



South Wingfield Primary School

Religious Education Policy

The Legal Requirement

The Education Reform Act 1988 requires that;

- RE is taught to all pupils in full time education. Parents do retain the right to withdraw their child from all or part of RE. Teachers' rights are safeguarded should they wish to withdraw from the teaching of RE.
- RE is taught in accordance with the Local Agreed Syllabus. This is a legal requirement.
- RE should 'reflect the fact that the religious traditions in Great Britain are in the main Christian while taking account of the teachings and practises of the other principal religions represented in Great Britain.'
- RE 'must not be designed to convert pupils or urge a particular religion or religious belief on pupils.

Religious Education (RE) is not a National Curriculum subject but must be taught to all pupils as part of the basic curriculum. As RE is not nationally determined, our school follows the Derbyshire LA's Agreed Syllabus.

Aims

We aim to enable pupils to

- Develop a knowledge and understanding of Christianity, Judaism, Islam, Hinduism and Buddhism
- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- Show discernment and enables pupils to combat prejudice

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Teaching

Our school use Kapow Primary to develop our RE and World Views Curriculum. This scheme is based on the Curriculum Framework for Religious Education in England (2013) and meets the statutory requirement set in the Derbyshire LA's Agreed Syllabus 2014-2019. We work on a two-year cycle with each unit having a 'big question' which children explore through the main world religions. Our curriculum reflects that whilst we do live in a country where Christianity is the main religion followed, our children are growing up in a multicultural society where they need to appreciate and understand a wide range of religious views. Therefore all religions are taught through all year groups and the spiral curriculum design means learning is revisited and knowledge and skills developed year on year.



The curriculum ensures that children are developing their substantive knowledge, personal knowledge and disciplinary knowledge. These elements are intertwined within each 'big question'.

- **Substantive knowledge** – learning about a range of organised religions and worldviews; examining key religious concepts; identifying similarities and differences between some religions and worldviews.
- **Personal knowledge** – developing a sense of the children's own worldviews, personal knowledge and ideas about life's meaning and purpose.
- **Disciplinary knowledge** – using a variety of methods to understand religions and worldviews; observing religious practices.

The learning and teaching of Religious Education at South Wingfield primary School aims to develop children's intellectual, social, emotional and spiritual understanding of both themselves and the world in which we live. Religious Education fosters co-operation, self-confidence, independence and tolerance in our multicultural world.

Learning

RE has specific learning outcomes. These refer to what pupils should know, understand and be able to do (skills) by the end of a particular unit of work. The two attainment targets for RE are:

AT1 Learning about religion- knowledge and understanding



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AT2 learning from religion- explore, reflect and respond to religious beliefs, values and experiences.

Throughout the school we provide pupils with increasing opportunity to'

1) Learn about religions by:

- Developing knowledge and understanding of the main world religions.
- Encountering the key objects, people, places and activities associated with the religions studies. For example, visits to church.
- Studying the lives of people who are held by members of their faith to be examples to others, looking particularly at how these people lived out the beliefs and values of their faith.
- Extending their awareness that certain features eg festivals, worship, a sense of community, are shared by more than one religion, although expressed differently.
- Considering the meaning of symbols, stories and symbolic language for members of faith communities,
- Encountering the key beliefs of religions studied.
- Considering the impact of religious beliefs on individuals and their local community.

2) Learn from religions by:

- Developing positive attitudes towards other people and enhancing their own spiritual and moral development.
- Considering the value of certain religious practices in their own lives eg prayer, periods of reflection, celebrations.
- Talking about stories which focus on values, relationships or religious teachings and considering the relevance of this to their own lives.
- Exploring big questions about the meaning and mystery of life.
- Developing an understanding of what it means to belong to a community.
- Discussing the difference between fairness and unfairness, right and wrong, and the nature of individual responsibility.
- Developing creativity within the curriculum, expressing ideas and feelings in the forms of art, music and drama.

Assessment for Learning

The children's progression in RE depends upon the development of the following general learning skills applied to RE. At South Wingfield Primary School we focus on these skills when developing a range of activities, which then provide the children with opportunities to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from



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knowledge accumulation and work which is merely descriptive to a higher level thinking and more sophisticated skills. These skills are:

REFLECTION

EMPHATY

INVESTIGATION

INTERPRETATION

EVALUATION

ANALYSIS

SYNTHESIS

APPLICATION

EXPRESSION

Children are encouraged to evaluate their beliefs and express their attitudes through a range of activities including discussion, written and sometimes role play.

We assess children's work in religious education by making informal judgements as we observe them during the lessons. We mark a piece of work in line with the school's marking policy and we comment as necessary. All teachers give good quality oral feedback to the children with regards to their work. Then children then have time to process this information to help them move forward with their next piece of work. The subsequent progress is used as a basis for assessing the development of each child and for passing on information both to the next teacher and to the RE subject leader.

Equal Opportunities

In our school RE is taught as a whole class subject and treated in the same way as the core and foundation subjects- using a variety of experience and teaching and learning styles. Work is differentiated to include all children in the teaching and learning of RE irrespective of their ethnicity or culture. More-able pupils, may excel in the area of abstract thought and are encouraged, by their teachers, to develop skills such as synthesis and evaluation.

Curriculum

The teaching of RE is compulsory and has an agreed syllabus. Although it is a distinct subject area, there are opportunities for it to be linked with other subjects. Flexible delivery of RE is often good practice. An RE themed day, or week of study can complement the regular program of timetabled lessons. We often have visitors in school from different religious backgrounds.



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These sessions allow us to enhance the teaching of RE offering different opinions, which help our children develop independent thinking skills.

RE is different from assembly. At South Wingfield Primary School curriculum times for Religious Education are distinct from the time spent on school assembly. Wherever possible links between assembly and the purposes and themes of RE are made.

Time allocation of RE

4-5s	36 hours of RE, integrated into learning, e.g. part of Personal, Social and Emotional Development, and Understanding the World.
5-7s:	36 hours of tuition per year (e.g. 50 minutes a week, or an RE week each term where 12+ hours of RE are taught)
7-11s:	45 hours of tuition per year (e.g. an hour a week, or a series of RE days where 45+ hours of RE are taught)

EYFS

We follow the Derbyshire Agreed Syllabus for Reception aged children and integrate this curriculum into the provision provided for the children. RE makes a significant contribution to the objectives in the specific area of Understanding the World, particularly in the aspect of People and Communities. We also teach the children about festivals and special religious days throughout the year.

Resources

We have resources in school to enhance the teaching of Religious Education. There are a range of both books, Bibles and artefacts in school. The subjects is also bolstered by the use of ICT and most importantly the embedding of teaching using the interactive whiteboards.

Monitoring

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of religious education, being informed of current developments within the subject and providing a strategic lead and direction for the subject in school.

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Happy, successful children!



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Approved: April 2025

To be reviewed: April 2026