers in this category has decreased for Mathematics, English, History and Geography but not for RE.

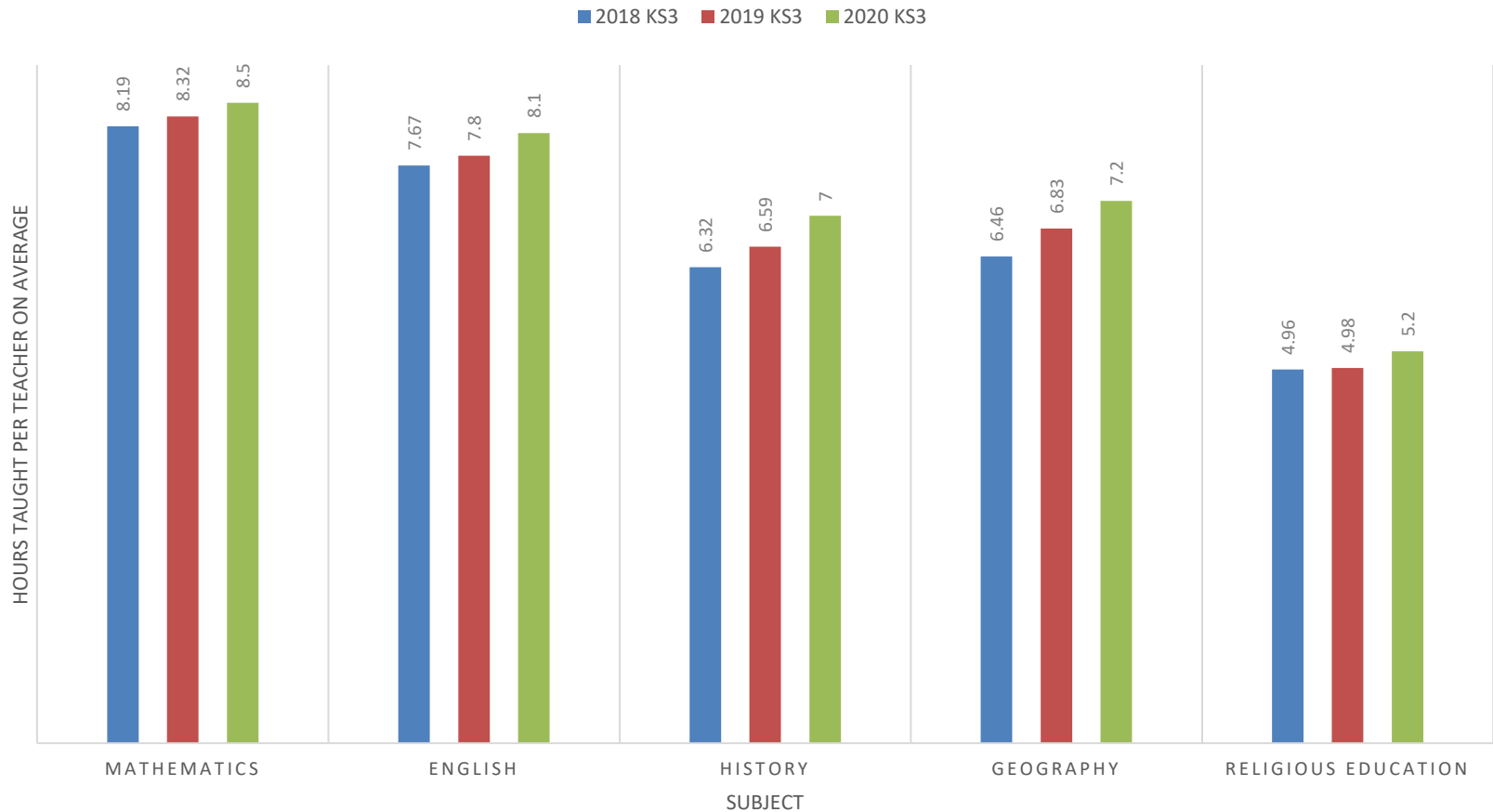
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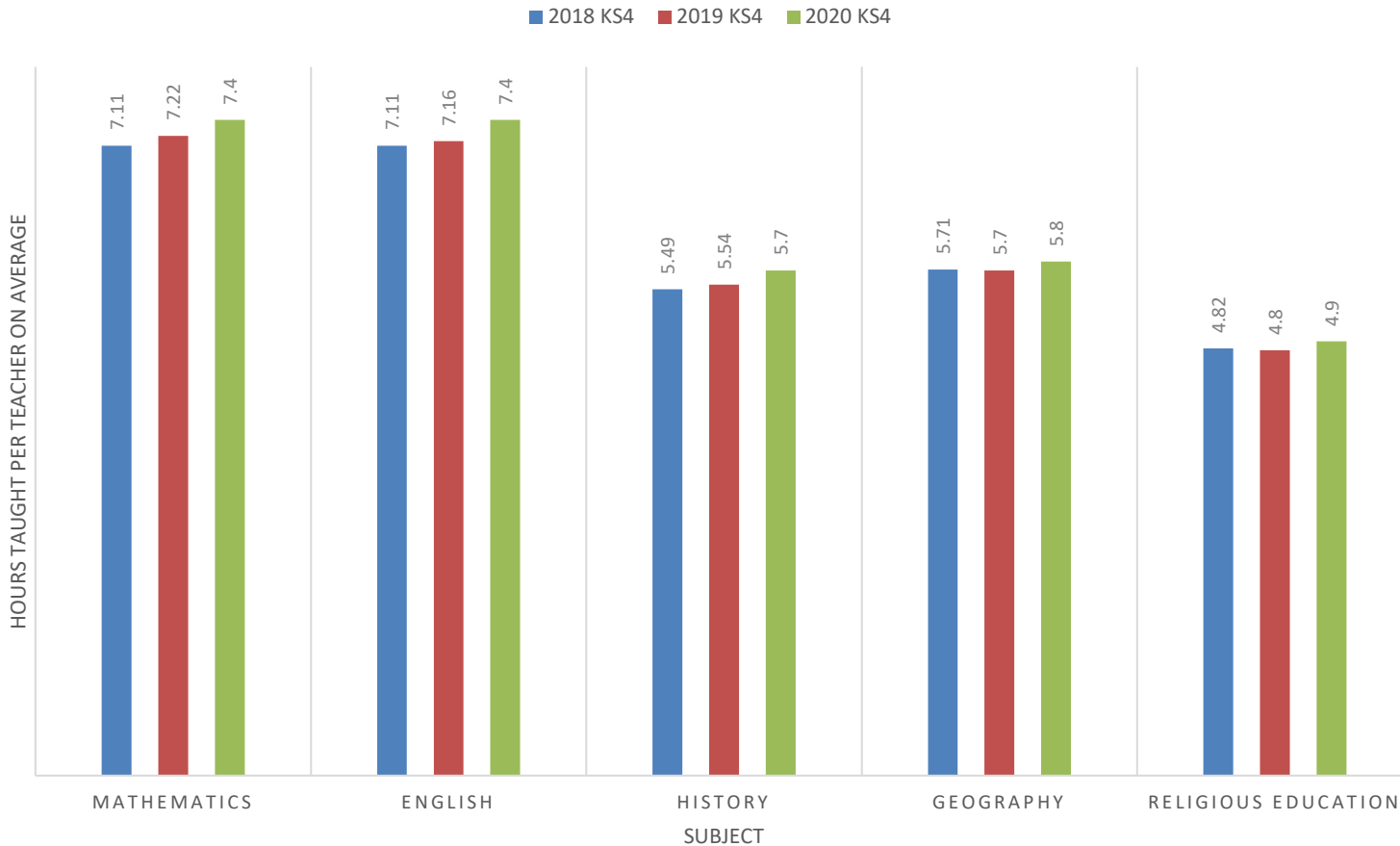
More than three times as many hours of RE (25.2%) as History (8.1%) are taught by a teacher with no post-A level subject in the subject. In contrast, in the last three years, there has been a reduction of 33% in the number of lessons of Mathematics taught by those with no post-A level qualification (from 18% to just under 13%).

KS3 – YEARS 7-9



Given that most main-scale teachers teach around 20 hours per week, This data suggests that the teaching of KS3 RE is shared amongst far more teachers than both other Humanities subject and those in the core. The good news is that the number of hours is increasing.

KS4 YEARS 10-11



At Key Stage 4, provision in different schools will vary between, no provision at all, core RE, core RE and examination courses and examination courses alone. The difference in the number of hours taught by each teacher of RE/RS at this key stage might be explained by the mixture of core RE and examination classes.

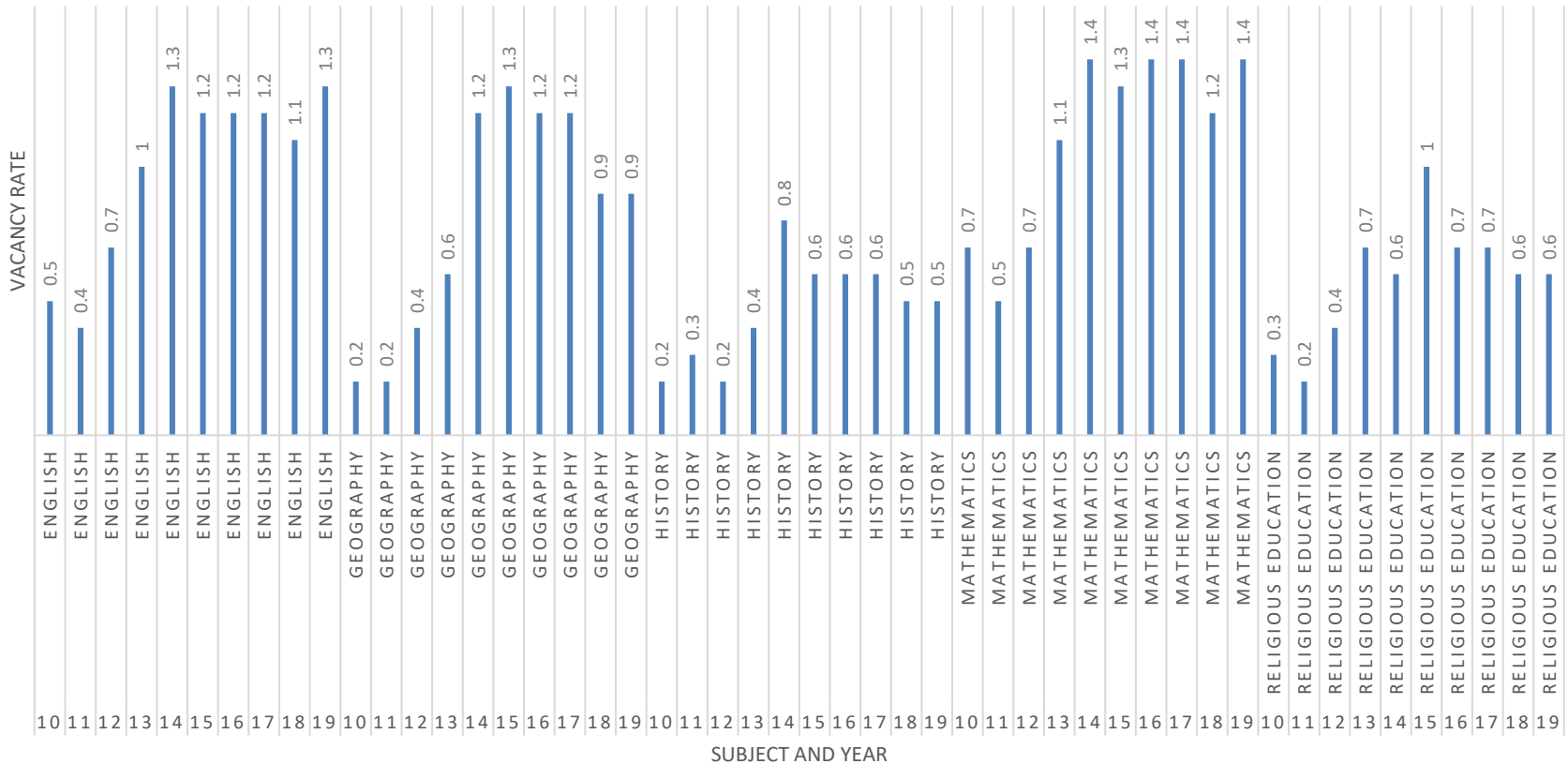
KS5 - YEARS 12-13



At Key Stage 5, each A level subject would typically receive the same number of teaching hours. It is unclear what might have caused the increase in time in the Humanities in 2019.

Vacancy Rates by subject

RATE



Vacancies for RE posts in 2019 are similar to History nationally but demand for teachers varies widely around the country.