

Walter Hall RE Aims and Requirements (based on Nottinghamshire agreed syllabus)

Aims:

1. Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK.
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. Develop positive attitudes and respect towards those who hold views and beliefs different from their own, and towards living in a society of diverse religions.
4. Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Nottingham, Nottinghamshire and the UK.
5. Enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
 - Reflecting on their own beliefs, values and experiences in the light of their study

TWO ATTAINMENT TARGETS:

1. Learning ABOUT religion: Examining, understanding and exploring religious beliefs, spirituality, teachings, worship practices and behaviour.
2. Learning FROM Religion: Exploring and responding to human experience. This includes exploring and responding to questions of identity, belonging, diversity, experience, meaning, purposes, truth, value, commitment and spirituality, making links to the specific religions studied.

The minimum requirements:

- Pupils must be taught about Christianity in each key stage, and schools must select further religions for study in depth in each of key stages 1-3.
- The six principal religions shall be studied in depth by pupils over the 5-14 age range. This is facilitated by the use of recommended examples for each key stage. There is also provision for a broad overview of religions which are not studied in depth at Key Stages 2 and 3, building on prior learning and acquainting pupils with the basic tenets and practices of these religions.

The recommended examples illustrate a minimum entitlement to learning about religions, and some schools may plan the study of more religions than this minimum. This may be especially appropriate where children from many religions are present in one class or school.

Schools should select which religions and beliefs to study in depth in any key stage in consultation across the primary and secondary phases of education, to enable pupils across the 5-14 age range to learn in depth about each of the six principal religions represented in the United Kingdom (Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism). The make up of the local area and the school community is an important influence in planning which religions are selected for study by the school.

In terms of Community Cohesion in Nottingham and Nottinghamshire, it is more meaningful to pupils if the religions taught include those of their own families and communities, including smaller faith groups in order to accord equal value and respect. Similarly, children should learn that non-religious perspectives on life are also valid and widespread. Large numbers of our pupils come from families where no religion is practised and they must not be made to feel that their lives or families are less worthy as a result.

Which religions are to be studied? Examples

The Agreed Syllabus prescribes a minimum number of religions to be studied in depth as follows:

	Requirements: Religions to be studied.	Examples: The recommended examples	An alternative example: How a school may go beyond the minimum requirement.
FS/ Reception	Christianity. Religions and beliefs represented in the class	Christianity	Christianity and another religion that is represented in the school community
KS1	Two religions, including Christianity	Christianity and Judaism	Judaism, Christianity and another religion represented in the school community
KS2	Three religions, including Christianity, and a short study of the breadth of world religions	Hinduism, Christianity and Islam (in addition to the study unit "Religion in our local area")	Hinduism, Islam, Christianity and Judaism or Sikhism where there is a Jewish/Sikh community close to the school.

Schools are expected to allocate:

Reception: 10 hours per term

Key Stage 1: 36 hours of tuition per year.

Key Stage 2: 45 hours of tuition per year.

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.
- There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. However the times given above are explicitly for the clearly identifiable teaching of religious education.
- Any school in which headteachers 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.