



Hustwaite and Sessay CE Primary Federation

Policy for Religious Education

Chair of Governor Approval:	Mr Stephen Brough
Executive Headteacher Approval:	Miss Fiona Bennett
Member of Staff Responsible:	Mrs Emma Sowray
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Our Vision



'Growing together in love and learning'



'Sowing Seeds – Bearing Fruit – Harvesting Potential'

At the Hustwaite and Sessay CE Primary Federation our vision is to provide a happy, caring and stimulating environment where children will recognise and achieve their full potential, so that they can make their best contribution to society.

The Federation is a family where:

- everybody is welcomed and you are not alone
- we pray together
- we are honest, open and respect and care for everyone and everything in our unique and rural community.

As a Federation we encourage a growth mindset, set high standards of learning and celebrate the achievements of every child within our exciting, broad and balanced curriculum. Our curriculum is based upon our Christian values. It is inclusive and through inquisitive and creative minds our children develop their self-confidence as learners and are encouraged to progress socially, emotionally and spiritually.

The Federation is a place where **everyone** is different and **everyone** is important.

“Teach a child to choose the right path, and when they are older, they will remain upon it.” (Proverbs 22:6)

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff.

Introduction

At Husthwaite and Sessay C of E Primary Schools, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the North Yorkshire Agreed Syllabus and Understanding Christianity. As church schools, the teaching of Christianity is an important part of our RE curriculum. The use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the religion and world views studied.

Intent for RE / Aims and objectives

Our RE Curriculum prepares our pupils for the opportunities, responsibilities and experiences of life in modern Britain. Religious Education has an important and central place within our curriculum as a whole. As well as the study of Christianity as a living and diverse faith, our curriculum includes learning about a range of religions and worldviews, fostering respect for others. Our RE curriculum is taught through the strands of Believing, Expressing and Living.

As stated in the Church of England Statement of Entitlement for Religious Education, our schools aim for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

In order to make RE 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; the use of periods of stillness and reflection. Concepts and values are explored both through discrete RE lessons, Faith Days, Curriculum Enrichment Days, visitors and visits to local places of worship or enrichment.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
 - is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
 - reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*
- *Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief.*
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
 - provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
 - supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
 - encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
 - offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
 - ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

Reflecting the school's academy funding agreement parents and pupils are entitled to expect that, in Church schools, Christianity should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. (this reflects 5% see above).

The time allocated for teaching RE at Husthwaite and Sessay C of E Primary Schools is:

EYFS	planned within the EYFS Framework
KS1	38 hours
KS2	38 hours

Scheme of Work

A detailed scheme of work (written in according to the North Yorkshire Agreed Syllabus/our funding agreement) and Understanding Christianity scheme is available for teachers and other interested people alongside this policy. Our RE Curriculum Manual shows our 2 year cycle.

EYFS	themes emerging from the EYFS Framework
KS1	Christianity, Islam and Hinduism
Lower KS2	Christianity, Islam, Hinduism and Judaism
Upper KS2	Christianity, Islam, Judaism and Hinduism

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. The curriculum provides fully for the needs of all pupils, engaging and challenging them through an exploration of core concepts and questions. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Pupils experience opportunities to learn by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal

beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Visits and visitors

Pupils have the opportunity to visit different places of worship both first hand and virtually and meet their representatives in school or when on an educational visit.

EYFS and KS1 Church

KS2 Mosque, Mandir and Church

The RE subject leader supports class teachers to organise educational visits in line with the school educational visits policy.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the [Church of England Statement of Entitlement](#).
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some pupils have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the North Yorkshire Syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the disciplinary knowledge and skills which the subject seeks to develop.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 2 years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff share their planning for RE with the subject leader each half term.

The subject leader's role includes monitoring and evaluation of this policy in practice. RE evidence books are kept annually.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development and produces an annual report for governors. This is in line with SIAMS and OFSTED guidance about self-evaluation and review.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. We maintain an RE story shelf in the library, which offers many stories from different traditions. The school makes use of guidance material produced by the SACRE / Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate. A regular audit of resources takes place by the RE subject leader in order to update our collection.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

We note the right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.