

## B03 COVERAGE OF RELIGIONS AND BELIEFS

At each Stage there are minimum requirements for which religions are to be studied.

In addition to the focus religions indicated below, schools are free to include additional studies of religions and beliefs, as well as groups *within* traditions, as they judge to be appropriate and according to local or specific curriculum interests. Particularly in relation to community cohesion all schools are encouraged to ensure that their RE curriculum reflects the principal faiths and beliefs in the locality. For example, schools may wish to take account of particular faiths when there are adherents in the classroom, e.g., by acknowledging festivals when they occur and making these times 'special days' for children who celebrate them.

In selecting religions and beliefs for study, schools should take account of the wishes of parents and governors in line with the intention to minimise the number of parents who might wish to withdraw their children from religious education.

Teachers should ensure that, over each Key Stage as a whole, their schemes of work reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the principal religions indicated below. Throughout the programme of study schools will include consideration of non-religious as well as religious perspectives.

Guidance for appropriate material to be used for each religion is to be found in the [KEY FEATURES OF EACH RELIGION AT THE APPROPRIATE KEY STAGE](#).

Learning Opportunities from the Programmes of Study should be illustrated from AT LEAST the following religious traditions:

Foundation and Key Stage 1	Christianity plus at least ONE other religion, from:	Hinduism, Islam or Judaism.
Key Stage 2	Christianity plus at least THREE other religions:	Hinduism, Islam and Judaism.
Key Stage 3	Christianity plus at least THREE other religions, from:	Buddhism, Hinduism, Islam, Judaism or Sikhism.
Key Stage 4	Christianity plus at least ONE other religion, from:	Buddhism, Hinduism, Islam, Judaism or Sikhism

Over **Key Stages 3 and 4 as a whole**, there should be teaching about Buddhism, Sikhism *and a non-religious worldview, such as Humanism*.

At each Key Stage there are a number of Learning Opportunities in the form of *supplementary questions* for each unit, which **must** be provided within the Programmes of Study. Arrangements for [Key Stage 4](#) depend on the choices made by the school.

The balance of religions to be studied is indicated below:

**At Foundation and Key Stage 1 there are 34 statutory Learning Opportunities, some of which relate to pupils' own experience. Each of the remaining Learning Opportunities may be illustrated from one or a number of religious traditions, subject to the following:**

- for at least twelve of the Learning Opportunities, there should be teaching about Christianity;
- for at least eight of the Learning Opportunities, there should be teaching about ONE of the following religions: Hinduism, Islam, Judaism.

**At Key Stage 2 there are 41 statutory Learning Opportunities, some of which are related to specific religions. Each of the remaining Learning Opportunities may be illustrated from one or a number of religious traditions, subject to the following:**

- for at least 13 of the Learning Opportunities, there should be teaching about Christianity. Six of these Learning Opportunities would be covered through Study Units 2 and 4;
- for at least 4 of the Learning Opportunities, there should be teaching about Hinduism. 2 of these Learning Opportunities would be covered through Study Unit 10;
- for at least 4 of the Learning Opportunities, there should be teaching about Islam. 2 of these Learning Opportunities would be covered through Study Unit 11;
- for at least 4 of the Learning Opportunities, there should be teaching about Judaism. 2 of these Learning Opportunities would be covered through Study Unit 12.

**At Key Stage 3 there are 37 statutory Learning Opportunities. Each Learning Opportunity may be illustrated from one or a number of religious traditions, subject to the following:**

- for at least 14 of the Learning Opportunities, there should be teaching about Christianity;
- aspects of THREE of the following religions should also be covered: Buddhism, Hinduism, Islam, Judaism, Sikhism. There should be teaching about EACH of the three selected religions, for at least four of the Learning Opportunities;
- teachers should ensure that, **over Key Stages 3 and 4 as a whole**, Buddhism and Sikhism are featured at least to the level indicated above. *In addition, there should be teaching about a non-religious worldview, such as Humanism.*

**At Key Stage 4 Learning Opportunities should be given through the chosen course as indicated in the [Programmes of Study](#), subject to the following:**

- the programme of study will focus on Christianity and at least ONE other religion, which *may* have been studied at Key Stage 3.

Over **Key Stages 3 and 4 as a whole**, there should be teaching about Buddhism, Sikhism *and a non-religious worldview, such as Humanism*.