

Curriculum Time



"RE is a **statutory** subject for **ALL** pupils"

- ✗ "Fewer than **1/5** schools ... included any discernible RE content at KS4 and in sixth form for those who had **not chosen** to study the subject at GCSE or A Level"
- ✗ 1/2 of **Academies** had no KS4 RE at all. 1/3 did not even teach RE in KS3!
- ✗ "In 1/3 schools RE was ... in the same part of the curriculum as other subjects such as **PSHE**.... There was little content that was discernable as RE"
- ➔ "Schools should ensure there is a distinct RE curriculum in place for at **all key stages**"

Supporting Curriculum Deliverers

- ! "More **than 1/2** secondary teachers do not have a qualification or appropriate expertise in the subject"
- ✗ "In the majority of these schools, teachers had not received any subject-specific professional development. "
- ✓ "In schools where the quality of RE was stronger, teachers had access to regular professional development"
- ➔ Schools should... ensure access to professional development'

**Stacey
Burman**

<https://www.staceyburman.uk/teacher-cpd>

Curriculum Content



- "Pupils should build knowledge of the religious and non-religious traditions that have shaped the world.... on which to **build ideas, concepts** and **theories** about religion"
- ✗ "If the KS4 curriculum ... concentrated only on the Abrahamic faiths, this would prevent it giving **balanced view** of variety of world religions"
- ✗ "1/2 schools did not include **non-religious** Worldviews at all"
- ✗ "The great majority of schools did not equip pupils for **controversial or sensitive** content in RE"
- ✗ "In the majority of schools...it is unlikely...pupils would build up an overall diverse and rich conception of religion and non-religion"

The curriculum should...

- ✓ "reflect long standing and **changing or diverse** nature of religions"
- ✓ "avoid over-simplifying or stereotyping religion"
- ✓ "remain broad and balanced... include a wide range of religions and non-religious traditions, including the spiritual"
- ➔ "Schools should make sure curriculums clearly identify how pupils will develop disciplinary (ways of knowing) and personal knowledge through the chosen substantive content"