

# **Religious Education for All**

**The Agreed Syllabus for RE in  
Nottingham City and Nottinghamshire  
Intentions, Implementation and Impact  
2021-2026**

**Extract on Organising RE**

## Organising RE: Which religions and beliefs are to be studied?

The Nottingham City and Nottinghamshire Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study. Religions to be studied in depth are as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements that pupils should learn about and learn from:		<b>Non religious worldviews in RE:</b> Many pupils come from families and communities that practice no religion. Many people reject supernatural explanations of human life. It is recommended that pupils study non-religious beliefs and ways of life both before the age of 14 and during 14-19 RE. These may include examples such as Humanism and the ideas of people who describe themselves as 'spiritual but not religious'.
<b>4-5S</b> Reception	Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.	
<b>5-7S</b> Key Stage 1	<b>A minimum of two religions are to be studied.</b> Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area.	
<b>7-11S</b> Key Stage 2	<b>A minimum of three religions are to be studied.</b> Christianity and at least two other religions (Hinduism and Islam are recommended).	
<b>11-14S</b> Key Stage 3	<b>Four religions are to be studied.</b> Christianity, Buddhism, Sikhism and Islam are recommended (an additional study of Judaism or Hinduism may also be undertaken).	
<b>14-16s</b> Key Stage 4	<b>It is recommended that at least two religions,</b> usually including Christianity, are studied. This will usually be through a recognised national RS qualification course such as GCSE full or short RS courses or CoEA RS, but could be through a school devised RE course.	
<b>16-19</b> RE for All	<b>Religions and worldviews to be selected by schools and colleges as appropriate</b>	

This is the **minimum requirement**. Many schools may wish to go beyond the minimum. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions and beliefs. Learning from 4 religions across a key stage is demanding: the syllabus does not recommend tackling 6 religions in a key stage. Depth is more important than overstretched breadth.

**Note A: The range of religious groups in the UK.** Groups such as Jehovah's Witnesses, Latter Day Saints, the Baha'i faith or the Jains are not excluded from study in this scheme for RE. Schools are always advised to make space for the worldviews of the local community, which is why the table above expresses minimum requirements.

**Note B: Progression in learning through the primary school.** It is good practice for pupils to progress their skills by learning from a religion over a period of years, for example across a key stage.

**Note C: Sikhi for 7-11s.** Members of the Sikh community have provided an appendix plan for those who wish to include Sikh religion in Key Stage 2.

**Note D: Secondary RE provision:** If schools use a 2 year key stage three, then all pupils 14-16 should still receive their entitlements to RE provision.

**Note E: Plural RE for 14-19s.** The 14-19 section of the syllabus gives more detail on different ways for schools to develop their RE / RS courses. Schools studying GCSE examination courses must consider carefully how to avoid narrow learning in RS and address the question of the breadth of learning about religions and worldviews carefully.

## Organising RE: Curriculum time for RE in Nottingham City and Nottinghamshire

In order to deliver the aims and expected standards of the syllabus, SACRE and the Agreed Syllabus Conference expects a minimum allocation of curriculum time for RE based upon the law and DfE guidance. A minimum 5% of curriculum time is required for teaching RE. Schools should make plans to give at least this amount of curriculum time to the subject as the syllabus is implemented. OFSTED require the curriculum in RE to be of similar ambition to the National Curriculum subjects.

This means in practice that schools are expected to allocate:

- **Reception and Key Stage 1: 36 hours of tuition per year** (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
- **Key Stage 2: 45 hours of tuition per year** (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- **Key Stage 3: 45 hours of tuition per year** (e.g. an hour a week, RE-centred Humanities lessons taught for 4 hours a week for one term of the year)
- **14-16s: 5% of curriculum time, or 70 hours of tuition across the key stage** (e.g. an hour a week for five terms)
- **16-19s: Allocation of time for RE for all should be clearly identifiable and should not be tokenistic.**

This means that this syllabus for RE can be delivered in an average of approximately an hour of teaching per week.

### Notes

- **RE is legally required for all pupils.** RE is a core subject of the curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.
- **RE is different from assembly.** Curriculum time for Religious Education is distinct from the time schools may spend on collective worship or school assembly. The times given above are for RE in the curriculum, when pupils are being taught the subject.
- **Flexible delivery of RE is often good practice:** an RE themed day, or week of study can complement – but not replace - the regular programme of timetabled lessons (see additional ideas on the next page).
- **RE should be taught in clearly identifiable time.** There is a common frontier between RE and such subjects as literacy, citizenship, history, RSE or PSHE. But the times given above are explicitly for the clearly identifiable teaching of RE. Where creative cross curricular planning is used, schools must ensure that RE objectives from the syllabus are clearly planned and taught.
- **Coherence and progression.** Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the standards and expectations set out in this Agreed Syllabus to provide coherence and progression in RE learning: as OFSTED require, this is an ambitious curriculum.
- **Too little time leads to low standards:** Any school in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the outcomes set out in this syllabus.