



Easingwold Primary School

Religious Education Policy



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EASINGWOLD COMMUNITY PRIMARY SCHOOL: RE POLICY

Context

- The context of RE at **Easingwold Community Primary School** is that of a market-town primary school, serving children in the age range 4-11.
- We teach according to the **North Yorkshire Agreed Syllabus**.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.
- We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The Aims of RE at Easingwold Community Primary school

RE at **Easingwold Community Primary School** will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect 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;
- the RE which is provided shall be in accordance with the locally agreed syllabus for North Yorkshire.

The legal requirements can be found here. [NATRE website link](#)



Within the framework of the law and the Agreed Syllabus, the aims in RE at Easingwold Community Primary school are for pupils to:

Within the framework of the law and the Agreed Syllabus, the aims in RE at Easingwold Community Primary school are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;
- enhance their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
- different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation

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.

The time allocated for teaching RE at *Easingwold Community Primary School* is:

EYFS	planned within the EYFS Framework
KS1	one hour per week (39 over the year)
KS2	one hour per week (39 over the year) with 1 or-2 additional RE days which may include a trip.

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the North Yorkshire Agreed Syllabus. The scheme of work can be accessed here: [RE Today scheme of work access](#) The passwords are available from the Headteacher and the RE subject team.



Religions to be taught:

EYFS	Themes emerging from the EYFS Framework: Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
KS1	Christians, Muslims and Jewish people
Lower KS2	Christians, Muslims, Hindus and Jewish people
Upper KS2	Christians, Muslims, Hindus and Jewish people

Notice the language: Christians rather than Christianity. Muslims rather than Islam. This is to reflect the fact that RE starts with encounters from living faiths .

The religious traditions of Sikhs and Buddhists are covered in depth at KS3 . At Easingwold Community Primary School, we will acknowledge that there are six principle religions represented in the UK, in line with the law. Furthermore, children from families where non-religious worldviews are held are represented in almost all our classrooms. These worldviews, including for example, Humanism, will also be the focus of study.

We will continue to consider the pupils we serve in deciding if we need to go beyond the entitlements to learning about religions and beliefs reflected in the table above.

Teaching and Learning Strategies

Our policy aim is to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with the whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in Classroom 1, and should be returned after use.

Our school has invested in new books/religious artefacts/picture packs/posters. Our staff are given protected time to familiarize themselves with any new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. All children have their own RE books which they continue through school with year on year. There is a range of books available within our school library which can be used across the age range to support teaching and learning or for children to take home and read. A regular audit of resources takes place by the RE subject leader in order to update our collection. We encourage school families to donate appropriate artefacts/utilise our local resource centre for RE.



Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school, 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.

We also hold regular assemblies with the 'Open the Book' team who retell different stories from the bible through drama and the children also have the opportunity to be involved with these sessions.

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.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The North Yorkshire Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage.

The childrens' RE books show examples of pupils' work, which is designed to help teachers/HLTAs make judgments about attainment and progress and is kept by each teacher/HLTA. The subject leader will co-ordinate the addition of pupils' work that provide clear evidence of progress and attainment. Additionally, Google Slides are regularly used by teachers/HLTA's during RE lessons to record videos and take pictures as evidence of practical lessons

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, this policy is to be under review again in 2025. 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 are asked to annotate and adapt a copy of the planning for RE, keeping notes on observations and pupil progress and attainment. 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.

Self-Evaluation

The subject coordinator will be responsible for the review of RE throughout the school, and oversee monitoring of teaching and learning. Some release time will be built in for subject leaders over each term to carry out; learning walks, book and planning looks, pupil voice and lesson observations. This will be arranged at the start of the term.

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 from an external provider. The RE subject leader also attends local network meetings.



Each subject leader will also be invited to contribute to the Fortnightly Bulletin on a rolling rota so that key messages and CPD can be delivered.

Transition

We ensure that transition across key stages (including to KS3) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. 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. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Guidance on withdrawal can be found here. [Withdrawal information is at the bottom of the page](#)

Named RE subject leader: Miss Galtrey

Headteacher: Mrs Cottrell

Date: 10.02.2022

Date for review: 10.02.2025