



Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love, We thrive, we grow.

Your word is a
lamp for my feet,
a light on my
path.
Psalm 119:105

WISTOW PAROCHIAL C of E PRIMARY SCHOOL

Head Teacher: Carla Cox

Religious Education Policy

Document Status		
Date of Next Review	March 2027	Responsibility – Full Governing Body
Date of Policy Creation	November 2010	Responsible Governor Name
Date of Review and Ratification at FGB Meeting	March 2025	Allen Blake
Policy Publication/Communication <input type="checkbox"/> On the school website <input type="checkbox"/> Shared staff network drive <input type="checkbox"/> Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

Our vision for Religious Education.

Religious Education is to engage children in big questions about religion and world views so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The Agreed Syllabus for 2024-29 will be rolled out through school and will help to engage the children to think about the awe and wonder of the world. Challenge and excitement evident in all lessons. During the year the Wistow story of Bumble and Tweet at Conker Tree Corner will be embedded throughout the school and will enhance the children's understanding of the school's values. The Parable of the Sower is at the heart of all we do at Wistow Parochial CE Primary School.

Our school mission statement is:

Faith is all around us. We have to have faith in ourselves in order to be the best that we can be. We are a small school, with big hearts and together we beat as one. Sowing seeds of knowledge and faith, with nurture and love; we thrive, we grow.

This is theologically unpinned by:

Matthew 13: 13-18

The Parable of the Sower

BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

Religious Education (RE) is not a National Curriculum subject, but must be taught to all registered pupils. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this North Yorkshire Agreed Syllabus of Religious Education 2024-2029, which we currently use as the basis of our planning and delivery of RE (note 1).

The purpose and intent of Religious Education is captured in the principal aim of RE, in the Agreed Syllabus:

The principal aim of Religious Education is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied response to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principle aim.

The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religions and worldviews, so that they can:**
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed and responses, offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

We believe at this school that Religious Education both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

The teaching of Religious Education also supports our school's Christian Vision and the recognition that each pupil is a unique individual. Spirituality is encouraged throughout school through windows, mirrors and doors.

Windows: Opportunities to look out on the world to gaze and wonder: The Wow and Ows moments. The things we find amazing and bring us up short.

Mirrors: Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others.

Doors: Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions.

At Wistow Parochial Church of England Primary School Spirituality is defined as:

An awareness that there is something other, something greater than the course of everyday events, which includes the relationship of the individual with self, others and the world.

The teaching of RE also supports the school's vision to educate all the children by developing their understanding of the British Values of:

- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- democracy
- the rule of law
- individual liberty

Families who send their children to this school are in the main 'nominally' of Christian background. In addition, there are children who are from religions other than Christianity and some from non-religious backgrounds. RE is concerned with "learning about religions and beliefs" and "learning from religions and beliefs" and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child's family is respected at all times.

Parental rights to withdraw children from RE

Parents of a pupil at a community, foundation or voluntary school have the right to withdraw their children from all or part of the RE programme. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the Headteacher. S/he will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE unit materials and resources used. Agreement on alternative provision for the children would need to be reached should they be withdrawn from the RE programme.

Teachers may also withdraw from the teaching of RE (note 2).

Teaching and Learning

The Agreed Syllabus and Understanding Christianity are structured around units of work to explore and answer a key question. These are arranged around 3 main groups:

Believing-

Religious beliefs; teachings; sources; questions about meaning; purpose and truth.

Expressing-

Religious and spiritual forms of expression; questions about identity and diversity.

Living-

Religious practices and ways of living; questions about values and commitments.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

In Reception children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

In Key Stage 1 pupils learn about Christianity, Judaism, Hinduism and Islam.

Throughout Key Stage 2 pupils build on their understanding of Christianity and also study Islam, Hinduism and Judaism.

At Wistow Parochial Primary School we also believe that we should learn about the minority faiths that might be followed by our children and we will therefore make every effort to include them during the school year.

RE teaching specifically draws on the following:

1. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
2. role play and drama; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
3. artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
4. music and the arts; enabling children to experience elements of religions in a sensory way
5. parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, to ensure pupils are actively engaged in learning.

ASSESSMENT, RECORDING AND REPORTING (see school Assessment policy)

The Agreed Syllabus and Understanding Christianity sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined in both documents.

Through activities, for example discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This

information is then recorded against key objectives on Medium Term Unit plans. These unit plans are working documents and are passed on to the pupils' next teacher as they move through the school. This is in order to help identify gaps in knowledge and then teachers can plan to fill gaps and enhance existing knowledge. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment through self evaluation and taking part in discussion.

TIME ALLOCATION

In line with the recommendations of the North Yorkshire Agreed Syllabus of Religious Education 2024-2029, approximately 5% of curriculum time is given to RE. At Foundation Stage RE, will be delivered flexibly according to the statutory requirements of the EYFS. At Key Stage 1 pupils spend 60 hours over 2 years (approximately 10 hours per term) and 156 hours over 4 years (approximately 13 hours per term) at Key Stage 2. The time allocation does include visits and RE curriculum days, but not school productions related to festivals or collective worship time. (See Collective Worship policy: note 3).

PLANNING

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school uses the North Yorkshire units of learning for RE, which builds-in coverage of and progression in both the content and concepts outlined in the Agreed Syllabus. We use a combination of teaching RE through creative curriculum, RE days and as a separate subject, depending on the material which has to be covered.

Our medium-term plans give details of each unit of work for each term. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat all topics.

Short term planning of individual lessons is a matter for the class teacher. The RE Subject Leader is available to help with this and keeps a range of teacher's resources as a guide (which are kept in the staff room). When planning each unit of work the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of the pupils.

CROSS CURRICULAR OPPORTUNITIES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

EQUAL OPPORTUNITIES

Provision for RE is in accordance with the school's equal opportunities policy. In accordance with the aims of the school the pupils will develop an appreciation of and respect for the beliefs and philosophies of others. Pupils will be encouraged to value the rich variety of cultural traditions and lifestyles represented in Great Britain. It is acknowledged and respected that deep beliefs are held in the area of Religious Education. It is therefore our aim to deal with any matters arising as sensitively as possible.

Provision for children with special educational needs, including more able children will follow the school's policies in these areas. Children's needs are carefully monitored and supported through differentiated teacher planning and assessment. This enables objectives, tasks, teaching methods, resources and teacher/adult input to be matched to pupil needs. It includes the use of more challenging objectives or extension materials and tasks for the more able.

LEADERSHIP AND MANAGEMENT

The RE subject leader manages this area of the curriculum in line with our job description for subject leaders. She attends North Yorkshire network meetings to ensure they are up to date with current practice in RE.

There is a yearly staff meeting, led by the subject leader; where areas for development are discussed. This policy is reviewed at that meeting to ensure it still represents the values and practice of the school.

Complaints procedure

Any complaints or concern with regards to the teaching of RE should initially be made to the class teacher who will investigate the concern in more detail. Should further investigation be needed the concern will be passed to the headteacher and subsequently the Chair of Governors as per the school complaints procedure.

NOTES

1. Voluntary Controlled schools should follow this pattern. Voluntary Aided schools are not obliged to use the Agreed Syllabus. They must, however teach RE in accordance with their trust deed.
2. DFE Circular 1/94 paragraphs 44-49.
3. The school has a separate policy on Collective Worship.

Date March 2025

Review Date March 2027