

# The 1944 Education Act and its legacy- Keith Sharpe, Secular Education Forum

Video available at: <https://www.youtube.com/watch?v=ZjpgaRmPhxl>

0:00:02.649,0:00:04.649

Thank you

0:00:09.040,0:00:10.870

Thank you very much can I

0:00:10.870,0:00:17.070

Start by adding my thanks to you for braving  
the atrocious weather to get here this evening

0:00:17.289,0:00:22.169

You will have hopefully found on your chair  
already a handout

0:00:22.990,0:00:26.399

And I just like to say the purpose of this  
handout is twofold one

0:00:26.400,0:00:28.619

It's the kind of souvenir for you to take away

0:00:28.840,0:00:31.469

But it also is a sort of road map

0:00:31.899,0:00:38.639

Through the lecture so that you can follow as  
it were where we are at any particular point

0:00:39.550,0:00:41.759

You may have heard of the famous

0:00:42.399,0:00:46.679

story of a 1940's newspaper headline, which  
ran

0:00:47.350,0:00:49.350

fog in the channel

0:00:49.510,0:00:51.510

continent cut off

0:00:51.760,0:00:53.760

Now it may be apocryphal

0:00:54.399,0:01:00.329

but it's often referred to because it  
encompasses in a very pithy sort of phrase  
that

0:01:00.579,0:01:02.819

long tradition of what has been called British

0:01:03.580,0:01:05.260

exceptionalism

0:01:05.260,0:01:12.179

this is the idea that Britain is not like other  
countries is separate from them and

0:01:12.610,0:01:15.779

Its people are somehow different from all  
other nations

0:01:17.020,0:01:21.810

advocates of this view point to the fact that  
the last successful invasion was in

0:01:22.360,0:01:27.599

1066 they have a great nostalgia for Britain's  
imperial past and they generally think

0:01:27.880,0:01:31.560

That the British national character is distinctive  
and different

0:01:32.680,0:01:37.110

Even proudly eccentric a little bit like John  
Cleese in Fawlty Towers

0:01:38.079,0:01:39.700

if you want to

0:01:39.700,0:01:46.530

Experience a recent celebration of British  
exceptionalism. You have only to read Jacob  
Riis mugs

0:01:47.409,0:01:53.159

Recently published book simply called Victorians with its rose-tinted vision of the British Empire

0:01:53.740,0:01:57.269

bringing civilization to the heathen masses around the world

0:01:58.299,0:02:05.188

Now British exception ISM is a much contested idea, but there is one sense in which this country is unarguably

0:02:06.290,0:02:12.070

exceptional and distinct and that is the extraordinary extent of power privilege and

0:02:12.620,0:02:15.100

influence in state-funded education

0:02:15.680,0:02:18.339

exercised by churches and other religious organizations

0:02:19.850,0:02:23.529

Schools with a religious character or faith schools represent approximately

0:02:24.440,0:02:29.020

one-third of all publicly funded schools in this country and

0:02:29.450,0:02:36.009

Every school is legally required to conduct a daily collective act of worship on a world scale

0:02:36.710,0:02:38.710

This really is exceptional

0:02:39.470,0:02:44.440

Countries with much higher levels of religiosity than this one such as for example the United States

0:02:45.140,0:02:47.199

Do not have such

0:02:47.840,0:02:51.250

disproportionate religious penetration of their education systems

0:02:52.310,0:02:57.850

furthermore there are not faith hospitals faith prisons faith job centers or any other type of

0:02:58.370,0:02:59.420

divided

0:02:59.420,0:03:03.220

Faith-based public service Why should there be faith schools?

0:03:04.580,0:03:11.859

the reasons why religion plays such a big part in education are as has been said already grounded in history, but in particular

0:03:12.620,0:03:13.940

in

0:03:13.940,0:03:15.200

the last

0:03:15.200,0:03:22.450

75 years in particular since the passing of the Education Act of 1944, which this

0:03:23.239,0:03:25.239

lecture commemorates

0:03:26.060,0:03:30.880

In its time the 1944 act was an extraordinary political

0:03:31.730,0:03:37.720

achievement creating a new post-war consensual framework for a more equitable system of schooling

0:03:38.450,0:03:40.450

for the first time ever

0:03:40.549,0:03:44.469

Primary and secondary education would be provided to all free of charge

0:03:45.890,0:03:51.309

Now the historical context in which it emerged was far from encouraging

0:03:51.980,0:03:56.560  
there were the Depression years of the 1930s  
and then world war in the

0:03:57.260,0:04:04.659  
1940s and throughout the years between the  
first and the second world wars that been  
bitter struggles over education

0:04:05.390,0:04:12.100  
Painfully slow progress and a widespread view  
that public education was a drain on the  
Treasury

0:04:13.220,0:04:14.569  
in

0:04:14.569,0:04:17.168  
1938 most children approximately 80%

0:04:18.040,0:04:22.170  
Left school at 14 having only attended an all  
age

0:04:22.540,0:04:26.460  
Elementary school in which class sizes of 50  
were not unusual

0:04:27.100,0:04:33.119  
The church is controlled over half of all the  
schools in the country some 10,000

0:04:33.820,0:04:38.700  
553 against the publicly provided sector  
number of 10,000

0:04:39.340,0:04:46.650  
363 yet. The churches had just under 1.4  
million pupils. Whereas there were three point  
one five million in the council schools

0:04:47.350,0:04:51.869  
The church schools were in many cases smaller  
and located in rural areas

0:04:52.600,0:04:57.360  
they were largely funded by historic trusts and  
parish giving

0:04:58.210,0:05:03.900

Their managers were perpetually short of  
funds and the local education authorities had  
no power over them

0:05:05.080,0:05:12.900  
consequently, many of them were in a terrible  
state of repair and housed in inadequate and  
dilapidated buildings the

0:05:12.910,0:05:20.910  
Standards of educational achievement were  
generally low it was found for example that a  
quarter of wartime conscripts that conscripts  
were

0:05:21.160,0:05:23.160  
functionally illiterate

0:05:24.100,0:05:25.870  
During the Second World War

0:05:25.870,0:05:30.120  
there emerged a widespread feeling that once  
it was over Britain should be a

0:05:30.580,0:05:35.429  
Better place a New Jerusalem as a popular  
contemporary phrase had it

0:05:35.440,0:05:38.790  
It was hoped that there would be a more  
closely knit society

0:05:39.310,0:05:41.580  
reflecting the social solidarity of wartime

0:05:42.130,0:05:48.540  
There had been an unprecedented mixing of  
social classes which had broken down the rigid  
social order

0:05:49.630,0:05:54.420  
mass evacuation of children to the countryside  
had revealed shocking levels of deprivation

0:05:55.360,0:06:02.639  
The campaign for secondary education for all  
emerged as a major part of this. Hope for a  
better world in the future

0:06:03.250,0:06:10.050

At the same time the Board of Education which had responsibility for public schooling found itself adopting a more

0:06:10.810,0:06:15.270  
interventionist role in national planning as a result of managing evacuation

0:06:15.820,0:06:19.770  
Bombing devastation and other problems associated with war time

0:06:20.560,0:06:26.429  
This set the scene for a move to a more recognizably national system of education

0:06:29.309,0:06:33.409  
Now the division of responsibilities between the churches and the public authorities

0:06:33.839,0:06:39.769  
At the time was known as the dual system and it had been the subject of controversy for decades

0:06:40.679,0:06:47.329  
The deplorable state of the non provided sector re the church schools was seen as a national disgrace

0:06:49.199,0:06:55.158  
However the task of resolving the issue was replete with intractable difficulties civil servants in the Board of Education

0:06:56.189,0:07:03.079  
Anguished over means of channeling more public money into the church schools in a way which would be politically acceptable

0:07:04.019,0:07:11.329  
As far back as the 1902 balford Education Act any idea of using public funds for church schools

0:07:11.519,0:07:13.519  
had provoked huge opposition

0:07:14.309,0:07:18.799  
expressed for example in lloyd George's phrase Rome on the rates

0:07:19.379,0:07:22.368  
referring to taxpayer grants going to Catholic schools and

0:07:23.189,0:07:29.958  
Of course the Church of England and the Roman Catholic Church were wary and suspicious of state meddling in their schools

0:07:31.050,0:07:37.879  
what they wanted of course was maximum state funding and minimum state interference and

0:07:38.249,0:07:41.118  
to complicate matters further the nonconformist

0:07:41.969,0:07:44.028  
churches who had very few schools themselves

0:07:45.209,0:07:49.578  
bitterly resented money being spent on the promotion of the Anglican and Catholic

0:07:50.519,0:07:52.519  
religions

0:07:52.649,0:07:59.089  
The churches also had legal advantages the Le A's had no power to close church schools

0:07:59.669,0:08:02.748  
even where they had spare capacity to replace them and

0:08:03.240,0:08:07.069  
At the same time the churches were free to open new schools

0:08:07.069,0:08:13.759  
Even where the le.a was already able to accommodate adequately all the pupils in the area

0:08:14.969,0:08:20.268  
It had been clear for a long time that this state of affairs was quite unacceptable

0:08:21.089,0:08:27.139

The crisis of war through the situation into sharp relief and brought matters to a head

0:08:29.550,0:08:36.409

Into this Maelstrom walked an ambitious and politically astute young Conservative MP

0:08:37.169,0:08:39.169

Richard Austin

0:08:40.540,0:08:46.559

The Prime Minister Winston Churchill had made him President of the Board of Education in 1941

0:08:47.860,0:08:50.669

Nowadays, he be called the Secretary of State for education

0:08:52.090,0:09:00.090

But quickly realized that something really radical had to be done, but he knew that it would have to be done carefully

0:09:01.360,0:09:06.119

Diplomatically and skillfully there were so many opposing interests at stake

0:09:07.420,0:09:11.819

This was a herding cats situation

0:09:13.090,0:09:17.879

But he did have the advantage of cross-party support in the wartime national government

0:09:18.250,0:09:22.260

His deputy was James Souter heed a Labour politician

0:09:22.870,0:09:26.160

Who was fully on board with what Butler was hoping to do?

0:09:28.480,0:09:30.480

During 1943

0:09:31.060,0:09:34.470

Butler famously spent a fateful weekend at Chequers

0:09:35.020,0:09:40.170

where after a lot of difficult debates and arguments he succeeded in persuading

0:09:40.690,0:09:45.720

Churchill to support his far-reaching proposals for a fundamental reform of schooling

0:09:46.510,0:09:48.510

This had not been an easy task

0:09:49.390,0:09:56.670

Churchill had been involved in the earlier wrangling over the dual system and thought that too much time and attention

0:09:57.250,0:10:01.440

Spent on educational reform would distract from the war effort

0:10:02.380,0:10:04.380

caused controversy and

0:10:04.660,0:10:10.469

Upset the large number of Conservative MPs on whose support he and his War Cabinet depended

0:10:12.220,0:10:17.189

However Butler was a consummate politician and very persuasive and

0:10:18.460,0:10:20.460

Churchill yielded

0:10:21.070,0:10:26.580

Butler later wrote that when he was called into the great man's presence. I

0:10:28.450,0:10:35.430

Found him in bed smoking a corona with a black cat curled up at his feet he

0:10:36.550,0:10:38.290

began aggressively

0:10:38.290,0:10:43.319

By claiming that the cat did more for the war effort than I did

0:10:45.000,0:10:47.000

Didn't I agree

0:10:48.509,0:10:55.789

Mustering all his tax battler replied not really, but he's a very beautiful cat

0:10:57.839,0:10:59.839

After the Act was passed

0:11:00.420,0:11:03.620

Churchill was gracious. He wrote to Butler saying

0:11:04.709,0:11:06.709

pray accept my congratulations

0:11:07.170,0:11:11.839

you have won a lasting place in the history of British education and

0:11:12.660,0:11:13.949

indeed in time

0:11:13.949,0:11:18.469

The 1944 act came to be known as the butler act in

0:11:18.810,0:11:23.569

Recognition of the absolutely key role. He personally played in bringing it about

0:11:26.880,0:11:28.939

Providing secondary education for all

0:11:29.610,0:11:34.190

had then long been the major goal of educational reformers and

0:11:34.860,0:11:37.909

campaigners as far back as 1926

0:11:38.850,0:11:41.540

The had our report had proposed

0:11:42.120,0:11:49.909

To abolish the word Elementary and to alter and extend the word secondary we propose to substitute the word

0:11:50.160,0:11:57.380

Primary but to restrict the use of that term to the period of Education which ends at the age of 11 or 12

0:11:57.899,0:12:01.279

To the period which follows upon it we would give the name

0:12:01.829,0:12:06.499

Secondary, and we would make this name embrace all forms of post primary

0:12:07.079,0:12:08.130

education

0:12:08.130,0:12:14.119

Given this new use of the word secondary they argue that a new term was needed for the then-existing

0:12:15.300,0:12:22.669

Elitist secondary schools and these therefore should henceforth be called by the name of grammar schools

0:12:24.209,0:12:28.729

Almost two decades were to elapse before any of this came to pass

0:12:30.990,0:12:38.990

Butler's 1944 act required local education authorities to provide state-funded education up to the age of 15

0:12:39.300,0:12:41.300

Which incorporated?

0:12:41.970,0:12:49.490

instruction and training as may be desirable in view of pupils different ages abilities and aptitudes

0:12:51.060,0:12:56.330

This then was the background to the establishment by the 1944 act of the

0:12:56.940,0:13:02.330

tripartite system of grammar schools technical schools and secondary modern schools

0:13:02.700,0:13:10.580

Although in practice very few technical schools were ever created. In fact, therefore the system was really

0:13:11.130,0:13:13.050  
bipartite

0:13:13.050,0:13:15.050  
at the end of primary schooling

0:13:15.660,0:13:19.189  
children were to be classified according to school records and

0:13:19.950,0:13:25.910  
Parental aspirations with testing being used to supplement the information about each pupil

0:13:26.820,0:13:33.859  
Eventually, of course the testing became more important and the phrase the 11-plus entered common currency

0:13:34.710,0:13:40.939  
The grammar schools were the only route to a university education for those who could not afford private schooling

0:13:42.240,0:13:49.609  
The increasing reliance on testing meant that in the 1950s a simple so-called test of intelligence

0:13:50.490,0:13:55.250  
left around 80% of children attending Secondary Modern schools of dubious quality

0:13:55.950,0:13:58.790  
with little or no prospect of higher education

0:13:59.910,0:14:02.209  
There was supposed to be parity of esteem

0:14:03.240,0:14:09.109  
between the different types of secondary school, but this proved inevitably to be a vain hope

0:14:10.710,0:14:15.949  
School-leaving age was raised to 15 with a clause to raise it subsequently to 16

0:14:16.230,0:14:18.770  
Although this did not happen until the early 70s

0:14:21.540,0:14:27.379  
Now clearly one of the biggest problems that battle-ax faced at that time was persuading the

0:14:27.600,0:14:29.809  
churches to support his plans

0:14:31.230,0:14:38.330  
Given the control that they exercised over half of the schools and 1/3 of the pupils. They were in a strong position

0:14:39.240,0:14:44.390  
If they objected battle-ax knew that Churchill would not want any

0:14:44.970,0:14:51.919  
Confrontation with them for the reasons that I've already discussed and this might then put his whole project at risk

0:14:53.130,0:14:56.030  
It helped the butler was a well-known Anglican

0:14:56.370,0:15:02.060  
He managed to establish a good working relationship with the then Archbishop of Canterbury William temple

0:15:02.670,0:15:07.609  
It was also helpful that his deputy shooter Ede was a leading

0:15:08.150,0:15:10.150  
conformist and lay preacher

0:15:10.820,0:15:12.560  
none of this, however

0:15:12.560,0:15:19.180  
Cut any ice with the Roman Catholics whose opposition was fierce and relentless

0:15:20.510,0:15:22.250  
in the end

0:15:22.250,0:15:25.119

Buckler effectively managed to buy them all off

0:15:25.460,0:15:31.030

By agreeing that the state would pay for their schools, including the cost of repairing many inadequate buildings

0:15:31.310,0:15:38.380

he gave the church is the choice between having voluntary controlled schools where they got more funding but less control and

0:15:39.020,0:15:43.090

Voluntary aided schools where they got less funding but more control

0:15:43.610,0:15:50.259

He also allowed them to determine the nature of their school's daily acts of worship and their syllabus is for religious instruction

0:15:50.750,0:15:55.240

But with an opt-out rights of withdrawal for any parents who might want it

0:15:56.420,0:15:58.420

Butler got what he wanted a

0:15:58.790,0:16:00.790

national system of schooling

0:16:00.800,0:16:03.579

albeit locally administered by local authorities

0:16:04.100,0:16:09.399

Those originally established by the 19200 to Education Act who would now have additional

0:16:09.740,0:16:13.299

Powers and be responsible for implementing the reforms

0:16:14.210,0:16:18.730

And the churches got what they wanted they exchanged total control over

0:16:19.250,0:16:24.160

education in their schools for more religious influence in all schools and

0:16:24.500,0:16:27.700

moreover secured substantial state funding in the process

0:16:29.090,0:16:32.680

The Act said nothing about the curriculum to be taught

0:16:33.230,0:16:39.969

Except with regard to religious education, which was the only compulsory subject prescribed

0:16:40.820,0:16:43.450

the legislation specified that

0:16:44.000,0:16:48.130

The school day in every county school and in every voluntary school

0:16:48.350,0:16:52.509

shall begin with collective worship on the part of all the pupils and

0:16:52.970,0:16:59.920

Then every local education Authority was to be responsible for drawing up and agreed syllabus of religious instruction

0:17:00.770,0:17:03.610

Which schools in its area would be required to follow?

0:17:04.850,0:17:12.640

To help it in this process legal power was given to constitute a standing Advisory Council on religious

0:17:12.950,0:17:14.950

education as Sacre

0:17:15.200,0:17:20.739

The constitution of which was to reflect the principles religious traditions in the arieh

0:17:21.560,0:17:27.970



Sack race later became permanent bodies with legal powers as part of the 1988 education reform act

0:17:30.470,0:17:33.220

The importance of the battler Act is not

0:17:33.860,0:17:36.040

Just as a great historical landmark

0:17:36.740,0:17:40.990

Many of its provisions still shape the system of schooling in England and Wales today

0:17:41.180,0:17:46.359

In particular the continuing influence of churches and other religious organizations over schooling

0:17:47.600,0:17:54.610

Outlined that like now to focus on the four main parameters of this continuing privileged influence

0:17:55.670,0:17:57.759

Firstly the collective act of worship

0:17:59.600,0:18:03.100

The daily collective act of worship is still a legal requirement

0:18:03.980,0:18:06.190

the 1988 educational

0:18:06.650,0:18:13.269

Reform Act added the proviso that such worship should be wholly or mainly of a broadly Christian character

0:18:13.610,0:18:18.099

Which clearly does not reflect the diversity of beliefs in contemporary society

0:18:19.610,0:18:22.360

The fact that more than three-quarters of

0:18:22.790,0:18:28.659

Secondary Schools failed to comply with this legal requirement and are in fact in effect breaking the law

0:18:29.420,0:18:32.080

Every day and mostly with impunity

0:18:33.320,0:18:37.179

itself suggests how outdated this has become I

0:18:38.180,0:18:44.799

Would argue that the daily collective act of worship is a violation of the human rights of children

0:18:45.980,0:18:53.260

The school as an institution uses its authority to force children to worship and to pray

0:18:54.110,0:18:56.110

This is a form of indoctrination

0:18:56.840,0:19:01.119

Because when the child obediently puts her hands together and closes her eyes

0:19:01.400,0:19:05.170

She actually experiences nothing only darkness and silence

0:19:05.870,0:19:12.250

But she is told by the authority figure that there is an invisible all-powerful being watching and listening to her

0:19:12.950,0:19:20.559

She cannot test this assertion for herself, but she has no reason not to trust and believe what she is being told

0:19:21.290,0:19:28.899

There are good evolutionary reasons why children trust in whatever adults tell them it has survival value

0:19:30.020,0:19:34.840

Daily sessions of prayer can convince a child over time that an omnipresent

0:19:35.720,0:19:41.109

Omnipotence really is there and then the proselytization is complete

0:19:42.410,0:19:49.300

Last year two parents challenged the policy on collective worship of a school in the oxford diocesan

0:19:49.580,0:19:51.320

Schools trust

0:19:51.320,0:19:52.570

during assemblies

0:19:52.570,0:19:56.979

their child was obliged to pray to act out biblical stories such as the

0:19:57.230,0:20:01.150

crucifixion and to hear Christian doctrine taught as truth

0:20:01.910,0:20:09.670

no, meaningful alternative teaching was provided for children whose parents had exercised their right of withdrawal in their

0:20:09.680,0:20:11.300

submission to the High Court

0:20:11.300,0:20:14.379

The parents contended that the school policy

0:20:15.800,0:20:21.999

Constituted indoctrination and breached the right to freedom of belief under the Human Rights Act 1998

0:20:22.400,0:20:25.090

and the European Convention on Human Rights

0:20:26.330,0:20:29.379

the diocesan trusts back down

0:20:30.320,0:20:34.960

It agreed to provide alternative secular teaching for withdrawn pupils

0:20:35.720,0:20:41.320

But it is surely significant that the the indoctrination claim went uncontested

0:20:42.350,0:20:44.380

More such challenges are needed

0:20:45.920,0:20:50.529

Schools are for teaching not preaching they may teach about religion

0:20:50.530,0:20:53.019

They should not teach how to be religious

0:20:53.020,0:21:00.249

It is a feature of British exceptionalism that the UK is the only Western democracy to impose worship in

0:21:00.560,0:21:02.590

publicly funded schools by law

0:21:03.320,0:21:05.349

This law should now be abolished

0:21:07.190,0:21:15.099

Assemblies which play an important role in developing a sense of community and encouraging the social and moral development of pupils should be inclusive

0:21:15.100,0:21:17.100

And respectful of all

0:21:17.600,0:21:19.750

regardless of religion or belief or non-belief

0:21:21.050,0:21:24.609

There have been many attempts to end collective worship

0:21:25.400,0:21:32.530

There is a growing consensus amongst educators parents and academics on this but government's always seem to have other

0:21:33.170,0:21:35.170

priorities

0:21:35.770,0:21:41.910

Secondly faith schools and schools with a religious character in many ways. It is quite extraordinary

0:21:42.820,0:21:48.809

That the churches and the religious bodies have retained their grip on exactly the same

0:21:49.180,0:21:51.180  
percentage of pupils in

0:21:52.000,0:21:54.000  
2020 as they had in

0:21:54.640,0:21:56.440  
1944

0:21:56.440,0:22:02.880  
Given the massive decline in church  
attendance and religious belief that has taken  
place over the past 75 years

0:22:04.330,0:22:05.470  
in

0:22:05.470,0:22:08.819  
1944 it was arguable that Britain was a  
Christian country

0:22:09.520,0:22:11.610  
specifically an Anglican country

0:22:12.400,0:22:14.759  
In 2020 it is not

0:22:16.030,0:22:17.350  
in

0:22:17.350,0:22:19.409  
2017 only 15% of the population

0:22:20.110,0:22:22.000  
identified as Anglican

0:22:22.000,0:22:27.419  
Yet the churches privilege has been sustained  
by successive prime ministers of both political

0:22:27.910,0:22:31.740  
persuasions in the face of this huge cultural  
change

0:22:33.280,0:22:41.190  
Would like to suggest the problem majority of  
people in this country in 2020 would be  
sympathetic to the following

0:22:41.530,0:22:43.649

propositions about faith schools

0:22:45.760,0:22:51.300

One this is reasonable for parents to raise their  
children in a faith tradition if they so wish it is  
not

0:22:51.610,0:22:55.259

reasonable for them to expect the taxpayer to  
fund this

0:22:56.110,0:22:58.110

European Convention on Human Rights  
guarantees

0:22:58.630,0:23:05.069

Parental rights to bring children up to be  
religious. It does not mandate the state to pay  
for it

0:23:06.250,0:23:09.599

to voluntary aided schools are able to teach

0:23:10.030,0:23:13.620

confessional r-e and have confessional  
collective worship

0:23:13.840,0:23:20.399

This should not happen as part of mainstream  
educational revision that only be offered  
outside normal schooling

0:23:21.340,0:23:23.490

3 the state has no business

0:23:24.340,0:23:31.169

Whatsoever supporting proselytization of  
children or the inculcation of religious belief  
under any circumstances

0:23:32.590,0:23:37.769

for the state should not allow the existence of  
private faith schools, which in many instances

0:23:38.290,0:23:41.670

deliberately resist British values and equality  
laws

0:23:42.310,0:23:45.450

Amanda, Spielman the head of office it made a  
speech in

0:23:46.360,0:23:48.449  
2018 in which she reported?

0:23:49.180,0:23:51.330  
Hofstede's findings from such schools

0:23:51.700,0:23:58.950  
She commented we have found text that encouraged domestic violence and the subjugation of women

0:23:59.410,0:24:04.920  
We have found schools in which there is a flat refusal to acknowledge the existence of people who are different

0:24:05.290,0:24:08.009  
So for example lesbian gay and bisexual people

0:24:09.040,0:24:10.540  
five

0:24:10.540,0:24:12.520  
relationships and sex education

0:24:12.520,0:24:18.900  
To become compulsory in all secondary schools and relationships education compulsory in all primary schools this year

0:24:19.480,0:24:26.640  
But faith schools are allowed to teach this in line with the religious background of pupils and the tenants of their own faith

0:24:27.040,0:24:29.040  
They should not be

0:24:29.890,0:24:36.629  
Six education should not be organized around religious identity because it creates social division and

0:24:37.300,0:24:40.229  
segregation and undermine social cohesion

0:24:41.680,0:24:49.049  
7 the existence of faith schools limits choice for parents who do not want a religious school for their children

0:24:50.680,0:24:56.549  
About 3 and 10 families find that all the closest primary schools to where they live have a religious character

0:24:58.000,0:25:01.680  
53% of all rural primary schools are faith schools

0:25:03.790,0:25:11.129  
8 voluntary aided schools can impose religious criteria on a hundred percent of pupil admissions and require

0:25:11.380,0:25:17.460  
Potential teachers to pass the religious tests. This is blatant discrimination and is

0:25:18.040,0:25:22.290  
Unacceptable. It is worth noting in this regard that in

0:25:23.020,0:25:30.030  
1944 and the battlers act the government paid 50% of the capital costs of voluntary ated schools

0:25:31.180,0:25:33.180  
now the government pays

0:25:34.090,0:25:36.090  
90%

0:25:36.880,0:25:41.310  
Faith schools only achieve marginally better academic results

0:25:42.220,0:25:48.000  
Because faith based selection actually in practice often means social selection

0:25:48.850,0:25:53.340  
Benefiting middle class and more affluent parents. It has nothing to do with the religion

0:25:55.030,0:26:01.229  
Finally faith schools do not have a higher standard of morality teaching as he's often claimed

0:26:01.730,0:26:03.730  
all schools teach human

0:26:04.370,0:26:11.170  
universal human moral values in some  
instances state-supported faith schools  
actually teach

0:26:11.450,0:26:18.309  
Questionable values based on religious dogma  
eg in relation to the rights of LGBT plus people

0:26:19.400,0:26:22.869  
my conclusion is that if these propositions are

0:26:23.630,0:26:30.070  
Accepted it follows that there should be no  
more state-funded schools with any kind of  
religious affiliation

0:26:32.360,0:26:34.360  
Thirdly the sack race

0:26:34.820,0:26:37.659  
in essence setting up the sack race and

0:26:38.630,0:26:41.920  
the locally agreed syllabuses of re in

0:26:42.740,0:26:43.910  
1944

0:26:43.910,0:26:51.399  
Was a political means of managing religious  
sectarianism to enable the educational reform  
that battle-ax wanted

0:26:52.220,0:26:58.989  
In the context of his time where in turn assigns  
strife between the christian denominations  
was rife

0:26:59.840,0:27:01.959  
It was a stroke of political genius

0:27:03.290,0:27:09.580  
He wouldn't have got his act through without  
it now. It is a complete anachronism

0:27:10.910,0:27:16.090

The sack race are still able to exert an  
important influence on religious education

0:27:16.190,0:27:22.239  
Curricula the Church of England has an  
automatic right to be written represented on  
all of these committees

0:27:22.730,0:27:25.120  
Despite church attendance being in freefall

0:27:25.790,0:27:26.990  
other

0:27:26.990,0:27:30.010  
Representatives are supposed to reflect the  
principal

0:27:30.620,0:27:37.630  
Religious traditions of the area this is now to  
say the least a very bizarre idea

0:27:39.020,0:27:40.760  
in

0:27:40.760,0:27:42.820  
2017 a humanist parent

0:27:43.460,0:27:45.460  
challenged the vale of glamorgan

0:27:45.470,0:27:52.029  
Council over its refusal to allow a humanist  
representative to join the local Zachry

0:27:52.910,0:27:58.029  
The chairperson of the National Association of  
Sacre is mr. Paul's Smalley

0:27:58.970,0:28:05.619  
Supported this refusal. He reiterated the basic  
principle of the 1944 act saying

0:28:06.290,0:28:13.960  
Membership of sack race should reflect  
broadly the proportionate strength of the  
denomination or religion in the air

0:28:14.499,0:28:22.019

Therefore it would seem that in deciding whether to appoint a humanist representative an authority must satisfy

0:28:22.389,0:28:23.649  
itself that

0:28:23.649,0:28:31.529  
Humanism is another religion that it is part of the makeup of the principle religious traditions in the area the humanist

0:28:31.899,0:28:38.819  
Representation would reflect the strength of humanism in the area and that the person has authority to represent that tradition

0:28:40.119,0:28:41.830  
so in essence

0:28:41.830,0:28:46.289  
the humanists could be represented on this  
Sacre if

0:28:46.809,0:28:50.008  
enough humanists live in the vale of glamorgan

0:28:50.979,0:28:55.559  
Because what matters is that the re curriculum reflect local circumstances?

0:28:56.889,0:28:58.889  
This is patently absurd

0:28:59.499,0:29:07.319  
If humanism is worth teaching it is because it is an important worldview which all children should know about

0:29:07.809,0:29:12.059  
It should not depend on the happenstance of who lives where

0:29:12.969,0:29:16.169  
Nobody would dream of doing this in any other subject in

0:29:17.109,0:29:23.098  
mathematics for example would we teach decimals in doncaster but not in darby or

0:29:23.589,0:29:26.549  
multiplication in manchester but not in mansfield

0:29:27.279,0:29:34.409  
Local determination of the re curriculum is ridiculous. It is also unfair and arbitrary

0:29:36.219,0:29:37.690  
The sack race

0:29:37.690,0:29:41.849  
Should be abolished and a national entitlement established

0:29:42.339,0:29:49.769  
Guaranteeing every pupil the same right to impartial and nationally agreed education in world views and belief

0:29:50.289,0:29:52.289  
Wherever they live

0:29:53.589,0:29:55.029  
Finally

0:29:55.029,0:29:56.859  
religious education

0:29:56.859,0:30:03.329  
it is interesting to note that in the 1944 education eight religious education was to be the only

0:30:03.909,0:30:05.909  
prescribed subject on the curriculum

0:30:06.309,0:30:11.428  
and when Margaret Thatcher and Kenneth Baker established the National curriculum in the

0:30:11.799,0:30:16.618  
1988 Education Act religious education was the only subject that was left out

0:30:17.320,0:30:24.720  
This omission has allowed the 1944 postcode lottery of local determination of re syllabuses to continue

0:30:25.539,0:30:31.559

What we need is for all children across the nation to be sought to be taught the same thing about religious

0:30:32.530,0:30:38.070

religions and worldviews irrespective of local circumstances as the National Secular society's

0:30:38.470,0:30:42.480

21st century re for all campaign has been advocating for some time

0:30:43.690,0:30:46.529

teaching children about the diversity of religions and

0:30:47.500,0:30:54.239

Non-religious world views should be done in an impartial and equitable way which enables them to make their own minds up about it

0:30:55.930,0:31:00.419

This should be a universal common national entitlement for all pupils

0:31:01.330,0:31:05.669

Irrespective of where they live all schools should be required to deliver this

0:31:06.040,0:31:09.719

national entitlement curriculum and the quality of their provision

0:31:09.820,0:31:16.439

Should be inspected by Ofsted in the same way as is done for other subjects under these circumstances

0:31:16.810,0:31:22.259

There would be no need for a parental right of withdrawal and none should be available

0:31:24.040,0:31:27.420

There should be an end to section 48 inspections

0:31:27.420,0:31:32.430

Whereby religious bodies conduct inspections of religious education in their own schools

0:31:32.710,0:31:36.870

Not only is this marking your own homework. It is also

0:31:37.450,0:31:41.159

costly and is the taxpayer who foots the bill and

0:31:41.590,0:31:48.870

There is some evidence that these inspections are used to pressure church schools into fostering a more religious ethos

0:31:50.380,0:31:57.479

In recent years governments have become concerned about strengthening children's sense of national identity and their feeling of Britishness

0:31:58.210,0:32:03.780

In the face of the multiplicity of worldviews now current in our multicultural pluralistic

0:32:04.600,0:32:08.760

society in Butler's time the question of national identity

0:32:09.250,0:32:15.660

identity was simpler and was closely tied up with the idea of the Church of England as the

0:32:15.880,0:32:17.880

bastion of ethical values the

0:32:18.790,0:32:22.979

Fostering of national identity in 1944 was presumed to be more or less

0:32:23.680,0:32:28.859

synonymous with spiritual development and an understanding of Christian doctrine

0:32:29.380,0:32:37.109

Hence, the unashamedly confessional nature of the religious instruction and worship that the 1944 act promoted

0:32:37.930,0:32:41.340

We live in a different world now an issue surrounding Nash

0:32:41.580,0:32:46.160 Identity should become more clearly secular and focused on a form of civic education	0:33:52.950,0:33:55.549 Secularism is not something against them
0:32:46.830,0:32:51.740 Such as long has long been the case in other countries like France	0:33:55.549,0:33:56.309 it
0:32:52.890,0:32:58.790 France provides an interesting case study in how an education system reacts to serious	0:33:56.309,0:33:57.360 protects them
0:32:58.919,0:33:01.279 incidents of religious conflict and violence	0:33:57.360,0:34:02.270 Ly ECT is about saying we're a country where individuals can have whatever beliefs or lack
0:33:01.980,0:33:03.980 after the Charlie Hebdo	0:34:02.400,0:34:08.119 Of beliefs they choose and the public powers must be neutral towards them
0:33:04.500,0:33:07.549 Islamist attack in January 2015	0:34:09.540,0:34:14.060 The contrast with the situation in Britain could scarcely be greater
0:33:08.309,0:33:14.029 The response that the French government was to beef up the provision of arsenie imam	0:34:15.119,0:34:21.709 Despite our experience of similar terrorist incidents the government has done little or nothing
0:33:14.370,0:33:16.370 al-sadiq in all state schools	0:34:22.020,0:34:26.030 to address the ills of current arrangements for religious education and
0:33:17.250,0:33:25.250 The curricular programs developed were designed to instill the cultural values of liberty equality and fraternity as well as equipping	0:34:26.850,0:34:30.919 Continues to promote the creation of ever more divisive faith schools
0:33:25.830,0:33:30.410 Pupils with a detailed understanding of the rights and responsibilities of citizens	0:34:32.280,0:34:34.639 Instead of re what is needed is a civic education
0:33:32.010,0:33:38.749 Najaf a loud Bell catch'em the Moroccan born Minister for women's rights at the time said	0:34:35.220,0:34:39.980 curriculum, which develops the skills and understanding necessary for
0:33:39.900,0:33:43.339 We have to appropriate the concept of like ECT	0:34:40.590,0:34:42.590 active citizenship
0:33:43.860,0:33:50.990 So we can explain to our young pupils that whatever their faith they belong to this idea and they are not excluded	0:34:42.780,0:34:45.019 democratic participation in the political process
	0:34:46.470,0:34:51.260



Respecting the human rights of others  
appreciating the diversity of cultures and  
worldviews

0:34:51.899,0:34:53.899  
gauging productively in moral debates

0:34:54.730,0:34:56.850  
understanding the importance of secularism

0:34:58.570,0:35:03.719  
So in conclusion, I would say that we have  
lived for far too long

0:35:04.330,0:35:06.330  
with the legacy of Butler's

0:35:06.700,0:35:08.410  
1944 acts

0:35:08.410,0:35:10.410  
We need to ask

0:35:10.420,0:35:13.080  
Why is he any business of churches?

0:35:13.870,0:35:15.870  
To be running our schools

0:35:16.360,0:35:17.340  
for too long

0:35:17.340,0:35:25.229  
We have had politicians who have simply  
assumed that it is normal and natural for  
religious bodies to exercise control in

0:35:25.780,0:35:29.070  
state-funded education it is neither normal nor

0:35:29.710,0:35:31.090  
natural

0:35:31.090,0:35:33.329  
It should be no more faith schools

0:35:33.730,0:35:41.100  
The daily act of collective worship should be  
ended the postcode lottery of local control of  
re and the system of sack race

0:35:41.290,0:35:45.900  
Should be abolished. It should be a national  
entitlement for all pupils to high quality

0:35:47.200,0:35:50.370  
non-parties an education about the diversity  
of

0:35:50.950,0:35:57.120  
worldviews any form of confessionalism or  
religious instruction should be separated and

0:35:57.580,0:36:05.130  
Only ever take place in a voluntary non state  
environment. We need a secular and inclusive  
system of education

0:36:05.920,0:36:07.920  
free from religious control

0:36:08.980,0:36:14.730  
The 1944 act was a great advance in state  
education for its time

0:36:15.280,0:36:19.080  
But as we enter the third decade of the 21st  
century

0:36:19.660,0:36:21.929  
Real change is now urgently

0:36:22.450,0:36:23.830  
needed

0:36:23.830,0:36:25.830  
Thank you