

Which religions are to be studied?

The Agreed Syllabus prescribes a minimum number of religions to be studied in depth as follows. This plan enables all pupils to learn about the 6 principal religions in the UK across the 5-14 age range. It is part of the legal framework of the syllabus.

	Minimum requirements: Religions to be studied:
Foundation Stage / Reception	Christianity Religions and beliefs represented in the class or school
Key Stage One	Judaism and Christianity (Islam may also be studied)
Key Stage Two	Islam, Hinduism and Christianity
Key Stage Three	Buddhism, Sikhism and Christianity + at least 1 further example of religion and belief selected by the school (exemplary material in the scheme of work uses Islam)
Key Stage Four	Two religions including Christianity (through a recognised national RS qualification course, usually GCSE RS).
16-19 RE for All	Belief systems or life stances as appropriate.

Notes about school choice with regard to religions to be studied.

- Christianity is to be studied as part of RE in each year group;
- The recommended religions for study here enable pupils to have some engagement with six 'principal religions in the UK', as the law and government guidance requires;
- Local, national and global considerations are important where schools select religions beyond the minimum requirement for study;
- The major world religions represented in the UK include (according to the DfE) Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhi. Other religions include Zoroastrians, Jains, Baha'is, Pagans, African traditional religions and other Eastern beliefs and religions.
- Some groups such as the Society of Friends and the Church of Jesus Christ of Latter-Day Saints may be included within Christianity or taught separately (there are differing views on this).
- It is appropriate to study non-religious worldviews such as Humanism at each key stage alongside religious beliefs. The diversity of non-religious ways of life – including people who are 'spiritual but not religious', agnostics, atheists and many others, is an appropriate focus for study.
- All religions are united in some ways, but internally diverse in other ways. Study local examples and varieties where possible. The syllabus emphasises 'lived religion' alongside studying how religions began.
- Pupils may also be introduced to a wider range of faiths and beliefs through school assemblies.