

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”



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“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’



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“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”

