

Our students deserve to be taught Religious Education by those with sufficient training and expertise in the subject.

A report from NATRE in response to the publication of the school workforce data for 2015.



Department  
for Education

**School Workforce in England: November  
2015**



SFR 21/2016, 30 June 2016

Published on 9<sup>th</sup> July 2016

# 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”

<https://www.parliament.uk/business/committees/committees-a-z/commons-select/public-accounts-committee/news-parliament-2015/training-new-teachers-report-published-15-16/>

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

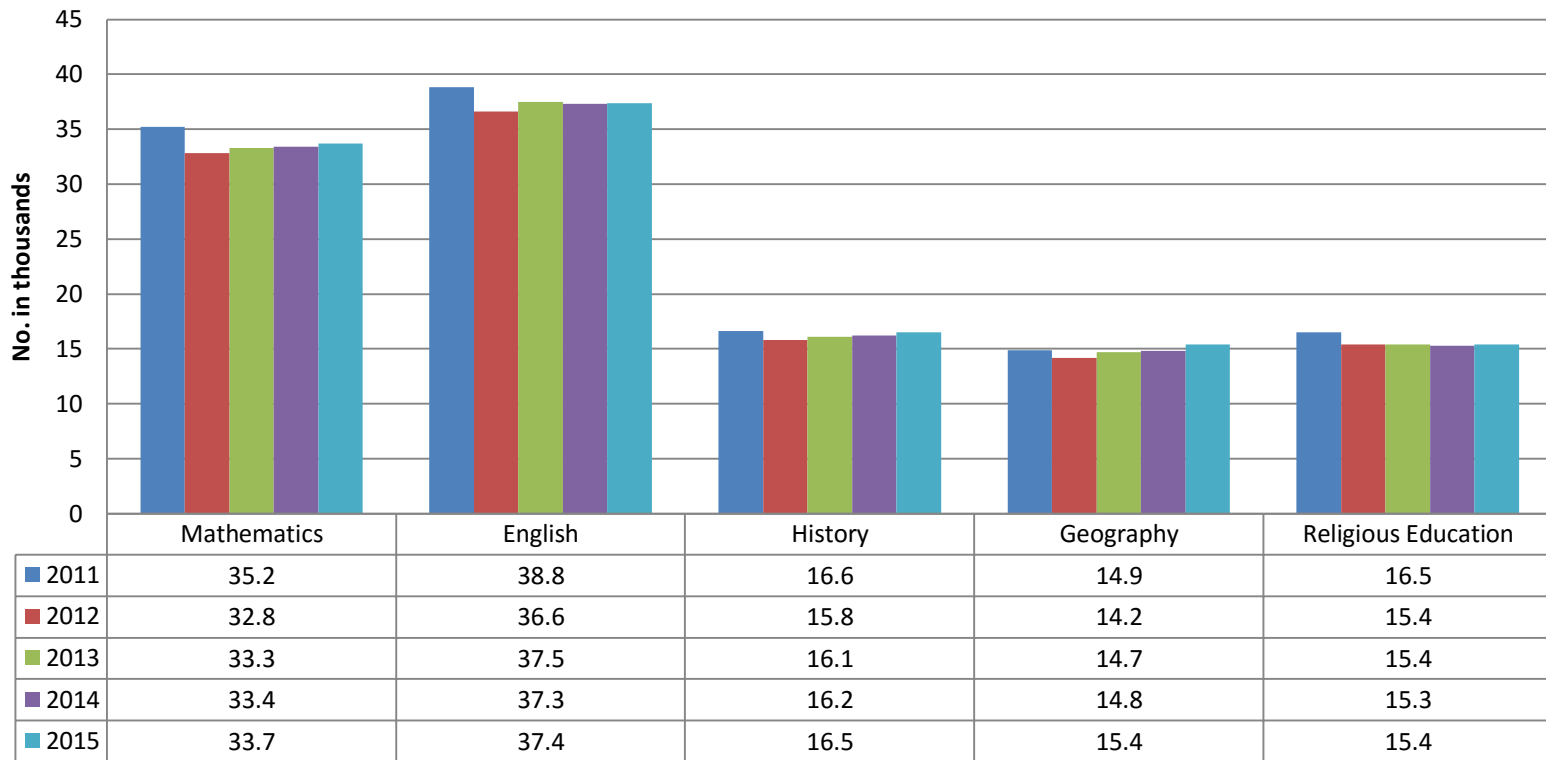
More than half of **teachers of RE** have not been trained\* to teach the subject (twice as many as in History). 53.7% of teachers of RE had no post-A level qualification in the subject compared with 27.2% of History teachers

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

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 (11%) and RE (27.2%)

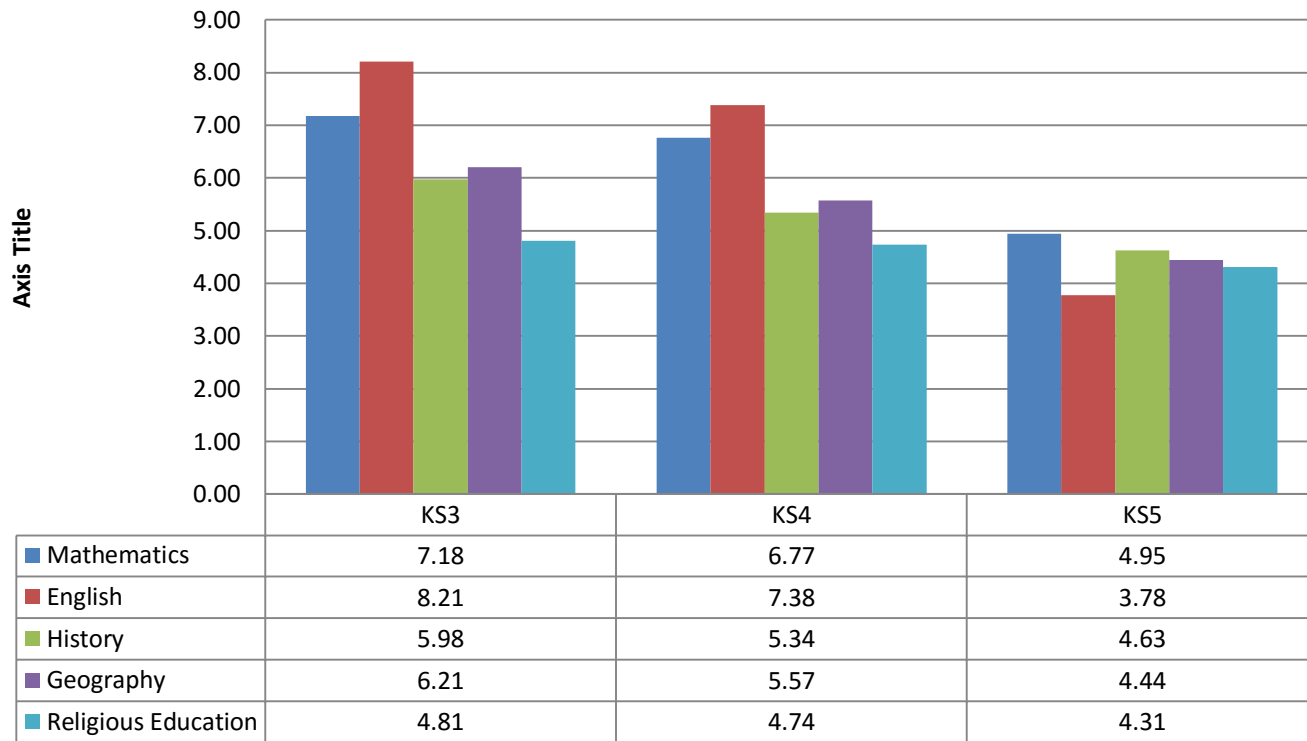
\*no post-A level qualification in the subject – no degree nor teaching qualification in RE or a related subject

## Head Count of Teachers in state funded secondary schools



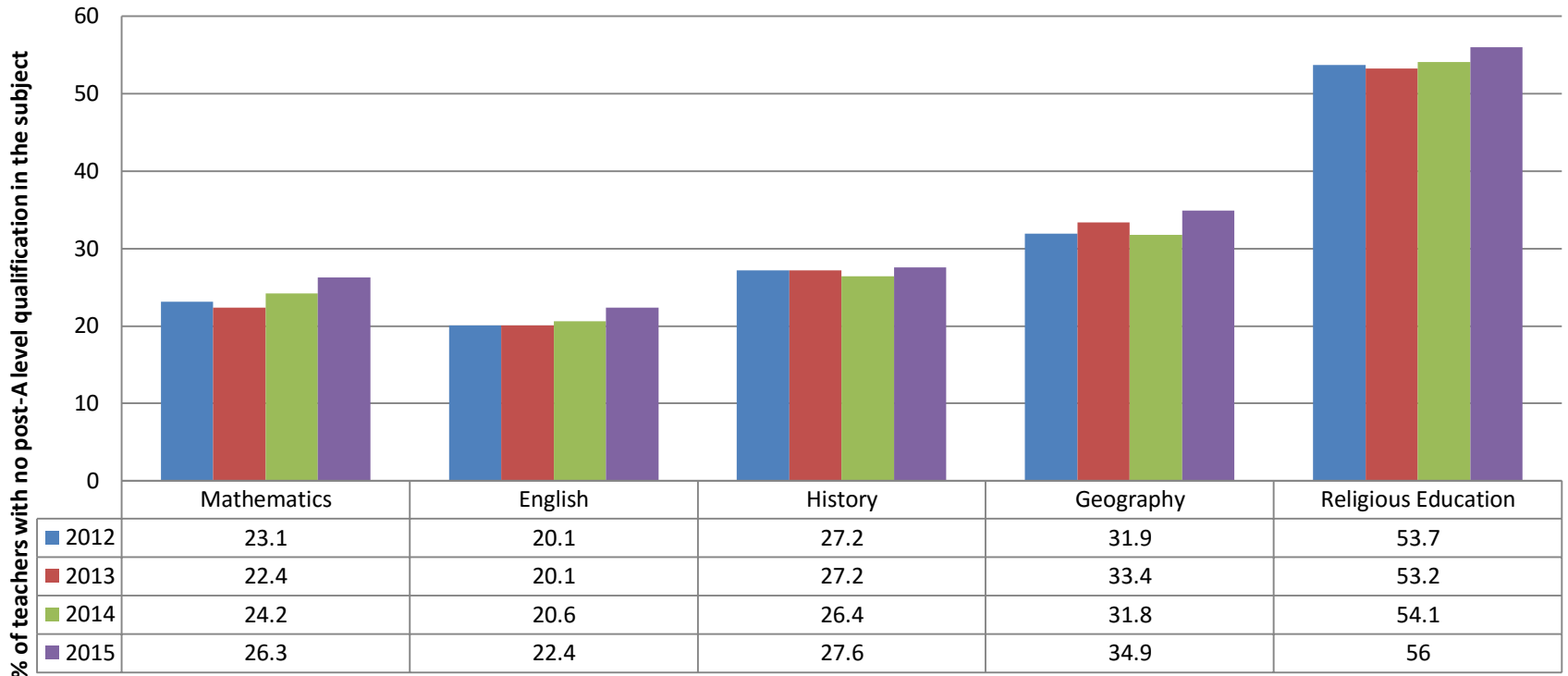
**In 2011, there were a similar number of teachers of RE as History but over the past three years, RE teacher numbers have fallen by more than 1000 (-6.7%) when the number of History teachers has remained relatively stable and the headcount of geography teachers has increased by 500 (+3.3%)**

## A comparison of the number of hours taught per teacher by subject and key stage



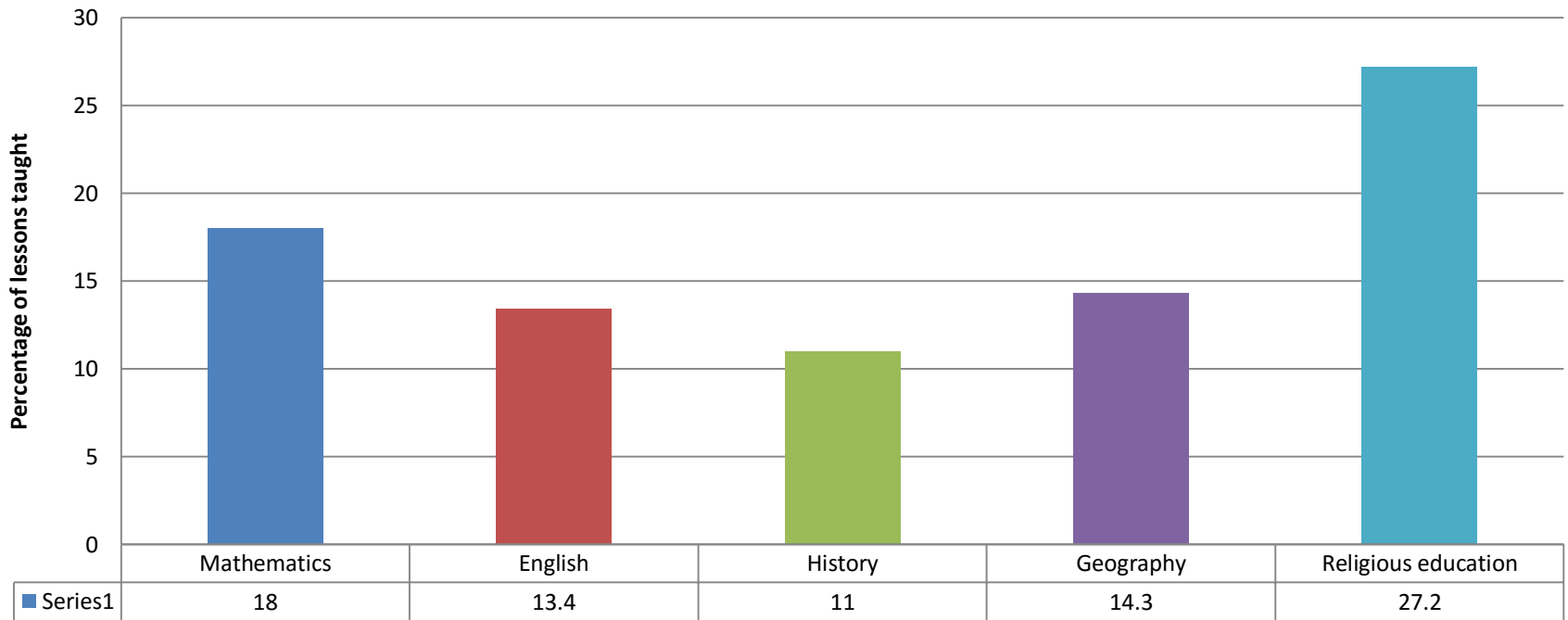
**Each teacher of RE teaches on average fewer hours because the timetabling of the subject is shared between a greater number of teachers. As later data shows, this includes a disproportionate number of non-specialists.**

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



**More than twice as many teachers of RE (56% ) as History (27.6%) have no post-A level qualification in the subject. Even more worrying, the situation has deteriorated even further from 2014 in both Religious Education and Geography.**

## Percentage of lesson hours taught by those with no post-A level qualification in that subject



**Almost two and a half times as many hours of RE (27.2%) as History (11%) are taught by a teacher with no post-A level subject in the subject.**