



Children's Services  
Education

**RCLA**  
**Agreed Syllabus**  
**for**  
**Religious Education**  
**Section 4**  
**Guidance**

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## Foreword

We are pleased to commend the Agreed Syllabus for Religious Education from the 'Agreed Syllabus Conference' (ASC) of the Local Authority (LA) on behalf of the 'Standing Advisory Council for Religious Education' (SACRE) and Redcar and Cleveland Children's Services.

This syllabus has been split into four sections:

- Section 1 covers: The Curriculum through Programmes of Study and Assessment to Policies and Planning.
- Section 2 covers: SOW/POS Early Years, KS1 & KS2
- Section 3 covers: SOW/POS KS3, KS4 & KS5
- Section 4 covers: Legislation Guidelines, Ofsted guidance, Curriculum Guidance Responsibilities, Alternative Provision and Inclusion.

It is the outcome from the five-year statutory review process carried out by the Redcar and Cleveland ASC. The revision of the Agreed Syllabus provides a framework for Redcar and Cleveland schools to take Religious Education forward in the next five years.

We believe this Agreed Syllabus will not only help teachers as they deliver good quality Religious Education in our MATs, standalone Academies and Maintained Schools geographically positioned within the LA, but will also enhance the spiritual, moral, social and cultural development of all pupils.

We are particularly pleased to note the emphasis put on continuity and progression within and between Key Stages, Inclusion, and the vital role Religious Education plays in encouraging race equality and community cohesion. May we take this opportunity to thank all those involved in the process of revision, particularly all the teachers and SACRE members who made such valuable contribution to the review and consultation process.

Kathryn Boulton

Service Director for Children's Services

Councillor Alison Barnes

Portfolio Holder for Children and Young People

## Foreword from the Chair of SACRE

We welcome you to the Redcar and Cleveland LA Agreed Syllabus for Religious Education.

The review of this syllabus has taken place over the last academic year and I would like to thank the teachers and members of SACRE, who have been prepared to give their time and to share their expertise and good practice in drafting and reviewing the Redcar & Cleveland LA Agreed Syllabus. I also would like to thank the teachers within the wider LA education providers who have also contributed with their knowledge and practice in teaching RE.

As a community, we are aware of the responsibility we have, to provide the best educational opportunities for our young people to become enthusiastic and responsible members of society, with the ability to contribute economically and socially in the modern world. The key values of religions have contributed to building our inclusive society and this revision of the Agreed Syllabus introduces to young people worldview values and beliefs. The Agreed Syllabus enables teachers, faith communities and others engaged in the education of our young people to identify and access these values and to gain insights into the human condition and what it is like to live in contemporary society.

As the 'Review of Religious Education in England' by the Religious Education Council of England and Wales points out, Religious Education teaching "should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews."<sup>1</sup>

Development of Religious Education in Redcar and Cleveland is the responsibility of the Standing Advisory Council on Religious Education (SACRE) and we work in close partnership with the Local Authority. We continue to welcome representatives of religious bodies and teachers to be part of SACRE. If you would like to be considered as a member of SACRE please contact:

[EducationBusinessSupport@redcar-cleveland.gov.uk](mailto:EducationBusinessSupport@redcar-cleveland.gov.uk)

**Bernie Hewison**

**Chair of Standing Advisory Council for Religious Education**

**This Document has been compiled by this Local Authorities Agreed Syllabus Conference (ASC). All educational establishments and religious faiths were given the opportunity to join the group.**

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<sup>1</sup> A Review of Religious Education in England *The Religious Education Council of England and Wales* p.14

## A. RELIGIOUS EDUCATION in the CURRICULUM

### Introduction – The Importance of Religious Education

Religious Education (RE) is a compulsory subject - DfE:

<https://www.gov.uk/national-curriculum/other-compulsory-subjects>

Redcar and Cleveland LA SACRE's Voice:

1. Religious Education enables broad and deep general knowledge about all mankind and its views about the ultimate meaning and purpose of life. Included in this learning are the beliefs about the concept of supreme deities or a "God" in the context of monotheism, the self and the nature of reality, issues of right and wrong and what it means to be human.
2. RE develops young peoples' knowledge and understanding of Christianity, other principal religions, other religious traditions and other worldviews in local, national and global contexts. It also enhances young peoples' awareness and understanding of the influence of these religions and worldviews on individuals, families, communities and cultures.
3. RE offers opportunities for personal reflection, spiritual and moral development and a personal code of ethics and conduct. It does this by challenging young people to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics from texts, sources of wisdom and authority and other evidence.
4. RE helps young people, as citizens of the UK, learn to weigh up the value of wisdom from different sources and religious traditions, to develop and express their insights in response, and to agree or disagree respectfully. Thus, enabling them to flourish within their communities, so that they can participate positively in our society with its diverse religions and world views in the global community.
5. RE has an important role in preparing young people for adult life, employment and lifelong learning, as it enables young people to develop respect for and sensitivity to others whose faiths and beliefs are different from their own.
6. By having a deep knowledge of the historical and current context of religions and other groups of humans, RE can help engage those who may be those vulnerable to extremism and radicalisation. For further information go to:  
<https://educateagainsthate.com/>
7. SACRE and ACS members recommend that all young people in the Redcar and Cleveland LA are afforded the opportunity to study Level 1-3 qualifications at the age appropriate stages in the education.

## B. Time Allocation

This Agreed syllabus is constructed to follow the government advice on an estimation of time allocation for Religious Education.

The expectation is that the minimum hours devoted to Religious Education will be:

Key Stage	Amount
The Foundation Stage	36 hours per year or one lesson a week
Key Stage 1	36 hours per year or one lesson a week
Key Stage 2	45 hours per year or 75 minutes per week
Key Stage 3	45 hours per year or 75 minutes per week
Key stage 4	<b>40 hours per year</b> (approximately 5% of curriculum time for pupils not following a full GCSE course in Religious Studies).
Post 16	<b>A minimum of 15 hours per year</b> is needed for pupils not following an examination course in Religious Studies to meet the requirements of the agreed syllabus.

Note: time allocations refer specifically to Religious Education. Collective Worship is not included in curricular time even though there may be, at times, a strong connection with the themes explored in Religious Education.

SACRE does not recommend that Religious Education is taught as part of an integrated Humanities unit or as part of a PSHE/Citizenship programme at Key Stages 3,4 and 5. This does not allow for; a broad Curriculum Offer, deeper learning of religious concepts and can lead to confusion as the subject cannot be fully developed.

**The Education Act 2002 for state-funded schools and section 1A of the Academies Act 2010 for academies state that:**

**State-funded schools Maintained and Academies are required to:** teach basic curriculum; promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. Maintained schools must teach the national curriculum. Academies must include English, mathematics, science and **religious education** in their curriculum.

## **C. DfE Compliance with the Duty to Teach Religious Education The Legal Framework, Rights and Responsibilities**

### **The Agreed Syllabus**

The locally agreed syllabus is a statutory syllabus of RE prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in maintained schools without a designated denomination. Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages. Every locally agreed syllabus must reflect that the religious traditions of Great Britain are in the main Christian such as the Catholic, Anglican, Baptist and Methodist denominations, while taking account of the teaching and practices of the other principal religions represented in Great Britain, such as Islam, Hinduism, Sikhism, Judaism and Buddhism.

The law does not define what the principal religions represented in Great Britain are, although the DfE guidance in the Appendices of this document can provide guidance. ASCs can decide which are the principal religions represented in Great Britain, other than Christianity, to be included in their agreed syllabus.

### **The Review of the Agreed Syllabus**

Every 5 years after a period of consultation, deliberation and discussion, this revised Agreed Syllabus for Religious Education is formally adopted by the Agreed Syllabus Conference.

This version of the syllabus is for use from September 2020 to July 2025. It is based on the previous syllabus and the 2013 Review of Religious Education in England which was undertaken by The National Council of Religious Education and the review of the GCSE system by the DfE in 2015.

For ease of use, the Agreed Syllabus has been updated into two documents. This document is in 4 sections:

- |           |  |
|-----------|--|
| Section 1 | An outline of the syllabus                     |
| Section 2 | The Agreed Syllabus for Early Year KS1 and KS2 |
| Section 3 | The Agreed Syllabus for KS3, KS4 and KS5       |
| Section 4 | Background information and guidance            |

The other document details the resources.

Both documents are available in the SACRE section of the Redcar and Cleveland website:

<https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/advice/Pages/redcar-sacre.aspx>

## What will stay the same?

- The structure based on Concepts, Skills and Attitudes;
- The study of religions as core at each key stage;
- The recommendation of 5% of curriculum time to meet the programmes of study.

## Main changes

- Learning Outcomes have been brought in line with the National Curriculum.
- Some activities have been amended.
- Key Words have been included
- Resources have been reviewed and amended.
- Restructure of some units has been undertaken.
- Assessment modification

This revised Agreed Syllabus will provide a basis for teachers to plan compelling and challenging learning experiences for pupils as they engage them in **learning about** and **learning from** religion and worldviews in the 21st Century.

## The Role and Responsibility of the LA

Each LA must:

- establish a permanent body called a standing advisory council on religious education (SACRE). LAs must appoint representatives to each of four committees, representing respectively:
  1. Group A: Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
  2. Group B: Church of England
  3. Group C: Teacher Associations
  4. Group D: LA
- establish an occasional body called an 'Agreed Syllabus Conference' (ASC) to review the agreed syllabus for RE adopted by the LA. This may have common membership with the SACRE but is a separate entity and must therefore be separately convened
- institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review
- appoint members of the committees represented on the ASC

A LA may:

- decide on matters to refer to its SACRE, including methods of teaching, choice of teaching material and provision of teacher training



- give its SACRE a role in the local statutory complaints procedure under Section 409 of the Education Act 1996.

### **The role and responsibility of a SACRE**

A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describing the nature of that advice, and setting out reasons for offering advice on matters not referred to it by the LA.
- SACRE reports should be emailed to the Department for Education: [ministers@education.gov.uk](mailto:ministers@education.gov.uk) and NASACRE [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk)
- meet in public unless confidential information is to be disclosed
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). Public access to the agenda and reports for meetings are available at: <https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/advice/Pages/redcar-sacre.aspx>

A SACRE should:

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training
- in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality of teaching and the learning of RE
- offer advice to the LA and, through the LA, to schools, concerning how an existing agreed syllabus can be interpreted to fit in with a broad, balanced and coherent curriculum.

A SACRE may:

- require its LA to review the agreed syllabus and if, after discussion, a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote. A majority decision by the three other committees is sufficient
- decide to advise the LA on matters related to its functions – equally, a LA may decide to refer matters to its SACRE

- co-opt members who are not members of any of the four groups – such co-opted members may provide educational expertise, young peoples’ views or religious and non-religious views that reflect a diverse multi-cultural society.

### **The role and responsibility of an ASC**

Every LA is required to establish and support an occasional body called an Agreed Syllabus Conference (ASC).

An ASC must:

- produce and recommend to the LA an agreed syllabus for RE which is educationally sound and meets legal requirements
- with any sub-committee, it may appoint, meet in public, subject to exceptions in relation to confidentiality
- unanimously recommend a syllabus for adoption by the LA (each committee having a single vote) - there are provisions for the Secretary of State to become involved where an ASC is not unanimous
- include on any sub-committee at least one member of each of its constituent committees.

An ASC may:

- specify what must be taught through the locally agreed syllabus.

### **Legal Requirements for Religious Education**

Although there is not a National Curriculum for RE, all maintained schools and academies must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools and academies therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing this locally agreed syllabus for RE.

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
- any person aged nineteen or above for whom further education is being provided at school;
- any person over compulsory school age who is receiving part-time education;
- any student at a further education college or independent training provider and

- any pupil who has been withdrawn by their parents.

### **The Right to Withdraw**

The 1996 Education Act confirmed the right of withdrawal for both parents and teachers. Teachers who do not wish to participate in Religious Education have the right to withdraw. Headteachers may also exercise their right to withdraw although they remain responsible for ensuring that provision is made for the delivery of Religious Education.

Information about the provision made for Religious Education, and the parental right of withdrawal, must be included in the school prospectus.

#### Parental rights and responsibilities

1. An unconditional right to withdraw their children from all or part of the Religious Education provided by the school in its basic curriculum.
2. The right to a specific Religious Education for their children. It is the parent's responsibility to indicate what they wish this to be. It may be provided by the parents themselves, a faith community, another school or the school itself, depending on circumstances.

#### School responsibilities

1. To provide Religious Education for all registered pupils including those with special needs as part of the basic curriculum.
2. To facilitate the Religious Education desired by parents, as far as it is practicable.
3. To supervise pupils adequately and to ensure that any entitlement does not negatively impact on their attendance or on the ethos of the school.
4. To inform SACRE of the withdrawal of pupils. <sup>2</sup>

Contact SACRE via the Education Service in the LA if you require further information or guidance for parents.

[EducationBusinessSupport@redcar-cleveland.gov.uk](mailto:EducationBusinessSupport@redcar-cleveland.gov.uk)

### **Local Context in Redcar and Cleveland LA**

**Office for national Statistics** - Religion by Local Authority, Great Britain, 2011 to 2018

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/adhocs/009830religionbylocalauthoritygreatbritain2011to2018>

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<sup>2</sup> *These guidelines are based on the 1996 Education Act, 1988 School Standards and Framework Act, and DFES Circular 1/94.*

Year	Local Authority	Religion							
		No Religion	Christian (all denominations)	Buddhist	Hindu	Jewish	Muslim	Sikh	Any Other Religion
2011	Redcar and Cleveland	31,936	98,109	*	*	-	1,212	-	569
2012	Redcar and Cleveland	36,814	95,222	565	-	-	*	-	588
2013	Redcar and Cleveland	35,753	96,356	299	-	-	269	-	789
2014	Redcar and Cleveland	38,689	93,853	*	-	-	*	-	600
2015	Redcar and Cleveland	36,540	95,417	*	-	-	434		946
2016	Redcar and Cleveland	41,372	90,718	261	-	-	788	*	612
2017	Redcar and Cleveland	48,809	83,845	*	-	-	376	*	955
2018	Redcar and Cleveland	49,129	82,063	283	383	-	825	-	1,045

**Key**

- Nil return

\* Number too small to use as it makes a resident identifiable

## D. The Responsibilities of Governors and Headteachers

Those responsible for the Governance of a school and Headteachers, like LAs, must:

- ensure that RE is provided as part of the school's basic curriculum, best practice around this for academies is to follow the locally agreed syllabus, unless they are schools with a religious character which are free to determine their own syllabus. All maintained schools must follow the agreed syllabus.
  - provide an annual report to parents or carers about progress and achievements in all subjects including RE.
  - ensure the school is ready for an inspection of religious education and collective worship;
1. The Secretary of State designates certain schools as having a religious character. In schools without a religious character, Ofsted inspect religious education (RE) and collective worship as part of inspections under section 5.
  2. This is different in schools with a religious character. In most of these schools, denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under section 48 of the Education Act 2005 or as provided in the academy's funding agreement.
  3. For the purpose of section 48(2) of the 2005 Act (see Appendices) there is a prescribed person with whom the foundation governors or the governing body must consult, when choosing a person to carry out an inspection under section 48—
    - a) in the case of a school designated as Church of England or Roman Catholic, the appropriate diocesan authority  
<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections> Or  
<http://www.middlesbroughdioceseschoolsservice.org.uk/Inspection/>;
    - b) in the case of a school designated as Jewish, the Jewish Studies Education Inspection Service <https://www.pikuachuk.org/>;
    - c) in the case of a school designated as Methodist, the Education Secretary to the Methodist Church  
<https://www.methodistschools.org.uk/about-us/siams-inspections>;
    - d) in the case of a school designated as Muslim, the Association of Muslim Schools <http://ams-uk.org/services/section-48-inspections/>;
    - e) in the case of a school designated as Sikh, the Network of Sikh Organisations <http://nsouk.co.uk/our-involvements/education/>; and
    - f) in the case of a school designated as Seventh Day Adventist, the Education Department of the British Union Conference of the Seventh Day Adventist <http://adventist.org.uk/departments/education>.

All Governors and Headteachers, as well as meeting the legal requirements, should ensure that RE is:

1. of a high standard, where expectations are clear to pupils, parents, teachers, governors, employers and the public
2. coherent and shows progression, particularly across the transitions of the key stages and post 16
3. contributing to the school's duty to promote community cohesion and high standards of achievement
4. well understood by the school community, who have confidence in the school's provision and achievement.

As well as fulfilling their legal obligations, the governing body and headteacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well-led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the headteacher ensures that pupils receive their entitlement to RE. In these circumstances, headteachers might wish to seek advice from their LA or SACRE.

**Governors and Headteachers** checklist for managing the right of withdrawal:

- Is the school careful to ensure that RE is of educational value to all pupils, whatever their belief background, thus reducing the likelihood of parental/carer requests for withdrawal?

- Does the school ensure that the nature, objectives and content of RE are shared with parents?
- Are parents or carers notified about plans for RE as part of the curriculum for the coming session for their child's class?
- Does the school have a procedure in place for parents or carers who want to withdraw children from RE?
- Does the organisation of the curriculum allow parents to exercise the right of withdrawal?
- What practical implications arise from a request by parents to withdraw a child from RE and how might they be addressed?
- Are all those who teach RE aware of the school's procedures?
- Are all teachers aware of their own right not to have to teach RE?

### **Collective Worship**

**Parents have the right to withdraw their child from the daily act of collective worship if they wish. Sixth-formers can decide for themselves whether to attend, without giving a reason for doing so.**

Education Reform Act 1988: All schools must provide religious education and daily collective worship for all registered pupils and promote their spiritual, moral and cultural development.

It is the head teacher's duty to secure this. The governing body or, for LA—maintained schools, the governing body and the LA, must also exercise their functions with a view to securing this.

Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.





## **E. Guidance within the LA on Providing a High Quality RE Programme**

The partnership between LAs and their SACREs and ASCs is a key factor in the provision of effective RE for all pupils. A positive joint approach allows an LA to draw on the input of local religious groups and teachers as well as elected members. In many cases the partnership goes further than the agreed syllabus and makes an important contribution to the promotion of community cohesion.

### **Provision of RE in the curriculum**

The legal requirements for the provision of RE in maintained schools do not specify any time allocation or how the curriculum should be organised. Schools are not required to teach subjects separately or to use their given titles, though there can be advantages in doing so. One subject can also be combined with another, or it can be taught in separate lessons, or a mixture of provision used, depending on the objectives of the curriculum being followed.

Schools should weigh the advantages of regular and coherent provision, say every week, against those of more flexible provision when more time can be allocated in one week, term or year than in another - as long as the programme of study required by the agreed syllabus is covered. They need to ensure that their RE provision includes a distinct body of knowledge and enables all pupils to make effective progress in achieving the RE learning outcomes. Schools also need to evaluate the effectiveness of their provision as part of their own self-evaluation process.

Each school decides which subjects to give more time to and, within a subject, which attitudes or skills to emphasise. The priority or emphasis might apply across the key stage, to particular year groups, to groups of pupils or to individuals. As well as meeting the statutory requirements a school can maximise the contribution RE makes to raising standards and achievement - for example, through qualifications undertaken by pupils contributing to performance data at GCSE and A level.

### **Breadth and Depth in the Agreed Syllabus**

The agreed syllabus is designed to aid educational provisions create a curriculum and programme of study that reflects the needs of our LA and will stand up to scrutiny in an Ofsted 'Deep Dive'.

When using this document alongside other resources available from sources such as the internet or religious organisations, we suggest that breadth and depth in RE for all pupils can be achieved if the following are considered:

- Pupils should develop an understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages making appropriate links with other parts of the curriculum and its cross-curricular dimensions.
- The breadth of study should take account four levels of community cohesion. Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within:
  1. the school community
  2. the community within which the school is located
  3. the UK community
  4. the global community.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

### **Breadth and Balance within an Integrated Curriculum**

**Systematic Study** that looks at one or more religion and nonreligious view in detail, by exploring some of its key concepts, such as beliefs, teaching and sources, or values and commitments. For example, a major unit in Year 5 on Christianity could include a study of how Christian worship and practice reflects the life and teachings of Jesus; or in a Year 9 unit comparing Judaism and Humanism, examples could focus on the beliefs, teachings and sources that motivate them to take social action to improve the world.

**Thematic Study** that looks at a question, concept or issue and explores it in relation to one or more religions or beliefs, by enquiring into how and why the questions are answered. For example, a Year 4 unit on practices and ways of life could investigate how and why some people observe religious occasions at home, including Christian ways of marking Lent and Muslim ways of marking the month of Ramadan. A Year 8 unit on environmental campaigners could look at the religious and non-religious values and commitments that lead some people to act against roads, runways or the treatment of animals. A Year 11 unit on fair trade, just war or ending life could explore the beliefs and commitments of Buddhists and Bahá'ís.

**Cross-curricular Study** that uses key concepts or processes from two or more subjects to engage pupils in a challenging exploration. For example, a Year 6 unit

could use the investigation processes in science and RE to generate questions about the concept of truth in relation to different accounts of the origin of the universe. A Year 7 unit could address the historical concept of causation, the citizenship concept of rights and the RE concept of identity to investigate migration, with specific reference to the Jain and Zoroastrian communities and the culture and values they have contributed to British society.

By offering a balance of all three, RE syllabuses can promote pupils' understanding of the different impacts that religion and belief have on individuals and communities and enhance pupils' awareness of the kinds of questions raised by religion and ethics and how different religions answer them.

### **Broadening the Curriculum with Learning Outside the Classroom**

<https://www.lotc.org.uk/>

Local members of religions and belief groups have an enriching contribution to make in hosting visits at local centres, places of worship or sacred spaces. Schools value the opportunity of bringing learning to life by giving pupils chances to meet and talk with people from the tradition they are studying, ask questions, experience an unfamiliar religious and cultural environment, and meet individuals who can respond to their thoughts and ideas. These visits contribute to pupils' spiritual development as well as giving many opportunities for exciting cross-curricular learning. Some centres have annual open days or events for the whole community, so that adults as well as pupils can enjoy the opportunity to find out about a new perspective.

Providers hosting such visits can be awarded the Learning Outside the Classroom Quality Badge. The badge scheme means schools and other users can more easily identify organisations that offer good-quality learning opportunities, but it will also give providers a developmental framework through which to evaluate and develop their own learning provision.

Individuals or small teams may also be invited into schools to speak, answer questions or take part in panel discussions. Ideally, community members who take on such roles are those who have some experience of the age group concerned and who can work with the group's teacher to plan a visit which will marry well with the pupils' programme of learning. They will also need to be reasonably confident about answering questions at a level that pupils can understand. Visitors should not replace regular teachers of RE.

## **F. Inclusion:**

### **The SACRE Team**

We keep our work for the LA area of Redcar and Cleveland under review and monitor and evaluate projects and initiatives in terms of diversity and inclusion. This informs future work and identifies where it is necessary to focus on the needs of specific groups of learners.

### **Introduction**

The SACRE team considers the diverse requirements of all learners at all stages of its work. The team strives to make the overall spread of its work inclusive.

We aim to promote fairness for learners:

- across the full range of attainment at all ages/stages, including those with learning difficulties and those who are gifted and talented
- who have difficulties in aspects of communication, language and literacy or for whom English may be an additional language
- with disabilities or sensory impairments
- from different cultures and religions
- of both genders, gender neutral and those from different social groups
- recognising that learners may have more than one requirement, for example, gifted and talented learners with severe visual impairment.

When developing, and carrying out our work, we ask questions such as:

- What is the range of learners affected by this work?
- Have we a reason for focusing on a specific group of learners?
- Have we given reasons for excluding any group of learners?
- Have we consulted appropriate groups of learners or their champions about the work?
- Do we know and understand how different people learn?
- Are the planned arrangements working? For example, can learners from all cultural groups access our materials meaningfully? Are the materials equally motivating for girls and boys?

## G. Disapplication of the National Curriculum

<https://www.gov.uk/government/publications/disapplying-aspects-of-the-national-curriculum>

1.1 Schools incorporate statutory requirements into a wider curriculum that takes into account the starting points and particular needs of their pupils, the distinctive ethos of their school and the characteristics of their community. They engage in ongoing curriculum development, aiming for a better match between provision and pupils' needs in order to raise achievement.

1.2 The National Curriculum emphasises inclusion, aiming to secure learners' participation and ensure appropriate opportunities for them to achieve. Schools have considerable flexibility within the National Curriculum to develop their curriculum appropriately.

1.3 In some cases, the full National Curriculum may not be the most appropriate route to maximising pupils' learning and achievement. Disapplication of the National Curriculum, as described in this guidance, may then be considered.

1.4 Disapplication is permitted, for individual pupils:

- for a temporary period, through regulations under section 93 of the Education Act 2002;
- through a statement of special educational need, under section 92 of the Education Act 2002; and, for groups of pupils or the school community:
- for a time-limited period, to enable curriculum development or experimentation, under section 90 of the Education Act 2002.

1.5 Disapplication may be from all or part of the National Curriculum, including all or part of separate programmes of study and all or part of statutory assessment arrangements. Disapplication is permitted to enable more appropriate curriculum provision to be put in place. Schools should, however, retain pupils' access to a broad and balanced curriculum or learning programme, including as much of the National Curriculum as possible.

1.6 Only National Curriculum programmes of study and assessment arrangements may be disapplied. The National Curriculum for Key Stages 1 to 3 is currently made up of English, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education. It also includes modern foreign languages and citizenship at Key Stage 3. At Key Stages 1, 2 and 3 statutory assessment arrangements include end of key stage teacher assessments in all National Curriculum subjects and tests in English and mathematics. Science is only tested at key Stages 2 and 3. There are no statutory assessment arrangements at Key Stage 4.

1.7 **Disapplication may not be extended to** other statutory requirements: to provide a balanced and broadly based curriculum; to use approved qualifications only; and to teach **religious education**; sex education; careers education and collective worship.

## Appendices:

### 1. DfE Letter Compliance with the duty to teach Religious Education



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Curriculum Policy Division  
2<sup>nd</sup> Floor  
Sanctuary Buildings  
London SW1 3BT

Paul Smalley  
Chair, NASACRE

Tel: 0370 000 2288  
[www.gov.uk/df](http://www.gov.uk/df)  
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[www.education.gov.uk/contactus/df](http://www.education.gov.uk/contactus/df)

Date: 22 March 2019

Dear Paul

#### **Compliance with the duty to teach Religious Education**

As discussed when we last met, I have spoken to a few representatives of SACREs over recent months about what can be done about schools that are failing to meet their obligations to teach RE – whether that is in accordance with an Agreed Syllabus or, in the case of academies and free schools, in line with their funding agreements.

I thought it might be helpful if I set out what we expect of state funded schools and the steps to follow if these expectations aren't met.

#### **The requirement to teach RE**

SACRE members will be familiar with the requirements on maintained schools, including the duty on those without a religious designation and voluntary controlled schools to follow the local Agreed Syllabus.

Under the terms of their Funding Agreement with the Secretary of State, all academies (including free schools) must provide RE for all their registered pupils from age 5 to 18, except for those whose parents exercise the right of withdrawal. Each academy's funding agreement should be published on its website, but can also be found on DfE's '[Compare Schools](http://www.compare-schools.gov.uk)' website (once you've found the school, select the 'workforce and finance' option and scroll down to the funding agreement. The requirement to teach RE is set out in the 'supplementary funding agreement' for each school and in newer 'master funding agreements' at multi-academy trust level).

Academies with a religious designation (except ex-voluntary controlled schools) must teach within the tenets of the faith specified in their designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.

Academies with no religious designation must teach RE that *'reflects that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'*. Academies are free to follow a locally agreed syllabus if they choose to.

Unlike an agreed syllabus, funding agreements do not provide further detail of the RE to be taught. However, we would expect that all schools provide pupils with a curriculum that is high quality and promotes progression through the key stages, including in RE. The nonstatutory guidance for RE (2010) also states that headteachers should ensure that *'the subject is well led and effectively managed, and that standards and achievement in RE, and the quality of the provision, are subject to regular and effective self-evaluation.'*

### **Agreed syllabuses and requiring schools to teach an accredited qualification**

The issue of requiring schools to teach an accredited Religious Studies qualification is one that has come up recently and, if this is a requirement of an agreed syllabus, it's important that wording is carefully chosen. For example, I've seen variations of the following text in agreed syllabuses: *'It is a legal requirement and an entitlement that all students (other than those withdrawn by parental request) study RE at Key Stage 4 through an accredited course....'*

This wording implies that it is a legal requirement to teach a RS qualification – whereas, in my view, the law does not directly state this i.e. legislation *doesn't* specifically require schools to teach RS. Neither does it require each agreed syllabus to specify that schools must teach a full or short course RS GCSE or other accredited qualification.

However, the law does require relevant schools to follow the agreed syllabus. So, if an area's syllabus says that an accredited RS qualification must be taught, then a school may be in breach of *that* statutory duty (i.e. to follow the agreed syllabus) if it doesn't do so.

It is also the case that, if a school is required by the agreed syllabus to teach a RS qualification at key stage 4, and enters its pupils for this at the end of Year 10, it should still be teaching RE in Year 11. Otherwise, it does not meet the duty to provide RE as part of its curriculum to *'all registered pupils at the school'*.

### **Handling reports that a school is not meeting its duty to teach RE**

Where a school appears to be failing to meet its obligations – either to comply with the agreed syllabus or to meet funding agreement requirements to teach RE – we

would expect the LA or SACRE to follow this up; and to refer the case to DfE if it cannot be resolved locally.

I'd recommend starting by contacting the school, outlining details of concerns and asking for comments. This allows the school an opportunity to correct misconceptions, provide clarifying information, or to resolve an issue. I'm also aware of cases where an LA officer or SACRE member has visited a school to discuss an issue in person to help them assess whether it is complying with the agreed syllabus.

If talking to the school hasn't resolved the issue, the LA or SACRE should refer the case or any queries to my team via [CurriculumSupport.TEAM@education.gov.uk](mailto:CurriculumSupport.TEAM@education.gov.uk), providing details of the issue and with copies of any related correspondence or emails between them and the school.

I hope that this is helpful.

Best wishes

Neil Lawson



## **2. Guidance for schools and awarding organisations about the Religious Studies GCSE**

### **DfE GCSE subject content for religious studies.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/403357/GCSE\\_RS\\_final\\_120215.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/403357/GCSE_RS_final_120215.pdf)

### **DfE Guidance note for the schools and awarding organisations.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488477/RS\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488477/RS_guidance.pdf)

### **DfE Further Guidance for schools, local authorities and agreed syllabus conferences about the religious studies GCSE and the religious education curriculum.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536757/160704\\_Annex\\_A\\_further\\_RE\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536757/160704_Annex_A_further_RE_guidance.pdf)

### **DfE Ofqual Guidance on GCSE Assessment**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800506/GCSE\\_factsheet\\_for\\_employers\\_FE\\_and\\_HE\\_providers\\_final\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800506/GCSE_factsheet_for_employers_FE_and_HE_providers_final_.pdf)

### **Ofsted Religious education: realising the potential**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413157/Religious\\_education\\_-\\_realising\\_the\\_potential.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413157/Religious_education_-_realising_the_potential.pdf)

### **3. Abbreviations**

Abbreviations have been avoided wherever possible in this syllabus.

<b>AS</b>	<b>Agreed Syllabus</b>
<b>ASC</b>	<b>Agreed Syllabus Conference</b>
<b>AT1</b>	<b>The first attainment target in Religious Education – Learning from religion and worldviews</b>
<b>AT2</b>	<b>The second attainment target in Religious Education – Learning about religion and worldviews</b>
<b>DfE</b>	<b>Department for Education</b>
<b>LA</b>	<b>Local Authority</b>
<b>RE</b>	<b>Religious Education</b>
<b>SACRE</b>	<b>The Standing Advisory Council on Religious Education</b>