



RE Policy

Rationale

RE contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE pupils learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ.

Principal Aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and world views 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.

Child-Friendly Principal Aim

'RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living.'

(City of York Agreed Syllabus for Religious Education, 2021-26)

Objectives

In our school, we aim to help pupils to:

- acquire and develop knowledge and understanding of Christianity and other principal religions represented in the UK;
- develop an open, sensitive and reflective approach to appreciating and respecting varied religious beliefs, values and practices.
- relate what they learn to make reasoned and informed judgements about religious and moral issues.

RE curriculum planning

We use the guidance and programmes of study in the City of York Agreed Syllabus for Religious Education 2021-26. The syllabus is based around a key question approach where the questions open up the context to be studied. We use interesting and varied teaching methods, such as Drama, Art and Computing, ensuring the syllabus is accessible to pupils of all abilities and learning types. Visitors are welcomed who can share their faith and experience with pupils. We arrange visits to places of worship within the local and wider community.

Religion traditions are studied in depth as follows:

4-5s Reception: children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

5-7s Key Stage 1: Christians and Muslims or Jewish people

7-11s Key Stage 2: Christians, Muslims, Hindus and Jewish people.

This is the minimum requirement but school can go beyond the minimum; non-religious worldviews, for example Humanism, could also be a focus for study. The expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE.

Assessment

Assessment in RE is in line with the school's assessment policy. We assess children's work in RE by making informal judgements as we observe them during lessons. 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.

Monitoring

The RE subject leader will monitor planning, teaching and the standard and breadth of pupils' work in their books. The RE subject leader is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader provides an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Date Ratified: 21.3.23

Signed: _____ Headteacher

Signed: _____ Chair of Governors