



All learning together

Langton Primary School

Religious Education Policy

Date Agreed: February 2025
Date Reviewed: January 2028

Introduction

At Langton 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 faiths and world views. We teach according to the North Yorkshire Agreed Syllabus

'The principle aim of Religious Education is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'

The North Yorkshire Agreed Syllabus for Religious Education 2024

In our school the teaching of Christianity is an important part of our RE curriculum. Our curriculum has been carefully planned using North Yorkshire's RE syllabus (drawn up by SACRE) to reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain (Education Act 1996 section 375) and using the Understanding Christianity resource, using an enquiry approach engaging with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the religion and world views studied.

Intent for RE / Aims and objectives

- To enable all pupils to hold balanced and informed conversations about religion and belief.
- 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 develop all pupils' knowledge of diversity and world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.
- Inspiring all pupils' creativity through awe and wonder experiences.
- To ensure all pupils have the skills and understanding to work as part of a team.
- To encourage all pupils to ask questions about the world.
- To give our children time to reflect on their own beliefs, values and experiences.
- Our children will learn about the multicultural world in which we live.
- We will learn to accept, respect and celebrate our differences.
- Pupils will embrace their local and wider community in order to help make a change to the world in preparation for later life.

- All pupils will be taught and progressed.
- Aspirations of future careers.
- Children will have an understanding of different families.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our schools curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- contributes to British values and to pupils' spiritual, moral, social and cultural 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 religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy* **Religious Literacy: Helping children and young people hold balanced and well informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*
- 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 religions and 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 the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

Parents and pupils are entitled to expect that our RE curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian. Our curriculum looks at both Christianity for 50% and other world religions 50%.

Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. In order to deliver the aims and expected standards of the syllabus effectively the expectation is that there is a minimum allocation of 5% of curriculum time for RE.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. (this reflects 5% see above).

The time allocated for teaching RE at our schools is:

EYFS	planned within the EYFS Framework
KS1	36 hours
KS2	45 hours

Scheme of Work

RE is planned in accordance to North Yorkshire syllabus.

Various schemes of work are used to support teachers in the planning of RE.

Careful consideration where possible has been given to the sequence of learning ensuring the children study systematic units prior to thematic units. A variety of religions are taught and our long term plan can be found on the school website.

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, Muslims and Jewish
Lower KS2	Christians, Muslims, Jewish, Hindu and Non-Religious
Upper KS2	Christians, Muslims, Jewish, Hindu and Non-Religious

Notice the language: Christians rather than Christianity. Muslims rather than Islam. This is to reflect the fact that RE starts with encounters from living faiths.

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. The curriculum provides fully for the needs of all pupils, engaging and challenging them through an exploration of core concepts and questions. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Pupils experience opportunities to learn by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views 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. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Visits and visitors

We are able to visit places of worship in our local area / our region, representatives of religion and worldviews are willing to meet with pupils and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative. Pupils will have the opportunity to make the following visits during their time at our school.

EYFS – Church/Methodist Chapel

Year 1-2 - Church/Methodist Chapel/Mosque

Year 3 -6 Church/Mosque/Synagogue or Hindu Temple

The RE subject leader supports class teachers to organise these educational visits in line with the school educational visits policy.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Role of the Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.

- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas 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.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some pupils have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the North Yorkshire syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the disciplinary knowledge and skills which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years and then be fully reviewed by staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to make available the planning for RE with the subject leader each term.

The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This will be in line with OFSTED guidance about self evaluation and review.

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' or through local authority support. The RE subject leader also attends local network meetings.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters and artefacts. The school makes use of guidance material produced by the SACRE. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Our staff are given protected time to familiarize themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

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 & 49, and Non-Statutory Guidance 2010 page 28*)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

Right of Withdrawal

We note the right of parents to withdraw their children 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. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head of school any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Head of school before making this decision.

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