











## Curriculum Time

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

-  In Most Schools: **36 hours** for KS1 and **45 hours** curriculum time for KS2.
-  "In schools where teaching was less than this, the quality of RE was weaker"
-  "In schools where RE was solely taught through special **RE days**, the quality of RE was weaker"
-  "In 30% of schools RE was taught... with **PSHE**... **blurring of subject boundaries**. RE was weaker in these schools"
-  "Schools should ensure there is a distinct curriculum in place for at **all key stages**"





## Supporting Curriculum Deliverers

-  "In many cases professional development... training was often only for the subject leader"
-  "Over 60% of teachers... had not received any professional development in RE. "
-  "Most [subject leaders] did not receive any dedicated leadership time to improve the quality of RE in their school"
-  Schools should... ensure access to professional development'





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## Curriculum Content

-  "to...ensure pupils are well prepared to **engage** in a multi-religious and multi-secular society"
-  "pupils were presented with over **simplistic assertions** about religious traditions... which were often based on **visible entities**, such as places of worship"
-  "There were few instances... included **challenging questions** that **religions seek to answer**"
-  "little evidence of how... content might **build up** over time to help pupils **learn bigger ideas**"

## The curriculum should...

-  "reflect long standing and **changing** or **diverse** nature of religions"
-  "avoid over-simplifying or stereotyping religion"
-  "In schools that did include **ways of knowing** content, curriculums were well **organised around different questions** that groups... ask"
-  "Schools should make sure curriculums clearly identify how pupils will develop disciplinary (ways of knowing) and personal knowledge through the chosen substantive content"