



**St. Cuthbert's and  
Fountains Earth Schools  
Religious Education Policy**

Policy:	Religious Education
This Policy was approved:	November 2022
This Policy will be reviewed:	November 2023
Governor committee responsibility:	Full Governing Body

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

**Safety and knowing how to keep safe on and offline** to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

**Overview**

Our school family is centred around the belief that we are all unique learners of equal value and loved by God.

At St. Cuthbert's and Fountains Earth Schools we are open to pupils of all religions and those of no religious background. Religious Education is an essential part of a rich and broad education and is quite rightly the entitlement of every pupil. It therefore has a central place within our curriculum and is seen as a core subject. RE in our Federation is about developing a religious and theological understanding. This enables our pupils to engage with some of the big questions of meaning and purpose in life and to develop an understanding of what followers of a religion believe and how these beliefs shape the lives of individuals, communities and the wider world.

## **Aims**

- Develop knowledge and understanding of Christian beliefs and practices so that they 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 other principal religions in Britain.
- Understand how belief may impact 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 skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

## **Religious Education in Church of England Schools – A Statement of Entitlement**

Religious Education in a Church School should enable every child to flourish and live life in all its fullness (John 10:10). It will help educate for dignity and respect, encouraging all to live well together. Central to Religious Education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. In all church schools, Religious Education must be considered an academic subject. Pupils are entitled to a balanced RE curriculum which enquires into religions and world views. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact – [see our Federation RE Intent](#).

## **Teaching and Learning**

We follow the NYCC Agreed Syllabus for Religious Education.

We also use Understanding Christianity. This is a resource that enables learners to acquire a thorough knowledge and understanding of the Christian Faith.

The long term plans and agreed end points for each year group can be found in our RE Intent.

In Reception, the children access RE for 36 hours per year. Our coverage of RE begins with the Early Years Framework through 'Understanding the World – people, Culture and Communities' The RE curriculum in Reception is taught through teacher led activities around RE topics (see long term plan for the topics to be covered) and through continuous provision. The teaching and learning is focused around Christianity and an introduction is made to principal faiths through festivals and stories.

In Key Stage One, children study RE for 36 hours per year (e.g. an hour a week). In Key Stage One, pupils will learn about Christianity and Judaism.

In Key Stage Two, this increases to 45 hours per year (or an hour and a quarter a week). Christianity is taught for approximately two thirds of the RE curriculum. The religions and world views that pupils will also learn about have been organised in a 4 year rolling programme are;

2021 – 2022 – Christianity and Islam

2022 – 2023 – Christianity and Humanism

2023 – 2024 – Christianity and Hinduism

2024 – 2025 – Christianity and Sikhism

Key questions are used to begin to develop children's understanding of the principles of Christianity as well as other religions, alongside an understanding of non-religious approaches to life. We encourage and promote teaching and learning through activities that may be individual, group or class based. Work is produced in individual RE books as well as collated in class Big Books for RE.

Children are assessed in RE every half term against our agreed end points. Further opportunities are sought to develop RE in the curriculum through RE days.

### **The Place of RE in our School**

Reflection areas and RE displays are visible in every classroom. This encourages children to revisit, reflect and further develop their learning from RE. Within RE lessons, children express their ideas, explain their thoughts and question these further with adults and peers.

RE makes a substantial contribution to pupils' SMSC development by, for example, asking children to think about how events affect them and others.

### **Withdrawal from Religious Education**

Parents have a statutory right to withdraw a child from RE. If a parent is considering withdrawal from RE, we will listen to their concerns. We will also work hard to ensure that any reservations or doubts may be addressed in order to avoid withdrawal, but recognise that a parent has this right if reservations cannot be resolved.

### **Equal Opportunities**

All children have the same access to RE regardless of their gender, race or cultural background. All children have access to appropriate resources within school. These will reflect a multi-cultural society without stereotyping or discrimination. We are mindful of the need to promote the inclusion of all protected characteristics and all children are given the opportunity to participate in all activities.

### **The delivery of lessons**

Teachers must;

- Read the background for teachers before starting to plan the unit. This is found at the back of the Understanding Christianity units.
- Ensure each lesson is taken from the Understanding Christianity unit or syllabus unit.
- Ensure each lesson has a question linked to the learning outcome. These questions will help to answer the big question for the unit.
- Ensure lessons have opportunities for the children to discuss and debate issues.
- Provide children with opportunities to ask their own questions within the lesson.
- Provide, throughout the lesson, links between the other religions and non-religions of children in the class. This will ensure all children have a sense of belonging.
- At some point during the lesson allow the children to have some reflection time.
- Model respect at all times so that the children can follow their example.
- Refer to our Christian values during lessons where appropriate.
- Ensure there is some recording of the lesson in the RE Big Books.
- Keep a record of the children who have exceeded/achieved/are working towards/have not achieved the learning objectives for each lesson as this will feed into the end of phase outcomes for their key stage.