

RE Policy



Subject Leader – Mrs A Rosamond	Date written 23/09/2025	Review due 23/09/2027
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Religious Education (RE) Policy

Aims and objectives

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Netherton J & I School we develop the children's knowledge and understanding of Christianity and the major world faiths, (mainly Islam, Judaism, Hinduism). We address fundamental questions concerning for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity, but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The objectives of teaching Religious Education in our school are to help children:

- develop an awareness of spiritual and moral issues arising in their lives
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- develop an understanding of what it means to be committed to a religious tradition
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- develop investigative and research skills, and make reasoned judgements about religious issues
- have respect for other people's views, and celebrate the diversity in society.

The Legal Position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in Early Years who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LEA's Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should at the same time, take account of the teachings and practices of other major religions.

Teaching and Learning Style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We

encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Hannukah etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes they prepare presentations and share these in assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- grouping the children by ability in the room, and setting different tasks for each ability group
- providing resources of different complexity, adapted to the ability of the child; using classroom assistants to support the work of, and if necessary, scribe for individuals or groups of children

Curriculum Planning in Religious Education

We plan our Religious Education curriculum in accordance with the Wakefield LEA's Agreed Syllabus (2023). We ensure that the topics studied in Religious Education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Religious Education topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group and it is based on the suggested scheme of work from the Agreed Syllabus. We teach Religious Education topics in conjunction with other subjects when relevant, discretely if not.

Our medium-term plans give details of each unit of work for each term. These include the relevant strands from the Agreed Syllabus, the learning objectives, the learning outcomes, the activities and some key questions. Staff also use powerpoints from NATRE (National Association of Teachers of Religious Education)These are of paramount importance as they support the learning that is to take place by being open ended and thought provoking. The RE subject leader has written a Scheme of Work based on the Agreed Syllabus as a guide for staff. This plan incorporates the mixed age classes and is being closely monitored by the subject leader to ensure coverage and progression.

The class teacher uses the plans for each lesson and lists the specific learning objectives and expected outcomes. S/he keeps these individual plans. The RE subject leader is available to discuss them on an informal basis as and when required.

Early Years

We teach Religious Education to all children in the school, including those in The Early Years

In both Early Years 1 and 2, Religious Education is an integral part of the topic work covered during the year. We relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Early Years 2 teach discrete units from the Wakefield Agreed Syllabus.

Assessment for Learning

Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children's work in Religious Education by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future. This information is used to assess the progress of each child, for setting new goals, for writing reports and for passing information on to the next teacher at the end of the year. The children are assessed twice yearly. The Wakefield Agreed Syllabus has guidelines on where children should be at for each level of attainment – WT, E, GD. The class teacher assess the children against these criteria.

Resources

We have some resources in our school that enable us to teach our Religious Education units. We keep resources for Religious Education in the staff room where there is a shelf with information books and relevant magazines, plus a set of posters and books (kept near the shelves). We also have a collection of religious artefacts, which we use to enrich teaching in Religious Education. Two copies of the Qur'an, both covered with material, are kept on the top of the bookcase inside the Headteacher's room. This reflects the respect we give to artefacts from all religions. More artefacts will be purchased as funds allow. The school library has a set of Children's Bibles suitable for use in both key stages as well as a good supply of RE topic books to support the children's individual research.

Monitoring and Review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments

in the subject, and for providing a strategic lead and direction for RE in the school. After monitoring either the books or the medium term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required.

This policy will be reviewed at least every two years.

Subject Leader

The Subject Leader for RE is Mrs A Rosamond

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Signed:

A Rosamond

Date: 23/09/2025