

Teachers dismayed by DfE's apparent discrimination against RE

The evidence

- OfSTED says: “The high proportion of non-specialist teaching of RE in secondary schools remains a problem. In around a third of the schools visited, a lack of subject expertise limited the effectiveness of the teaching of RE. “ OfSTED “Realising the potential published October 2013
- **Suggests there is a need for more highly qualified teachers in RE**
- “Schools Minister David Laws said more scholarships and bursaries would be available to help recruit the most talented graduates with the potential to be brilliant teachers in key subjects. This would help raise standards in schools and ensure all children were given a good education.” October 17th 2013
- **DfE has again excluded RE from the bursary and includes subjects which according to their data, has more highly qualified teachers! WHY?**
- NATRE believes that urgent action must be taken to attract more highly trained theology and religious studies graduates teaching Religious Education. It is not good enough that secondary school RE is taught more by teachers with other specialisms than most other areas and even more disgraceful when the impact on learning has been reported by OfSTED and nothing is done to address the problem. Offering bursaries would be a significant step forward and some schools need to ask themselves why they think that it is acceptable not to employ properly trained RE professionals to deliver the subject.
- The slides that follow present the evidence that the potential of Religious Education is being ignored in the drive to raise standards. Without bursaries, graduates already shouldering significant debts from their degree courses will inevitably be deterred from taking up a career in teaching RE.
- More than half of **teachers of RE** have not been trained* to teach the subject (twice as many as in History) 53.7% of teachers of RE had no post-A level qualification in the subject compared with 27.2% of History teachers (see table 13)
- Almost twice as many **lessons of RE** are taught by a teacher who has no relevant post-A level qualification in the subject. Compare History (15.1%) and RE (28.9%) (see table 14)

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

Government data proves that little has been done to address serious shortfalls in the number of teachers trained to teach RE in secondary schools

1. More than half of teachers of RE have not been trained* to teach the subject (twice as many as in History)
2. Almost twice as many lessons of RE are taught by a teacher who has no relevant post A level qualification in the subject. Compare History (15.1%) and RE (28.9%) Table 14
3. The methods for counting teachers of subjects has not been updated since the problems of counting individuals if they taught one lesson of a subject was exposed.

 GOV.UK

Search



Inside Government

How government works Get involved Departments Worldwide Topics
Announcements Consultations Policies Publications Statistics

Statistics - national statistics

School workforce in England: November 2012



Organisation: Department for Education
Published: 30 April 2013
Applies to: England
Series: Statistics: school workforce

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

<https://www.gov.uk/government/publications/school-workforce-in-england-november-2012>

Table 13: Highest post A-level qualifications held by publicly funded secondary school teachers (head count) in the subjects they taught to year groups 7-13, 2012 (2011)

- This shows, for example, 46.3% of teachers of RE had a relevant post A-level qualification in RE. 72.8% of History teachers had this level of qualification.
- This shows that **53.7%** of teachers of RE had **neither** a degree in RS or a related subject nor completed their training in RS (PGCE,BA(QTS) etc). In comparison, only 27.2% of History teachers had no relevant post A-level qualification.

SUBJECT	Degree or higher ⁵	Bachelor of Education	Postgraduate Certificate of Education	Other qualification	ANY RELEVANT POST A-LEVEL QUALIFICATION	NO RELEVANT POST A-LEVEL QUALIFICATION
	%	%	%	%	%	%
Mathematics	45.1 (45.4)	5.7 (7.1)	20.8 (18.2)	5.4(2.2)	76.9 (72.9)	23.1 (27.1)
English	64.4 (63.1)	3.4 (4.5)	8.4 (9.1)	3.7(1.7)	79.9 (78.3)	20.1 (21.7)
Physics	55.4 (56.1)	2.0 (3.0)	7.4 (6.3)	1.0(0.8)	65.9 (66.3)	34.1 (33.7)
Chemistry	66.0 (65.8)	1.7 (2.4)	7.0 (6.2)	1.0(0.6)	75.7 (75.0)	24.3 (25.0)
Biology	79.0 (76.0)	2.5 (3.8)	4.8 (5.7)	0.9(0.8)	87.1 (86.3)	12.9 (13.7)
History	63.0 (61.7)	2.4 (3.1)	5.9 (6.6)	1.5(0.9)	72.8 (72.3)	27.2 (27.7)
Geography	59.7 (57.4)	2.4 (3.3)	4.8 (5.9)	1.2(1.0)	68.1 (67.5)	31.9 (32.5)
French	50.1 (51.3)	3.6 (4.1)	19.3 (16.7)	2.3(1.3)	75.3 (73.4)	24.7 (26.6)
German	52.9 (52.4)	1.7 (2.1)	13.1 (10.7)	1.6(1.0)	69.3 (66.2)	30.7 (33.8)
Spanish	33.3 (33.6)	1.3 (1.6)	12.8 (10.6)	2.1(1.0)	49.5 (46.9)	50.5 (53.1)
Religious Education ¹¹	33.3 (33.0)	2.5 (3.1)	8.5 (7.6)	2.0(1.0)	46.3 (44.7)	53.7(55.3)

11. Includes philosophy.
CI confidence intervals

Table 14: Hours taught in a typical week in 2011 to pupils in years 7 to 13 by highest post A-level qualifications of the teacher teaching the lesson.

- Far more lessons of RE are taught by a teacher with neither a degree in a related subject nor apparently a post graduate certificate of education in the subject. Compare History (74.7%) and RS (52.0%).
- Almost twice as many lessons of RE are taught by a teacher who has no relevant post A level qualification in the subject. Compare History (15.1%) and RE (28.9%)

	Degree or higher ⁴	Bachelor of Education	Postgraduate Certificate of Education	Other qualification ⁵	ANY RELEVANT POST A-LEVEL QUALIFICATION	NO RELEVANT POST A-LEVEL QUALIFICATION	TOTAL HOURS (Thousands)
	%	%	%	%	%	%	
SUBJECT							
Mathematics	48.0 (52.6)	5.4 (7.4)	23.0 (21.7)	5.8 (2.3)	84.0	17.9 (16.0)	478.2 (485.7)
English	69.6 (71.8)	3.0 (4.5)	3.0 (9.70)	3.7 (1.6)	87.5	15.3 (12.50)	483.5 (491.9)
Physics	63.4 (65.1)	2.1 (3.2)	2.1 (6.9)	0.9 (0.8)	75.9	26.1 (24.1)	41.5 (39.5)
Chemistry	70.5 (73.0)	1.9 (2.6)	1.9 (5.8)	0.9 (0.6)	82.1	20.2 (17.9)	47.7 (45.3)
Biology	78.4 (79.2)	2.6 (3.9)	2.6 (5.1)	0.8 (0.8)	89.0	13.8 (11.0)	55.9 (53.4)
History	74.7 (75.6)	2.1 (3.2)	6.6 (7.7)	1.5 (0.9)	87.4	15.1 (12.6)	165.1 (161.8)
Geography	72.9 (71.6)	2.3 (3.6)	5.8 (7.5)	1.3 (1.0)	83.7	17.7 (16.3)	149.3 (146.6)
French	49.3 (55.2)	3.6 (4.6)	19.2 (18.6)	2.5 (1.3)	79.8	25.4 (20.2)	137.1 (141.4)
German	57.4 (59.8)	1.7 (2.3)	12.4 (11.7)	2.1 (1.4)	75.2	26.4 (24.8)	42.0 (43.4)
Spanish	39.4 (43.1)	1.4 (2.0)	14.2 (13.3)	2.9 (1.4)	59.8	42.2 (40.2)	21.9 (55.0)
Religious education	52.0 (54.3)	3.6 (4.9)	12.6 (12.4)	2.8 (1.4)	71.1	28.9 (27.1)	122.6 (125.3)
2010	52.9	4.7	13.6	1.5	72.8	27.2	124.1

5. Includes Certificate of Education, Non-UK Qualifications where the level was not provided and Other Qualification at National Qualifications Framework (NQF) level 4 or 5 and above e.g. diplomas or higher education and further education, foundation degrees, higher national diplomas and certificates of higher education.

Table 12: Head count of teachers and number of hours taught by subject and key stage to year groups 7-13 in all publicly funded secondary schools.

Footnote 1 states: “1. Teachers were counted once against each subject that they were teaching, regardless of the amount of time they spent teaching the subject. Teachers were counted under each key stage they were recorded as teaching to; a Mathematics teacher who taught all years (7-13) would be included under Number of teachers of Key Stage 3, Key Stage 4 and Key Stage 5.”

In school X, the number of RE teachers might be 9 for Key Stage 3 (pupils age 11-13 years), but there might be only one person teaching RE full time, the rest being from other subject areas, teaching one or two lesson each. However, the statistics would record 9 RE teachers

November 2012 England								
(Thousands)								
SUBJECT	HEAD COUNT OF IN SERVICE TEACHERS	NUMBER OF TEACHERS OF:			TOTAL NUMBER OF HOURS TAUGHT ³	NUMBER OF HOURS TAUGHT TO:		
		Key Stage 3 ²	Key Stage 4 ²	Key Stage 5 ²		Key Stage 3 ²	Key Stage 4 ²	Key Stage 5 ²
Mathematics	32.8 (35.2)	28.9 (30.6)	27.1(27.9)	12.7 (12.6)	478.2 (485.7)	229.8 (237.6)	188.3 (189.2)	60.0 (58.9)
English	36.6 (38.8)	32.4 (33.8)	28.7 (29.5)	12.8 (12.5)	483.5 (491.9)	235.8 (243.6)	195.9 (197.1)	51.7 (51.3)
Physics	6.0 (5.9)	1.3 (1.2)	3.3 (3.0)	4.4 (4.3)	41.5 (39.5)	3.5 (3.4)	14.9 (13.4)	23.2 (22.6)
Chemistry	7.2 (6.9)	1.3 (1.2)	3.7 (3.3)	5.5 (5.4)	47.7 (45.30)	3.3 (3.10)	15.0 (13.5)	29.5 (28.7)
Biology	8.7 (8.5)	1.5 1.4	4.0 (3.7)	6.9 (6.9)	55.9 (53.4)	4.3 (3.7)	16.0 (14.2)	35.6 (35.5)
History	15.8 (16.6)	14.1 (14.8)	10.2 (10.0)	6.2 (6.0)	165.1 (161.8)	83.5 (84.8)	52.9 (48.6)	28.7 (28.3)
Geography	14.2 (14.9)	12.9 (13.5)	8.9 (8.8)	5.0 (5.0)	149.3 (146.6)	81.8 (83.7)	46.0 (41.9)	21.5 (21.0)
French	14.3 (15.3)	12.9 (13.9)	9.1 (9.0)	3.6 (3.7)	137.1 (141.4)	85.6 (92.3)	40.0 (37.2)	11.5 (11.9)
German	5.2 (5.5)	4.4 (4.7)	3.5 (3.6)	1.7 (1.7)	42.0 (43.4)	21.1 (22.8)	15.1 (14.7)	5.8 (6.0)
Spanish	6.8 (6.8)	5.8 (5.7)	4.5 (4.2)	1.9 (1.8)	58.6 (55.0)	30.9 (30.2)	20.6 (18.2)	7.0 (6.6)
Religious Education	15.4 (16.5)	12.2 (12.7)	10.1 (10.7)	3.9 (3.8)	122.6 (125.3)	60.4 (62.1)	46.7 (47.6)	15.5 (15.5)
Total	232.1 (241.5)	206.3 (213.3)	205.4 (211.1)	118.8 (118.9)	3759.9 (3,890.7)	1718.6 (1,807.6)	1,425.8	658.9 (657.3)

Source: School Workforce Census Base: 178,884 teachers to years 7-13 (unweighted head count)