Religious Education Report 2024 — Primary Schools

Curriculum Time

⚠ "RE is a <u>statutory</u> subject for <u>ALL</u> 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**"

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**"

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'

The curriculum should…

✓ "reflect long standing and **changing** or **diverse** <u>nature</u> 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"

https://leap.hillingdon.gov.uk/article/6735/Standing-Advisory-Council-of-Religious-Education-SACRE

Religious Education Report 2024 Secondary Schools

Curriculum Time

❗ "RE is a <u>statutory</u> 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'

https://leap.hillingdon.gov.uk/article/6735/Standing-Advisory-Council-of-Religious-Education-SACRE

Curriculum Content

❗ "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 <u>only on the Abrahamic</u> 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** <u>nature</u> 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"