



'Loving, Learning, Living as we journey together to enable everyone to flourish'

Felton C of E

Primary School

RE Policy

Date to be reviewed: Autumn 2029

Signed by:

E.Lucas

Headteacher

Autumn 2025

Date:

S.Johnson

Chair of governors

Autumn 2025

Date:

This policy has been adopted by the Governors, in consultation with the headteacher, RE subject leader and teaching staff. It was approved by governors in 2023 (Autumn) and will be reviewed every three years

Felton C of E Primary School: RE Policy

'Loving, Learning, Living as we journey together to enable everyone to flourish'

Our Vision

'Loving, learning, living as we journey together to enable everyone to flourish,' shapes our priorities in all areas of school life:

Journeying together, we discover our unique gifts and use them for the benefit of others. We learn to overcome the challenges we face and support one another to be the best that we can be. As in the parable of the Good Samaritan (Luke 10:29–37) 'who loved his neighbour as he would himself,' we seek to help everyone in our school community to flourish through loving, learning and living well together.

We love God, ourselves and one another. We love and care for our world and our neighbours, locally and globally.

We learn from one another and grow in wisdom from our experiences so that we can be the people we were created to be.

We live together in peace, trust, and with respect. We are giving and forgiving and always willing to go the extra mile to bring hope to our world.

Our curriculum will:

- Reflect the cultural, spiritual and physical context of the school and its locality
- Reflect the diversity of Britain and our wider communities
- Be responsive to the needs of all learners

The value we place on reading and language underpins everything that we do. Above all we value kindness.

Our vision influences the ethos of our school and the policies and practices within it.

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Religious education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).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 7 49)

We note the Human Right of parents to withdraw their child(ren) 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 to the school 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 Headteacher any questions from parents about withdrawals. We ask that anyone wishing to withdraw their child would discuss this with the Headteacher before making their decision.

Requests for full or partial withdrawal from RE should be made in writing to the Headteacher and a record kept of them.

Aims and purpose of RE

Religious Education should enable every child to flourish and live life in all its fullness (John 10:10). It will help educate for dignity and respect, encouraging all to live well together.

At Felton C of E 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 worldviews. As a voluntary controlled school, we teach according to the Northumberland Agreed Syllabus.

As a church school, the teaching of Christianity is at the heart of our RE curriculum, whilst recognising the need for balance and a deep, rich understanding of other religious and non-religious worldviews. Through the Understanding Christianity resource, the use of an enquiry approach engages with key theological concepts and the pupils' own understanding of the world as part of their wider religious literacy. Links with our school Christian vision, and support for pupils' Spiritual, Moral, Social and Cultural development are intrinsic to our RE curriculum. We provide a range of opportunities for learners to understand and to make links between the beliefs, practices and values of the range of worldviews studied.

As stated in the **Church of England Statement of Entitlement for Religious Education** (2019), 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.

The following purpose statements underpin **Northumberland Locally Agreed Syllabus**, which is constructed to support pupils and teachers in fulfilling them:

- 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 pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils 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 pupils 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 pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils 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.

Principal Aim:

The following principal aim is used as the basis of all planning in order to fulfil the requirements of the Locally Agreed Syllabus (LAS):

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.

This principal aim is enacted through the following pedagogical approach as set out in the LAS:

1. make sense of a range of religious and non-religious beliefs
2. understand the impact and significance of religious and non-religious beliefs
3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Responsibilities for RE in school

The RE 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 it remains up to date.
- ensure all teachers know what should be taught in RE, what resources are valuable and the standards that are expected at the end of each Key Stage.
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- ensure there are assessment systems in place to gauge progress and attainment in RE
- Liaise with the Headteacher and governors to feedback on the monitoring and impact of RE across the school.
- support colleagues by sharing new ideas, resources and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- seek opportunities to share effective practice locally and regionally and engage in 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.

The Headteacher and Governors will make sure that:

- all pupils make appropriate progress in the RE curriculum.
- the subject is well led and effectively managed and that standards in RE and the quality of provision are subject to regular and effective self-evaluation.
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD.
- teachers newly appointed to church schools are provided with support to enable them to become effective teachers of RE.
- clear information is provided for parents on the RE curriculum and the right to withdraw.
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for the Headteacher and the Governing Body, 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 the promotion of Fundamental British Values and to pupils' SMSC development.
- is delivered in an objective, critical and pluralistic 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 worldviews.
- 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 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 all to ensure that all flourish academically, using a range of strategies as appropriate to pupils' needs.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Curriculum balance and time

In church schools, Christianity should be the focus of at least 50% of curriculum time (Statement of Entitlement, 2019). Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% at Key Stages 1 and 2.

Coverage

EYFS	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, Jews and Muslims.
KS2	Christians, Muslims, Hindus, Jews and non-religious worldviews.

Time allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage 1 and 45 hours per year at Key Stage 2 (this reflects 5% of curriculum time). This equates to 1 hour per week in Key Stage 1 and 1 hour 15 minutes per week in Key Stage 2.

Note: this time allocation is totally separate from requirements for collective worship, and collective worship must not be considered curriculum time for RE.

The time allocated for teaching RE at Felton CE Primary School is:

EYFS	Planned within EYFS framework (equates to 45 minutes per week)
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KS1	1 hour per week
KS2	1 hour per week*

In order to ensure that the Key Stage 2 shortfall in curriculum time is met, we will also provide three off timetable 'RE Days' and a dedicated half term to the exploration of the Spirited arts; this may include visits or visitors. EYFS and Key Stage One children will be included in at least one of these 'RE Days' and will have the opportunity to engage with a visitor or take part in a visit. All ages have half an hour 'spirituality time' each week to record in their Spirituality Journals and annotate the bibles presented by the church to each Key Stage 2 pupil. Pupils also take part in Prayer spaces/reflective activities in Church and through the Ignite charity. E.g. Y3/4 Harvest workshop

Teaching and Learning

Learning activities provide for the needs of all pupils so that they develop a wide range of skills including; enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews 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.

Visits and Visitors

We aim to visit places of worship in our region and/or invite representatives from religions into RE lessons in school.

Children will have the opportunity to make the following visits during their time at school:

EYFS – visit to St Michael's and All Angels Parish Church, Felton

KS1 - visit from local clergy member / minister, visit to St Michael's and All Angels Parish Church, Felton

KS2 - visit to synagogue, mosque and / or mandir during their time in the Key Stage (or visitors representing the communities)

Health and Safety

Health and safety issues may arise in RE on a number of occasions for examples, when pupils:

- Handle artefacts
- Consume food
- Visit places of worship

Teachers will conform to guidelines in the schools health and safety policy in these circumstances

Assessment, Recording and Reporting

Assessment in religious education will:

- be directly related to the expectations of the Northumberland Locally Agreed Syllabus for RE.
- seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- recognise the range of skills and attitudes which the subject seeks to develop.

- enable effective tracking of pupil progress to identify areas for development in pupils' knowledge and understanding, as well as whole school 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' (e.g. feedback from RE leaders' network meetings) or through diocesan support. The RE subject leader also attends local network meetings.

Resources

We have a range of resources in the shared drive to support staff with planning effectively. Religious education will be funded to enable a range of resources on different religions and worldviews to be purchased, such as books for teachers and the library. Stories from many different traditions will be available for pupils to access. The school makes use of guidance materials provided by SACRE and the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. A regular audit of resources takes place by the RE subject leader in order to update our collection.