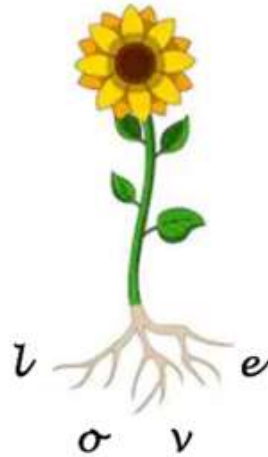


North Stainley CE Primary School

*We are our school, we have our roots and foundation in
love*



Our school is us, we will grow, blossom and flourish.

Religious Education Policy

Policy agreed: 25/11/2020

Policy Reviewed: 19/11/23

Headteacher: *LE Wallen*

Louise Wallen

Chair of Governors: *Nathaniel Potts*

Nathaniel Potts

Policy to be reviewed: Autumn 2026

As a church school we value each individual and seek to be a place where all are welcomed and treated with dignity and respect.

Our school vision speaks of us having our roots and foundation in love. Love is the rich soil in which all our Christian values take root. Living out these values will enable us all to grow, blossom and flourish and become confident, successful and responsible citizens of our amazing world.

Our school vision of having our roots and foundation in love comes from St Paul's letter to the Ephesians. St Paul says "I pray that Christ will make his home in your hearts through faith. I pray that **you may have your roots and foundation in love**, so that you ... may come to know his love — although it can never be fully known — and so be completely filled with the very nature of God. (Ephesians 3: 17-19)

Love is the rich soil in which all our Christian values take root.

Friendship
Empathy

Respect
Independence

Resilience
Aspiration

Living out these values will enable us all to grow, blossom and flourish and become caring, confident, successful and responsible citizens of our amazing world.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
(6.1 Code of Practice)

Rationale

At North Stainley Church of England (VC) Primary School, Religious Education provides opportunities for:

- Spiritual development, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society;
- Moral development, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables them to make reasoned and informed judgements on religious and moral issues;
- Social development, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in society.
- Cultural development, through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world.

Aims and Objectives

The aims of Religious Education at our school are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make access knowledge and make reasoned judgements about religious issues; learn to disagree politely.
- Ask big questions and investigate the answers;
- Have respect for other people's views and celebrate diversity in society.

The legal position of Religious Education

Our school's 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 Reception who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once

the parents 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's RE curriculum is based on the North Yorkshire 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 the 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.

Teaching and learning style

We base our teaching and learning style in RE on the key principal that good teaching in RE allows children 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.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with North Yorkshire LEA's agreed syllabus and use NYCC RE Units based on Big Questions and supplemented by other units from RE Today. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their knowledge in each unit, and we ensure that the planned progression built in the scheme of work offers the children an increasing challenge as they move through school. For children in Foundation Stage, we relate their work to the objectives set out in the EYFS curriculum. We also organise educational visits and experiences to support the RE curriculum.

Assessment

Children demonstrate their ability in RE in a variety of different ways. Teachers will assess children by high levels of questioning and making informal judgements during lessons and this is used to plan next steps. Written or verbal feedback is given to the child to help guide his or her Religious Education progress. Older children are encouraged to make judgements about how they can further develop their thinking. We complete summative assessments at the end of each year and this data is analysed by the subject leader/head teacher.

Inclusion

At our school we teach RE to all children, meeting ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. We are a 'dyslexia friendly' school. Through our RE teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

School/community links

As a village school we have close links with the local Christian Churches and community. We go to our village church, St Mary's, regularly for a school/church collective worship, usually led by one of the clergies. We also use the places of worship locally as an educational resource. We celebrate Christian festivals, such as Harvest, Christmas and Easter in church. We also have special services in St Mary's Church –such as a Remembrance service and an annual leavers' service for Year 6 children and their families and friends. Our school works closely with the clergy and wardens to promote special church events and services. There are half termly J.A.M. clubs (formerly Messy Church) led by the local churches which we promote and support through school. This link is further reinforced by regular visits from Reverend Jane Ball, our Curate Rev'd Sian Lawton and Foundation Governor Jane Mansell.

The role of the RE subject leader

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE. She 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 subject leader is also responsible for the purchase and organisation of resources.

Subject Leader – Mrs Louise Wallen