

Church Vale Primary School

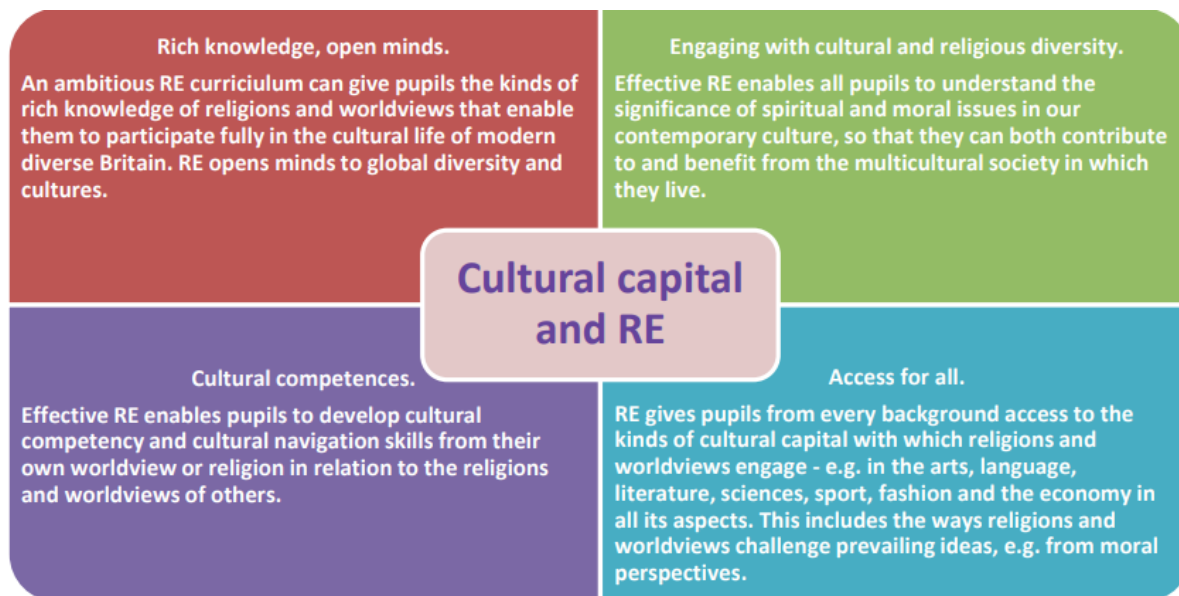


Religious Education Policy 2024

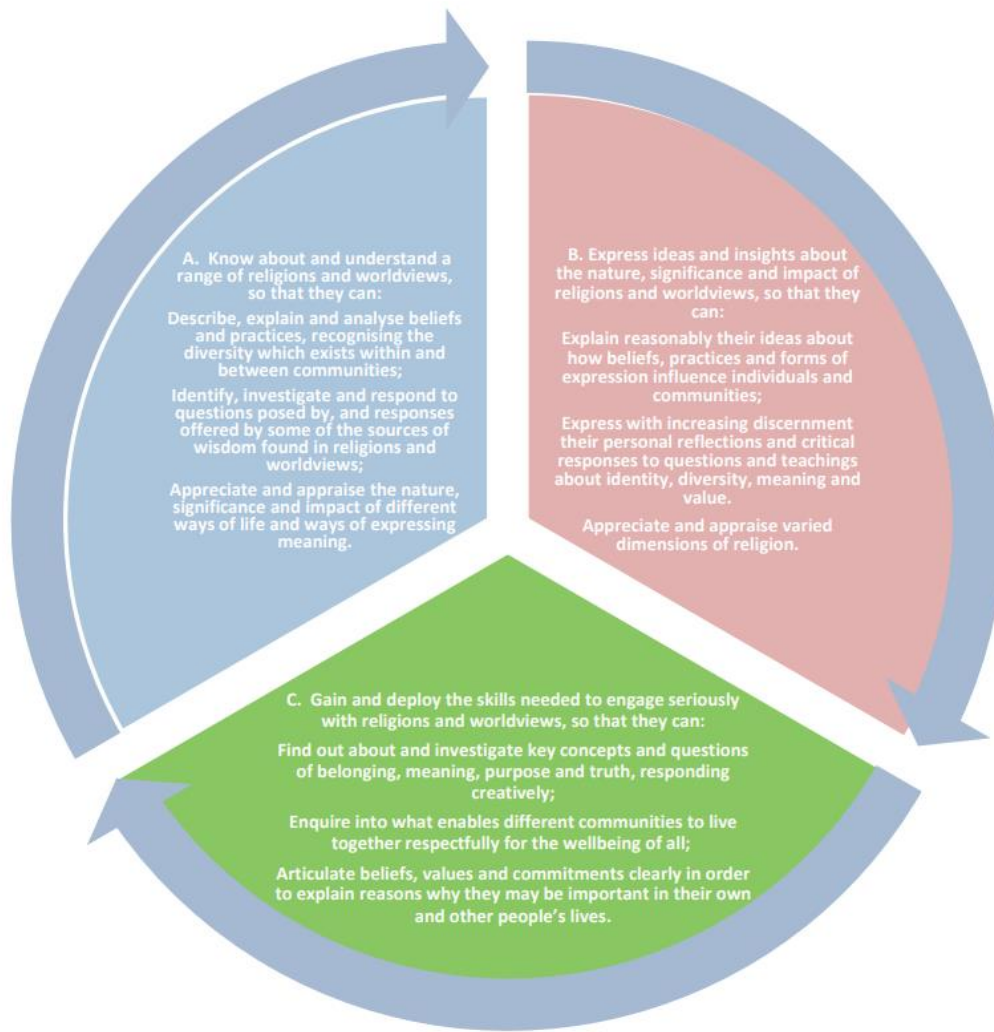
Aim:

The aim of Religious Education in Nottinghamshire is that pupils will know about and understand a range of religions and worldviews. Church Vale children will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

At Church Vale, we work hard to broaden children's world views and enhance our children's cultural capital. We want our children to leave school having been exposed to:



Three areas of learning:



Organising RE:

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 of curriculum time to the subject as the syllabus is implemented. OFSTED require the curriculum in RE to be of similar ambition to the National Curriculum subjects. 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)

Which religions and beliefs are to be studied?

The Nottingham City and Nottinghamshire Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study. Religions to be studied in depth are as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements that pupils should learn about and learn from:		Non religious worldviews 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'.
4-5s 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.	
5-7s Key Stage 1	A minimum of two religions are to be studied. Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area.	
7-11s Key Stage 2	A minimum of three religions are to be studied. Christianity and at least two other religions (Hinduism and Islam are recommended).	
11-14s Key Stage 3	Four religions are to be studied. Christianity, Buddhism, Sikhism and Islam are recommended (an additional study of Judaism or Hinduism may also be undertaken).	
14-16s 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 GCSE full or short RS courses or CoEA RS, but could be through a school devised RE course.	
16-19s RE for All	Religions and worldviews to be selected by schools and colleges as appropriate	

NATRE Primary Curriculum and how it covers the Nottinghamshire Syllabus

We use the NATRE Primary Curriculum to provide a broad knowledge of different religions and non-religious world views. It helps with teacher subject knowledge and reduces staff workload whilst still providing a high-quality curriculum for all our children. We know that the NATRE Primary Curriculum meets the requirements set in the Nottinghamshire Syllabus as:

EYFS children learn about Christianity, non-religious world views and their sense of self.

KSI children learn about Christianity, Judaism, Islam and non-religious world views.

KS2 children learn about Christianity, Judaism, Islam, Hinduism and non-religious world views.

The NATRE curriculum allows us to meet more than the minimum requirement to teach RE at least 5% of the curriculum time.

The NATRE curriculum also enables children to answer the three threads that run through the Nottinghamshire Syllabus which are:

- Know about and understand religions and worldviews
- Express ideas and insights into religions and worldviews
- Gain and deploy the skills for learning from religions and worldviews

What children should be taught in Key Stage One through the three areas of learning by Nottinghamshire Syllabus- NATRE Primary Curriculum weaves these areas of learning through their units.

Know about and understand religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills for learning from religions and worldviews
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

What children should be taught in Key Stage Two through the three areas of learning by Nottinghamshire Syllabus- NATRE Primary Curriculum weaves these areas of learning through their units.

Know about and understand religions and worldviews	Express ideas and insights into the significance of religion and worldviews	Gain and deploy skills for engaging with religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

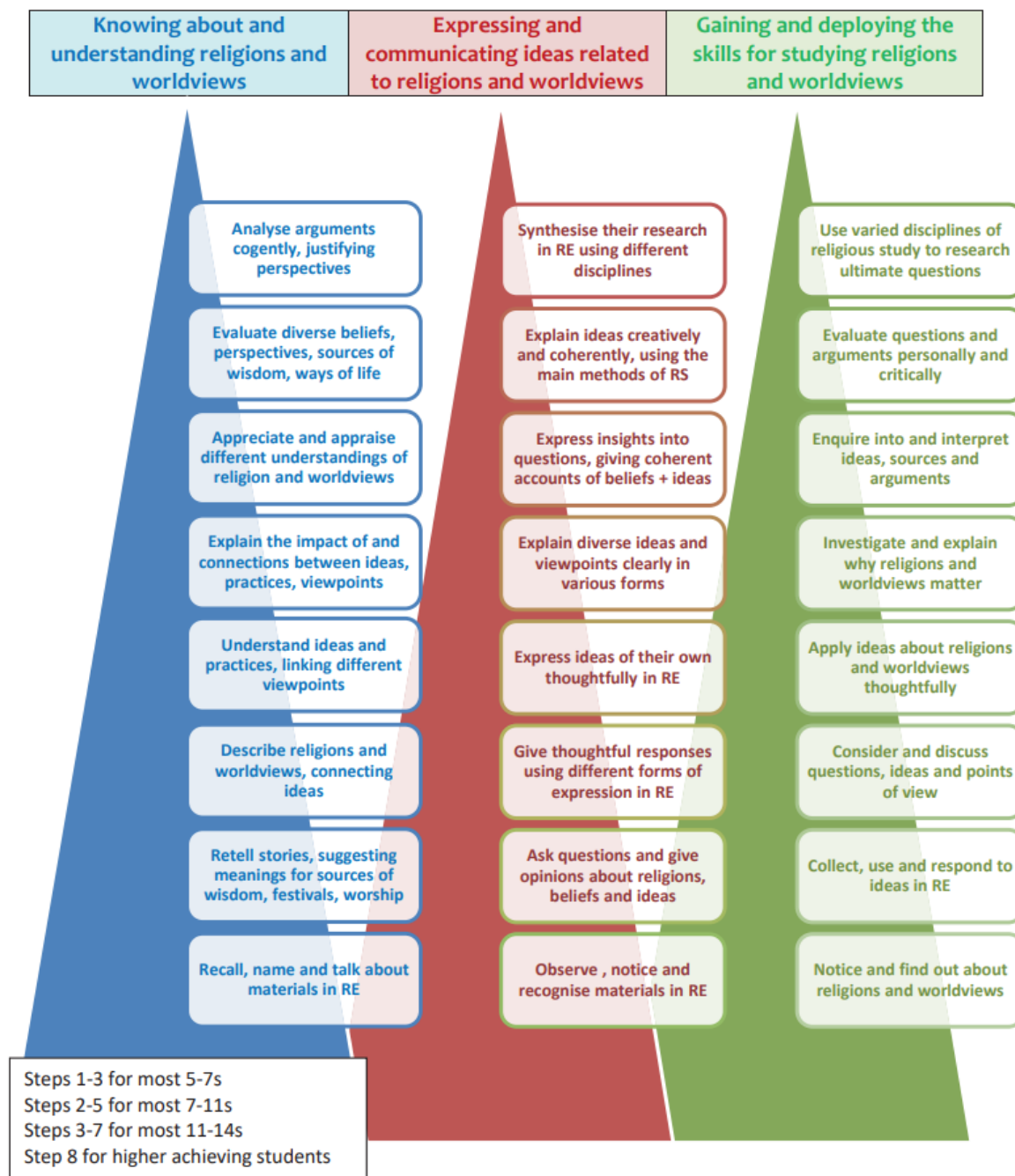
What opportunities are provided for pupils with Special Needs and Disabilities in RE?

The Nottingham City and Nottinghamshire SACREs vision is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with SEND. RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with Special Educational Needs and Disabilities (SEND) are found in all contexts and all teachers are teachers of SEND pupils. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. The law says that the Agreed Syllabus is to be taught to SEND pupils 'as far as it is practicable.' RE provision for different groups of pupils will vary but all pupils are included.

Progression and Assessment:

At Church Vale, teachers use formative assessment to inform summative assessments. The progression map shows where a child in Primary and beyond would be able to access the curriculum:

Progression steps in RE for 5-14s



Legal Requirements for Religious Education (RE) in the UK

RE: statutory requirements and curriculum information

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.

Parental right of withdrawal from RE

This right of withdrawal was first granted in 1944 when curricular RE was called ‘religious instruction’ and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews, never coercive. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE (School Standards and Framework Act 1998 S71 (3)). This will be the parents’ responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Schools often include a short statement about RE being inclusive in their prospectus, and ask parents considering withdrawal to contact the head teacher to arrange a discussion. Some schools also say that they will not support selective withdrawal from some parts of RE. Students aged 18 or over have the right to withdraw themselves from RE. Detailed guidance and case studies from the National Association of Head Teachers and the National Association of Teachers of RE is available: <https://www.natre.org.uk/membership/guidance-on-withdrawal/>

Next update:

September 2025