



## RE Policy

Created/Revised:	June 2025
By:	Suzanne Meredith
Review Details:	Updates
Review Date:	July 2025
Approved by Governing Body:	Review June 2025



## Village Primary School RE Policy:

### Principles and Implementation

#### **School Aims and Implementation**

We endeavour to provide the best religious educational opportunities for the children within our care in a secure, happy and hardworking environment. Within this environment, we are committed to providing equality of opportunity, allowing all children to reach their full potential.

- For the Village Primary School to be a happy, caring and inclusive school.
- To offer an excellent, broad, balanced, rich and differentiated RE curriculum
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential.
- To foster good relationships with children, adults and the wider community
- For parents to be positively involved in their child's religious education in a partnership
- To encourage a sense of pride and mutual respect in our school
- To ensure that our children are happy, interested and confident enough to continue learning after they leave the Village
- To ensure that our children know how to be safe and live a healthy lifestyle.
- To ensure that our children understand how to be a good citizen in a multicultural world.

#### **The Importance of Religious Education**

RE in primary and secondary schools enables children to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords children both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

OFSTED 2021

Religious Education is an essential part of every child's entitlement. Both learning about religion and learning from it enriches and extends understanding about the world in which we all live. All children should have the opportunity to explore the nature of religion in such a way that their views are based on sound knowledge and thoughtful reflection. Religious Education should promote reflectiveness and self-awareness to assist children in their exploration of the meaning of life. By developing discernment and understanding, children are encouraged to think for themselves and overcome prejudice and ignorance.

### **The Purpose of Religious Education**

The principal purpose of religious education is to explore what people believe and what difference this makes to how they live, so that children can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The Stockton Agreed Syllabus 2024 asserts the importance and value of religious education (RE) for all children, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE children learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip children with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in children an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Children should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

**(Stockton Agreed Syllabus for Religious Education 2024-2029 - SACRE)**

## **The Aim of Religious Education**

**The curriculum for RE aims to ensure that all children:**

**1. make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

**2. understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

**3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

## **The legal requirement of Religious Education in England**

### **RE is for all children:**

- Every child has an entitlement to religious education (RE).
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered children in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80).
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every child receives RE 'as far as is practicable' (The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006 Regulation 5A).
- The 'basic' school curriculum includes the national curriculum, RE and relationships and sex education.

### **RE is determined locally, not nationally:**

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority (5 Education Act 1996 Schedule 31).
- Religious education is compulsory in academies. Academies may use the locally agreed syllabus, or a different locally agreed syllabus or devise their own curriculum.

### **Village Primary school has chosen to adopt the RE curriculum provided by SACRE (Stockton Agreed Syllabus for Religious Education).**

### **RE is plural:**

- The RE curriculum drawn up by a SACRE 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act 1996 section 375).
- The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'

([www.judiciary.uk/wp-content/uploads/2015/11/r-fox-v-ssfe.pdf](http://www.judiciary.uk/wp-content/uploads/2015/11/r-fox-v-ssfe.pdf).) 'Equal respect' does not entail equal time). Note that the term 'religion' encompasses both religious and non-religious beliefs (In accordance with Human Rights Act 1988).

RE is an entitlement for all children, unless they have been withdrawn by their parents from some or all of the RE curriculum.

(Stockton Agreed Syllabus for Religious Education 2024-2029 - SACRE)

### **Right of withdrawal**

Right of withdrawal was first granted when RE was religious instruction and was viewed as induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum (School Standards and Framework Act 1998 S71) and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where a child has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the child to receive. ***These arrangements will be made by the parents; the school is not expected to make these arrangements.*** This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the child may receive external RE teaching as long as the withdrawal does not have a significant impact on the child's attendance.

More guidance on withdrawal can be found in Religious education in English schools: non-statutory guidance 2010, available online at [www.gov.uk/government/publications/religiouseducation-guidance-in-english-schools-non-statutory-guidance-2010](http://www.gov.uk/government/publications/religiouseducation-guidance-in-english-schools-non-statutory-guidance-2010)

(Stockton Agreed Syllabus for Religious Education 2024-2029 - SACRE)

### **RE and academies**

All academies are required to provide RE for all children, from Reception onwards, except those whose parents exercise their right to withdrawal. An academy must adopt a syllabus for RE. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

**At Village Primary school, we have adopted the Stockton Agreed syllabus for Religious Education (SACRE).**

## **Planning**

We plan our Religious Education curriculum in accordance with the Stockton Standing Advisory Council on Religious Education 2024-2029 (SACRE). We recognise that this syllabus and supportive materials may need supplementing with additional resources. All the topics that are taught in Religious Education build upon prior learning and we offer children of all abilities opportunities to develop skills and understanding. We ensure that planned progression is built into the Religious Education curriculum and that the units of work offer increasing challenge as children move through the primary phase.

We carry out curriculum planning in RE in three phases – long, medium and short term.

**Long term** planning maps out the RE topics studied each term during each year group across each key stage. The RE subject leader collaborates with colleagues to plan in conjunction with SACRE guidance to ensure continuity and progression in provision.

**Medium term planning** gives the details of each unit of work for each term. These are discussed and reviewed in order to avoid repetition and to ensure progression.

**Short term planning** is completed by the class teacher and lists specific objectives and activities for each lesson. These are discussed with and monitored by the RE subject leader.

When planning, the RE subject leader and class teachers work together to consider the key concepts, skills and attitudes that are to be taught or developed. Methods to achieve these are also identified.

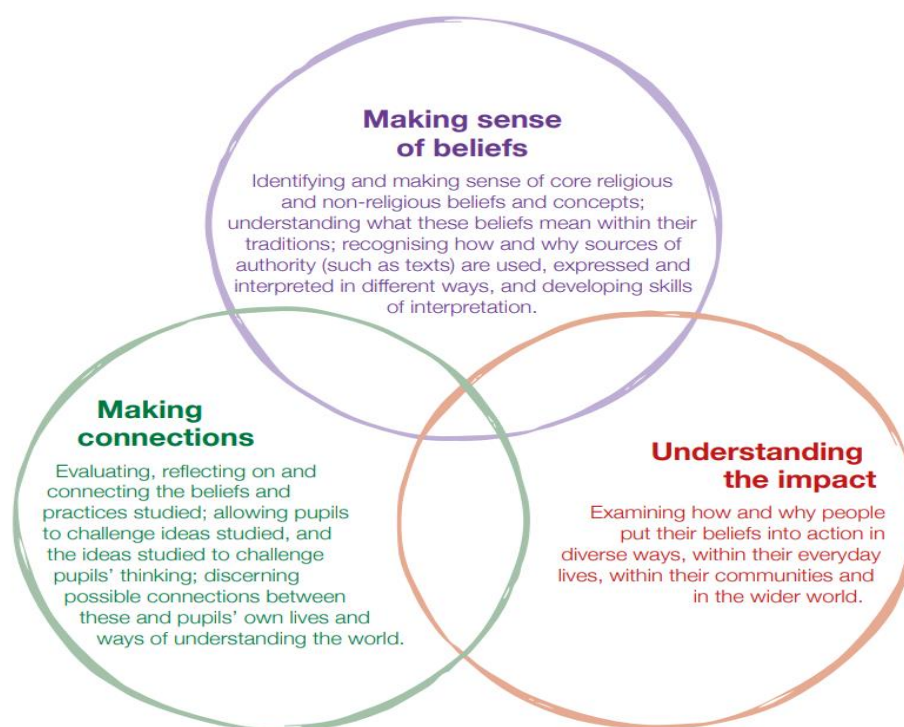
## **The RE Teaching and Learning Approach**

The teaching and learning approach has **3** core elements, which are woven together to promote breadth and balance to the teaching and learning about religions and beliefs. This underpins the aims of RE at Village Primary School. These elements are:

- **Making sense of beliefs**
- **Making connections**
- **Understanding the impact**

Teaching and learning will include all three elements and these elements will overlap as suits the religion, concept and questions being explored. The elements set a

structure, where children at Village Primary can explore diverse religious traditions alongside non-religious world views – which reflect the many backgrounds of children in Thornaby and the surrounding geographic. Each unique tradition will be treated with integrity as the elements provide a broad and flexible approach to teaching RE.



## RE across our school

### **Aims:**

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

### **RE teaching and learning should enable pupils to ...**

<b>A. make sense of a range of religious and non-religious beliefs</b>	<b>B. understand the impact and significance of religious and non-religious beliefs</b>	<b>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b>
--	---	---

(Stockton Agreed Syllabus for Religious Education 2024-2029 - SACRE)



## **Foundation Stage**

We teach RE to all children at Village Primary school, including those in the Nursery and Reception classes. However, in the Nursery, RE is not statutory. In the Early years, learning does not fit onto boxes. Play based learning and child centred approaches that captivate and encourage children's interests and natural curiosity are essential components to the teaching and learning of RE.

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. SACRE enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

## **RE in Key Stage 1**

In Key Stage 1, children develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They begin to use basic subject-specific vocabulary. They are supported to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

During this key stage, children are taught knowledge, skills and understanding through learning about Christians, Muslims and Jews. Children may also encounter other religious and non-religious worldviews in thematic units, where appropriate. The SACRE curriculum will support teaching and learning during KS1.

## **RE in Key Stage 2**

In KS2, children will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Children will be introduced to an extended range of sources and subject-specific vocabulary. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children at Village Primary should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. The SACRE curriculum will support teaching and learning during KS2.

During the key stage, children should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Children may also

encounter other religions and worldviews (including non-religious worldviews) in thematic units.

### **Organisation and teaching methods**

Each RE unit will have a key question that will build on previous learning in RE. Children's learning outcomes will link clearly to the RE unit that is being covered.

We base our teaching and learning style in RE on the key principle that good teaching and learning allows children to explore different religious and non-religious traditions, take part in relevant group discussions and to reflect on what the different ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. Each RE lesson will include a recap of previous relevant work, main teaching focus, independent work and plenary. However, there is flexibility within this framework for teachers to tailor the lesson in order to meet the lesson objective and success criteria.

### **SEND provision in RE**

RE is taught to all children in our school as part of our broad and balanced curriculum, whatever their ability. Differentiated planning and effective teaching takes into account the varying ability needs of our children.

(Please refer to the school policy on Inclusion).

### **Links with other subjects**

#### **Literacy**

RE contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts we explore such as class novels and poetry, have religious themes or context, which provide opportunities for discussion. We also encourage the children to use RE to consolidate and develop their writing skills.

Personal, social and health education (PSHE) and citizenship. Through RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour in different religions. We also promote the values and attitudes

required for citizenship education through teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding, we enable children to appreciate what it means to be positive members of our multicultural society.

### Spiritual, moral, social and cultural development

Through RE, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

### Computing

Computing enhances RE wherever appropriate, in all Key Stages. The children have access to i-pads and can access the internet to gather information about matters relating to Religious Education. They also use technology to set out, review, modify and evaluate their work, and to improve presentation of their work in RE. Children have access to resources such as Espresso Discovery, Newsround, BBC bitesize and Oddizzi which provide children and staff alike with a variety of resources to enhance teaching and learning for Religious Education.

### **Global Goals and British Values**

The teaching of Global Goals and British Values give a powerful vehicle to explore matters that link directly with the teaching of RE. The themes that are covered within these areas of study, develop children's acceptance of differences and diversity and promotes children to develop a strong moral compass. The 17 Global Goals set out by World Leaders have the power to end poverty, fight inequality and stop climate change. All of these support and foster key teachings of many religious groups and gives opportunity for discussion, debate and deeper understanding of RE values locally and globally.

### **Assessment and Record keeping**

Assessment requires teachers to know what individual children understand and what they can do. The learning outcomes hooked onto each key question in RE will help

teachers to assess this. Village Primary school will use the unit learning outcomes as stepping stones towards the end of phase outcomes. This will allow teachers to track progress across a year group. Teachers will then devise appropriate learning activities to enable children to secure their RE understanding and skills.

Children demonstrate their understanding of key concepts in RE through a variety of different ways. Children's achievements will be weighed up by teachers using criteria set out in SACRE. Teachers assess children's work in RE by making judgements through observations during their lessons. This may be through group discussions or from the completion of a piece of work. The teacher regularly gives children written or verbal feedback during an RE lesson. Children are also encouraged to make judgements about how they might improve their work in the future. Opportunities are available for children to amend their work or change their ideas as understanding develops.

## **Resources**

We have a selection of resources in our school to support the teaching of some of the RE units. Although these resources require development, we do have resources available for us to loan provided by other schools, who are part of Prince Regent Street Trust. In addition, the school library has a supply of RE topic books, including sacred books to support the children's individual research. Furthermore, Village Primary have positive links with religious leaders within the community.

## **Monitoring and evaluation**

The RE subject leader is responsible for monitoring the quality of teaching and learning in RE and the standard of children's work. They are also responsible for supporting their colleagues in the teaching of RE, for being informed about current developments in their subject, and for providing a strategic lead and direction for RE. The subject leader produces an action plan regularly, which is revisited and amended and also links with the School Improvement Plan.

The policy for RE will be reviewed yearly and when changes occur to SACRE.

S Meredith – June 2025