



CHALONER PRIMARY SCHOOL

Religious Education Policy

RATIONALE

At Chaloner Primary School we aim to create a safe, happy environment where children, teachers, parents, and the community work together in a caring school that is both secure and stimulating. We aim for everyone to realise their full potential and interact positively, promoting high self-esteem and building positive relationships.

Through RE, we aim to develop the spiritual, moral, cultural, and emotional development of all pupils. Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. This will be taught through use of the locally Agreed Syllabus for Redcar and Cleveland.

This policy outlines the learning, teaching, organisation and management of Religious Education at Chaloner Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Religious Education subject leader.

OUR AIMS

Religious Education at Chaloner will help pupils to:

- Acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about Christianity and the other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of fundamental questions of life raised by human experiences and of how religious teaching can relate to them;
 - Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience;
 - Reflecting on their own beliefs, values, and experience in the light of their study.
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.
- Encounter key events, places, people and objects connected with the religions studied and discuss their purposes and functions.
- Consider the meaning of symbols, stories and festivals for members of each of the various faith communities.
- From KS1, begin to explore key questions related to a topic and reflect on how their learning has influenced their own starting positions and beliefs.
- Evaluate different points of view and show sensitivity to those whose beliefs differ from their own.

- Relate their work in RE to other areas of the curriculum and their developing knowledge.

ORGANISATION WITHIN THE CURRICULUM

The National Curriculum framework (2014) states that:

“all state schools ... must teach religious education to pupils at every key stage ...”

In other words, the teaching of Religious Education is a statutory requirement; however the content of the subject varies, depending on whether or not a school is, a) a faith school, b) an academy/free school, or c) a state school.

At Chaloner Primary, as a state school, our key document in determining the teaching of RE is the locally agreed syllabus from Redcar and Cleveland SACRE. The syllabus has two central targets:

- AT1 Learning about Religion
- AT2 Learning from Religion

R.E. will be taught in blocks every half term and topics to be taught are clearly shown in the RE curriculum scheme of work document.

THE ROLE OF THE RE SUBJECT LEADER IS TO:

- Support colleagues in teaching the content and developing skills in planning, teaching and assessing RE.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of RE and the effectiveness of the chosen scheme.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in the teaching and learning of RE.

ACCESS AND ENTITLEMENT

We believe that every child is entitled to the full range of activities designed in the RE programmes of study, irrespective of their gender, age, ethnic background or disability. In addition, children will have opportunities to:

- Access a range of resources.
- Listen to stories related directly, or indirectly, to RE.
- Express their own feelings, opinion and beliefs.
- Explore a range of means of creative expression.
- Explain the meaning and use of some religious artefacts.
- Visit at least one place of worship (if possible).
- Meet religious believers (if possible).
- Encounter aspects of the natural world and a selection of natural objects at first hand.
- Be still and engage in quiet reflection.
- Work collaboratively with others.

Equality Statement – Vulnerable Children and Adaptive Teaching

It is everyone’s responsibility to keep children safe and to enable all children to succeed and thrive. All members of staff are responsible for ensuring that all children have their needs met and are able to make good progress in RE. This is done mainly through quality first teaching and learning. Teachers know which children are vulnerable and make reasonable adjustments to enable them to do well in RE and not be at a disadvantage compared to others of the same age.

Teachers should make reasonable adjustments, where necessary, for example: adapting the lesson design, differentiating learning outcomes and tasks, using additional resources and deploying support staff effectively. Teachers should be open to adapting their teaching, which creates an inclusive learning

environment for all children. Adaptations can include: using multi-sensory approaches, encouraging collaborative learning, utilising assessment for learning, providing opportunities for consolidation and overlearning, pre-teaching and giving children motivation to learn.

We know children with SEND are successful in RE through our impact of learning process (see above). Individual progress is measured within SEND support plans which are used as a working document to inform day-to-day planning and are reviewed at least three times a year. Targets and strategies are adapted based on this review and are shared with parents, the child (if appropriate) and other adults working with the child. Any special educational needs and/or disability concerns should be discussed with our school SEND-Coordinator.

It is a priority of our school to challenge more able children. We aim to extend and challenge children in RE by:

- Using higher order thinking skills and encouraging children to explain their line of thinking;
- Using carefully planned questioning strategies;
- Tasking children to become 'experts' of RE and share their knowledge with others;
- Using practical activities to prove/disprove a line of enquiry
- Asking children to present their findings in different ways
- Using word banks to extend their vocabulary.

Right of Withdrawal

Parents have the right to withdraw their child from part of or all RE lessons on the grounds that they wish to make their own provision. Requests should be made in writing so there is a clear record of the request. Once known there should be a conversation about the practical implications of withdrawal and the circumstances in which it may be reasonable to accommodate their wishes.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices. Children will also learn to:

- Debate effectively when considering religious beliefs and ideas.
- Read and interpret texts at an appropriate level.
- Write in different styles such as poetry, diary entries, extended writing and the synthesis of differing views, beliefs and ideas.
- Ask questions and engage in enquiry-based learning.
- Appreciate and understand Art, music and dance by exploring religious traditions, customs, events and artefacts from around the world.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The school community

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter provides opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Modern British Values

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents on the Community Area and at the beginning of each year group show how each topic can link to each area of the British values and staff must make this link explicit in their teaching.

Chaloner Primary School will promote, through RE, the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

Examples of the understanding and knowledge pupils are expected to learn include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

PROGRESSION, CONTINUITY AND DIFFERENTIATION

Teaching objectives in the agreed syllabus, supported by the Discover RE scheme of Work, give a framework for the development of progressive targets in each key stage – providing small steps for pupils to move through the units of learning. Each teacher, based on their own knowledge and understanding of needs within their class, will differentiate work and support accordingly in order to provide a relevant, yet challenging RE curriculum for all children.

ASSESSMENT

Opportunities for assessment are identified in curriculum overviews for each year group, and these are based on an assessment of key skills and essential knowledge and understanding within RE, related to the key question of the topic. Teachers may also use end of key stage descriptors to assess children's achievements in RE and information gained from this assessment informs future curriculum planning. Children also complete end of topic informal assessments. Annual reports indicate to the parents their child's attitude and achievements in RE. Information on the teaching of RE is reported in the school's prospectus and long term plan.

MONITORING AND EVALUATING

The teaching and learning of RE will be monitored through the analysis of medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.

RESOURCES

Resources are stored in a central area to allow ease of access to all members of staff. The subject leader manages these resources. Classrooms should have a stimulating environment, with displays that promote quality, enjoyment, interest, enquiry and creativity in RE.

HEALTH AND SAFETY

This policy needs to be read alongside our Health and Safety Policy. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out activities.

ENTITLEMENT AND EQUAL OPPORTUNITIES

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the RE curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Educational visits may have to be adapted to consider individual requirements.

This policy will be reviewed in Autumn 2026 or in line with any new DfE directives and guidance.