



Thythorn Field
Primary School

RE Policy

Adopted By School: March 2024

Review Date: March 2025

Governor Signature:

THYTHORN FIELD PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

Context

- Thythorn Field Primary School is a small primary school, serving children in the age range of 4 to 11 years.
- We deliver Religious Education (RE) in line with the Leicestershire's Locally Agreed Syllabus.
- Thythorn Field recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be 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.
- At Thythorn Field we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at Thythorn Field will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with Leicestershire's Locally Agreed Syllabus

Aims

Our aims of RE are that pupils will:

- A 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
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B 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

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion or a worldview.
- C 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
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These aims are taken from A Curriculum Framework for Religious Education in England and Wales (Religious Education Council 2013).

Principal aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Taken from the Leicestershire Agreed Syllabus for RE 2021-26.

Place in the curriculum

The National Curriculum states the legal requirement that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

The *Curriculum Framework for RE (2013)* is the latest in a chain of documents to recognise RE as a core subject and it is regarded as such at Thythorn Field Primary School.

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. When strong cross-curricular links cannot be forged with other subjects, RE is taught as a discrete subject.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach RE in designated regular RE lessons evidenced on our weekly timetables. In EYFS pupils have discrete RE sessions but also access RE through Continuous Provision.

Learning and teaching in RE

A wide range of imaginative teaching methods and pupil groupings are used in effective RE sessions.

Thythorn Field recognises that 'enquiry' can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Thythorn Field caters for this by, where possible, having visits to a place of worship and/or inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Religions and worldviews

Thythorn Field has followed the recommendations of the Leicestershire Local Agreed Syllabus for RE and has selected the following religions and worldviews for focused study in each key stage. All key stages will also consider people who do not have a religious belief where it is appropriate to do so.

EYFS: Christianity

KS1: Christianity, Judaism, Islam

KS2: Christianity, Judaism, Islam, Hinduism, Sikhism (in Year 6 due to Leicestershire's multi-faith population) , Humanism

Planning

Thythorn Field uses the National Association of Teachers of Religious Education (NATRE) Primary RE Curriculum to form the basis of its schemes of work (which links to the learning questions outlined in the Leicestershire Locally Agreed Syllabus). In accordance with this syllabus, pupils will study a range of units throughout each year group. Please see the RE Master Progression Document for what is covered in each year group.

All aims of RE are planned for throughout the units of work.

Teachers are encouraged to develop their knowledge of the subject through accessing the materials on the NATRE website, which school have subscribed to. The RE subject Lead attends termly RE network meetings run by TELA. Staff are encouraged to access further CPD linked to RE if they wish to.

Inclusion

Our whole school Inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible. Adaptive teaching methods are used in RE to ensure all pupils can access all RE lessons. Please see the RE Adapted Teaching Approached document for further information. Teachers are encouraged to use alternative methods of recording, not just written work, to give all pupils the opportunity to have their ideas recorded.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision at Thythorn Field is successful.

The NATRE Primary Curriculum provided end of unit assessment tasks relating to the 'sticky knowledge' for each unit of work which staff are encouraged to use.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

Resources

At Thythorn Field we have a box of resources for each religion. We are also able to access books and resources from the Leicestershire School's Library Service.

Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at Thythorn Field Primary School. This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning

- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.

This policy document was devised by RE Today Services for the benefit of NATRE members and is © NATRE 2015. Schools who are members of NATRE are granted permission under the terms of their membership to adapt this document to include the name of the school and other specific details. This document may not be used by institutions or individuals who are not members of NATRE.