



**West Park  
Church of England  
Primary School**

**Curriculum Policy for RE**

**‘Let your light shine’ Matthew 5**

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|------------------------|------------------|
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# West Park CE Primary School

## RELIGIOUS EDUCATION POLICY **Independence, Teamwork, Creativity, Faith**

### INTRODUCTION

The national curriculum states the legal requirement that:

**'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:**

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

**All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.**

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Further information concerning RE in academies and free schools is given below.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;

- academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';
- for foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and
- in voluntary aided schools RE must be taught in accordance with the trust deed.

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
- any person aged nineteen or above for whom further education is being provided at school; and
- any person over compulsory school age who is receiving part-time education.

## **SCHOOL AIMS**

### **AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION**

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus which is supported by the Diocese of Chichester. The new Agreed Syllabus for Religious Education 2020-2025 was launched on 4.2.21.

### **Aims**

To teach religious education so that children may:

- receive a coherent, progressive and challenging approach to teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world.
- acquire a knowledge and understanding of the origins, content and development of the Christian religion and other religions, their traditions and beliefs;
- understand the importance of religious experience and recognise the ways by which these experiences have been interpreted and expressed through a variety of religious traditions;
- appreciate the contribution that religious and spiritual ideas and concepts can make to their personal search for meaning and purpose in life, enabling them to develop their own spiritual values;
- look beyond self and recognise the contribution of religion in the establishment of relationships and responsibilities in the family, among friends, in schools, the community and the world at large;
- explore the consequences of religious belief and experience in the development of personal attitudes.
- encounter Christianity as the religion that shaped British culture and heritage develop their own spirituality/philosophical convictions and enrich their own faith and beliefs.
- develop children's understanding to think theologically and engage in theological enquiry as part of their learning.

## **Objectives**

### **Key Stage 1**

To enable pupils:

- (a) to become increasingly aware of the significance of religious ideas and experiences by means of stories, drama, ritual and worship with emphasis on the Christian tradition;
- (b) to use and experience the creative arts in the exploration and communication of religious thoughts and feelings;
- (c) to develop religious insight and moral and spiritual values by encouraging sensitivity towards other people and a capacity to form relationships based upon love, sympathy, forgiveness and consideration;
- (d) to begin to enhance and clarify their own ideas about religion by developing self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

### **Key Stage 2**

To enable pupils:

- (e) to acquire a more coherent knowledge of the life and teaching of Jesus;
- (f) to understand the structure of the Bible and obtain a basic knowledge of its key personalities and stories;
- (g) to explore the nature of Christian worship and the use of signs and symbols in expressing religious feelings and beliefs;
- (h) to become familiar with different ways of communicating and interpreting religious experience;
- (i) to become aware of the importance of the spiritual dimension in their own experience and in the experiences of other individuals and communities;
- (j) to acquire a basic understanding of the place of religion in the world and its relevance to personal, social and moral issues.

## **Implementation: CURRICULUM**

It is clearly stated in the Agreed Syllabus that R.E. in schools is concerned with educating children about religion and for them to learn from religion. It is not concerned with inducting them in a particular faith; this is the responsibility of the family or the faith community. Pupils will learn about Christianity through the implementation of the Understanding Christianity programme of study as the main religious tradition in this country. The teaching and practices of some of the other principal world religions represented in this country will be implemented through the Guildford units of study. In Years 1 and 3, pupils will study Judaism, in Years 2 and 5 pupils will study Islam, and in Years 4 and 6, pupils will study Hinduism.

## **Curriculum Organisation**

Religious Education is taught through a combination of classroom work and work linked to assemblies. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus and the guidelines provided by the Diocese of Chichester.

The curriculum is planned to deliver R.E. through a combination of methods:

(i) Religious education is taught mainly through weekly lessons, however, opportunities arise in all areas of the curriculum.

(ii) The opportunity is taken to deliver identified areas of R.E. through assemblies and collective worship. The work is carefully planned and followed up in class when appropriate.

(iii) Significant Christian festivals such as Harvest, Advent, Christmas, Lent, Easter and Pentecost are incorporated into the curriculum across the year groups.

Further details can be found in the plans and schemes of work, and the Understanding Christianity programme of study.

## **Curriculum Time**

The School dedicates 5% of curriculum time in any year to religious education in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual amount of time given each term will vary and RE could be taught in short intensive blocks as well as shorter weekly sessions.

## **Assessment, Recording and Reporting**

Teachers use a variety of means of assessing pupils' work in line with the whole school assessment policy and the requirements of the Agreed Syllabus following the guidelines provided by the Diocese of Chichester. This will include:

- the regular reviewing of pupils' work;
- observing the work of groups and individuals and recording the outcomes;
- marking, which is developmental and relevant to the subject matter and involves pupils;
- RE is seen as a core subject;
- a consistency in the quality of planning, teaching and assessing;
- a strategic cycle of analysing and evaluating teaching and learning of RE;
- unit assessment sheets are used which are then passed up to the next teacher at the end of the academic year;
- pupils' achievements in R.E. are reported in their annual school report to parents and should be in line with other core subjects.

## **Equal Opportunities**

The school equal opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition, it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

## **Foundation Stage**

All registered pupils in schools must be taught religious education. For the purposes of religious education, pupils are considered to be registered when they join the Reception class. From the time the pupil enters the Reception class, religious education complies with the Agreed Syllabus and the Understanding Christianity programme of study.

## **MANAGEMENT**

Co-ordination

The day-to-day support for religious education is provided by the co-ordinator who is responsible for:

- devising and maintaining the scheme of work;
- supporting teachers in their medium and short term planning;
- attending relevant in-service courses to keep up to date on religious education and reporting to staff;
- managing the resources for religious education;
- producing a development plan setting out the priorities for religious education;
- co-ordinating the links with the local church;
- conducting regular monitoring of R.E.
- monitoring and evaluating the teaching and learning of R.E.
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### **Role of Governors**

The governors of voluntary controlled schools oversee the formation, delivery, monitoring and assessment of the agreed religious education syllabus and provide an important link to the community.

### **Withdrawal**

Parents' and Carers have the right to withdraw their child from all or part of RE. When parents request that their child be withdrawn from religious education, they will be asked to meet the head teacher to clarify the beliefs and practices from which they wish their child to be excluded. Because of the need to assure their safety, pupils, when withdrawn, will work in the main school.

### **RESOURCES**

Resources are available for staff use and are kept in hall cupboards and in the boxes outside the DH/Pastoral manager's office.

### **COMMUNITY**

The school has excellent links with St Mary's Church, and Father Keith Littlejohn supports the school.

The church is used for special occasions and to support many areas of the curriculum.

A range of special occasions are planned throughout the year, for example, the Christingle and Easter services and the Year 6 Leavers' Service.

Date: Autumn 2025

Review date: Autumn Term 2026