



RE Policy

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Context

- **St Paul's Church of England (VA) Primary School** is a one form entry primary school on the outskirts of the city of Wolverhampton, serving children in the age range of 3 to 11 years.
- We deliver Religious Education (RE) in line with the Diocesan guidelines
- **St Paul's Church of England (VA) Primary School** recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At **St Paul's Church of England (VA) Primary School**, we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at **St Paul's Church of England (VA) Primary School** will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6, but does not include children in nursery classes. However, at **St Paul's Church of England (VA) Primary School**, pupils in nursery also take part in RE.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with Diocesan guidelines.

Aims

Our aims of RE are that pupils will:

- A Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- B Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion or a worldview.
- C Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These aims are taken from A Curriculum Framework for Religious Education in England and Wales (Religious Education Council 2013).

Place in the curriculum

The National Curriculum states the legal requirement that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

We recognise RE as a core subject and it is allocated a protected 5% minimum on the timetable. We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach RE through weekly RE lessons at **St Paul's Church of England (VA) Primary School**.

Timing

At **St Paul's Church of England (VA) Primary School**, RE is therefore taught for:

13 hours per year in Reception

36 hours per year in KS1

36 hours per year in KS2.

Learning and teaching in RE

A wide range of imaginative teaching methods and pupil groupings should be used in effective RE sessions.

St Paul's Church of England (VA) Primary School recognises that 'enquiry' can be instrumental to good learning in RE, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. **St Paul's Church of England (VA) Primary School** caters for this by having a visit to a place of worship in each year group/key stage and inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Religions and worldviews

St Paul's Church of England (VA) Primary School has followed the *recommendations* of the Diocesan guidelines and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

Reception: Christianity and faiths of the cohort through festivals

KS1: Christianity, Judaism and Islam (and faiths of the school)

KS2: Christianity, Judaism, Islam and Hinduism (and faiths of the school)

Planning

St Paul's Church of England (VA) Primary School uses the RE Today Primary Curriculum to form the basis of its schemes of work. In accordance with this syllabus, pupils will study the following questions/units at each key stage:



Primary RE Curriculum Overview – example provided by Bickleigh Down Primary School

This is one example provided by Bickleigh Down School. You may choose to deliver these in a different order.



Units that are part of/link to Understanding Christianity are indicated by the watermarked logo. You can find out more about the resource and how to access it in full at understandingchristianity.org.uk

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|--|--|---|--|---|
| Reception EYFS | <u>Unit 1</u> Why is the word God so important to Christians? (Creation) | <u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation) | <u>Unit 3</u> Being special: where do we belong? (Thematic) | <u>Unit 4</u> Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation) | <u>Unit 5</u> Which places are special and why? (Thematic) | <u>Unit 6</u> Which stories are special and why? (Thematic) |
| Year 1 KS1 | <u>Unit 7</u> Who do Christians say made the world? (Creation) | <u>Unit 8</u> Why does Christmas matter to Christians? (Incarnation) | <u>Unit 9</u> Who is Jewish and how do they live? (Judaism) | <u>Unit 10</u> What do Christians believe God is like? (God) | <u>Unit 11</u> What does it mean to belong to a faith community? (Thematic) | <u>Unit 12</u> How should we care for the world and for others, and why does it matter? (Thematic) |
| Year 2 KS1 | <u>Unit 13</u> What is the good news Christians believe Jesus brings? (Gospel) | <u>Unit 14</u> What is the good news Christians believe Jesus brings? (Gospel) | <u>Unit 15</u> Who is a Muslim and how do they live? (Part 1) (Islam) | <u>Unit 16</u> Why does Easter matter to Christians? (Salvation) | <u>Unit 17</u> Who is a Muslim and how do they live? (Part 2) (Islam) | <u>Unit 18</u> What makes some places special to believers? (Thematic) |

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|----------------|---|---|---|--|---|--|
| Year 3 LKS2 | <u>Unit 19</u> What is it like for someone to follow God? (People of God) | <u>Unit 20</u> What is the Trinity and why is it important for Christians? (Incarnation/God) | <u>Unit 21</u> How do festivals and worship show what matters to a Muslim? (Islam) | <u>Unit 22</u> How do festivals and family life show what matters to Jewish people? (Judaism) | <u>Unit 23</u> What do Christians learn from the creation story? (Creation/Fall) | <u>Unit 24</u> How and why do people try to make the world a better place? (Thematic) |
| Year 4 LKS2 | <u>Unit 25</u> What kind of world did Jesus want? (Gospel) | <u>Unit 26</u> For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God) | <u>Unit 27</u> What do Hindus believe God is like? (Hindus) | <u>Unit 28</u> Why do Christians call the day that Jesus died 'Good Friday'? (Salvation) | <u>Unit 29</u> What does it mean to be a Hindu in Britain today? (Hindus) | <u>Unit 30</u> How and why do people mark the significant events of life? (Thematic) |
| Year 5 UKS2 | <u>Unit 31</u> What does it mean if Christians believe God is Holy and loving? (God) | <u>Unit 32</u> What does it mean to be a Muslim in Britain today? (Islam) | <u>Unit 33</u> Why is the Torah so important to Jewish people? (Judaism) | <u>Unit 34</u> Creation and science, conflicting or complimentary? (Creation/Fall) | <u>Unit 35</u> How can following God bring freedom and justice? (People of God) | <u>Unit 36</u> What matters most to Humanists and Christians? (Thematic) |
| Year 6 UKS2 | <u>Unit 37</u> Christians and how to live: what would Jesus do? (Gospel) | <u>Unit 38</u> Why do Christians believe that Jesus was the Messiah? (Incarnation) | <u>Unit 39</u> Why do Hindus want to be good? (Hindus) | <u>Unit 40</u> What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation) | <u>Unit 41</u> For Christians, what kind of king is Jesus? (Kingdom of God) | <u>Unit 42</u> Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic) |

All aims of RE are planned for throughout the units of work.

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Pupils who are Gifted and Talented in RE are given opportunities to demonstrate and develop their strengths.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

We plan for pupils to make progress across all aims of RE and measure pupils' achievements by assessing them against unit outcome, recording those who achieve above expected and those who are working below and therefore require further support.

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision in **St Paul's Church of England (VA) Primary School** is successful.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

Monitoring

The Subject Leader will monitor children's outcomes regularly through learning walks, book looks and pupil voice.

Resources

Resources are stored in the RE cupboard in the Year 5/6 shared area.

Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Visits and visitors

St Paul's Church of England (VA) Primary School understands the importance of visits and visitors to a pupil's experience of RE. We aim to arrange one visit for each KS1 and KS2 class. During their time at **St Paul's Church of England (VA) Primary School**, pupils will have the opportunity to visit the following (but not limited to):

A church, mosque, gurdwara,

These visits are arranged by year group leaders/class teachers with the support of the RE Subject Leader.

Visitors from faith communities and the general community can make an important contribution to RE and appropriate visitors are invited to RE lessons at fitting points in schemes of work

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at St Paul's Church of England (VA) Primary School. This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning
- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.

This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.