



ST. KATHARINE'S C.E. (V.A.) PRIMARY
SCHOOL



RE Policy

Reviewed by	Headteacher
Review Date	September 2025
Agreed by governors	19.9.25
Next review date	Autumn term 2027

Our Vision

We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's world, through living out the values of Grace, Integrity and Aspiration, now and in the future.

The Legal Position

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

St Katharine's is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Head teacher have decided, following advice from the diocese, to use the schemes Understanding Christianity and Discovery RE to meet the requirements of the Locally Agreed Syllabus.

1. Rationale/Aims for teaching RE

RE Vision

Every child at St Katharine's will have the opportunity to flourish in RE through the high-quality, sequential teaching of a range of religious traditions and worldviews. Children will explore, ask and answer challenging questions through an enquiry-based approach, drawing on the disciplines of theology, philosophy and social sciences as a way of understanding what others believe and how this can impact on the way they may choose to live.

A learner in RE will:

- Acquire a rich, deep knowledge of a variety of beliefs and practices
- Explore core concepts relating to religious traditions and worldviews
- Develop both knowledge of religious traditions and worldviews and skills, including enquiry, analysis, interpretation, evaluation and reflection
- Understand the role of foundational texts, beliefs, rituals and practices in a range of religious traditions and worldviews
- Engage in discussions which encourage spiritual, moral, social and cultural development
- Show tolerance of and respect for different religious traditions and worldviews
- Appreciate the diverse, global nature of religious traditions and worldviews
- Explore their own religious, spiritual and/or philosophical ways of seeing, living, thinking, believing and belonging

2. The contribution RE makes to the wider curriculum

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. RE and spirituality play a central role in our SEASIDE curriculum at St Katharine's. Our children explore spirituality throughout their time at school, through the arts, outdoors, the wider curriculum and worship. We teach the children about being Global Neighbours and this forms a large part of our work across the curriculum and throughout our SEASIDE themes.

Our **SEASIDE** themes are: **Spirituality, Environment, Arts, Sport** and wellbeing, **Inspirational People and Places, Diversity and Enterprise** and technology.

Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and worldviews, belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Our children are also given leadership roles in RE and support the RE leadership team.

British Values

RE makes an important contribution to our school's duty to promote British. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Our work on being Global Neighbours, our SEASIDE theme of Diversity and our school values and vision clearly support the development of British Values.

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

RE also contributes to the Prevent strategy by providing a safe space, where pupils can discuss their own ideas and learn to understand other peoples' beliefs.

3. Teaching RE

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided, using Understanding Christianity and Discovery RE.

In order to make religious education an engaging subject we use the arts, discussion, the development of thinking skills, drama, artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits or virtual visits to local places of worship or visit from members of local faith communities and non-religious worldviews.

We use Understanding Christianity, and Discovery RE for other religions that meet the requirements of the Locally Agreed Syllabus, REfocus 2023-2028.

4. How RE is organised.

RE is taught as a separate subject from Early Years to year 6. The subject leaders have developed a coherent, well thought-out and well-sequenced curriculum that is progressive and challenging. The RE handbook provides a clear guide for staff reference.

We have agreed that:

In Year 1 pupils study Christianity and Judaism

In Year 2 pupils study Christianity and Islam

In Year 3 pupils study Christianity, Sanatana Dharma and Sikhi

In Year 4 pupils study Christianity, Judaism and Islam

In Year 5 pupils study Christianity, Islam and Humanism

In Year 6 pupils study Christianity, Sanatana Dharma and Sikhi

Resources are stored within each year group, whole school shared resources online or (e.g. Bibles) in the central resources cupboard.

5. Assessment and Recording of RE

In line with the school policy on assessment and recording, it is expected that each teacher will be responsible for the regular assessment of his or her pupils understanding, reflections and responses in RE. In day to day lessons, teachers check understanding and re-visit content to help children remember their

learning. Plans highlight the key learning for each unit. Assessment and reporting descriptors are provided for teachers to make a summative judgement at the end of the year. Diocese resources, BCP assessment ladders and Discovery assessment tasks are used to support judgements. The class teacher, on Insight (online assessment tool), will record whether pupils are meeting age-related expectations. The data is used by the subject leader(s) to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is challenged appropriately.

The RE book stays with the pupil throughout their time at St Katharine's.

6. Evaluation of RE

The subject leader(s) will monitor RE within the school through analysis of this assessment data, monitoring of books, lessons and pupil voice. Most importantly, leaders will talk to children about their learning.

The subject leader(s) is responsible for contributing to the Church school self evaluation process.

Pupil leaders contribute to the monitoring of RE.

Foundation governors monitor RE as per the monitoring and evaluation schedule for the year.

7. Responsibilities for RE within the school, (Head teachers and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

8. The right of Withdrawal from RE

At St Katharine's CE Primary School, we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on

occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at our school.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

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