



Core Report - Progress and Vision - Executive Summary

Section 1: Vision of an education in religion and worldviews

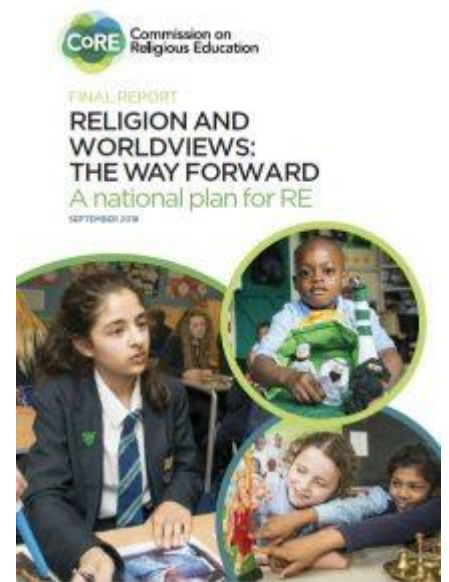
Published in 2018, the [Commission on RE](#) (CoRE) offered a new vision for the subject: one which explores the important role that religious and non-religious worldviews play in all human life. The Religious Education Council (REC) has undertaken a strategic review which places this new vision of an education in religion and worldviews at its heart.

Vision

In line with CoRE recommendations, the REC's reviewed vision statement is that *every young person experiences an academically rigorous and personally inspiring education in religion and worldviews.*

The REC Board has put in place a comprehensive operational plan to implement this strategy. This includes a whole series of [projects and initiatives](#) to promote the vision with the RE community and the wider public.

Other REC member organisations have highlighted the importance of the shift in thinking towards a worldviews perspective. A 2021 Culham St Gabriel's Trust/Savanta [survey](#) shows that 73% of people believe that RE's role is to provide pupils with the opportunity to learn more about other people, beliefs, worldviews and cultures. Changes to the RE Quality Mark award criteria now reflect the new vision.



Section 2: Curriculum

CoRE set out the need for a National Statement of Entitlement for all pupils to receive a high-quality education in religion and worldviews, and a directive to develop non-statutory programmes of study.

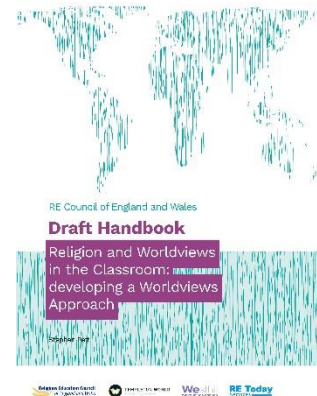


TEMPLETON WORLD
CHARITY FOUNDATION

Through a significant grant from Templeton World Charity Foundation a [large scale project](#) to develop [new model curriculum frameworks](#) that utilise a worldview approach to RE is under way.

The Draft Handbook will be available at the REC's AGM in May 2022, with final publication of the toolkit and resources due in 2024.

Since the publication of the CoRE Report, analysis of the 5 yearly reviews of local agreed syllabi demonstrates that a significant number are embracing a religion and worldviews approach.



The Ofsted [RE Research Review](#), published in May 2021, makes 55 references to 'worldviews', recognising its significance in the way the subject is being reframed in schools.

From 2022 religious education in Wales will be renamed 'Religion, values and ethics' (RVE) to more accurately reflect the broad scope of the subject's pluralistic requirement, provide an alternative solution to the recommendations in the CoRE report. The new Curriculum for Wales and supporting legislation will be rolled out in nursery and primary settings in September 2022 and implemented over the period 2022 - 2026 in secondary schools

The 2021 National Association of Teachers of RE (NATRE) [curriculum symposium](#) gave teachers of RE an opportunity to explore ideas about curriculum design in the context of an education in religion and worldviews.

Section 3: Structures

CoRE recommended a review of structures, particularly in relation to the work of Standing Advisory Councils on Religious Education (SACREs). The REC and the National Association of Standing Advisory Councils on RE (NASACRE) led a project piloting the concept of local advisory networks for religion and worldviews. The resultant [Still Standing](#) (2021) report made a number of recommendations for government, SACREs and NASACRE itself.

STILL STANDING

A report on future directions for SACREs



A report on the joint REC/NASACRE LAN Pilot project 2020-21
Claire Clifton
November 2021

RE Today Services, in conjunction with the REC, has relaunched an infrastructure project to provide support for RE teachers, enhancing RE at a regional level and improving communication from classroom to the research community, and in to support of NATRE local groups. This will be headed up by a [national lead director](#), coordinating the work across 10 regional hubs.



The CoRE report identifies a number of difficulties which are hampering the flourishing of RE in schools as a result of fast-paced changes in the educational context. It states that while 'school systems and structures have changed, the structures that support RE have not changed to match this.' (P21).

The ongoing academisation of schools raises the prospect of an increasing number of SACREs creating statutory agreed syllabus documents for areas with no maintained schools. The question of who is setting the expectations for high quality RE curriculums in academies and free schools remains unanswered.

Section 4: Investing in the Workforce

Subject Knowledge Enhancement funding is still currently in place for our subject, but bursary payments for secondary RE initial teacher training were retracted in 2021. The REC continues to lobby for their reinstatement, with the Education Committee and RE Policy Unit continuing to monitor [RE teacher recruitment](#).

CoRE recommended a minimum of 12 hours of contact time for Religion and Worldviews for all forms of primary ITE, as well as the development of modules on religion and worldviews for beginning teachers. One REC member organisation has put in place a successful free course for beginning teachers and a free toolkit for tutors.



The Education Committee and RE Policy Unit have noted the importance of Teaching School Hubs. As a result a [briefing paper](#) about support that is available for an education in religion and worldviews, with links to support from many REC member organisations has been created and disseminated to all teaching school hub directors.

In the continuing [absence of government investment](#) in this area, a number of REC members are providing funding to support the workforce, and/or providing continuing professional development.

Section 5: Department for Education (DfE), Ofsted and Legal requirements

Ofsted's revised [Education Inspection Framework](#) (EIF) (2019) places a strong emphasis on the curriculum. During the consultation stage the RE Policy unit lobbied to toughen the language around the provision and quality of RE. In the years since the implementation of the EIF, monitoring of reports has shown that RE is mentioned more frequently than previously.



In 2021, Ofsted published a [research review on RE](#), and the impact of this publication on inspection is discussed [here](#). NATRE reports that there is evidence that training of inspectors has led to a greater awareness of the place of RE in schools. A full Ofsted subject report on RE is due for publication in the spring of 2022.

Accountability and influences on school curriculums.

The CoRE report made several recommendations around performance measures. The NATRE has a memorandum of understanding with the DfE to enable data about RE provision to be shared with SACREs, Multi Academy Trusts etc. This includes examination entries and results for [GCSE](#) and [A level](#) and the [school work force data](#) at school level.

A government policy of increasing entries for EBacc subjects continues to damage RS uptake at GCSE. However, arguably of greater significance is the removal of the short course from the performance tables which has resulted in far fewer students studying RS at Key Stage 4.

The DfE is exploring ways to ensure that all schools are held accountable for the quality of their RE. Following pressure from NATRE, the REC and others, in 2019 the Russell Group withdrew its list of preferred A levels, known as the 'facilitating subjects'.

CoRE made recommendations on the right to withdrawal from RE by parents and teachers. The National Association of Head Teachers (NAHT) and NATRE have worked together to provide [guidance on dealing with withdrawal from RE](#). The REC, NATRE and teacher unions will continue to lobby the DfE on this matter.

Meanwhile the Welsh government has removed the right to withdraw from Religion Values and Ethics and from September 2022, there will be no parental right to withdraw from RVE in respect of all learners up to and including year 6, as the

Curriculum for Wales will be implemented by all primary schools and settings from this date. This will be followed by a phasing out of the right to withdraw from RVE in year 7 to year 11 from 2022 - 2026 and the new curriculum is implemented.

AGM discussion question: what has your organisation done to move forward in each of the 5 areas?

Core Report - Progress and Vision - Full Report

In 2018, the [Commission on RE](#) produced a significant document with recommendations for the RE community, educationalists and government in England. This briefing paper sets out the journey the RE Council of England and Wales (REC) has been on since the report was published, highlighting progress that has been made in a number of areas. In the last four years, there have been a number of contextual changes within the education world notably in initial teacher training, early career development and a changing team at the Department for Education and at Ofsted. Despite these challenges, the REC has sought to work towards the vision set out in the Commission.

Section 1: Vision of an education in religion and worldviews

The Commission on RE report (CoRE) offered a new vision for the subject. One which explores the important role that religious and non-religious worldviews play in all human life. The REC has undertaken a strategic review which places this new vision of an education in religion and worldviews at its heart. In May 2021, the REC presented its revised vision, mission, values and impact areas to its members.

Vision

Every young person experiences an academically rigorous and personally inspiring education in religion and worldviews.

Mission

The REC campaigns and advocates for a high quality education in religion and worldviews for every young person.

Values

Collaboration – our mission will be achieved if we work together and share our skills and experience.

Mutual respect – our mission will be achieved if we recognise and value our diversity of beliefs and approaches.

Critical engagement – our mission will be achieved if we engage critically with the subject and encourage debate.

Our impact areas:

We will achieve our mission by:

1. Campaigning and advocating for high quality education in religion and worldviews
2. Building thriving relationships within the REC
3. Creating a fit for purpose and sustainable REC

The REC Board is now developing an operational plan to implement this strategy.

Alongside this, there have been initiatives to help the RE, and wider community, to understand the nature of an education in [religion and worldviews](#). The REC initiated a number of projects to develop a better understanding of the notion of 'worldview' specifically. This resulted in a number of publications including [Worldview: A Multidisciplinary Report](#) and

[The Worldview Project: Discussion Papers](#). These were accompanied by a series of online presentations and debates in January 2021 for RE Council members. Two animations have been used by the RE Council to explain the nature of a worldviews approach. The first, entitled [Nobody Stands Nowhere](#), was not commissioned by the REC, but has been utilised by many members as it articulates clearly the notion that everyone has a worldview- a key message in the CoRE report. The second, [Welcome to a Religions and Worldviews Approach](#), was commissioned by the REC and seeks to give some suggestions about what a worldviews approach may look like in practice.

To enable further understanding [The RE Policy Unit](#), revised the [ReThinkRE](#) website to set out a number of Frequently Asked Questions (FAQs) about the shift towards a religion and worldviews approach. In addition, a number of REC members have written or spoken about a worldviews approach in a range of contexts including national and regional conferences for teachers. In order to promote the vision with the wider public, a number of [Religion and Worldview Champions](#) have been engaged from different walks of life. In addition, the RE Policy Unit hosted a [Parliamentary Round Table in March](#) which has significantly increased their [engagement with parliamentarians](#). This engagement has led to questions being tabled in parliament about issues linked to our campaign goals, including [this one](#) on the lack of government funding for RE. Links have also been made with employer networks, through some REC member organisations, to promote an understanding of the importance of understanding one another's beliefs.

Further work to develop a religion and worldviews approach is ongoing. The REC was awarded a £150K grant by Templeton World Charity Foundation Inc. to partner with AREIAC, AULRE, NASACRE, NATRE and RE Today Services to take the vision of an education in religion and worldviews a step closer to the classroom. (See Section 2: Curriculum)

Alongside this, other member organisations are developing their own projects to consider what an education in religion and worldviews may look like. For example, AULRE hosted a Round Table on religion and worldviews in Initial Teacher Training (ITT) in autumn 2021 and further work is planned. AREIAC are working on a [REC Young Ambassadors' project](#) to allow children and young people to lend their voice to the discussion on religion and worldviews with their peers, SACREs, local politicians and others. Other member organisations have highlighted the importance of the shift in thinking, including [TRS-UK's new president](#) Dr Opinderjit Takhar.

In summer 2021, Culham St Gabriel's Trust commissioned research through Savanta to understand more about [public perception of an education in religion and worldviews](#). The research, conducted among 2,000 adults, found that 71% of UK adults agree that the subject should reflect the diversity of backgrounds and beliefs in the UK today. Seven out of ten people surveyed also agreed that RE's role is to provide pupils with the opportunity to learn more about other people, beliefs, worldviews and cultures (73%), to foster the mutual understanding of different beliefs among young people (71%), and encourage them to openly discuss their beliefs with others (69%).

A further two thirds agreed that the subject's role is to help young people critically evaluate their own beliefs (65%) as well as the beliefs of others (65%).

Changes to the RE Quality Mark award criteria were made in 2020 to reflect the CoRE vision. This included clearer language around religious and non-religious worldviews, as well as highlighting the importance of some of the other recommendations in the report such as the value of continuing professional development and subject knowledge.

Work towards the implementation of the first two CoRE recommendations is therefore very positive. There is still much to be done, but current projects are enriching the community's understanding of what an education in religion and worldviews means, and what it may look like in practice in the classroom.

Section 2: Curriculum

The CoRE report recommendation 2 sets out the need for a National Statement of Entitlement (NSE) for all pupils to receive a high-quality education in religion and worldviews (along with a sample NSE). Recommendation 3 then provides 7 steps to further develop non-statutory programmes of study.

Whilst the report was received by the Secretary of State, to date the DfE have not committed any resources or support towards these recommendations. Instead, the REC has acted to secure support and deliver projects towards these aims.

Our initial programme of work was supported by grants from the Templeton World Charity Foundation and Culham St Gabriel's. A summary of the outputs, including links to academic papers, discussion documents and powerful videos, is available [here](#).

In 2021 the REC launched a [new project](#), supported by a further grant from the Templeton World Charity Foundation. This grant will fund the creation of a toolkit of materials to help subject leads and advisers build a syllabus and define a curriculum. The project will produce a range of syllabus frameworks and example materials that illustrate how this vision translates into different syllabus models for different contexts. The materials will be crafted over three phases during a three-year period until 2024. Central to this project is the proposed National Statement of Entitlement, one of the central CoRE recommendations.

The project was [opened to bids](#) from partners able to support the remaining 2 years of the project. These partners will produce exemplar frameworks over the next 2 years, along with exemplar classroom materials, for distribution to syllabus and curriculum developers. The successful bidders will be announced in June 2022.

The Draft Handbook (including the Draft National Statement of Entitlement) will be available to REC members in May 2022, and will be revised throughout the remaining 2 years of the project. The project's outputs and resources are due for publication in 2024.

Since the publication of the Commission Report, many local agreed syllabi have been reviewed. A number of these reflect the RE community's journey as it seeks to understand the full implications of what a religion and worldviews approach might mean. A number of recent Locally Agreed Syllabuses acknowledge the shift towards a religion and worldviews approach to the subject. For example, the Norfolk, Essex, and Hull and East Riding of

Yorkshire place a stronger emphasis on disciplinary understanding which is an important element of a proposed Statement of Entitlement. Others are using the term “worldviews” to indicate a more inclusive approach, embracing religious and non-religious worldviews, or have reframed their content (e.g. West Sussex). The relevant SACREs are investing in professional development to help teachers to maximise its impact. With regular review of agreed syllabi required by law, it is expected that over the coming years a deepening understanding of what a religion and worldviews approach means in terms of curriculum design, assessment and pedagogy will emerge even more strongly.

Ofsted Research Review

The publication of the Ofsted [RE Research Review](#) (2021) review gave an indication of the essential role that RE plays in every young person’s academic and personal development, emphasising the importance of an education in religious and non-religious worldviews. The report outlines the need for the curriculum to give ‘collectively enough’ cover to key topics and concepts, rather than offering a superficial treatment of a whole variety of substantive elements. It also calls for academic rigour, accurate representation of content, the need to challenge misconceptions and to make provision for sufficient curriculum time for the subject.

A useful set of [Frequently Asked Questions](#) (FAQs) about an education in religion and worldviews has been published on the ReThink RE website.

The new Curriculum for Wales

From 2022 Religious Education in Wales will be renamed ‘[Religion, values and ethics](#)’ (RVE) to more accurately reflect the broad scope of the subject’s pluralistic requirement, provide an alternative solution to the recommendations in the CoRE report. The new Curriculum for Wales and supporting legislation will be rolled out in nursery and primary settings in September 2022 and implemented over the period 2022 - 2026 in secondary schools.

The Curriculum and Assessment (Wales) Act 2021 requires that:

Teaching and learning:

- (a) must reflect the fact that the religious traditions in Wales are mainly Christian, while taking account of the teaching and practices of the other principal religions represented in Wales, and
- (b) must also reflect the fact that a range of non-religious philosophical convictions are held in Wales.

Welsh Government have provided statutory RVE guidance along with guidance on how the legislation has changed which states:

‘The Act makes it explicit that any agreed syllabus for RVE must reflect both religious beliefs and also non-religious beliefs which are philosophical convictions within the meaning of A2P1. These include beliefs such as humanism, atheism and secularism’.

Example 1: NATRE Symposium

In November 2021, NATRE organised a [symposium](#) to develop curriculum planning and thinking skills, enabling teachers to be more confident in their understanding and development of high quality curricula and to enhance the understanding of processes involved in constructing high quality curricula. The symposium contributed to the start of a process for teachers considering curriculum design in terms of an education in religion and

worldviews. The symposium developed resources, including films of input from a variety of speakers which are publicly available for others to use in their own contexts.

Example 2: Inclusive Judaism Project

The Jewish Museum London's [Inclusive Judaism Project](#) seeks to represent the wide intersectionality of Jewish identity and worldviews in the classroom. Over the past year, the museum team has collected a range of images directly from Britain's diverse Jewish community that captures Jewish festivals, life cycle events and worship – in line with curriculum requirements. These contemporary collected images will find their home on the museum's newly designed online Image Library which launches in late April. The Image Library will make these images accessible to all teachers and schools, allowing them to be downloaded directly to the classroom. To support the teaching of worldviews, the museum has created Inclusive Judaism professional development which will be delivered throughout the year. The Inclusive Judaism Project is key in teaching understanding of worldviews within the Jewish community. In making accessible these images for schools, teachers and students are better able to connect to experiences that aren't their own and learn an authentic Judaism – in all its shapes and colours.

Example 3: Discovering Muslims in Britain resources

There has been long-standing criticism of the way RE represents religions in the classroom. Often, these portrayals focus on theology and beliefs at the expense of their plural and everyday expressions of religion in society. Islam has been particularly vulnerable to misrepresentations and stereotypical views. One of the key CoRE recommendations was to give more emphasis to the 'lived experience of individuals and communities'. To meet this need, the [Discovering Muslims in Britain project](#) has been developed at Cardiff University, providing a fully resourced Key Stage 3 scheme of work investigating Muslims in Britain. It uses up to date sociological research and academic scholarship in its teaching resources and offers an accessible, Continuing Professional Development course.

Section 3: Structures

The Commission on RE recommended a review of structures, this particularly related to the work of Standing Advisory Councils on Religious Education (SACREs). In response to this, the REC, with NASACRE, led a project piloting the concept of local advisory networks for religion and worldviews. This made a number of recommendations for government, SACREs and NASACRE itself. This included networking and further training for SACRE members. As a result, NASACRE has provided a comprehensive programme of training for SACRE members during 2021-22. In addition, NASACRE submitted a Freedom of Information (FOI) request to Local Authorities (LAs) during the autumn of 2020. A [report](#) into the funding of SACREs in England was subsequently published and headlines included:

- The majority of SACREs in England do not get a sufficient share of the Central School Services Block (CSSB) to enable them to carry out their duties well.
- Only 12 Local Authorities in 2019-2020 stated that they used 2% or more of CSSB funds on SACRE business, meaning 92% of SACREs were allocated less than 2% of the CSSB.

- 25 Authorities (18%) claim to use no funding on SACRE business in contravention of statutory responsibilities.
- Over a quarter (27%) of Authorities told us they allocate no funds to professional support for the SACRE.
- More than half of LAs (42, 53%) disclosed that they do not use any funds to support RE in schools.
- Due to lack of adequate support it is increasingly difficult for some SACREs to fulfil their statutory duties; 7 LAs told us that their Agreed Syllabus was over 6 years old. One syllabus was last reviewed in 2010.

In addition, during 2021 RE Today Services, working in conjunction with Culham St Gabriel's Trust, reviewed and evaluated an [infrastructure project](#) which aimed to build a long term sustainable structure for local support for RE teachers (Primary and Secondary), enhancing RE at a regional level and improving communication from classroom to the research community, and to support and develop NATRE local groups, LTLRE hubs and other quality RE initiatives in each region. As a result of this review, a revised approach has been adopted. A member of the REC Board sits on a new steering group for this project, alongside representatives of some of the REC's member organisations. The group is chaired by Celine Benoit. The revised project aligns closely with some of the CoRE recommendations, including bringing together teachers, school leaders, ITE and CPD providers, Local Authorities, multi-academy trust and religion and worldview community groups. Members were updated on this project at the SRGM in November 2021, and at time of writing a lead director for regional hubs is now in post, with the 10 regional hub leads to be appointed in summer 2022.

The REC is aware that it is working within the current system of legal and structural arrangements in England, which are not fully fit for purpose.

A Government white paper (published in March 2022) signals a policy for all schools to academise and join multi-academy trusts by 2030, leaving the future role of SACREs in doubt. With academies freed from their links to the local authority, there is no clarity around the question of who is setting down the expectations for high quality RE curricula in academised schools.

In 2020, NATRE supported a parent who wanted to make a [formal complaint](#) about the level and quality of provision for RE as his child's academy. At the end of the process, the academy agreed to reinstate discrete RE for all pupils in all year groups and appointed a Head of Department.

Section 4: Investing in the Workforce

Around the time the CoRE report was published, subject knowledge enhancement funding for secondary RE initial teacher training were established. This brought parity with other curriculum areas that the Commission sought regarding recruitment. This was an aspect of investing in the workforce for which many years of lobbying had taken place. Subject Knowledge Enhancement funding is still currently in place for our subject. However, after one year of recruiting above target in 2020-21 (alongside many other subjects) the bursary (reinstated in 2016) for secondary RE initial teacher training was retracted in 2021. The REC continues to lobby for the reinstatement of this bursary with clear evidence that it had a significant impact on recruitment. They also monitor recruitment through the Education Committee and RE Policy Unit.

CoRE recommended a minimum of 12 hours of contact time for Religion and Worldviews for all forms of primary ITE, as well as the development of modules on religion and worldviews for beginning teachers. As a response to this one of the REC member organisations funded a project to develop both a free course for beginning teachers and also a free toolkit to support tutors providing ITE for religion and worldviews. The latter provides an outline suggested curriculum for ITE as well as resources to support it. Between September 2019 and February 2022 over 2000 beginning teachers have registered for the free course.

With significant changes to ITE provision in the last four years, the importance of Teaching School Hubs was noted by the Education Committee and RE Policy Unit. As a result of this a [briefing paper](#) about support that is available for an education in religion and worldviews, with links to support from many RE Council member organisations was created in 2022. This was disseminated to all teaching school lead directors.

In the continuing [absence of government investment into RE](#), a number of REC members are providing funding to support the workforce, and/or providing continuing professional development. The REC has been made aware of a [number of organisations](#) who are involved in this work.

Section 5: DfE, Ofsted and Legal requirements

To enable conversations to take place about the need to develop a national plan for RE, the RE Policy Unit has produced a [one page precis of the CoRE report](#). This gives a focussed summary of the vision which was set out in the CoRE final report in 2018, including details of the Statement of Entitlement.

Ofsted

Ofsted published a revised Education inspection framework (EIF) in 2019. This document placed a greater emphasis on the curriculum. During the consultation stage the RE Policy unit lobbied to strengthen the language around the [provision of and quality of RE](#). In the years since the implementation of the EIF, monitoring of reports has shown that RE is mentioned more frequently than previously.

Robert Halfon MP, chair of the parliamentary education committee, recently asked the chair of Ofsted, Dame Christine Ryan, about why Ofsted reported on [non-compliance](#) with other legislative requirements but rarely on RE.

In 2021, Ofsted published a [research review of RE](#) which has been [greeted positively](#) by many teachers, as it appears to indicate that Religious Education is not only on Ofsted's radar, but potentially fairly high up their list of priorities. A full Ofsted subject report on RE is due for publication in Spring 2022.

NATRE [reports](#) that there is evidence that training of inspectors has led to a greater awareness of high quality RE.

Accountability and influences on school curriculums.

The CoRE report made several recommendations around performance measures.

Data: The DfE have created an online tool making it possible to create tables for most of the data they published, for example, [school level GCSE entry data](#). In addition, NATRE has a memorandum of understanding with the DfE to enable data about RE provision to be shared with SACREs, Multi Academy Trusts and other interested parties. This includes examination entries and results for [GCSE](#) and [A level](#) and the [school work force data](#) at school level which have been shared with all SACREs.

EBacc: Whilst the government continues to pursue the policy of increasing entries for EBacc subjects, the [NFER](#) and [Ipsos MORI](#) have both published some relevant research analysing the effects of the EBacc on the school system. It should be noted that other non-Ebacc subjects, such as Design and Technology have recorded a far greater reduction in entries than RS. Of greater significance is the removal of the short course from the performance tables. This arguably has resulted in far fewer students studying RS at Key Stage 4 because timetable time tends to be allocated to subjects that earn points in the tables. See NATRE data on the decline of the short course [here](#) and in students studying RE in year 11 [here](#).

EBacc: The 2022 [Government White Paper](#) has re-emphasised the value of the English Baccalaureate as a key performance indicator. There is no suggestion that the policy on the English Baccalaureate is likely to change. The DfE are exploring other means of ensuring that all schools are held accountable for the quality of their RE.

Russell Group: In 2019 the Russell Group withdrew its list of preferred A level subjects known as "the facilitating subjects". The NATRE Secondary survey 2021 found that 94% of those schools responding to this question reported that facilitating subjects were no longer required for study at A level.

The Right of Withdrawal: The Commission on RE made recommendations of the right to withdrawal from RE by parents and teachers. Although the DfE has provided no further clarification about the right of withdrawal from RE over and above [this statement](#), the NAHT and NATRE worked together to provide some [guidance on dealing with withdrawal from RE](#). This is not a substitute for a definitive statement by the government so lobbying by the REC, NATRE and the teacher unions will continue.

Meanwhile the Welsh government has removed the right to withdraw from Religion Values and Ethics and from September 2022, there will be no parental right to withdraw from RVE in respect of all learners up to and including year 6, as the Curriculum for Wales will be implemented by all primary schools and settings from this date. This will be followed by a phasing out of the right to withdraw from RVE in year 7 to year 11 from 2022 - 2026 and the new curriculum is implemented.

The Curriculum and Assessment (Wales) Act 2021 requires schools without a religious character to teach RVE in line with the locally agreed syllabus, which must have regard to the RVE guidance.

For schools with a religious character, the RVE provision must accord with the school's trust deed or its religion or denomination. There is an exception to this general requirement which enables the parents of a learner in a school with a religious character to request that their

child be provided, instead, with the additional provision designed having regard to the agreed syllabus. If a request of this type is made, it must be complied with.