

St Paul's

C of E Primary School



A place to belong

RE Policy

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Reviewing Committee:	Curriculum
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St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia)*, *Compassion*, *Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

RE Policy

Introduction

The Christian Vision for our school is that we are 'a family where everyone feels safe, happy and valued, and is supported to achieve their full potential'. Our approach to Religious Education supports this and all of our school values: Family (Koinonia), Compassion, Perseverance and Forgiveness.

At St Paul's C of E Primary School RE has an important and central place within our curriculum. Concepts and values are explored both through discrete RE lessons and through Faith Days and Curriculum Weeks. The Governors, in consultation with the Head teacher have adopted the York Diocesan Syllabus.

We believe RE has an important place in the development of every pupil, and this has been summed up perfectly by The Most Reverend and Right Honourable Dr John Sentamu:

"At its very best, education should enable the flourishing of all children and young people as they grow into all that God has created them to be. RE plays a crucial role in this flourishing as RE looks at what it is to be human and how we engage well with one another, with the world around us, and ultimately with God. In spite of secularist agendas, religion continues to shape us and our world, and studying RE can give children and young people tools with which to examine beliefs, attitudes and values that mould us and guide us in life."

Through our RE curriculum we aim to help children to:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which '*promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life*'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Teaching and Learning RE at St Paul's

The RE curriculum at St Paul's C of E School is designed to deliver specified elements of the Programme of Study outlined in the York Diocesan Board of Education Primary RE Syllabus. The Long Term Plan requires the teaching of 3 key questions per year, balancing across the strands of Believing, Expressing and Living.

In order to make religious education a lively, active subject we employ a variety of teaching methods including 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 we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

Time Allocation

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in their agreed syllabus (City of York), ensuring that the curriculum is coherent and shows progression.

EYFS	36 hours of RE , e.g. 50 minutes a week or some shorter sessions implemented through continuous provision.
Key Stage 1	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
Key Stage 2	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Early Years Foundation Stage

During the EYFS, children's learning in Religious Education contributes to both the prime and specific areas of learning, in particular Personal Social and Emotional Development, Understanding of the World and Communication and Language. This enables them to work towards the Early Learning Goals.

What Religions are to be taught

In accordance with the structure of the Diocesan Syllabus Religious traditions are to be studied in depth as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
EYFS	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Key Stage 1	Christians and Muslims or Jewish people
Key Stage 2	Christians, Muslims, Hindus and Jewish people

Assessment, achievement and attainment

Pupils' progress is carefully recorded and tracked. In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programmes of study. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study. Assessment in this agreed syllabus is related to end of key stage expectations.

Responsibilities for RE within the school

To ensure all pupils make progress in achieving the learning objectives the co-ordinator will monitor RE within the school through regular communication with staff responsible for the teaching of RE, through lesson observations, termly book scrutiny and through staff and pupil voice.

The Right of Withdrawal from RE

At St Paul's 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. However, the right of withdrawal does not extend to other areas of the curriculum when, as

may happen on occasion, 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 pshe. 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 St Paul's.

Managing the Right of Withdrawal

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. No reasons for the withdrawal need to be given.

If pupils are withdrawn from RE, schools have a 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 could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.

Outside arrangements for RE are allowed as long as the LA 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.