

## Curriculum Time for RE

In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the law and DCSF and QCDA guidance: a minimum 5% of curriculum time is required for teaching RE.

In 2010 QCDA advised schools about time for each area of learning. This advice gave a starting point of 60 minutes per week for Key Stage 1 RE and 75 minutes per week for key stage 2 RE, and offered numerous examples of timetabling in which RE is allocated 60 -75 minutes per week (QCDA, 2010). These recommendation are further supported in 'Designing the Curriculum' (Specialist Schools and Academies Trust, 2008).

This means in practice that schools are expected to allocate:

- Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week).
- Key Stage 2: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 3: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 4: 5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for five terms).
- 16-19: Allocation of time for RE for all should be clearly identifiable.

### Notes.

- 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.
- 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 Religious Education.
- Flexible delivery of RE is often good practice: an RE themed day, or week of study can compliment the regular weekly programme of lessons.
- RE should be taught in clearly identifiable time. There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. But the times given above are explicitly for the clearly identifiable teaching of Religious Education.
- 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 standards set out in this syllabus.

## The Breadth of Religious Education

Luton, Bedford and Bedfordshire are home to many diverse and active faith communities. Alongside our numerous historic churches you will find a rapidly growing number of modern mosques, gurdwaras, temples and faith centres, thriving with followers of many diverse faith traditions. This is only to be expected of a part of the UK with a rich and continuing tradition of welcoming and embracing different cultures and new ideas. There are also many people who follow non-religious life stances. This is also a rich and diverse population including Humanists and others who may follow a spiritual but non-religious way of life. Religious Education, through this Agreed Syllabus, will encourage and enable pupils to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. RE will encourage pupils to share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none.

## Which Religions and Beliefs are to be studied?

It is through teaching RE's aims and attainment targets that high standards in RE can be established. Pupils' experience of the subject is the focus for their exploration of human experience and beliefs. It is also important that pupils are taught in depth and detail about particular religions and beliefs through each of the key stages.

This Agreed Syllabus requires schools to contribute to pupils in Luton, Bedford and Bedfordshire developing an overall understanding of the 6 principal religions in the UK. The balance between depth of understanding and the coverage of material in these religions is important, so the syllabus – as it did in earlier versions – lays down the recommended religions to be taught at each key stage. This is in line with the law, which states that Religious Education shall have regard to “the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the other principal religions represented in Great Britain.” There is an emphasis on the depth of study of religions and beliefs, rather than “coverage”.

This can be seen as a minimum entitlement to learning about religions, and some schools may plan the study of more religions than this minimum through the choice schools make about units of work. This may be especially appropriate where children from many religions are present in one class or school. This structure promotes continuity and progression between schools. Schools may plan some RE that goes beyond this – for example in response to topical events or local needs – but regard must be given to the importance of enabling pupils to study religions and beliefs in depth.

Additionally, schools may use material from other religious traditions and belief systems represented in the school, the local area, the region or the UK, such as Rastafari, the Baha'i Faith, the Jehovah's Witnesses, The Church of Jesus Christ of Latter Day Saints, Brahma Kumaris or Humanists.

## Religions and Beliefs to be Studied

The Agreed Syllabus requires the religions to be studied in depth as follows:

	<b>Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are:</b>
<b>Foundation Stage / Reception</b>	<b>Christianity Religions and beliefs represented in the local area</b>
<b>Key Stage One</b>	<b>Judaism, Islam and Christianity</b>
<b>Key Stage Two</b>	<b>Judaism, Islam, Hinduism and Christianity (an additional study of Sikh religion is optional)</b>
<b>Key Stage Three</b>	<b>Buddhism, Sikhism, Islam and Christianity (an additional study of Judaism and Hinduism is optional)</b>
<b>Key Stage Four</b>	<b>At least two religions including Christianity (through a recognised national RS qualification course such as GCSE full or short RS courses or CoEA RS)</b>
<b>16-19 RE for All</b>	<b>Belief systems or life stances as appropriate</b>

This is the minimum requirement: many schools may wish to go beyond the minimum.