

Hose Church of England Primary School



Religious Education Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Updated: July 2024

Review: July 2025

Values

We give our children the chance to develop culturally, emotionally, intellectually, socially and spiritually so that they might prosper and flourish in all that they do.

The purpose of our curriculum at Hose Church of England Primary School is to open the door to the world beyond our village for our children. We aspire for our children to leave Hose full of knowledge and wonder for the world they live in and to be ready to take on challenges with confidence and pride. We believe that a high-quality religious Education will build a fundamental role in fostering respect, understanding, and tolerance among our students, helping them to appreciate the diversity of beliefs and cultures in society. As a school we are committed to providing a rich religious education curriculum that inspires our children, is accessible to all and is firmly rooted in the teachings of Christianity and other religions. We strive to enable our children to thrive and succeed, through reaching their academic potential and developing their sense of identity, belonging, purpose and faith. This policy outlines how religious education is taught and assessed at our school, in line with the expectations set by [Ofsted](#).

Introduction

We deliver Religious Education (RE) in line with the Leicestershire Agreed Syllabus. At Hose we recognise the values and the religious backgrounds and non-religious backgrounds of each of our pupils. We are sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none. We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.

RE is central to the purpose of Hose Church of England Primary School because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. RE at our school explores how individuals and communities make meaning and sense of their lives through exploring the major religions of the world as well as non-religious world views. It enables pupils to know about, understand and respond to the important and ultimate questions of life.

The Church of England Education Office publish a 'Statement of Entitlement' for RE which has been considered in the formation of this policy. At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Aims and Objectives

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of the Christian beliefs and practices so that the understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions and non-religious world views in Britain.
- Understand how belief impacts on culture, relationships, values and lifestyle.

- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith.
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open mindedness and self-esteem.

National Curriculum Aims

The Curriculum Framework for Religious Education in England and Wales (Religious Education Council 2013) aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals.
- Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

Curriculum Provision

Our school's Religious Education curriculum is designed to be broad, balanced, and engaging. It is carefully planned to ensure progression in substantive knowledge and disciplinary skills throughout a pupil's time at Hose Church of England Primary School. The Curriculum follows a two-year planning cycle and allows for in-depth exploration of key themes and concepts across our mixed age classes, including continuous provision opportunities in the Early Years Foundation Stage (EYFS). Topics meet the Leicestershire Agreed syllable and are design to engage and exposed children to different religious beliefs. There are boxes of resources for each of the major world faiths in the resources area. There are a wide range of books relating to religion in the school library and the resources area. The school has NATRE membership and access is available for using the Understanding Christianity website.

Key Themes

Teachers will enable pupils to achieve their learning outcomes by supporting them in these three areas: making sense of belief, understanding the impact and making connections.

Teaching and Learning

- In EYFS, KS1 and KS2 Religious Education is taught weekly across a 2-year rolling program of study.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- The scheme of work ensures that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
- A range of teaching and learning activities ensure that pupils learn effectively and with interest.
- Pupil progress and attainment in RE is tracked.
- Progress in RE forms part of the pupils' annual report to parents.
- A range of visitors are invited to support the teaching of RE, and where possible, there are planned visits to places of worship.
- In this school the faiths taught in RE at KS1 are Christianity, Judaism, Islam and other non-religious world views and at KS2 Christianity, Hinduism, Islam and Judaism as well as non-religious world views.
- RE will be prioritised within the organisation of the curriculum. We aim to dedicate 10% of curriculum time to RE and not less than 5%.

Approaches to Teaching RE

For RE to play its full part within the broad, balanced and coherent curriculum to which all pupils are entitled, as a school, we will ensure that:

- High quality knowledge rich, learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus and diocesan materials considering the need to offer breadth of content.
- RE is delivered in ways that make it a lively, active subject by employing a variety of teaching methods; including technology, art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection
- Where possible pupils should have opportunities to encounter members of local faith communities through visits to places of worship or visits from members of local faith communities.

Assessment and Feedback

- Formative Assessment will be used consistently to inform teaching and learning, ensuring individual progress is monitored and supported.
- End-of-unit assessments and termly assessments will be carried out to evaluate pupils' understanding and inform future planning.
- Feedback Constructive feedback will be given to pupils to enhance their understanding and support their development.
- Further information on assessment and feedback can be found in the Marking and Feedback Policy.

Equal Opportunities

Each child is recognised as an individual in our learning community and adaptations will always be made to support every child to thrive. We will therefore adapt and ensure that:

- All pupils, including those with SEND, will have access to a broad and balanced Religious Education curriculum.
- Religious Education is taught in a way that respects and values the diversity of our school community and allows children to learn about life beyond the village's doors.
- Adaptive teaching approaches are utilised in all lessons to provide appropriate levels of support and to ensure all pupils can make progress.
- The curriculum is inclusive and accessible to all pupils, regardless of their background or ability.

Monitoring and Evaluation

- The Religious Education Subject Leader is responsible for monitoring the quality of teaching and learning in English, as well as the effectiveness of the curriculum implementation. This includes through the use of lesson visits, discussions with pupils and book-looks.
- Regular reviews of the curriculum ensure that it remains relevant and engaging for all pupils.

Summary of Expectations from Ofsted

According to the most recent Ofsted Inspection Framework, schools are expected to demonstrate that their RE curriculum:

- Promotes respect and tolerance for those with different faiths and beliefs, including atheism.
- Provides opportunities for students to engage critically with religious and philosophical questions.
- Develops students' knowledge and understanding of diverse religious traditions and worldviews.
- Encourages students to reflect on their own beliefs and values in light of their learning in RE.
- Ensures that all students, regardless of their background, are supported and challenged to achieve their full potential in RE.

By implementing this comprehensive Religious Education policy, we aim to deliver a high-quality curriculum that meets the expectations of the National Curriculum in England and exceeds the standards set by Ofsted, promoting excellence in teaching and learning at our Church of England Primary School.

The right of Withdrawal from RE

At Hose CE Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience (School Standards and Framework Act 1998 S71 (3)) However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PHSE.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at the school.

Managing the right of withdrawal

- We will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- We will ensure that parents are aware of our learning objectives and what is covered in the RE curriculum and they are be given the opportunity to discuss this, if they wish.
- We will review such a request each year, in discussion with parents.
- The use of the right to withdraw is at the instigation of parents and it must then be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Where parents request that their child is withdrawn, their right will be respected, and where RE is integrated in the curriculum, we will discuss the arrangements with parents or carers to explore how the pupil's withdrawal can be best accommodated.
- If pupils are withdrawn from RE we accept our duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE can be provided at our school, or the pupil can be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements will be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.

- Outside arrangements for RE are allowed as long as the LA SACRE is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.