



A member of
the **bdot** family

EAST MORTON CE PRIMARY SCHOOL

RE Policy

School Vision:

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

Core Values:

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

This document is a statement of the aims, principles and strategies for the teaching and learning of RE at East Morton CE Primary School. It has been written taking into account the latest Statement for Entitlement guidance (2019) and the SIAMS Evaluation Schedule (2023)

Religious education should enable 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)

Introduction

At East Morton 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 an important part 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 religion and world views studied.

Aims and Objectives

Our RE curriculum aims to enable every child to flourish and live life in all it's fullness, to educate for dignity and respect, enabling all to live well together.

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**.

Objectives

The objectives are:

- to **learn about** religions and religion through religious beliefs and teachings, practices and lifestyles and, expression and language
- to **learn from** religions and religion in order to be able to create meaning, find relevance and develop personally
- to explore human experience and concerns about ourselves and the world in which we live.

Curriculum for Religious Education

As a church school, we are open to pupils of all religious traditions and those of no religious background. We ensure that we are not only compliant with RE curriculum requirements but also deeply rooted in the Christian ethos, fostering a rich and meaningful educational experience for **ALL** our children. RE is an academic core 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 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 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*

***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.](#))

- 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

Curriculum balance and time

Parents and pupils are entitled to expect that, in Church schools, Christianity should be at least 50% of RE curriculum time.

RE is taught by following the programmes of study taken from Understanding Christianity and the Leeds Diocesan Syllabus (encompassing other world faiths)

- In KS1 children study Christianity, Islam and Judaism (36 hours per year)
- In Lower KS2 children study Christianity, Islam, Hinduism and Sikhism (45 hours per year)
- In Upper KS2 children study Christianity, Islam, and another faith (45 hours per year)
- At Foundation Stage, RE is taught in accordance with the EYFS document.

Long Term Planning is discussed at Whole School Planning sessions and Staff Meetings; each year group works within the Long Term Plan for the school, having different year group topics based on big questions.

In each Key Stage teachers draw up Medium Term and Short Term Planning for each term in accordance with the LTP, Understanding Christianity and the Leeds Diocesan Syllabus programmes of study.

Planning is monitored by the RE Leader in accordance with the school's Monitoring and Evaluation cycle.

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. The curriculum provides fully for the needs of all pupils, engaging and challenging them through an exploration of core concepts and questions. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides 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 by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.

- Researching information for themselves.
- 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.

Cross-curricular links Cross curricular work is encouraged, in line with 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, music as well as personal, social and emotional education and citizenship.

Experiential learning: Visits and visitors

All pupils have the opportunity to visit a place of worship and participate in the visit of a representative of religion and worldviews to support the teaching of RE. The RE subject leader supports class teachers to organise these educational visits in line with the school educational visits policy.

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.

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 RE assessments carried out by staff.
- Liaise with 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 for professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.

Assessment, Recording and Reporting Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity. Diocese of York September 2023
- 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 disciplinary knowledge and skills 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.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff ensure their planning is available to all electronically (T drive) The subject leader's role includes monitoring and evaluation of this policy in practice. The RE lead keeps a plan of action document which details the subject's strengths and areas for development.

Staff training and CPD

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.

Resources

We have a 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 and artefacts. We maintain an RE story shelf in the library, which offers many stories 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.

Legal requirements and withdrawal

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 our nursery classes.

We note the 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 and 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.

This policy should be read in conjunction with the following policies:

- Equality Policy
- SMSC Policy
- SEN Policy

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

Next Review: November 2026

Headteacher: 

Governors: 

Date approved: 30th November 2023