

# RE Policy

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## Yew Tree Primary School



<b>Date of Policy:</b>	June 2025
<b>Responsibility:</b>	RE Leader
<b>Review Date:</b>	June 2028
<b>Consultation:</b>	This policy has been developed in consultation with staff and governors at Yew Tree Primary School.

### ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to support the implementation of policies and procedures that develop the skills our children need to achieve our vision of:

***“Learning Without Limits”***

### RATIONALE

Religious Education is a crucial part of the curriculum which plays a great role in promoting the spiritual, moral, social, cultural and intellectual development of an individual. Religious Education allows pupils to gain not only a greater understanding of other people but also of themselves. It is an incredibly important subject that must be studied if children are to grow into responsible, tolerant and accepting adults. It is essential that pupils come to recognise diversity in religion and belief and to learn to value other people’s viewpoints. This policy is to be considered in line with our Equality Duty (published separately) and we will ensure that, at all times, we will seek to promote equal opportunities and good relations, avoiding discrimination against anyone for reasons of ethnicity, disability or gender. Appropriate action will be taken in cases of harassment and discrimination.

### AIMS & OBJECTIVES

As set down in The Sandwell Agreed Syllabus for Religious Education (SACRE) syllabus for Sandwell, the principle aims of Religious Education are to:

1. Foster successful learners, confident individuals and responsible citizens
2. Focus on the central contribution of RE to community cohesion
3. Place a greater emphasis in all phases of learning on the development of skills and attitudes
4. Encourage greater flexibility in the planning, organisation and delivery of the curriculum especially in linking subjects
5. Develop teaching and learning of the ‘personalised’ and ‘localised’ curriculum
6. Place a more significant emphasis on pupils developing investigative skills in their learning.

This will be achieved through the study of both implicit (learning from) and explicit (learning about) aspects of religion as set out in the SACRE 2024 - 2029 syllabus.

## **AT YEW TREE PRIMARY WE AIM TO:**

- Help pupils know and understand some beliefs and develop their ability to give accounts of the impact of some religious teachings on believers.
- Encourage pupils to build conceptual bridges between their own experiences and some of the central concepts of religion.
- Encourage pupils to develop their own patterns of belief and behaviour through exploring religious beliefs and practices and related human experiences; providing opportunities for pupils to develop spiritually, morally, socially and culturally.
- Encourage pupils to relate to a way of life that is different from their own, allowing them to encounter religion through visitors, visits to places of worship and exploring religious readings and artefacts.
- Encourage pupils to ask their own questions about what life would be like if everyone followed the example of leaders of religion and beliefs; relating values and 'truth claims' to their own experiences.
- Challenge pupils to develop their own views by relating their own experiences and reflecting on their own patterns of belief and behaviour
- Have a total educational experience (in terms of social, moral, cultural, spiritual development)
- Develop an understanding of Christianity and the other principal religions represented in the UK and wider world;
- Gain life experiences that will break down prejudices and increase tolerance;
- Continue to build on the good practice demonstrated in other areas of the curriculum by developing their ability to work together with their peers. This will be encouraged by fostering an atmosphere of respect for other people and their beliefs
- Develop attitudes and skills set out in the SACRE 2024 - 2029 syllabus.

## **LINKS TO THE WIDER CURRICULUM**

### **English**

RE contributes to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. RE lends itself to organised debates regarding religious stories and religious issues thus developing speaking and listening skills. RE lessons also provide children with the opportunities to strengthen their creative skills in drama by acting out and retelling religious stories developing language skills needed to write about their religious views and experiences.

### **Information and Communication Technology (ICT)**

Interactive whiteboards are used in all rooms from Nursery upwards. This provides unlimited opportunities for children to learn visually and by interacting with the screen. We make provision for the children to use laptops or other devices in RE lessons where appropriate. Children use ICT in RE to enhance their engagement. We use ICT as a visual aid to display religious places of worship, images, videos, online quizzes, games and religious texts. Children use ICT as a research tool to access religious archives and as a way to facilitate group projects, allowing children to collaborate on research and presentations.

### **PSHE and British Values**

RE contributes to the teaching of PSHE in a number of ways. Firstly, the subject matter lends itself to raising matters of diversity and equality. For example, learning that everyone is different and may have different beliefs but we are all equal. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions in a respectful way. Thus, RE in our school promotes the concept of positive citizenship and British values

## **ASSESSMENT**

Teachers assess their pupils through a variety of methods. These may vary from informal assessments during discussion, individual and group activities. The idea is to gain an accurate picture of the child's current level of knowledge, skills and understanding in order to take their learning forward and raise their levels of attainment. On completion of a piece of work, the teacher marks the work and comments as necessary in correspondence with the marking policy. We use this information as a basis for assessing the progress of the child and we use this to inform future planning. We RAG rate our curriculum overview booklet based on an approximate number of children showing strong understanding. We pass this information on to the next teacher at the end of the year and as guidance when writing the annual report.

## **GUIDELINES:**

### **LEGAL REQUIREMENTS:**

1. Every maintained school in England must provide provision for RE for all registered pupils at the school (including those in reception classes), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.
2. LAs must ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.
3. Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002)
4. All schools and academies are required, through their funding agreements, to teach RE: For schools and academies without a religious character, this will be the locally agreed syllabus; For non-denominational (such as Christian) faith academies this can be either of the above.
5. Schools must provide an annual report to parents or carers giving brief particulars of progress and achievements in all subjects including RE (Regulation 6 of the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437).
6. The parent of a pupil has the right to request that the pupil be excused from all or part of the RE provided. However, the right of withdrawal does not extend to other areas of the curriculum when spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects
7. Where parents have requested that their child is withdrawn (no reason needs to be given), their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost.
8. The Education Act 1996, Section 375 (3) requires that 'Any agreed syllabus...shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teaching and practices of the other principle religions represented in Great Britain'. The Local Authority's agreed syllabus meets these requirements. The school plans follow the requirements of Sandwell's agreed syllabus and reflect Sandwell's religious diversity.
9. Teachers have a responsibility to include all major faiths in their teaching, but not to proselytise on the behalf of any one religion.
10. Teachers have the right not to participate in or conduct Religious Education.

## **ORGANISATION:**

The school currently utilises schemes of work from the SACRE agreed syllabus. Where possible the scheme has been matched so that it fits with the school's plan. Necessary adaptations have been made to ensure progression, coverage and challenge. Religious

Education forms natural links with many areas of the curriculum notably English, Art, History and Geography.

R.E resources are kept in the main curriculum cupboard. It is the responsibility of all staff and pupils to ensure that resources are maintained and returned in an orderly fashion.

### **CONTENT:**

Throughout the key stages children explore Christianity, Islam, Sikhism, Hinduism and Judaism. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Children develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Children learn further about Christianity, Sikhism, Hinduism, Islam and Judaism, recognising the impact of religion locally, nationally and globally. They make connections between different aspects of religion. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion and belief, learning about similarities and differences both within and between religions and beliefs. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education.

This does not mean that there will be no teaching of other religions during those Key Stages, but that they will not be the main focus.

### **EQUAL OPPORTUNITIES:**

All children are entitled to access the Religious Education curriculum. A range of differentiation strategies allows all children to be challenged and supported as necessary. Parents and carers are allowed to withdraw children wholly or partly from Religious Education lessons if they feel it is necessary. In such circumstances parents and carers are encouraged to discuss this request fully with the school beforehand.

### **SPECIAL EDUCATIONAL NEEDS AND INCLUSION:**

Children with Special Educational Needs are entitled to access the Religious Education Curriculum. Through a range of differentiation strategies, they are supported in doing so. For further information please see the school's Special Educational Needs and Inclusion Policy.

Children record their work in EYFS using tapestry, KS1 record work on posters which are placed in class books and KS2 record work in books and evidence can be gathered by teachers through writing, drawing, observation, photos and oral tasks.

### **MONITORING AND EVALUATION:**

The Religious Education Leader's role involves monitoring the teaching, learning and resourcing of Religious Education throughout the school. They should also motivate, inspire and support class teachers in delivery of the school's Religious Education Scheme.