

# **Cheshire West and Chester Agreed Syllabus** **Religious Education Statutory Time and Content**

The purpose of this Agreed Syllabus is to support those who are responsible for the provision and quality of Religious Education in Cheshire West and Chester Schools. Every pupil has a statutory entitlement to Religious Education and should be given the opportunity to explore the beliefs, practices and values that shape the world around them today. This Agreed Syllabus has been designed to give schools the flexibility to plan and organise Religious Education taking into account their own circumstances and their own local community.

RE is a statutory subject for all registered students, including students in the school sixth form, excluding nurseries and Sixth Form Colleges. (*See additional document on the Legal Requirements.*)

Schools are free to plan and teach discrete Religious Education weekly, in blocks of time or through links with other curriculum areas providing the subject is given equal status. Schools must plan their curriculum based on the requirements and the balance of religions and worldviews as specified below.

For Primary Schools, a Free Choice Enquiry has been built into the curriculum plan within Key Stages 1 and 2 which give schools flexibility to choose their own area of study e.g., Music across a faith, NATRE Spirited Arts project This could also include a local community-based project. It is expected that during each key stage from EYFS – KS5 children will also explore a non-religious world view e.g., Humanism, Secularism, Atheism.

It is the Head Teacher's duty to ensure that:

- RE is provided (following the requirements of this syllabus) for all pupils in full time education
- There are appropriate resources and staffing for the delivery of quality RE
- That parents receive a report which includes comment on their child's progress and attainment in RE annually.
- Requests to withdraw from RE are responded to with arrangements made and agreed.
- The RE curriculum (long term) is available for all stakeholders on the school website.

It is the Governing Body's duty to ensure that:

- RE is part of the school curriculum offer
- Time and resources are devoted to RE so a quality curriculum can be maintained.

## **Time Allocation**

Schools must allocate sufficient time and resources to ensure that the expectations of the Cheshire West and Chester Agreed Syllabus 2024 can be met. These experiences should be progressive and coherent, developing the essential content

as specified and the skills required to access learning religion and worldviews. As such we recommend the following;

KS1 36 hours a year (e.g. 50 Minutes a week)

KS2 45 hours a year (e.g., one hour per week)

KS3 45 hours a year (e.g., one hour per week)

KS4 40 hours a year

KS5 Allocation of time for RE should be identifiable following content below.

Special Schools – sufficient time should be allocated to RE and World Views to ensure that the school curriculum is balanced, progressive and ambitious.

Please note that;

- RE is legally required for all pupils. It is for all pupils throughout their schooling. It is inclusive and wide ranging. (Also see information on Right of Withdrawal)
- Curriculum time for RE is distinct to that time used for Collective Worship
- Should be taught in identifiable times like other curriculum areas but flexible use of time, such as a themed day, can compliment and enhance your provision.

### **Guidance for Special Schools**

RE and World Views develops a learner's understanding and tolerance of other people's beliefs; ultimately helping learners to be effective and active members of the community. With pressures on schools to include holistic elements to their curriculums, it is easy for subjects such as RE to be allocated reduced teaching hours. RE and World View curriculums need to be balanced and accessible to our learners. It also needs to be ambitious and progressive allowing learners to develop soft skills such as reflective thinking skills. Special schools can adapt the Agreed Syllabus to their pupil's needs and learning, in addition to embedding it across the school in assemblies and enrichment. An example curriculum from Greenbank School can be found on the SACRE webpage.

### **Foundation Stage**

Children should experience enquiry based RE related activities mainly from Christianity with Hindu Dharma (Diwali) and Islam (Eid al-Fitr) and other world religions which contribute to the Foundation Stage curriculum requirements. These should reflect the worldviews of pupils and families within the class. It is expected that by the end of the summer term, Foundation Stage classes will be moving towards the statutory requirement for KS1.

### **KS1 (Years 1 and 2)**

Christianity 2 Terms

Judaism 1 Term

Islam 1 Term

Humanism ½ Term

Comparing Worldviews (In The Beginning) ½ Term

Free Choice Enquiry Units for the school to decide 1 Term.

### **KS2 (Years 3 and 4)**

Christianity 2½ Terms

Hindu Dharma 1 Term

Islam ½ Term

Judaism ½ Term

Humanism ½ Term

Free Choice Enquiry Units for the school to decide 1 Term

### **KS2 (Years 5 and 6)**

Christianity 1½ Terms

Islam 1 Term

Sikhi 1 Term

Comparing Worldviews (Diversity, Equality and Justice, Science and Belief) 1 ½ Term

Free Choice Enquiry Units for the school to decide 1 Term

### **KS3 (Years 7, 8 and 9)**

9 terms

- Christianity 1 ½ terms
- Islam and Judaism 1 ½ terms
- Hindu Dharma, Sikhi and Buddhism 2 terms
- Humanism and Alternative world views – 1 term
- Theological, Sociological and Philosophical issues – 3 terms (explored from Christian and other worldviews of teacher's choice)

### **KS4 (Years 10 and 11)**

Those following an external examination pathway are deemed as meeting the requirements of the Agreed Syllabus.

5 terms for non-examination groups (allowing for Year 11 GCSE exams in Summer Term)

- Theological, Sociological and Philosophical issues (explored from Christian and other worldviews of teacher's choice) for non-examination groups– 5 terms

### **KS5 (Years 12 and 13)**

5 terms (allowing for Year 13 A Level exams in Summer Term)

One of the topics below should be covered each term. Therefore, five topics to be covered during KS5. These should be explored from Christian and other worldview perspectives allowing for teacher free choice. The themes included are:

- Existence of God
- Impact of worldviews on morality
- Normative ethical approaches to medical ethic
- Impact of worldviews in issues of conflict on a personal, community and global level
- How different individuals and communities to live together respectfully for the wellbeing of everyone.

- How religious beliefs and practices have changed over time.
- Impact of religion on science and the arts
- Impact of personal faith and values on individual behaviour
- Ethical issues involved in global issues such as population growth, the environment, famine and thirst, migration, modern slavery.
- How worldviews address issues of good and evil
- How religions and beliefs are portrayed in the media.

Schools following external courses are deemed to be meeting the requirements of the agreed syllabus.

### **Guidance on Free Choice Units (Primary Content)**

Free Choice Units maybe cross curricular RE led objectives, be determined by your own cohort, further development of a religion or comparative unit on a theme which will help children to understand the concept of religion as a whole.

### **Guidance on Comparing Worldviews (Primary Content)**

Comparing worldviews units allow children an opportunity to develop their natural curiosity into their own worldview as well as others. In these units we are looking at similarities as well as differences and they bring together the knowledge and skills which the children have already been developing. *"We are far more united and have far more in common than that which divides us."* (Jo Cox)

### **Scheme of Work (Primary Content)**

An optional, highly recommended scheme of work can be found in additional documents which covers the Essential Content Standards. There are six lessons per unit. Schools may adapt this to their own settings being mindful of the Essential Content document when planning and alter the pedagogy listed. Exemplar Free Choice Units are also available.

### **Additional Guidance on terminology**

Throughout all lessons please focus on the key words for each religion covered. For example, be able to say the name of the religion, the follower, place of worship, the sacred text, the associated language. (E.g., Islam, Muslim, Mosque, Qur'an, Arabic.) This could then be expanded further in upper Key Stage Two to include country of origin, key leaders, or authority. Secondary essential content also includes terminology. (See document on Essential Content Standards for Primary or Secondary.)

### **Reporting**

It is the responsibility of the Head Teacher to ensure that teachers report to families on a pupil's progression in RE at least once a year.

### **Visits and Visitors**

At Key Stage 1 and 2 it is recommended that pupils visit at least 3 places of worship from different worldviews (including those in your local area) and work with 3 visitors from different worldviews throughout their years at primary school.

At Key Stage 3 and 4 it is recommended that pupils engage with believers and places of worship relevant to the beliefs which they are studying in depth and well as developing a sense of religious community in the world around them.