

# Wheldrake with Thorganby CE Primary School

## RE Policy



**Date of Policy:** November 2024

**Date of Review:** September 2027

**Member(s) of staff responsible:** Nicola Clark

**Signature of Chair of Governor**

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**Date:** 4th November 2024

Religious education should encourage every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect, encouraging all to live well together.

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (Religious Education Statement of Entitlement February 2019)*

At Wheldrake with Thorganby Primary School RE is taught in accordance with the Agreed Syllabus for the Dioceses of Leeds and York. As with the rest of our curriculum, RE is shaped around our Christian vision:

**Love your Neighbour as yourselves *Matthew 22:39*  
Let us encourage one another. *Hebrews 10:25***

As a Church of England primary school, each year group has a key focus on the teaching of Christianity as a living and diverse faith, as well as the opportunity for pupils to learn about and evaluate their own views on other world religions. We recognise that children do not experience a wide range of diversity within our immediate locality and therefore actively seek first hand learning opportunities for pupils to gain this insight elsewhere, helping them to recognise their place as a positive member of society. Our aim is to create a balanced curriculum that builds on pupils' knowledge and understanding. Its key purpose is to develop children's religious literacy, allowing them to hold well-informed conversations about religion and belief.

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff.

It was approved by governors on **(add date)** and will be reviewed on.....

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## **1. Introduction**

At Wheldrake with Thorganby CE Primary School, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the Diocese of York and Leeds RE syllabus. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

## **2. Aims and Objectives**

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

## **3. Curriculum for Religious Education**

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other core curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy\*
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice,

including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.

- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

*\*Religious Literacy: Helping children and young people hold balanced and well- informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*

#### 4. Curriculum Balance and Time

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages one and two.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. (this reflects 5% see above)

The time allocated for teaching RE at Wheldrake with Thorganby CE Primary School is:

<b>EYFS</b>	planned within the EYFS Framework
<b>KS1</b>	36 hours
<b>KS2</b>	45 hours

We aim to work towards 10% by planning additional activities that explicitly meet RE objectives. These may include; visits to places of worship; collapsed curriculum days; links with other curriculum subjects e.g. explore religion through religious art.

## 5. Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written according to the Diocese of York and Leeds RE Agreed Syllabus. We have agreed that the following religions will be focused on in each Key Stage:

<b>EYFS</b>	Christianity and themes emerging from the EYFS Framework
<b>KS1</b>	Christianity, Judaism and Islam.
<b>Lower KS2</b>	Christianity, Hinduism and Sikhism
<b>Upper KS2</b>	Christianity and Islam

Links will also be made to other worldviews such as humanism where appropriate.

## 6. Teaching and Learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Pupils experience opportunities to learn and express themselves through an enquiry- based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

## 7. Cross Curricular links

Cross curricular work is encouraged, in line with the whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing and music as well as personal, social and emotional education and citizenship. At our school RE supports learning that encourages pupils to see themselves as a global citizen, recognising that we all have responsibilities and a role to play in making our world a better place to live.

## 8. Visits and Visitors

We are able to visit places of worship in the immediate vicinity of the region, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. Children will have the opportunity to make a number of visits during their time at our school, both in person and virtually.

<b>EYFS</b>	The local Church
<b>KS1</b>	The local Church and York Mosque.
<b>Lower KS2</b>	The local Church and a Gurdwara.
<b>Upper KS2</b>	The local Church, and a different Mosque

The RE subject leader supports class teachers to organise these educational visits.

## 9. Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## **10. Role of the RE subject Leader**

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.

## **11. Matching work to Pupils' Needs**

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

## **12. Assessment, Recording and Reporting**

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Diocese of York and Leeds RE syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

At Wheldrake with Thorganby CE Primary School teachers use a variety of assessment for learning techniques to identify what pupils have learnt and identify the next steps to develop their learning. For each unit of work teachers make judgements about whether pupils are below the expected level, working towards the expected level, working at the expected level or working at greater depth. These judgements are based on sound observations of and discussion with pupils, analysis of work or summative tasks and activities. RE is reported to parents annually in the form of a written report.

### **13. Monitoring, Evaluation and Review**

We intend that this policy should operate for the next three years, and then be fully reviewed by all staff and governors. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

### **14. Self Evaluation**

The subject leader for RE will assess and review the subject's strengths and areas for development. This will be in line with SIAMS and OFSTED guidance about self- evaluation and review.

### **15. Staff Training and CDP**

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

### **16. Resources**

We have a wide range of resources, to support our RE teaching, that we continue to develop. Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. We maintain an RE story shelf in the library, which offers many texts with information from different traditions. The school makes use of guidance material produced by the SACRE / Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate. Our staff are given protected time to familiarize themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

### **17. Legal Requirements**

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*) The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception



classes, but not those in nursery classes or play groups. We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them. Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

### **18. Managing the right of withdrawal**

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.