



Department
for Education

Reformed GCSE and A level subject content

Government consultation response

February 2015

Contents

| | |
|--|----|
| Introduction | 3 |
| Overview of reforms | 6 |
| Summary of responses received and the Government's response | 8 |
| Citizenship studies | 9 |
| Drama GCSE | 13 |
| Drama and theatre A level | 15 |
| Drama and theatre AS | 16 |
| Cooking and nutrition GCSE | 18 |
| Religious studies GCSE | 20 |
| Religious studies A level | 25 |
| Religious studies AS | 27 |
| Conclusion | 31 |
| Annex A: list of respondents to the consultation on citizenship studies, drama and cooking and nutrition | 32 |
| Annex B: list of respondents to the consultation on religious studies GCSE and A level | 36 |

Introduction

On 25 September 2014 the Department for Education published a consultation on proposed content for GCSEs in citizenship, cooking and nutrition, design and technology and drama, as well as for A level drama and theatre studies. We consulted separately on religious studies GCSE and A level/AS on 7 November.

The proposed GCSE subject content aims to provide students with more fulfilling and demanding courses of study; new A level content aims to encourage development of the knowledge and skills needed for progression to undergraduate study and employment. The consultation sought views on the following questions:

- whether the revised GCSE content in each subject is appropriate:
 - whether there is a suitable level of challenge
 - whether the content reflects what students need to know in order to progress to further academic and vocational education
- whether the revised A level content in each subject is appropriate:
 - whether the content reflects what students need to know in order to progress to undergraduate study
- whether the revised AS qualification content in each subject is appropriate

The September consultation ran for 8 weeks until 20 November 2014. It received 446 responses from schools, further and higher education institutions, employers, subject associations, curriculum and assessment experts, and the general public. We also met regularly with subject associations to help us understand expert views in more depth.

The religious studies consultation ran until 29 December and received 2,120 responses from teachers, schools, further and higher education institutions, religious groups, subject associations, curriculum and assessment experts, and the general public. In addition, we held two public consultation events during the consultation period for practising religious studies teachers, including educational and teaching groups, such as the National Association for Teachers of Religious Education (NATRE) and independent Schools Religious Studies Association (ISRSA). Over 40 teachers attended the events and we received positive feedback, both during and after the consultation events.

Ofqual, the independent regulator, consulted in parallel on GCSE, AS and A level assessment arrangements for these subjects. Ofqual's response to its consultation will be available at: www.gov.uk/government/consultations/.

The Department has considered the evidence gathered and has worked with awarding organisations to publish final subject content for GCSEs in citizenship, drama and food

and nutrition and religious studies, and AS and A levels in drama and theatre and religious studies.

On 16 January 2015 [we announced](#) that first teaching of design and technology GCSE would be delayed by one year until 2017 to ensure all the component parts of the qualification work well together. Schools may continue to teach the unreformed GCSE in design and technology until the introduction of the reformed GCSE in 2017. However, from the introduction of the reformed GCSE in food preparation and nutrition in 2016, food technology will no longer be included in the design and technology GCSE. The results of the consultation on design and technology will not be reported in this response and will be published alongside the final content for the design and technology GCSE.

Of the responses we received for the September consultation:

- 262 were submitted directly from teachers
- 2 were submitted on behalf of subject associations
- 13 were submitted on behalf of higher education institutions
- 32 were submitted on behalf of schools
- 6 were submitted on behalf of further education institutions
- 4 were from parents
- 5 were submitted on behalf of academies
- 2 were submitted on behalf of colleges
- 4 were submitted on behalf of organisations representing school teachers and lecturers
- 11 were submitted on behalf of awarding organisations
- 3 were submitted on behalf of local authorities
- 10 were from employers/business sector
- 56 were submitted as part of a campaign

Of the responses we received for the November consultation on religious studies:

- 222 were submitted directly from teachers
- 8 were submitted on behalf of subject associations
- 13 were submitted on behalf of higher education institutions
- 25 were submitted on behalf of schools
- 4 were submitted on behalf of further education institutions
- 24 were from parents

- 8 were submitted on behalf of academies
- 1 was submitted on behalf of a college
- 12 were submitted on behalf of organisations representing school teachers and lecturers
- 8 were submitted on behalf of awarding organisations
- 11 were submitted on behalf of local authorities
- 3 were from employers/business sector
- 15 were from young people
- 1,691 were submitted as part of a campaign

A full list of the organisations that have responded can be found at Annex A.

Overview of reforms

The government is reforming GCSEs and A levels to make sure that they prepare students better for further and higher education, and employment. We want reformed GCSEs to set expectations which match those of the highest performing countries, with rigorous assessment that provides a reliable measure of students' achievement. The new A levels will be linear qualifications that encourage development of the knowledge and skills students need for progression to undergraduate study. The content provides for awarding organisations to develop new stand-alone AS qualifications taught over one or two years that can be co-taught with the new linear A level. Students may want to benefit from this change and only take an AS qualification to add breadth to their A level study. However, it will continue to be possible for students to take an AS in some subjects before deciding which to continue onto A level.

Reforms to these qualifications are already underway. [GCSE subject content](#) in English literature, language and mathematics was published in November 2013, and the new qualifications will be taught from September 2015. Specifications for these GCSEs can now be found on awarding organisations' websites. [GCSE subject content](#) in ancient languages, geography, history, modern foreign languages, biology, chemistry and physics, which will be taught from September 2016, was published in April 2014.

At AS and A level, [subject content](#) in art and design, biology, business, chemistry, computer science, economics, English language, English literature, English language and literature, history, physics, psychology, and sociology was published in April 2014. These new qualifications will be taught from September 2015. Specifications for these A levels can be found on awarding organisations' websites.

Responsibility for reviewing AS and A level subject content for ancient languages, modern foreign languages and geography which will be taught from September 2016, and mathematics and further mathematics which will be first taught from September 2017, was remitted to a new independent body, the A level Content Advisory Board (ALCAB).¹ We consulted on proposals based on ALCAB's [recommendations](#). AS and A level [subject content](#) and the [Government response](#) to this consultation were published in December 2014.

In April 2014 the Secretary of State announced that a further set of GCSEs and A levels would be reformed and introduced for first teaching from 2016. A consultation on GCSEs in art and design and computer science, music, PE and dance, and AS and A levels in

¹ It was decided that A levels in modern foreign languages, mathematics, further mathematics and geography required more significant change and development time and that these subjects would be reformed for first teaching in 2016. Following a request from the Department, the Russell Group of universities set up ALCAB to review subject content in these subjects, together with ancient and classical languages.

music, PE and dance ran from 16 July 2014 to 19 September 2014. [Subject content](#) and the [Government response](#) to this consultation were published in January 2015.

Following Ofqual's [consultation](#) on proposals for the final phase of reform, they will announce their final decision on which subjects will be reformed for first teaching from 2017 later this year.

Summary of responses received and the Government's response

This section sets out the views that we have heard in response to the consultation on 2016 GCSEs and A levels. It also sets out the decisions that have been taken to finalise the content in these subjects

The written responses and the views expressed by subject experts during the consultation period and throughout the development process have been important in shaping and strengthening the content. Awarding organisations and the Department have also worked closely with Ofqual to ensure that the subject content can be regulated.

Some respondents who provided written responses to the consultation chose only to answer a subset of the questions that were posed. Therefore, response figures for each subject differ depending on which questions people answered, for example we received 92 responses to our question on GCSE citizenship studies whereas there were 32 responses for GCSE drama. Throughout the report, percentages are expressed as a measure of those answering each question, not as a measure of all responses.

This analysis does not include issues mentioned by respondents which were outside the scope of the GCSE and A level subject content consultation – for example, issues raised on the decoupling of the AS and A level qualification, upon which a decision was taken in March 2013.

Some responses were relevant to Ofqual's parallel consultation on GCSE and A level regulatory requirements and assessment arrangements. These issues will be addressed by Ofqual in its [consultation response](#) and are therefore not reported here. Ofqual's response to its [consultation on religious studies](#) GCSE and A level is also available online.

Citizenship studies

We received 92 responses on the suitability of the citizenship studies GCSE subject content, of which six agreed the draft content was appropriate.

| Is the revised GCSE content in citizenship studies appropriate? | Total | Percent |
|--|--------------|----------------|
| Yes: | 6 | 7% |
| Not Sure: | 2 | 2% |
| No: | 84 | 91% |

As well as the online consultation, officials met a small group of citizenship teachers, a local authority representative responsible for citizenship teaching and a representative of Democratic Life to discuss the content.

71 respondents (78%) argued that the content did not set out the full range of active citizenship skills and that it was overly focused on knowledge and understanding. The majority of these responses were part of a campaign by Democratic Life (a leading organisation for citizenship studies teaching). All four major citizenship organisations, Democratic Life, Citizenship Foundation, the Association of Citizenship Teaching (who had surveyed their members) and the expert subject advisory group for Citizenship (originally established with support from the DfE to provide strategic subject advice and support following the national curriculum review) all raised similar concerns. These respondents typically commented that:

- an emphasis on academic knowledge of political and civic systems rather than practical citizenship may mean teachers do not have the knowledge required to teach the content specified. During face-to-face discussions, teachers said that citizenship teachers are often not specialists in their subjects and would therefore find it difficult to teach the detailed subject content proposed.
- the volume of knowledge required under the reformed qualification is large and therefore would not be covered in depth. During face-to-face discussions, teachers commented that some specific content could only be covered superficially at GCSE level, so that students would not develop a deep knowledge and understanding of the subject, and would not be prepared for progression to A levels. Teachers also suggested that, as citizenship is currently not always allocated as many hours as other subjects by schools, there may not be sufficient time to teach the reformed qualification.
- citizenship action is not emphasised enough in the content, with respondents commenting that citizenship is an intellectual and practical subject focused on the

process which students work through to develop an outcome or product. 10 respondents (11%) said that the reformed citizenships qualification would be similar to a civics or politics GCSE. Respondents drew parallels with other subjects such as design and technology, or drama and suggested that citizenship processes and skills should be more clearly articulated in the content. They also commented that the content would result in a mismatch between the GCSE and the National Curriculum teaching requirements.

A small number of respondents suggested specific drafting changes. Democratic Life, Citizenship Foundation, the Association of Citizenship Teaching and the expert subject advisory group for Citizenship suggested the content is revised to ensure that the bullet points are rationalised as some represent higher level conceptual or abstract knowledge and others reflect factual knowledge. Six respondents (7%) including financial education organisations such as MyBnk and pfeg suggested that knowledge of personal finance should be included in the subject content.

Citizenship studies short course

We received 85 responses on the suitability of the subject content for the citizenship studies GCSE short course, of which five agreed the draft content was appropriate.

| Is the revised GCSE short course content in citizenship studies appropriate? | Total | Percent |
|--|-------|---------|
| Yes: | 5 | 6% |
| Not Sure: | 4 | 5% |
| No: | 76 | 89% |

The majority (89%) of respondents suggested that the level of active citizenship should be increased in the short course. The arguments raised closely echo those expressed in respondents' comments on the citizenship GCSE.

Government response to citizenship studies GCSE and short course

We have carefully considered the effect of the increased range and depth of the new citizenship content in response to the results of our consultation, particularly in relation to the potential for overlap with similar subjects and considerations regarding required teaching time. It is important that citizenship studies GCSE be recognised as comparable with other GCSEs and schools delivering the reformed GCSE in this subject will need to invest the time to do so. We have not received evidence to show that requirements to study the UK and its interaction with the wider world, the economy and finance, and the importance of the legal system, which are contained in the reformed subject content, would overlap with other GCSEs.

We have listened to comments from respondents who felt that more active citizenship was required in the qualification. Under the reformed qualification, students will be required to have completed at least one in-depth critical investigation leading to a planned course of informed action, which can be externally assessed by means of 'novel contexts'². Students will have the opportunity to apply the knowledge, understanding and skills learned through their investigation in the examination. We recognise that not all active citizenship skills can be effectively assessed but we have made specific reference to those skills which should be assessed alongside knowledge and understanding. Short course students will not be required to undergo this type of assessment in order to allow adequate assessment for the knowledge of citizenship concepts. However, students on both courses are encouraged to seek out opportunities to use the knowledge they have gained through the qualification to become active and responsible citizens.

We agree with respondents that young people should be taught about personal finance to prepare them for life in modern Britain. The teaching of the rights and responsibilities around personal finance rightly sits in the national curriculum and is part of the compulsory citizenship studies at key stage 3 and 4. For the first time from September 2014, the new programmes of study for Citizenship require schools to prepare pupils to manage their money well and make sound financial decisions. The GCSE rightly focuses on the more complex and demanding areas of the economy, finance and money in the UK.

² "novel contexts" means that the student can be assessed on their skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts some of which may be scenarios set by the awarding organisations (i.e. novel to the student) and not necessarily based around their own citizenship action.

Drama GCSE

We received 32 responses on the suitability of the drama GCSE subject content, of which 11 agreed the draft content was appropriate.

| Is the revised GCSE content in drama appropriate? | Total | Percent |
|---|-------|---------|
| Yes: | 11 | 34% |
| Not Sure: | 7 | 22% |
| No: | 14 | 44% |

Over a third of respondents who commented (38% or 12 respondents) suggested specific amendments to the content. Five respondents (16%) suggested that the content should include some technical or production skills, and the roles in the theatre beyond that of performer or designer such as producer. Four respondents (13%) suggested that the definition of a performance text should be revised to allow texts commissioned by theatre companies and written by professional playwrights but not necessarily performed professionally, to ensure that texts such as the National Connections texts (commissioned by the National Theatre for young people) can be included at GCSE. Four respondents (13%) suggested that design should be removed from the list of skills required by all students as those working as performers might not have the opportunity to develop these skills adequately.

Seven respondents (22%) commented that the content was overly focused on theatre practice and performance texts as opposed to process-led drama, improvisation and role-play, and therefore would not cater for students who take GCSE drama to build confidence or focus on the more creative and explorative side of the subject. However, 12 respondents (38%) approved of the coverage of the content, with some commenting that it was right that the content did not focus on exploration or process-led drama. Five respondents (16%) welcomed the number of texts required saying that this would prepare students for AS and A level.

The revised GCSE content requires students to analyse and evaluate live theatre work by their peers, amateurs or professionals. Six respondents (19%) commented that it should require students to see live professional theatre not just peer and amateur performances, although some respondents accepted that this might need to include filmed professional theatre. Respondents argued that students should have this opportunity to allow them to develop their understanding of theatre and how it is made and inform their own practice. Three of these respondents also commented that there should also be a requirement to engage with professional theatre makers to gain personal experience and insight into contemporary practice.

Government response to drama GCSE

Awarding organisations have developed content for drama GCSE and A level, working with subject experts, including the National Theatre, the Central School of Speech and Drama and Arts Council England.

Awarding organisations listened carefully to respondents who expressed the view that the GCSE should include a broader range of technical and production skills. They believe that the subject content focuses appropriately on the core knowledge required in a drama GCSE and that the skills and roles identified in the content are suitably broad for a two year GCSE. However, awarding organisations did make changes to clarify that the role of designer can include lighting and sound.

Awarding organisations appreciated respondents' opinion that a variety of texts should be eligible for study under the reformed qualification, and that texts professionally commissioned are currently used effectively as part of the GCSE. The content has therefore been revised to give students the opportunity to study performance texts that have been professionally commissioned as well as professionally performed. As a result, texts such as National Connections texts will be available for study under the reformed GCSE.

Awarding organisations recognise the range of opinions about the balance between theatre practice and performance text, and process-led drama. However, they believe that the content provides a good balance between understanding the characteristics of performance texts and how meaning is interpreted and communicated in the theatre alongside realising their own artistic intentions including through performance. Awarding organisations are confident that this balance is appropriate for this level of study and will prepare students well for the A level.

Awarding organisations confirmed that the content should allow students to choose to focus on either designing or performing as a discipline of study, and that the content should specify the universal skills which all students can demonstrate regardless of their chosen discipline. They therefore removed the requirements to design and perform from the list of skills required of all students in the subject content. Students will be expected to demonstrate all of the skills outlined in the drama GCSE through their chosen discipline of either design or performance.

Awarding organisations have listened to respondents' views that students should attend live professional theatre as part of their GCSE study and recognise that it is important for students to be encouraged to experience a variety of high quality performances to assist their development as performers and appraisers of drama. They were, however, concerned that requiring this might preclude some students from accessing the qualification, if they cannot attend a professional or amateur performance for reasons of cost or availability. Similar issues were considered by awarding organisations when deciding not to include a new requirement for students to engage with professional theatre companies.

Drama and theatre A level

We received 26 responses on the suitability of the drama and theatre A level subject content, of which 10 agreed the draft content was appropriate.

| Is the revised A level content in drama and theatre appropriate? | Total | Percent |
|--|-------|---------|
| Yes: | 10 | 38% |
| Not Sure: | 6 | 23% |
| No: | 10 | 38% |

The majority of respondents (54% or 14 respondents) suggested specific amendments to the content. Most of the suggested amendments were only raised by one or sometimes two respondents. Four respondents suggested that the content should include some technical or production skills, and the roles in the theatre beyond that of actor, director or designer such as stage manager. Four respondents suggested that the bullet point on 'signs and symbols used to convey meaning in drama and live theatre' be removed to avoid repetition.

The proposed content reduced the number of whole plays to be studied from four to two, but increased breadth by requiring students to study three key extracts from plays, and a minimum of two influential theatre practitioners and/or companies (increased from one). Just under a quarter of consultation respondents (23% or six respondents) thought that the content was too broad or that the number of texts required was too high, and that this could result in students not covering the content in enough depth. However, four respondents (15%) explicitly commented that the content was sufficiently challenging, would be a rich and demanding course and provide students with a good grounding in all aspects of theatre.

The revised A level content requires students to interpret, analyse and evaluate live theatre performance by peers, and either amateur or professional performances. Eight respondents (31%) commented that the requirement should clarify that students would be expected to see live professional theatre not just peer and amateur performances, although some respondents accepted that this might need to include filmed professional theatre. Respondents argued that students should have this opportunity to ensure that they can produce well informed and high quality work. Four of these respondents also commented that there should also be a requirement to engage with professional theatre makers to gain personal experience and insight into contemporary practice.

Drama and theatre AS

We received 25 responses on the suitability of the drama and theatre AS level subject content, of which 10 agreed the draft content was appropriate.

| Is the revised AS content in drama and theatre appropriate? | Total | Percent |
|---|-------|---------|
| Yes: | 10 | 40% |
| Not Sure: | 7 | 28% |
| No: | 8 | 32% |

Many of the issues raised in relation to the AS level echoed those made for the A level.

Ten respondents (40%) suggested specific amendments to the content. Most of the suggested amendments were only raised by one or sometimes two respondents. However, three respondents suggested that the content should include some technical or production skills, and the roles in the theatre beyond that of actor, director or designer such as stage manager.

The proposed content requires students to study one complete and substantial performance text, a minimum of two key extracts from two different texts, placed in the context of the whole text, and the work and methodologies of one influential theatre practitioner (either an individual or company). Just under a quarter of respondents (24% or six respondents) thought that the content was too broad or that the number of texts required was too high, and that this could result in students not covering the content in enough depth. In contrast three respondents (12%) explicitly commented that the balance of the content was good.

As with the A level, at AS the content requires students to interpret and evaluate live theatre performed by amateurs or professionals. Four respondents (16%) commented, as they did at A level that the requirement should clarify that students would be expected to see live professional theatre not just peer and amateur performances.

Government response to drama and theatre AS and A level

Following careful consideration of the responses to the consultation we asked awarding organisations to work with subject experts and Ofqual to improve and strengthen the drama and theatre subject content. Awarding organisations have removed the duplication of reference to signs and symbols used to convey meaning to avoid repetition in the subject content.

As at GCSE, awarding organisations listened carefully to respondents who expressed the view that the A level should include a broader range of technical and production skills. They believe that the subject content focuses appropriately on the core skills required in a drama A level and that the skills and roles identified in the content are suitably broad to prepare students for higher education and employment. However, awarding organisations did make changes to clarify that the role of designer can include lighting and sound.

Awarding organisations agreed with those respondents who thought that the subject content contains an appropriate breadth in the number and size of texts required to be studied and that the breadth and depth provided would prepare students well for higher education. Under the reformed content students will study two full texts to provide experience of the complete study of performance texts. However, when studying whole texts students have less opportunity to compare a variety of features such as performance techniques, characterisations, audience interactions, style, form and genre. Students can demonstrate a wider skillset by exploring a range of key extracts from different texts, comparing features which are the same and which differ. This range and breadth is important in exposing students to a range of techniques.

Awarding organisations carefully considered respondents' comments that AS and A level students should be exposed to performances which will enhance their interest in the subject and allow them to develop as practitioners and critics of drama. They also considered concerns that students or institutions that cannot attend professional performances, either because of cost or location, should not be disadvantaged. Awarding organisations therefore amended the requirement to analyse live theatre to make it clear that this can be either amateur or professional performances. Similar issues were considered by awarding organisations when deciding not to include a new requirement for students to engage with professional theatre companies.

Awarding organisations acknowledged respondents' interest in encouraging students to engage with contemporary theatre makers to afford them better knowledge of modern practices. They have therefore included an aim that students should understand the practices used in twenty-first century theatre making.

Cooking and nutrition GCSE

We received 183 responses on the suitability of the cooking and nutrition GCSE subject content, of which 99 agreed the draft content was appropriate.

| Is the revised GCSE content in cooking and nutrition appropriate? | Total | Percent |
|---|-------|---------|
| Yes: | 99 | 54% |
| Not Sure: | 31 | 17% |
| No: | 53 | 29% |

88 respondents (48%) commented that the inclusion of “cooking” in the title led to a perceived lack of academic rigour and would discourage boys in particular from taking the course. Suggested names varied along the lines of Food and Nutrition, or Food, Cooking and nutrition. Many of these respondents felt that students, parents, colleges or higher education institutions would not view a ‘cooking’ qualification as suitably academic and this would lead to a decline in pupil numbers with a knock-on effect on the staff numbers or the ability of a school to continue to offer the subject.

Other issues raised in the responses were concerns around the size of the qualification – 41 respondents (22%) commented on this issue, with many suggesting that the knowledge to be covered would not be possible in a two year GCSE course. Linked to this, was concern from a few respondents that the standard one hour lessons would not be enough time to cover some of the skills – for example casseroles/de-boning a chicken/filleting a fish. Respondents also suggested that some of the techniques to be covered were too demanding for GCSE level, with many concerned that practices such as making velouté sauces were more suited to A level.

18 respondents (10%) were concerned that the cost of some of the ingredients would be too expensive for some students, particularly those in deprived areas. The example mentioned most frequently was the cost of whole chickens.

26 respondents (14%) felt that either catering or food technology was under-represented in the proposed content, with many feeling the focus was skewed towards content that has previously been covered in the current home economics: food and nutrition GCSE.

Government response to cooking and nutrition GCSE

After carefully considering responses to the consultation, the title of the qualification has been changed to 'food preparation and nutrition'. This reflects the feedback on use of the word 'cooking' within the title whilst still being clear that the qualification will teach students practical cooking skills.

We understand the need for practical and manageable qualifications that can be effectively delivered by teaching staff. We believe that the knowledge specified in the content can be adequately taught in a two year GCSE course. Many of the skills included in consultation responses can be covered across one or two lessons. Long activities, such as bread making, or baking and decorating a cake, are already undertaken within current specifications. Other subjects that require long activities break this down into smaller stages and the same will be appropriate for food preparation and nutrition.

We do not agree that the new GCSE will be too demanding. Our aim when reforming GCSEs was to make them more challenging. Discussions with stakeholders identified a need to ensure that pupils who are taking this qualification are able to cook a balanced and healthy meal. The new GCSE must be a step up in demand from KS3, and there is a clear intention that pupils should be able to cook. The use of fresh ingredients, with a clear knowledge of where these have come from, and how to use them is vital for the new GCSE.

We fully appreciate the need to ensure the qualification is accessible to students from all backgrounds and we understand that the cost of ingredients is a crucial consideration in this regard. We do not believe that the subject content for this GCSE will oblige students or schools to purchase inaccessibly expensive ingredients. We have received feedback from CPD training days that have run an activity using chicken/fish, where costs were from 70p to £1.00 a portion. The cost of freshly cooked main courses is therefore comparable to that of, for example, decorated cakes completed under current qualifications.

We appreciate points raised around the under-representation of aspects of food technology and catering in the revised content. The reformed GCSE was designed to take the best aspects of current food qualifications to enable students to learn about the scientific and nutritional properties of ingredients and draw on this knowledge to prepare and cook a wide range of healthy meals. There are a range of vocational qualifications that cover food manufacturing, packaging and catering elements. This new GCSE is a general qualification which will enable progression to a wide range of further qualifications and careers in the food industry.

Religious studies GCSE

We received 2,093 responses on the suitability of the religious studies GCSE subject content, of which 65 agreed the draft content was appropriate.

| Is the revised GCSE content in religious studies appropriate? | Total | Percent |
|---|-------|---------|
| Yes: | 65 | 3% |
| Not Sure: | 66 | 3% |
| No: | 1,962 | 94% |

In addition to the online consultation, officials met religious studies teachers and subject experts at a number of face-to-face consultation events to discuss the content. We have highlighted specific comments we received from these events below.

Of the 2,093 responses received through the online consultation, 1,691 were part of a campaign led by the British Humanist Association about the coverage of non-religious beliefs, particularly humanism, in the new GCSE and A level specifications³. In addition to the campaign, we received a further 402 responses.

The majority of online respondents, 1,775 (85%), called for the optional systematic study of non-religious beliefs to be included in the subject content alongside religious beliefs, on the grounds that the content should be inclusive of the full range of religious and non-religious beliefs in the UK to reflect and encourage tolerance and understanding. Respondents also argued it would make the content more relevant to students with no religious beliefs. When campaign responses were not accounted for, a significant minority, 84 (21%), shared the same view. Most of these respondents suggested humanism as a suitable non-religious belief for inclusion in the subject content. Other respondents suggested that students could study atheism, agnosticism or secularisation as other examples of non-religious beliefs that could be studied in addition, or as an alternative, to humanism. The systematic study of non-religious beliefs was not raised as a significant issue at the RS teacher consultation events, however, and 22 other online respondents (5%), including representatives from religious groups, stated that the GCSE should not include an option for the systematic study of humanism. These respondents were concerned that the systematic study of humanism would not be comparable to other religions included in annex A, and could potentially lead to a less challenging route through the GCSE.

³ To ensure the campaign responses did not distort other respondents' views, these were only included in the analysis when specifically discussing the issue of non-religious beliefs and humanism. Unless otherwise stated, percentages are given as a proportion of those responses that were not part of the campaign.

The majority of teachers at the consultation events, and 66 other online respondents (16%), welcomed the requirement for all students to study two religions for at least 50% of the qualification. These respondents argued this reflects current teaching in most schools and ensures greater breadth of content. However, 29 respondents (7%) expressed concerns that studying two religions would make the qualification too broad at the expense of depth of understanding of one religion. A small number of respondents representing Jewish schools also pointed out that the requirement to study two faiths is problematic for some schools of religious character which currently only teach Judaism and the Hebrew Bible. 22 respondents (5%) cited the significant need for teacher training, particularly for non-specialist teachers who do not currently have the expertise to teach detailed content about two religions or religious texts.

In terms of the detailed content, 59 respondents (15%) and teachers attending the consultation events were concerned that there was too much content, potentially leading to superficial coverage of the content. Some respondents suggested that the content should be reduced, though others pointed out that some schools will need to dedicate more time to religious studies to make contact hours comparable with other curriculum subjects. Teachers at the consultation events, and an additional 33 (8%) online respondents, also pointed out there was a lot of repetition of content already covered at Key Stage 3, which reduced the level of challenge at GCSE and would cause progression issues at AS/A level. Forty-five respondents (11%) also wanted to see specific changes to the annexes to improve the accuracy or comparability of religious content where some religions were covered in more depth than others or where there were apparent omissions to the content, especially regarding the sections of annex A relating to Buddhism, Catholicism, Christianity, and Judaism. The same number of respondents, 45 (11%), called for the two compulsory topics in Part 1 (Study of religions) to be changed from “Sources of Wisdom and Authority” to “Practices”, arguing this would help students to understand how the religious beliefs and teachings relate to real life in today’s society, rather than seeing religion in a purely theoretical way. Teachers at the consultation events also wanted to see use of the term ‘influence’ rather than ‘impact’, as this term is more relevant to the sector.

59 (15%) online respondents, and teachers at the consultation events, expressed their concern that significant elements of the ethics content appeared to be missing, in particular topics such as abortion, euthanasia, medical ethics, and the environment. A large number of respondents, 55 (14%), also called for more philosophy and ethics content to make the subject more appealing to students. 34 respondents (8%) were concerned that the reduction in philosophy and ethics content would have a negative impact on the take up of the subject, particularly because some students find philosophy and ethics to be the most interesting and challenging aspect of the subject. A further 45 (11%) respondents, and a large number of teachers attending the consultation events, also called for Part Two (Textual studies and religious, philosophical and ethical studies in the modern world) to be integrated with Part One (Study of religions), given that students learn more about religion through tackling philosophical and ethical questions.

They argued that without this, the study of religions would simply be reduced to rote learning of religious 'knowledge' and 'facts', which would, in turn, lead to a reduction in higher order thinking skills, such as critical thinking and analytical skills.

Government response to religious studies GCSE

We welcome respondents' broad support for the requirement to study two religions. We have concluded this is the right approach for GCSE as it will ensure students acquire both breadth and depth of knowledge, providing them with a broad and rigorous study of religions, as well as the basic skills to further their study or understanding of other religions in the future. We do not feel this is discriminatory to any particular faith group, but rather embeds the foundations for tolerance and understanding to help promote equality between members of all religious groups. Students can still focus upon one religion for up to three-quarters of the qualification and in doing so they can continue to learn predominantly about the beliefs and teachings of that religion. The new GCSE will not fundamentally change the way in which faith schools teach their own religion or their right to set their own religious education curriculum. It also does not have to determine the whole of the teaching at KS4 in faith schools. This should be seen as an additional and complementary option, in that it serves to supplement and build on RE curriculum provision in accordance with a faith school's trust deeds. We know that teachers will require assistance for their development to ensure they can teach two religions in sufficient depth, and awarding organisations offer a range of resources to support the introduction of new qualifications.

After careful consideration, we have decided not to include the optional systematic study of non-religious beliefs alongside religious beliefs in the subject content. We believe this would not be a suitable addition to the content, given the nature and purpose of a qualification in religious studies. Students already have the opportunity to learn about non-religious worldviews, such as humanism and atheism, alongside religious beliefs and we have emphasised this opportunity in the content. However, as these are qualifications in Religious Studies, it is right that the content primarily focuses on developing students' understanding of different religious beliefs. This is to stop current practice whereby students are rewarded for engaging in topical debates with virtually no understanding of religious teachings, beliefs or texts. A simultaneous focus on humanism would detract from an in-depth treatment of religion and the comparative study of two religions, and thus on the overall rigour and standard of the qualification. Introducing a systematic study of humanism at GCSE and A level could potentially lead to qualifications that are predominantly focused on the study of humanism at the expense of religion. Thus, whilst the subject content provides for the study of non-religious world views, it is intended that this should not form the focus for the majority of study.

We appreciate that the qualification needs to be comparable to other reformed GCSEs and of a suitable size to be delivered effectively over two years. We have reviewed the content in annex A to the subject content, which sets out content to be studied in Part One of the qualification. The annex now reflects approximately 60 hours of teaching (i.e. approximately 15 hours per section), which is appropriate for a GCSE qualification. We also expect that some schools will need to make adjustments to their curriculum

timetable to ensure that all reformed GCSEs, including RS GCSE, are given the appropriate teaching time to cover the subject content. We have worked with religious groups who originally drafted the annex to make a number of further changes to the annex to ensure the religious content is of comparable weight and level of demand, and to ensure there is clear progression from key stage 3.

In response to calls from teachers and others, we have changed the term 'impact' to 'influence', which is more relevant to the sector. We have also made 'practices' a compulsory part of the systematic study of religion within the GCSE replacing the topic 'sources of wisdom and authority'. This change was called for by teachers and religious groups in order to better enable students to understand the influence of religion on individuals, communities and societies.

We have also added scope for the study of ethics by including the term "human life" to the content. The structure of the qualification has been designed in such a way that will not allow students to debate philosophy and ethics issues without any reference to religious knowledge and understanding. However, we have strengthened paragraph 18 to make it clear that students need to demonstrate the depth of their understanding of religion through the application of teachings from religions and beliefs, including through specific references to sources of wisdom and authority. Awarding organisations will also have the flexibility to design qualification specifications in such a way that means students can still study religious content using a philosophy and ethics approach.

Religious studies A level

We received 2,031 responses on the suitability of the religious studies A level subject content, of which 70 agreed the draft content was appropriate.

| Is the revised A level content in religious studies appropriate? | Total | Percent |
|--|-------|---------|
| Yes: | 70 | 4% |
| Not Sure: | 47 | 2% |
| No: | 1,914 | 94% |

In addition to the online consultation, officials met religious studies teachers and subject experts at a number of face-to-face consultation events to discuss the AS and A level content. We have highlighted specific comments we received from these events in the AS and A level sections below.

Of the 2,031 responses received through the consultation, 1,691 were part of a campaign led by the British Humanist Association about the coverage of non-religious beliefs, particularly humanism, in the new GCSE and A level specifications⁴. In addition to the campaign, we received a further 340 responses.

The majority of all online respondents, 1,691 (83%), called for the optional systematic study of non-religious beliefs to be included alongside or in place of religious beliefs. The most popular non-religious belief to be suggested was humanism, though respondents also suggested that atheism should be included as an option for systematic study. These respondents argued it was important to ensure the content was inclusive of a full range of religious and non-religious beliefs in order to reflect and encourage tolerance and understanding of the diverse range of religious and non-religious beliefs in the UK. Respondents also argued that the perceived omission of non-religious world views ignored the needs and interests of non-religious students, who respondents suggested made up a significant minority or a majority of UK students. However, this was not raised as a significant issue at the RS teacher consultation events and when campaign responses were not accounted for, 11% of non-campaign respondents, (38 respondents) shared this view.

The second most frequently raised concern from online respondents, as well as from those attending the consultation events, was the amount of philosophy and ethics in the qualification. 70 respondents (21%) argued that the qualification as set out in the subject

⁴ To ensure the campaign responses did not distort other respondents' views, these were only included in the analysis when specifically discussing the issue of non-religious beliefs and humanism. Unless otherwise stated, percentages are given as a proportion of those responses that were not part of the campaign.

content would be too narrowly focused on religious content at the expense of philosophy and ethics content. 35 respondents (10%) suggested that moving to a more systematic study of religion would lead to a less challenging qualification, arguing that the focus on philosophy and ethics challenged students' ability to critically analyse and respond to the subject, while systematic study involved easier fact recall and 30 respondents (9%) further argued that this lack of broader philosophical content would not provide adequate progression to university study because it would narrow the options to degree courses with primarily theological content, 51 respondents (15%), mostly teachers, argued that philosophy of religion and ethics should be two separate sections in the subject content to ensure breadth and depth in this area of study. An alternative RS A level proposal, which placed more emphasis on philosophy and ethics content, was also submitted to the consultation. Although the proposal was signed by 43 people and an additional 54 people who confirmed their support for (but did not sign) the proposal, we also received a few responses from individuals who did not support the alternative RS A level proposal because it would allow more space for the rigorous teaching of philosophy and ethics.

A further 38 respondents (11%) pointed out there was too much overlap with Religious Studies GCSE content (a similar concern was raised in relation to the proposed AS level content). Some respondents were also concerned the content does not allow for the development of higher order thinking skills, such as in-depth critical analysis or argument construction, which are crucial for effective progression to undergraduate level courses. A small number of respondents were concerned that there was too much breadth and not enough depth of content. A small number of respondents also raised concerns about the capability of teachers to teach the content, particularly given the increased emphasis on the systematic study of religion and religious texts.

65 respondents (20%) expressed concern that the implementation of the proposals would lead to a drop in the numbers of students opting to study the subject at A level. A few also mentioned they would consider offering alternative courses such as Philosophy A level, instead of Religious Studies, if the current proposals were to go ahead.

Religious studies AS

We received 1,998 responses on the suitability of the drama and theatre A level subject content, of which 67 agreed the draft content was appropriate.

| Is the revised AS content in religious studies appropriate? | Total | Percent |
|---|-------|---------|
| Yes: | 67 | 3% |
| Not Sure: | 51 | 3% |
| No: | 1,878 | 94% |

Of the 1,998 responses received through the consultation, 1,691 were part of a campaign led by the British Humanist Association about the coverage of non-religious beliefs, particularly humanism, in the new GCSE and A level specifications⁵. In addition to the campaign, we received a further 307 responses.

The majority of all respondents, 1,719 (92%) called for the optional systematic study of non-religious beliefs to be included alongside or in place of religious beliefs. Respondents argued this was important to ensure the content was inclusive of a full range of religious and non-religious beliefs in order to reflect and encourage tolerance and understanding of the diverse range of religious and non-religious beliefs in the UK. Respondents also argued that the perceived omission of non-religious world views would ignore the needs and interests of non-religious students, who respondents suggested made up a significant minority or a majority of UK students. However, similar to the A level responses, this was not raised as a significant issue at the RS teacher consultation events and when campaign responses were excluded, only a small number of non-campaign respondents, 28 (9%), shared the same view.

Similar to the responses received about the A level content, 78 respondents (25%) argued for an increase in the amount of philosophy and ethics content. 53 respondents (17%) specifically called for more religious ethics content (e.g. medical and environmental ethics). A slightly smaller number of respondents compared to the A level respondents, 35 (11%), argued that the philosophy and ethics section should be separated into two distinct areas of study, with some suggestions for titles including 'Philosophy of Religion' and 'Religious Ethics'.

⁵ To ensure the campaign responses did not distort other respondents' views, these were only included in the analysis when specifically discussing the issue of non-religious beliefs and humanism. Unless otherwise stated, percentages are given as a proportion of those responses that were not part of the campaign.

56 respondents (18%) were concerned that the reduced emphasis on philosophy and ethics content would lead to reduced take-up of the subject. A further 22 respondents (7%) believed that the proposed content was inadequate for progression to undergraduate study because philosophy and ethics encourages students to engage critically with the subject. In addition, many respondents suggested that the study of philosophy and ethics would be better preparation for students intending to study other degrees (e.g. law and medicine), rather than the study of religion or religious texts.

30 respondents (10%) believed that the content was insufficiently challenging, with 47 respondents (15%) arguing the AS level contained too much overlap with GCSE content. Respondents were concerned that the content at AS level relied heavily on factual knowledge and recall rather than analytical and critical reasoning skills. This was thought to be particularly true of the systematic study of a religion, which respondents believed focused on the perception of religion, believers and festivals in a way that was very similar to GCSE. Respondents were further concerned that students might study the same religions for GCSE and A level and that the AS level as currently presented would result in repetition of the GCSE course.

17 respondents (6%) told us that the draft content was too broad and attempted to cover too much content, which could result in a disjointed qualification or superficial knowledge and understanding of the subject. These responses focused on the difficulty of teaching breadth in the AS level, but also on the ability of teachers to acquire specialist knowledge that they had not encountered before, particularly where non-specialist teachers were required to deliver detail on religious customs and practices.

Government response to religious studies AS and A level

We carefully considered responses requesting students be given greater opportunity to study non-religious beliefs. Students already have the opportunity to learn about non-religious worldviews, such as humanism and atheism, alongside religious beliefs. However, as these are qualifications in Religious Studies, it is right that the content primarily focuses on developing students' understanding of different religious beliefs. This is to stop current practice whereby students are rewarded for engaging in topical debates with virtually no understanding of religious teachings, beliefs or texts. A simultaneous focus on humanism could detract from an in-depth treatment of religion and thus on the overall rigour and standard of the qualification. While the subject content provide for the study of non-religious world views, introducing a systematic study of humanism at A level could potentially lead to qualifications that are predominantly focused on the study of humanism at the expense of religion.

We appreciate that philosophy of religion and ethics are distinct areas of study that need to be studied in sufficient depth to enable progression to undergraduate courses. We have therefore separated the section of the subject content "Philosophical, Ethical and Social Scientific Studies of Religion" into two separate areas of study: "Philosophy of Religion" and "Religion and Ethics". Students will now choose 3 out of 4 areas of study (rather than 2 out of 3 previously) from the following: Systematic study of one religion; Philosophy of religion, Religion and Ethics, and Textual studies. The fields of philosophy and ethics can therefore now form up to 66% of A level study, rather than 50% of study previously, which allows for greater focus in these areas, whilst ensuring at least a third of time is spent engaging with the study of a religion or religious texts.

At the same time, we have strengthened the religious content and reference to primary texts so that students develop a solid grounding of religion whilst studying philosophy and ethics. For example, students studying philosophy and ethics will be expected to engage with philosophical and ethical theories and arguments related to religion as well as the works of key scholars in these fields. Whichever route is taken, students will be expected to undertake rigorous academic study and to gain an in depth understanding of at least one religion. The 'social scientific studies of religion' content that was previously in the philosophy and ethics section of the course has now been included in the 'systematic study of one religion' section.

We know that it is important that the A level gives students an opportunity to show meaningful progression from GCSE and that it is demanding enough to adequately prepare students for undergraduate study. We have amended the subject content to provide a more suitable level of challenge for A level study and to ensure there is no overlap with the religious studies GCSE. For example, students will no longer be required to study prayer, festivals and celebrations as part of the systematic study of religion, as these areas are studied in detail at GCSE. However similar to the GCSE, the term 'influence' has replaced the term 'impact' throughout the subject content in response to calls from teachers and others in the sector.

We consider that students studying the reformed A level will develop critical analysis skills or the techniques to successfully construct academic arguments. Whatever route

students take through the qualification they will be required to construct well informed and reasoned arguments and critically analyse and evaluate arguments of scholars and academics. Each route requires students to understand and engage with arguments and critically analyse influential works.

We have heard respondents' concerns that the scope of the content is too broad and teachers will not be capable of teaching students detailed content on beliefs and religious texts. We consider that the qualification strikes the right balance between detailed knowledge of a student's chosen area of study and a comprehensive religious education. We understand concerns that some teachers, particularly those from a non-faith background, may not currently have detailed knowledge of some of the content to be taught under reformed specifications, and that detailed religious content may deter students from taking religious studies A level. While we believe that the content provides the basis for an engaging qualification that will appeal to young people, our reforms are designed to ensure students have the right knowledge and skills for progression to higher education.

Conclusion

We are grateful to all those who responded to the consultation and to those individuals who have worked with awarding organisations and the Department to finalise subject content for these subjects. We believe that the changes made in response to the consultation appropriately address the issues raised and that the content we have published will provide young people with the high quality qualifications they deserve.

Annex A: list of respondents to the consultation on citizenship studies, drama and cooking and nutrition

Agriculture and Horticulture
Development Board (AHDB)
Alcester Grammar School
Alderbrook School
All Saints Educational Trust:
All Saints RC School
Alston Engineering Limited
Altran UK
Altrincham College Of Arts
Ampleforth College
AQA
ARK William Parker
Arnold Hill Academy
Arts Council England
Ashcroft Technology Academy
Ashville College
Association for Nutrition
Association of School and College
Leaders
Attleborough Academy Norfolk
Aylesbury Grammar School
Barking Abbey School
Beckfoot School
Bedford School
Berwick Academy
Biddenham International School and
Sports College
Bingham Centre for the Rule of Law
Bishop's Stortford College
Blessed Trinity RC College
Bnos Yisroel High School
Bolton School Girls' Division
Bradfield School
Brampton Manor Academy
Bricham Community College
British Dietetic Association
British Nutrition Foundation
British Red Cross
Broadwater School
Brune Park School
Cartmel Priory School
Castle Manor Academy
Castlebrook High School
Catholic Education Service
Catholic High School Chester
Central Lancaster High School.
Challney High School for Girls
Chase High School
Cheadle Hulme School
Cheltenham College
Churchill Academy
Cirencester Deerpark School
Citizens of Europe
Citizenship Foundation
Claydon High School
Community Action Suffolk
Consensus Action on Salt and Health /
Action on Sugar
Coopers School
Coundon Court
Crafts Council
Cranbrook School
Crofton High School
Crown Hills Community College
Cultural Learning Alliance
Curriculum Enterprise Ltd
D&T for D&T
D&T NORDAB (North Devon
Academic Board)
D&T Within Schools Ltd
Darwen Vale High School
Davison CE High School
Debenham High School
Democratic Life
Denbigh School
Derby High School
Derbyshire County Council
Didcot Girls School
Dowdales School
Dunottar School

| | |
|--------------------------------------|--------------------------------------|
| EA Group (UK) | King Edward's School |
| Eltham College | King's College School |
| Enfield School | Kings School |
| Expert Subject Advisory Groups | Knights Templar School |
| Farming and Countryside Education | Lady Margaret School |
| Field Studies Council | Langley Park School |
| Focus on Food | Lavington School/Edexcel Chief |
| Food and Drink Federation | Examiner GCE And GCSE Food |
| Food for Life Partnership | Technology |
| Fowey River Academy | Learning through Purposeful Change |
| Framwellgate school | Ltd |
| Furness Academy | les Quennevais School |
| Glyn School | Longbenton College |
| Gosforth Academy | Loughborough Design Press |
| Granville Sports College | Loughborough High School |
| Greenwood academy | Lowton High School |
| Guthlaxton College | Lutterworth College |
| Haverstock School | Marshland High School |
| Headington School | Mayfield school |
| Heart of Mersey | Moorside School |
| Heckmondwike Grammar School | MyBnk |
| Henry Box School | National Farmers Union |
| Highcliffe School | National Secular Society |
| Hills Road Sixth Form College | National Theatre |
| Holbrook Academy | Nerwton Abbot College |
| Holland Park School | Netherthorpe School |
| Holyrood Academy | New Wave Concepts Limited |
| Hull Trinity House Academy | NFU |
| Huntcliff School | Nonsuch High School of girls |
| Huntington School | Northallerton College |
| ifs University College | Nottingham Trent University |
| Independent Education Consultant | Oaklands |
| Isle of Wight College | Oasis Academy |
| James Dyson Foundation | OCR |
| Jo Richardson Community School | Office of the Chief Rabbi and United |
| John Hanson School | Synagogue |
| Kendrick School | Old Palace of John Whitgift School |
| Kennet School | Orchards Academy |
| Keswick School | Ormiston Sir Stanley Matthews |
| Kimbolton School | Academy |
| King Ecgbert School | Our Lady Queen of Peace |
| King Edward VI School | Oxfordshire County Council |
| King Edward VI High School for Girls | Parliament Hill School |

| | |
|--------------------------------------|---|
| Pearson | St Peters School, Exeter |
| Pent valley | St. Anne's Catholic School and Sixth Form |
| pfeg | St. John Fisher School |
| Philip Morant school and college | St. Wilfrid's School |
| Practical Action | Stowmarket High School |
| Prince Henrys Grammar School | Stratford Girls' Grammar School |
| Priory Academy LSST | Strode College |
| Priory School | Sussex Downs College |
| Purbrook Park School | Sutton Community Academy |
| Queen Elizabeth School | Tavistock College |
| Queen's University Belfast | The Abbey School |
| Quilley School | The Association for Citizenship Teaching |
| Rainford Technology College | The Charter School |
| Ralph Allen School | The Cotswold School |
| Ramillies Hall School | The de Ferrers Academy |
| Royal Academy of Culinary Arts Chefs | The Design & Technology Association |
| Adopt a School | The Ecclesbourne School |
| Royal Latin School | The Grange School |
| Royal Shakespeare Company | The Henry Box School |
| RSPCA | The Institution of Engineering and Technology |
| Samuel Whitbread Engineering College | The John Henry Newman School |
| Sandhurst school | The King Edward VI School |
| Selby High | The Marlborough CofE School |
| Sharnbrook Upper School | The Money Charity |
| Shavington High School | The Park Community School |
| Sheldon School | The Stanislavski Experience |
| Skills Capital Management | The Textile Institute |
| Socially Enterprising Technology Ltd | The Thomas Hardy School |
| Solihull School | The Weald School |
| South Molton Community College | Thorpe St Andrew School |
| South Wilts Grammar School | Todmorden High, Lancs |
| Spalding High School | Townley Grammar School |
| St Aidan's School. Harrogate | Trinity Catholic College |
| St Albans School | Trinity School |
| St Bedes RC School | TSG Limited |
| St Clement Danes School | University of Bristol |
| St Edmunds | University of Cumbria |
| St Edward's School, Cheltenham | University of Sussex |
| St Josephs RC High | University of the Arts London |
| St Mary's school | University of Worcester |
| St Marylebone School | |
| St Mary's School for Girls | |

UVHS
Uxbridge High School
VMB Watkins
Voice
Wakefield College
Watford Grammar School for Girls
Welland Park Academy
Werneth School

Westlands School
Wigmore High School
Wildern School
Willenhall Academy
Wilmslow High School
WJEC-CBAC
WRAP

Annex B: list of respondents to the consultation on religious studies GCSE and A level

Abbeyfield School
Abbot Beyne High School
Al Mahdi Foundation
Aldenham School
Alexandra Park School
All Hallows RC High School
Allerton High School Leeds
Alleyn's School
Arthur Mellows Village College
Association of School and College Leaders
Beacon Community College
Beauchamp College
Bedales School
Bedford Modern School
Belvidere School
Berkhamsted School/ISRSA
Berwick Academy
Bexley Standing Advisory Council on Religious Education
Birmingham SACRE
Bishop Milner Catholic College
Bishop Wordsworth's School
Blenheim High School
Blessed Edward Oldcorne Catholic College
Board of RE Council of England and Wales
Bolton School
Bootham School
Brentwood School
Brighton College
Bristol Grammar School
British Board of Deputies
British Humanist Association
Buckinghamshire County Council
CAFOD
Caludon Castle School
Canterbury Christ Church University
Catholic Education Service
Charter Academy
Cheney School
Chesterton Community College
Christ the King School
Christian Concern & Christian Legal Centre
Christleton High School
Church of England Board of Education/National Society
City of Leicester SACRE
Clapton Girls Academy
Colfe's School
Colyton Grammar school
Corfe Hills School
Cornwall SACRE
Cranleigh School
Croydon Council
Dame Allan's School
De Lisle College: A Catholic Voluntary Academy
Denstone College
Diocese of Leeds
Diocese of Lincoln Board of Education
Diocese of Shrewsbury
Downside School
Durham County Council - Education Development Service
Durham High School for Girls
Edgbarrow School
Ermysted's Grammar School
Eton College
Failsworth School
Finham Park School, Coventry
ForcesWatch
Francis Holland School
Free Churches Group
Fulston Manor School
Garth Hill College
GNNET
Hagley Catholic High School

Harris Academy South Norwood
Harris Westminster Sixth Form
Haslingden High School
Headington School
Hill Cliffe Baptist
Hills Road Sixth Form College
Hindu Academy & Hindu Council UK
Hitchin Girls' School
Holy Family Catholic and CE College
Hugh Christie Technology College
Immanuel College
Isambard Community School
Ismaili Tariqah and Religious
Education Board
ISRSA
James Allen's Girls' School
John Hampden Grammar School
John Taylor High School
KGGS
King Edward VI Camp Hill Girls School
King Edward VI Camp Hill School for
Boys
King Edward VI School
King Henry VIII School
Kingham Hill School
Latymer Upper School
Leicester Grammar School
Leicester SACRE
Leicester Secular Society
Lister Community School
Liverpool Archdiocese
Lodge Park Academy
Loreto College Manchester
Lowton CofE High School
Lutterworth High School
Merchant Taylors' Girls' School
Merton SACRE
Mulberry School for Girls
Muslim Women's Network UK
NASUWT
National Association of Orthodox
Jewish Schools

National Board of Religious Inspectors
and Advisers
National Secular Society
National Spiritual Assembly of the
Bahá'ís of the United Kingdom
Network of Buddhist Organisations
(NBO)
Newcastle School for Boys
Newlands Girls' School
Newman University
Northampton Catholic diocese
Notre Dame Catholic Sixth Form
College
National Spiritual Assembly of the
Bahá'ís of the United Kingdom
OCR
Oriental High School
Ormiston Rivers Academy
Our Lady & St Chad Catholic Sports
College
Oxford Brookes University
Pearson
Philosophical Investigations
Plasbet School
Pool Hayes Community School
Portsmouth Grammar School
Prior's Field School
Priory School
Queen's College, London
Reading Blue Coat School
Royal Russell School
Sacred Heart
Saffron Walden County High School
Saint Benedict CVA
Salisbury Diocese
Shephed Hind Leys Federation
Sherborne School for Girls
Shropshire Education Department
Sir Harry Smith Community College
Sir William Perkins' School
South Gloucestershire SACRE
South Hampstead High School
Spiritualists National Union

| | |
|---|---|
| St Augustine's Priory | The London Oratory School |
| St Augustine's RC High School | The Misbourne |
| St Bede's Catholic School, Lanchester | The National Association of Teachers of Religious Education (NATRE) |
| St Catherine's School, Bramley | The National Church of England Academy |
| St Chad's High School | The Open University |
| St Edmund Arrowsmith Catholic High School | The Portsmouth Grammar School |
| St Edmund Campion Catholic School | The Red Maids' School |
| St George's College Weybridge | The Royal Hospital School |
| St Helen and St Katharine | The United Synagogue and the Office of the Chief Rabbi of the United Hebrew Congregations of the Commonwealth |
| St John Fisher Catholic College | Theology and Religious Studies UK |
| St Julie's Catholic High School | AND Bath Spa University |
| St Mary's Catholic School | Thirsk School and Sixth Form College |
| St Mary's Shaftesbury | Thomas Whitham Sixth Form |
| St Matthew's RC High School | Thornden School |
| St Michaels Catholic Academy | Torquay Girls' Grammar School |
| St Michaels RC school | Trinity School |
| St Paul's Catholic School | Trinity School Carlisle |
| St Paul's Girls' School | TRS UK |
| St Paul's School | University of Birmingham |
| St Peter's Catholic School | University of Chester |
| St. Bede's Catholic School & Sixth Form College | University of Oxford |
| St. Edmund's College | University of Warwick |
| Stamford Endowed Schools | Wakefield Girls' High School |
| Standing Advisory Council for Religious Education | Warminster School |
| Stonewall | Wellington College |
| Streford Grammar School | Welwyn Hatfield Inter Faith Group |
| Teddington School | Wessex Shia Ithna Asheri Jamaat |
| The Buddhist Society | West Street Independent Methodist Church, St Helens, Merseyside |
| The Cherwell School | Windsor Girls' School |
| The Cranbrook School | WJEC |
| The Dyslexia-SpLD Trust | Wootton Upper School |
| The English Martyrs School & 6th Form College | World Federation of Khoja Shia Ithna-Asheri Muslim Communities (WF) |
| The Haberdashers' Aske's School for Girls | Writhlington School |
| The Jewish Museum | Wycombe Abbey School |
| The Joseph Whittaker School | Wye School |
| The King Edward VI School | |
| The Latymer School, N9 9TN | |



Department
for Education

© Crown copyright 2015

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v3.0. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/consultations

Reference: DFE-00044-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk