

## 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 2019.

Reporting Year 2019

## School workforce in England

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1

## Secondary pupils deserve to be taught by subject experts

Government inaction means that Religious Education falls short

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

The Government's Public Accounts Committee report (June 2016) called for an urgent review of teacher training in England and "is also concerned that a growing number of pupils are taught by teachers without a subject-relevant post A-level qualification"

 The lack of subject experts teaching some subjects is a cause for serious concern

• Demonstrates that there are insufficient

relevant post A-level qualification"

| https://www.parliamen/s/lamen/southerness/companies/comp

More than half of  $\ensuremath{\text{teachers of RE}}$  have not been trained\* to teach the subject.

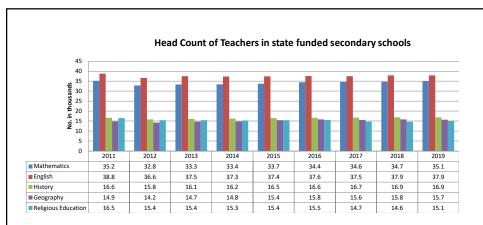
Religious Education subject experts teaching
RE to address the concerns raised by OFSTED
above

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

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.

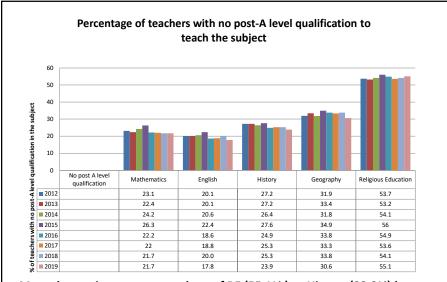
\*no post-A level qualification in the subject – no degree nor teaching qualification in RE or a related subject

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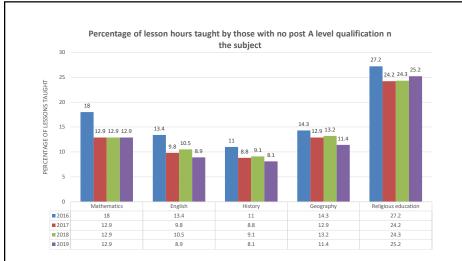


The data from the 2019 census suggests that there is an increase in the number of teachers of RE from 2018. However, a teacher is included in the 'headcount' if they teach only one lesson of a subject, so this may not be a positive development since it is likely to mean that more teachers who spend mostof their time teaching another subject are teaching small amounts of RE.

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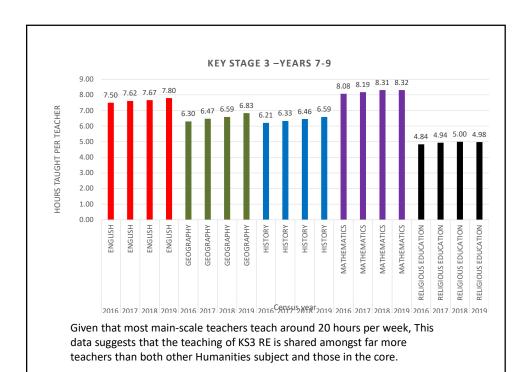


More than twice as many teachers of RE (55.1%) as History (23.9%) have no post-A level qualification in the subject. Since 2012, the number of teachers in this category has decreased for Mathematics, English, History and Geography but not for RE.



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%).

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