



Inspire, challenge, learn

Pool Hayes Primary School RE Policy

Date	Review Date	Coordinator
Autumn 2024	Autumn 2025	Miss Ria Crowley

Pool Hayes Primary
School RE Policy

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Our RE Policy is based on the Walsall Agreed
Syllabus - SACRE - (2021-2026) and should be read
in conjunction with this document.

Policy for Religious Education

Legal requirements

Religious Education at Pool Hayes Primary School is provided in line with and meets statutory/mandatory requirements, which are that:

- The curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school.
- The religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- The religious education provided shall be in accordance with the locally agreed syllabus for Walsall.

Aims of Religious Education

In RE at our school we aim to enable pupils to learn about religion by:

- Describing the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Describing the variety of practices and ways of life in religions and understanding how these stem from, and are closely connected with, beliefs and teachings.
- Identifying and beginning to describe the similarities and differences within and between religions.
- Investigating the significance of religion in the local, national and global communities.
- Considering the meaning of a range of forms of religious expression, understanding why they are important in religion and note links between them.
- Describing and beginning to understand religious and other responses to ultimate and ethical questions.
- Using specialist vocabulary in communicating their knowledge and understanding.
- Using and interpreting information about religions from a range of sources.

Learn from religion by:

- Reflecting on what it means to belong to a faith community, communicating their own and others' responses.
- Responding to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Discussing their own and others' views of religious truth and belief, expressing their own ideas.
- Reflecting on ideas of right and wrong and their own and others' responses to them.
- Reflecting on sources of inspiration in their own and others' lives.

Learning from religion is concerned with developing pupils' capacity to respond thoughtfully to and evaluate what they learn about religion. RE is carefully planned to ensure balance between these two areas of the subject.

School Context

Pool Hayes Primary School work to the Walsall Agreed Syllabus for RE and recognise the variety of religious and nonreligious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular.

We affirm the equality of importance of the aims of RE as expressed in the agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed.

RE makes a major contribution to pupils' awareness, appreciation and exploration of the British Values, as required by His Majesty's Inspectorate. The Walsall Agreed Syllabus shows teachers how to connect RE in appropriate and suitable ways to the promotion of British Values and of opportunities for pupils' spiritual, moral, social and cultural development.

Religious Education Curriculum planning

In order to deliver the aims and expected standards of the syllabus, SACRE and the Agreed Syllabus Conference expects a minimum allocation of curriculum time for RE based upon the law and DfE guidance. A minimum 5% of curriculum time is required for teaching RE. Schools should make plans to give at least this amount curriculum time to the subject as the syllabus is implemented.

This means in practice that schools are expected to allocate:

- **Reception and Key Stage 1:** 36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
- **Key Stage 2:** 45 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)

At Pool Hayes Primary School, lessons are planned following the Walsall Agreed Syllabus guidelines and adapted to suit the needs of learners as appropriate.

Progression of learning is as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:		Non religious world views in RE: Many pupils come from families and communities that practice no religion. Many people reject supernatural explanations of human life. It is recommended that pupils study non-religious beliefs and ways of life both before the age of 14 and during 14-19 RE. These may include examples such as Humanism and the ideas of people who describe themselves as 'spiritual but not religious'.	This Page describes the minimum requirements. Many schools may wish to go beyond the minimum. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions and beliefs. Learning from 4 religions across a key stage is demanding: the syllabus does not recommend tackling 6 religions in a key stage. Depth is more important than overstretched breadth
4-55 Reception	Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.		
5-75 Key Stage 1	A minimum of two religions are to be studied. Christianity and at least one other religion (Islam is the recommended example). Religions and beliefs represented in the local area.		
7-115 Key Stage 2	A minimum of four religions are to be studied. Christianity and at least three other religions (Sikhism, Hinduism and Islam are the recommended examples).		
11-145 Key Stage 3	A minimum of four religions are to be studied. Christianity, Buddhism, Sikhism and Islam are the recommended examples (an additional study of Judaism or Hinduism may also be undertaken).		
14-165 Key Stage 4	It is recommended that at least two religions, usually including Christianity, are studied. This will usually be through a recognised national RS qualification course such as a GCSE RS course, but could be through a school devised RE course.		
16-19 RE for All	Religions and worldviews to be selected by schools and colleges as appropriate		

Teaching Religious Education to pupils with Special needs

Pool Hayes Primary School is an inclusive school; all pupils have an entitlement to high quality RE, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of specific groups of pupils. Learning takes into account the targets set for individual pupils in their individual education plans (IEPs). Teachers support learning by selecting and developing practical, interactive and visual strategies and materials.

Spiritual Moral, Social and Cultural Development (SMSC):

A distinctive contribution from Religious Education

The Walsall Agreed Syllabus for RE enables the teaching of RE to make a distinctive and significant contribution to these four aspects of pupils' development. While Pool Hayes Primary School provides for these aspects of personal development in many ways, and through many subjects of the curriculum, RE may often focus on spiritual and moral education within the curriculum, and makes a distinctive contribution to understanding cultural diversity through developing understanding of religions. These opportunities for personal development contribute to high standards and aspirations for each pupil.

For further information, it is advisable to consult the Walsall Agreed Syllabus.

Assessment and Reporting

In Foundation stage RE is assessed using the associated 'Development Matters' strands of:

- Understanding the world
- communication and language
- personal, social and emotional development
- expressive arts and design.

Ongoing assessment is part of every session and helps to build a picture of pupils' abilities and the appropriate challenges that need to be set. The ongoing monitoring gives an overall attainment in RE for pupils entering Key Stage one.

Within KS1, children have an RE exercise book that they use to record outcomes from discrete Religious Education lessons. Children are assessed against the strands delivered on a termly basis within the year group objectives in the areas of:

1. Knowing about and understand religions and world views
2. Expressing ideas and making insights into the significance of religion and world views
3. Gaining and using skills for engaging with religions and world views

This formative assessment is ongoing and allows the class teacher to clearly see which children are making the expected progress in each of the areas taught and where any development gaps may need addressing.

Within KS2, children have a RE exercise book that they use to record outcomes from discrete Religious Education lessons. These books are checked by the teacher to assess

understanding and ensure curriculum coverage. Children are assessed against the strands delivered on a termly basis within the year group objectives in the areas of:

1. Knowing about and understand religions and world views
2. Expressing ideas and making insights into the significance of religion and world views
3. Gaining and using skills for engaging with religions and world views

This formative assessment is ongoing and allows the class teacher to clearly see which children are making the expected progress in each of the areas taught and where any development gaps may need addressing.

Resources

We have a range of resources to support the teaching of RE across the school. This includes collections of artefacts for each of the major world religions, collections of teacher and pupils' books on these religions, posters and DVDs, ICT resources. Most of these resources are kept in our RE cupboard but further books are available to pupils in the school library and classrooms. Pupils are encouraged to look after these resources and in particular handle religious texts reverently. Teachers also have access to National Association of Teacher of Religious Education (NATRE) to further support planning and discover resources.

Other Faiths

The Walsall Agreed Syllabus for Religious Education recognises that RE must be provided for all pupils in full time education. In line with the law, Walsall's Agreed Syllabus for Religious Education expects that schools will enable pupils to explore Judaism, Islam, Hinduism, Buddhism, and Sikhism, as well as Christianity. It also enables the consideration of secular life stances.

Equality statement

All staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Right of withdrawal

The Right of Withdrawal was first granted in 1944 when RE was actually religious *instruction* and carried with it connotations of induction into the Christian faith.

Religious Education at Pool Hayes Primary is very different now - open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from Religious Education on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71). If a parent or guardian wishes to withdraw their child/children, this request must be made in writing to the head teacher.

Head Teacher:	Mrs Kelly Vaughan	Date:	03/09/25
Chair of Governors:	Mrs Tahra Hussain	Date:	03/09/25