



# Religious Education at Town Field Primary School

## Legal requirements

### ***RE is for all pupils:***

- As education policy changes, the legal requirement for RE for all registered pupils in state-funded schools in England remains unchanged. It is a necessary part of a 'broad and balanced curriculum'. RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

*This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).*

### **Right of withdrawal**

This was first granted when RE was actually religious *instruction* and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3))

### ***RE is locally determined, not nationally and is multi-faith:***

- The RE curriculum 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Even though we are now a part of the Rose Learning Trust, we, at Town Field, follow a local authority devised and agreed syllabus which allows us to take this into account as well as embracing our rich diversity of faiths. This syllabus is due to be revised during this academic year, and once this has been released we will assess whether to continue to follow the new version of the local authority syllabus or to look across the Trust at other provision opportunities.

## What religions are to be taught?

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

### **Religious traditions are to be studied in depth as follows:**

#### 4–5s Reception

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

#### 5–7s Key Stage 1

Christians and Muslims or Jewish people

#### 7–11s Key Stage 2

Christians, Muslims, Hindus and Jewish people

**We should consider the pupils we serve in deciding whether to go beyond the minimum entitlements to learning about religions.**



## **Time for RE**

Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents.

**Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.**

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a **minimum allocation of 5 per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

**4–5s 36 hours of RE**, e.g. 50 minutes a week or some short sessions implemented through continuous provision

**5–7s: 36 hours of tuition per year**

(e.g. an hour a week, or less than an hour a week plus a series of RE days)

**7–11s: 45 hours of tuition per year**

(e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

### **Important notes:**

- **RE is legally required for all pupils.** RE is a core subject of the curriculum for all pupils.
- **RE is different from assembly.** Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice.