***Religious Education in Cheshire East***

**Content, Time Allocations & Reporting in the Key Stages**

**Which religions do I teach in which year group?**

The syllabus has been designed to give maximum flexibility for schools to plan and organise religious education in the light of their own circumstances and the character of their local community. Schools are free to plan and teach discrete religious education weekly. It can also be taught in blocks of time or organised to link in with other curriculum areas as appropriate. Cross religious themes or a pure study of areas within an individual religion/worldview can be taught.

Teachers can choose to study the following ***statutory*** required religions in ***any order*** in termly or half termly blocks as long as over the two year groups the ***following balance of religions is taught.***

***Required religions can be combined and taught in themes e.g. God.***

***Schools should organise their programme of study against the following requirements:***

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| **Reception: (3 terms)**   * Christianity | **Key Stage 1: Year 1 & 2 (6 terms)**   * Christianity 4.5 terms or equivalent * Judaism 1 term or equivalent * Free choice of enquiry 0.5 term |
| **Key Stage 2 Year 3 & 4 (6 terms)**   * Christianity 3 terms or equivalent * Islam 1.5 terms or equivalent * Judaism 1 term or equivalent * Free choice of enquiry 0.5 term | **Key Stage 2 Year 5 & 6 (6 terms)**   * Christianity 3 terms or equivalent * Islam 1 term or equivalent * Hinduism 1 term or equivalent * Free choice of enquiry 1 term |
| **Key Stage 3 Year 7,8 & 9 (9 terms)**   * Christianity 3 terms or equivalent * Buddhism; Hinduism; Islam; Judaism; Sikhism each for 1 term or equivalent * Ethical issues within a religious/non-religious worldview 1 term | |
| **Key Stage 4**  Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination groups should study spiritual, moral and ethical questions such as: Is there life after death? Is there ever a just war? How important is marriage? What is prejudice and discrimination? These should be studied within the context of ***at least two world religions\**** | |
| **Key Stage 5**  Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination groups should study at least two of the following topics within the context of two religions: Science as a religion, Philosophy, Economic Philosophy, Afterlife, Interfaith Problems, Israel and Terrorism, Neo Conservatism, Sexuality, Ethics, Popular Culture and Religion, Religion in the 21st Century, World Religions, e.g. Baha’i, Humanism, Jainism. | |

A free choice of enquiry has been built into the curriculum plan within Key Stages 1 and 2. This gives flexibility for schools to choose their own area of study e.g. Sikhism, Buddhism or a cross-curricular theme.

It is expected that during all Key Stages, a secular world view will be taught as appropriate through the RE curriculum, e.g. through topics on creation or God. Where there are other communities with a significant local presence, e.g. Humanists, Jehovah’s Witness, Mormons, Baha’I Faith, pupils may study aspects of these communities.

**Time Allocations**

The requirements of the syllabus cannot be fulfilled unless 5% of curriculum time if allocated to the teaching of Religious Education. It is expected that by the end of the summer term, foundation stage classes will be moving towards the statutory requirement for Key Stage 1.

* In Key Stage 1 the requirement is for 36 hours per year.
* In Key Stage 2 the requirement is for 45 hours per year.
* In Key Stage 3 the requirement is for 45 hours per year.
* In Key Stage 4 the requirement is for 40 hours per year.

**Reporting**

Teachers should report on pupil’s progression in religious education at least once a year. At the end of Key Stages 1, 2 and 3 teachers should report to parents on pupil achievement. At the end of Key Stages 4 and 5 teachers should report against the end of Key Stage descriptions.

* See End of Key Stage Statements.