



# Religious Education Policy



**Adopted March 2023**

**Reviewed June 2025**

## **1. Definition**

- 1.1** Religious Education prepares pupils for living in a multi-faith society through learning about Christianity and other religions. It offers opportunities for reflection and challenges pupils to consider, analyse and evaluate issues.

## **2. Legal Requirements**

- 2.1** The legal requirements concerning the provision of Religious Education and an Agreed Syllabus flow, principally, from the Education Act 1996 (S. 375); School Standards and Framework Act 1998 (SS. 69 and 71 and Schedule 19); and Education Act 2002 (S. 80).
- 2.2** The Coventry and Warwickshire Agreed Syllabus for Religious Education 2017-2022 is the legal document to which our R.E. plans must adhere. The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking into account of the teaching and practices of the other principal religions represented in Great Britain. Children and young people also need to be equipped to handle increasingly complex and important questions about meaning and identity and how we can live together in a multi- cultural and multi-faith/belief society.

### **2.3 The Legal Requirements are:**

1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request, this includes pupils in: Reception classes (but not those in nursery classes),
2. In Community Schools, Foundation Schools and Voluntary Controlled Schools without a religious character, Religious Education must be taught in accordance with the Agreed Syllabus.
3. In Foundation and Voluntary Controlled Schools with a religious foundation, parents may request Religious Education in accordance with the school's Trust Deed, or in accordance with the beliefs or denomination specified in the designation of the school.
4. A locally Agreed 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'.
5. In schools where an Agreed Syllabus applies, Religious Education must be non-denominational. Teaching about denominational differences is permitted.

## **3. Equal Opportunities**

- 3.1** As in all subject areas, activities in RE are carefully differentiated to enable all pupils to achieve their potential.
- 3.2** Every child is entitled to be taught RE regardless of their age, culture, gender, background, special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

## **4. Rights of Withdrawal**

- 4.1 Pupils:** Parents or guardians have the right to withdraw their children from Religious Education if they so wish. They are not obliged to state their reasons although the school will ensure parents/carers are aware of the educational objectives and content of the RE syllabus and the need for alternative arrangements. (E.R.A. 1988, S 44.2)
- 4.2 Teachers:** Teachers have the right to withdraw from teaching religious Education.

## **5. Time Allocation**

Religious Education is taught through: individual lessons to support specific knowledge and blocked

into days such as Trinity Day, Pentecost Day and Values Day, where the whole school take part.

**5.1 Reception:** Religious Education is taught for a reasonable period of time through the six areas of learning in the Yearly Years Foundation Stage.

It is taught within the context of the six areas of learning and development, with specific reference to Personal, Social and Emotional development (PSED) and Knowledge and Understanding of the World (KUW).

RE should be taught through the inclusion of explicit religious material from the Christian tradition and two other principal traditions (Islam and Sikhism). It **should not** exceed two traditions at any one time.

**5.2 Key Stage 1 and 2:** In KS1 Religious Education is taught for 32 hours per year and KS2 for 38 hours per year.

The subject is timetabled to be taught to the whole class following the **Coventry and Warwickshire Agreed Syllabus for Religious Education 2017-2022** units of work, alongside units taken from the Understanding Christianity scheme of work. There are clear learning intentions for each unit of work which cover key concepts that underpin the study of RE.

The long term plan gives an overview of work to be carried out in each year group.

Medium term unit plans give details of learning intentions and activities to be carried out.

Short term planning is then taken from the medium term plans to support individual sessions and whole day sessions.

RE is taught through essential skills and processes in order for pupils to learn and make progress. They learn: **about religion** (AT1) and **from religion** (AT2)

## **6. Curriculum coverage**

**6.1** Religious education has a discrete place in the curriculum and has cross-curricular links with a range of subjects:

**Humanities:** The world past and present

**Art:** The use of religious subjects in art across all cultures and religions. The use of pattern and symbols

**English:** The use of drama, writing, poetry and reading to explore and depict areas of the subject.

**Music:** Music used in collective worship, for religious festivals and to express spiritual experience.

**Computing:** Researching information on beliefs and traditions in life and culture.

**PSHE:** Develop an understanding of Morality, individual responsibility and living thoughtfully in the world with others.

## **7. Curriculum Content**

**7.1 Key Stage 1:** The content for teaching RE in KS1 is from the Christian and Muslim traditions and one other (Buddhist, Hindu, Jewish, Sikh) of the school's choice for a more in-depth study. The three remaining traditions must also be encountered on at least one occasion.

**7.2 Key Stage 2:** The content for teaching in KS2 is from the Christian, Hindu and Sikh traditions and one other (Buddhist, Jewish, Muslim) of the school's choice for a more in-depth study. The two remaining traditions must also be encountered on at least one occasion.

**7.3** Displays in classrooms and throughout the school environment enhance teaching and learning. There are reflective areas within each classroom, a faith wall in the KS2 corridor, values displays in the main entrance to school and in the hall an interactive prayer space for children to write prayers, voice worries or concerns, and consider answers to 'Big Questions'.

Values cycle A	Values cycle B
Thankfulness (harvest opportunities) Responsibility	Love (for our neighbour) Respect (for others, new class, surroundings)
Love (kindness) Preparation (advent)	Love (for God) (Christmas) Generosity (shoe box appeal)
Perseverance (choosing to face challenges) Forgiveness Loyalty (to beliefs, personal values, friends)	Collaboration Hope (New Year)
Trust (Easter) Courage (Lent)	Perseverance (Lent) Forgiveness (Easter)
Collaboration Diversity	Thankfulness (appreciate our surroundings) Friendship
Inclusion Justice (fairness, making choices)	Trust (moving on to a new class or school) Compassion
British Values Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.	British Values Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.

## 8. CURRICULUM OPPORTUNITIES

8.1 Pupils are offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

8.2 The curriculum provides opportunities for pupils to:

- Listen and respond to visitors from local faith communities
- Visit places of worship and religious significance where possible, to develop and enhance learning at this key stage
- Begin to use ICT to further explore religions and beliefs practiced in the local and wider community
- Use every day and religious language to talk about their own beliefs, ideas, values, feelings and experiences
- Use their senses and have times for quiet reflection
- Use other curriculum areas such as art and design, music, dance and drama to develop and express their ideas in a variety of forms
- Identify and explore the connections between RE and other subject areas
- begin to recognise diversity within religious traditions and human experiences

## 9. Well-being and SMSC

Harbury Church of England Primary School

“Let us not love with words and speech but with actions and in truth” 1 John 3:18

R.E. Policy, Page 4

- 9.1** We provide an education that gives pupils opportunities to explore Christian and moral values which underpin individual choices of behaviour.
- 9.2** We promote high standards of personal behaviour, a positive caring attitude towards other people and an appreciation of the diversity and richness of other cultures, including British values. British Values to be taught alongside each RE unit are highlighted on the long term plan. As the purpose of the RE curriculum is to promote tolerance of those of different faiths and beliefs and mutual respect, these values are highlighted throughout. The British Values are displayed in the hall.

## **10. Management of Religious Education within the school**

**10.1** Lucy Bosley is the RE subject leader responsible for co-coordinating the teaching of RE throughout the school.

**10.2** The subject leader is responsible for:

- Compiling, carrying out and evaluating the school RE action plan.
- Providing support and advice to members of staff.
- Monitoring the teaching of RE and outcomes for children, revising policies and supporting staff with planning if necessary.
- Attend relevant training and support staff through relevant INSET sessions.
- The organisation of RE resources within the school.
- Maintaining the Subject Manager's File.
- Organising visits and visitors.

## **11. Health and Safety**

**11.1** In organising visitors, visits or artefacts, staff need to consider issues of health and safety and pupil safeguarding, referring to relevant policy and documentation. All external visits require a risk assessment and an OSA1 form completed and signed by the Educational Visits Coordinator (EVC). Refer to the Offsite Activities folder and Health and Safety guidelines. Information on accredited sites is found on the WES website.

## **12. Safeguarding**

**12.1** All activities in RE will be managed within the guidelines stated in the schools Safeguarding Policy. All additional adults/ volunteers supporting RE activities must be informed of their safeguarding duties and given the appropriate safeguarding documentation.

## **13. Online Safety**

**13.1** The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

## **14. Assessment**

**14.1** Teachers assess children's work in RE by making informal judgements and observations

during lessons. At the end of a unit of work the teacher will reflect upon the children's learning and make a summative judgement about achievement of every child in terms of developing, meeting or exceeding the expected standard.

## **15. Resources**

**15.1** Artefacts are stored in the RE cupboard in the KS2 corridor and are clearly labelled.

**15.2** Online resources can be found at: <http://www.warwickshire.gov.uk/sacreresources>

## **16. Monitoring and review**

**16.1** Monitoring of the standards of the children's work and the quality of teaching of RE is undertaken to ensure that pupils make the best possible progress. The annual RE action plan indicates areas for further improvement.