

Religious Education Policy

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.’
(Religious Education Statement of Entitlement February 2019)*

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff. It was approved by governors on 7th July 2025 will be reviewed on 7th July 2028

Introduction

At Sherburn Church of England Primary Academy, 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 religion and worldviews.

We teach according to the North Yorkshire, RE Today, Agreed Syllabus. As a church school, the teaching of Christianity is an important part of our RE curriculum and with the added benefit of including some aspects of Understanding Christianity into our curriculum, we support our pupils to use an enquiry approach to engage with significant theological concepts and challenge their own understanding of the world as part of their wider religious literacy.

This intrinsically links with our school vision, and gives support for pupil’s spiritual, moral, social and cultural (SMSC) development, which in turn has a significant impact on our learners. We provide a wide range of opportunities for our pupils to understand and to make links between the beliefs, practices and value systems of the religion and organised, institutional and individual worldviews studied.

**‘Look Up, Aim High, Shine Bright’
You are the light of the world. Matthew 5:14**

“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it give light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven. **Matthew 5:14-18**

Our core Christian values are;

Respect

Respect is the cornerstone of our school culture. We encourage our students to treat others with dignity and consideration, both within our school walls and beyond. ‘Do to others as you would have them do to you.’ Matthew 7:12

Kindness

Kindness is another essential value that we instil in our students. We believe that acts of kindness can have a profound impact on individuals and communities. By promoting kindness, we hope to create a positive and supportive atmosphere for all. 'Let us not love with words or speech but with actions and in truth.' John 3:18

Perseverance

Perseverance is the ability to bounce back from challenges and setbacks. We equip our students with the tools and strategies they need to overcome adversity and persevere in the face of difficulties. 'Let us run with perseverance in the race that is set out before us.' Hebrew 12:1

Courage

We want children at Sherburn CE Primary Academy to be courageous in their thoughts and actions. Throughout the Bible, especially in the Old Testament, God repeatedly commands His people to "be strong and courageous". Be strong and courageous, do not be frightened or dismayed, for the Lord your God is with you wherever you go.

'This isn't a call to self-reliance, but an assurance that God will be with them, providing the necessary strength.' Joshua 1:9.

We want to develop courageous children who are confident even when facing life's challenges.

Intent for Religious Education

Aims and Objectives:

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims 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 organised, institutional and individual 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.

Curriculum for Religious Education (RE)

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 both British Values and to our pupil's SMSC development.
- Is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions.
- Has lessons that provide meaningful and informed dialogue with a range of religions and organised, individual and personal worldviews.
- Reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy.
- 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 form identity in a range of religion 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 worldviews.
- 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 pupil's 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, beliefs and personal worldviews.

Curriculum balance and time

Reflecting the school's trust deed or 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 Sherburn Church of England Primary Academy is:

EYFS	Planned within the EYFS Framework and provision.
KS1	39 hours per year (this includes days linked to events)
KS2	45 hours per year (this includes days linked to events)

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written according to the North Yorkshire, RE Today, Agreed Syllabus. Pictured below is the RE Long Term Plan overview.

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 organised, institutionalised and individual 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.

Long Term Plan RE for Luttons & Sherburn
North Yorkshire Agreed Syllabus for Religious Education



Nursery	1 year	F1: Which stories are special and why? (B)					
Reception	1 year	F1: Which stories are special and why? (B) F4: What times are special and why? (E)	F2: Understanding Christianity: Why is Christmas special to Christians?	F2: Which people are special and why? (B)	F3: Why is Easter special to Christians?	F3: What places are special and why? (E)	F5: Being Special: where do we belong? (L) F6: What is special about our world? (L)
KS1	YRA	1.3 Who is Jewish and what do they believe? (B) & 1.4 What can we learn from sacred books? (B)	1.3 Understanding Christianity: Incarnation: Why does Christmas matter to Christians?	1.9: Who is Hindu and what do they believe? (B) & 1.4 What can we learn from sacred books? (B)	1.5 Understanding Christianity: Salvation: Why does Easter matter to Christians?	1.6 How and why do we celebrate special and sacred times? (E)	1.7 What does it mean to belong to a faith community? (L)
KS1	YRB	1.1 Who is Christian and what do they believe? (B) & 1.4 What can we learn from sacred books? (B)	1.3 Understanding Christianity: Incarnation (Digging Deeper) Why does Christmas matter to Christians?	1.2 Who is Muslim and what do they believe? (B) & 1.4 What can we learn from sacred books? (B)	1.5 Understanding Christianity: Salvation: (Digging Deeper) Why does Easter matter to Christians?	1.5 What makes some places sacred - buildings & locations? (E)	1.8 How should we care for others and the world, and why does it matter? (L) (C & NR)
KS2	YRA	L2.1 What do different people believe about God? (B) & U2.1 Why do some people believe God exists? (B)	LK2A3 Understanding Christianity: Incarnation: What is the Trinity? (B)	*L2.5a: How do people from religious and non-religious communities celebrate key festivals? (E) (All)		L2.10: How do family life and festivals show what matters to Jewish people? (L)	U2.8 What difference does it make to believe in ahimsa (harmlessness) grace and/or Ummah (community)? (L)
KS2	YRB	L2.9 What can we learn from religions about deciding what is right and wrong? (L) (All)	U2.9: What can be done to reduce racism? Can religion help? (E) (All)	LK2A5 Understanding Christianity: Salvation: Why do Christians call the day Jesus died 'Good Friday'? (B)		U2.7 What matters most to Christians and Humanists? (L)	L2.2 Why is the Bible so important to Christians today? (B)
KS2	YRC	L2.3: Why is Jesus inspiring to some people? (B)	UK2B4: Understanding Christianity: Was Jesus the Messiah? (B)	U2.5: Is it better to express your beliefs in arts & architecture or charity and generosity? (E)	*U2.10: Green Religion – What do religious and non-religious worldwide views teach about caring for the Earth? (L)		U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st century? (B)
KS2	YRD	L2.7/8: What does it mean to be a Hindu/ Christian in Britain today? (L) - compare	L2.4: Why do people pray? (E) & U2.4 If God is everywhere, why go to a place of worship? (E)	L2.11/U2.6 What does it mean to be a Humanist/ Muslim in Britain today? (L)	UK2B6: Understanding Christianity: What did Jesus do to save human beings? (B)	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (E)	
KS2	To ensure the 45 hours of Religious Education is covered in Key Stage Two, additional sessions are focused on throughout the week. These sessions concentrate on different perspectives of various religions and beliefs, the exploration of religious and non-religious worldviews, the continued development of personal worldviews and the opportunity to apply knowledge and make connections to previously learned core concepts.						

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 e.g. 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 worldviews 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 (personal worldviews) 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 the 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, History, Geography, Computing, Music as well as Personal, Social and Emotional (PSHE) education and Citizenship.

Visits and visitors

As a school we value both visits and visitors that represent the diversity of organised, and institutionalised worldviews. We are able to visit places of worship in our local area, with representatives of religion willing to meet with pupils and to be involved in the teaching of RE. During their time at our school, all pupils will have the opportunity to make visits to another place of worship.

Health and Safety

Health and Safety issues may arise in RE 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 RE (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.
- Oversee the RE budget and 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 the inclusivity of children's learning applies to RE. Teachers within Sherburn Church of England Primary Academy understand that some pupils may have special and deep experiences of a religion through family practice that may not relate to their general educational ability, as such adaptation is catered for within each and every session of RE.

Assessment, Recording and Reporting

Assessment in religious education will:

- Be directly related to the expectations of the North Yorkshire Locally Agreed 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.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- 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 4 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 are asked to share a copy of the planning for RE with the subject leader each term. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This will be 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. 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.

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. Our staff are given protected time to familiarize themselves with any new materials. 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 One 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 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.

Date of validation...07.07.2025.....

Signed.....K.Thompson.....

Chair of Governors

Date of review.....07.07.2028.....

Signed.....

Chair of Governors