



Discovery Primary Academy **Religious Education Policy**



Purpose:

The purpose of this policy is to describe our practice in Religious Education and the principles upon which this is based.

Aims:

The aims of religious education at DPA are to enable pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain (learning about religion), and
 - develop the ability to reflect, respond thoughtfully to and evaluate what they learn about religions (learning from religion).
 - develop an understanding of the influence of beliefs, values, traditions of individuals, communities, societies and cultures.
 - develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
 - develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Peterborough and the United Kingdom.
- enhance spiritual, moral, social and cultural development by:
- developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in light of their study

Principles/values:

This policy is based on our commitment to allow children to:

- Develop Spiritually, Morally, Socially and Culturally
- Make Personal Reflections
- Learn about the religion and belief
- Learn from the religion and belief

Our academy curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the Headteacher who will inform the Local Governing Committee. The ERA also allows teachers to refuse to teach religious education, but only after



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they have given due notice of their intention to the LGC. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our academy RE curriculum is based on the LEA's Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. Religious education must be provided for all registered pupils in schools. An agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst considering the teaching and practices of the other principles and world faiths and non-faiths represented in the country.

Children are competent in those RE skills needed to:

- Acquire knowledge,
- Respond thoughtfully
- Develop morally
- Develop socially
- Develop spiritually
- Develop culturally

Equal Opportunity:

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Discovery Primary Academy actively promotes British Values and supports Prevent duty throughout its teaching and learning inclusive of this policy.

Consultation:

This policy was written by RE subject coordinator, in consultation with:

- Teaching staff
- Governors
- Parents – via the school website
- Amanda Fitton- LEA advisor for RE

Sources and references:

- New Agreed Syllabus for Religious Education launched in 2023- 28

Planning:

We use the Agreed Syllabus for Religious Education - Peterborough for our planning. We also use some units directly from the agreed syllabus (2023)



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We use the Agreed Syllabus as a basis for the medium-term plans. This gives details of each unit of work for each term.

Each class teacher creates a lesson based upon the big question and including a review, vocabulary guided practice, group or independent work and reflection questions. These plans list specific learning objectives and expected outcomes for each lesson. The class teachers keep these individual plans and discuss them with the RE subject leader on an informal basis. English skills should be incorporated into RE lessons with regular writing opportunities.

The units in RE are planned logically so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they advance through the school.

Teaching:

The principle aim is to develop the pupil's knowledge, skills and understanding; this is achieved through whole class teaching as well as assisting individual pupils with enquiry-based research activities. The pupils are encouraged to evaluate both their work and the work of their peers whilst asking and answering enquiry-based questions. The pupils are given the opportunity to work as a group, and independently, using a wide range of resources such as persona dolls, books, DVDs, artefacts and photographs. Wherever possible we engage the children in 'real' RE activities, for example make Jewish Sukkahs and build a role play area of Jewish sukkahs. We also invite people of different faiths into school, celebrating Diwali week and visiting places of worship.

RE is particularly linked to work in other curriculum areas, which includes English, Maths and ICT, Art and Music.

English provides a strong cross curricular link in the following ways:

- Reading and writing are essential for the processes of finding out about and communicating an understanding of different religions.
- Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for pupils to develop their understanding that people have different viewpoints and perspectives of their world.
- With careful planning, the listening, speaking, reading and writing tasks completed in RE can provide opportunities for pupils to develop and apply their skills and understanding of English.

In RE, opportunities arise for pupils to apply their art, music skills through:

- Interpreting the meaning of a piece of art eg Christianity through Art – looking at the different ways in which Jesus seen through an artist's viewpoint



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- Interpreting the meaning of a piece of music eg listening to Buddhist chanting and discussing the reasons behind it

Computing can assist the pupils' learning in RE by:

- Enhancing their skills of religious enquiry.
- Providing a range of information sources to enhance their knowledge and understanding of different religions.
- Enhancing skills in presenting written work.
- Providing access to images of people of different faiths and places of worship through the internet and libraries of digital images.
- Contributing to children's awareness of the impact of ICT on the changing world.

Organisation:

RE is taught across both Key Stages. All children are entitled to receive RE, equating to around 30 hours (EYFS), 36 hours (KS1) and 45 hours (KS2) of teaching per year. Time for RE is strongly recommended to be 5 per cent of curriculum time in key stages one and two. The core and additional units are based upon community of enquiry approach to teaching and learning. A key question is explored through a number of smaller questions over a series of lessons.

Community links are sought through the involvement of parents of a particular faith group. During some of the units, Discovery pupils visit the local place of worship to enhance their knowledge and understanding of a particular faith.

Resources:

The RE resources are stored in a central store in year 4 where there is a box of equipment for each religion. There are also bibles and other RE resource books in the library. The storage and maintenance of equipment and resources is the responsibility of the RE coordinator. Any breakages are reported immediately to the RE coordinator who can then replenish supplies and remove any dangers.

Assessment:

Children demonstrate their ability in RE in a variety of ways.

- Observations of pupils or groups on task
- Discussion with pupils about their tasks
- Work in books , art, videos, PowerPoints, drama.
- Pupil's own evaluation of their work



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Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and provides the child with verbal or written feedback to help guide his or her progress. Children in Key Stage Two are encouraged to make judgements about how they can improve their own work.

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information
- Provide information for parents

These assessments are carried out throughout both Key Stages and are the responsibility of the class teacher with support from the RE coordinator. All year groups record end of year data on individual children's reports

Monitoring and evaluation:

The governor with responsibility for Curriculum is primarily responsible for monitoring the implementation of this policy.

Other documents and appendices:

The RE policy should be read in conjunction with the New Peterborough Agreed Syllabus and our policies for:

- British Values
- SEN policy
- Equal opportunities

Assemblies, collective worship and reflection (we have one singing assembly every other week and one SLT led assembly every other week based on moral issues and school values. The gospel hall come in to lead a Bible story assembly once a term. Most other assemblies take place in class using reflection slides daily with content including carefully thought-out world, moral and current issues as well as festivals and special days- both religious and non).

Right to withdraw (taken from Agreed syllabus 2023)

The right to withdraw from RE In England, parents and carers have the right to withdraw their children from RE. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Parents and carers also have the right to withdraw their child from part of RE and can do so without giving any explanation. Students aged 18 or over have the right to withdraw themselves from RE. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent or carer wants their child to receive (Section 71(3) of the School Standards and Framework Act 1998). 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. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent or carer wants, and the pupil may be



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withdrawn from school for a reasonable period of time to allow them to attend this external RE.

You will find more information on the right to withdraw and how to handle an application at <https://www.natre.org.uk/> Guidance: dealing with withdrawal from RE. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. Website Your school must include a statement about RE in your prospectus and on your website. Inclusive RE is essential and parents and carers should be aware of the educational objectives and content of the RE syllabus. There must be a link provided to the syllabus, curriculum and timetable on your schools website. Your school should give information about the right to withdraw on your school's website.

Governor approval and review dates:

Reviewed by Local Governing Committee Summer 2026.

Next review. Summer 2029.



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Religious Education (RE) Policy

Discovery Primary School Religious Education (RE) Policy

Written: Spring 2013

Review: Autumn 2014

1 Aims and objectives

1.1 The aims of religious education are to enable pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain (learning about religion), and
- develop the ability to reflect, respond thoughtfully to and evaluate what they learn about religions (learning from religion).
- develop an understanding of the influence of beliefs, values, traditions of individuals, communities, societies and cultures.
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
- develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Peterborough and the United Kingdom.
- enhance spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in light of their study

2 The legal position of religious education

2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education



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is compulsory for all children, including those in the reception class who are less

than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LEA's Agreed Syllabus, and it meets all the requirements set out in that document.

The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

2.2 Religious education must be provided for all registered pupils in schools.

2.3 An agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking into account of the teaching and practices of the other principle represented in the country.

3 Teaching and learning style

Religious Education (RE) Policy

3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes they prepare presentations on a computer and share these in assemblies.

3.4 We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

3.5.1 Schools are expected to allocate the following number of hours tuition of RE each year:

EYFS: a minimum of 30 hours identifiable within adult led experiences

KS1: 45 hours of tuition per year

KS2: 45 hours of tuition per year

4 Curriculum planning in religious education

4.1 We plan our religious education curriculum in accordance with Peterborough



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Agreed Syllabus. We ensure that the topics studied in religious education build

on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

4.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We teach religious education topics in conjunction with other subjects, Religious Education (RE) Policy

especially at Key Stage 1. In Key Stage 2 we place an increasing emphasis on the study of religious themes and topics in their own right; these may have a cross-curricular focus.

4.3 Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

4.4 The class teacher writes the plans for each lesson and lists the specific learning objectives and success criteria. She keeps these individual plans and discusses them on an informal basis with the RE subject leader.

5 The Foundation Stage

5.1 We teach religious education to all children in the school, including those in the reception class.

5.2 In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

6 Contribution of RE to the teaching in other curriculum areas

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

6.2 Personal, social and health education and citizenship

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

6.3 Spiritual, moral, social and cultural development

Through religious education in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

7 RE and ICT

7.1 Information and communication technology enhances religious education, wherever appropriate, in all key stages.



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8 RE and inclusion

Religious Education (RE) Policy

8.1 At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

8.3 We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

9.1 Children demonstrate their ability in RE through a variety of different ways.

9.2 The RE subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

10 Resources

10.1 We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store. There is a set of bibles for both key stages, and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

11 Monitoring and review

11.1 The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. The subject leader presents the headteacher with an annual report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement. She has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject. The RE subject leader will be reviewing the scheme of work in light of the new syllabus.

11.2 This policy will be reviewed at least every two years.

Signed: Date: