

A Sample RE Policy for a Primary School

Insert Name of school, school crest if appropriate

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff. It was approved by governors on..... and will be reviewed on.....
[guidance: every three years]

Context

- The context of RE at _____ Primary is that of a small / large urban/rural primary school, serving children in the age range _____.
- We teach according to the _____ Agreed Syllabus/our funding agreement.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.
- We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The Aims of RE at _____ Primary school

RE at _____ Primary School will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for/funding agreement

The legal requirements can be found [here](#).

NB Academies and Free schools must provide RE to their pupils according to their funding agreement. They must produce a syllabus for RE but can choose the source of this to best suit their school environment. For guidance click [here](#).

Within the framework of the law and the Agreed Syllabus, the aims in RE at _____ Primary school are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;
- enhance their spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
- responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
- reflecting on their own beliefs, values and experiences in the light of their study;
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at _____ **Primary** School is:

EYFS	planned within the EYFS Framework
KS1	_____ hours
KS2	_____ hours

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the _____ Agreed Syllabus/our chosen syllabus [*if an academy or free school*].

EYFS	themes emerging from the EYFS Framework
KS1	Christianity and _____ [<i>insert other religions and worldviews taught</i>]
Lower KS2	Christianity and _____ [<i>insert other religions and worldviews taught</i>]
Upper KS2	Christianity and _____ [<i>insert other religions and worldviews taught</i>]

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus/our chosen syllabus in a creative, knowledge-rich, broad and balanced way.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in _____, and should be returned after use.

Our school has invested in new books/religious artefacts/DVDs/picture packs/posters. Our staff are given protected time to familiarize themselves with any new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. There is a range of RE 'big books' which can be used across the age range as well. A regular audit of resources takes place by the RE subject leader in order to update our collection.

We encourage school families to donate appropriate artefacts/utilise our local resource centre for RE.

Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

Guidance on visits and visitors can be found [here](#).

Children will have the opportunity to make the following visits during their time at _____ **Primary School**.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

The RE subject leader supports class teachers to organise these educational visits. *[In this section, include the arrangements in your school. It is good practice for a school to include visits and visitors in accordance with the RE curriculum]*

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The _____ Agreed Syllabus/our chosen syllabus provides descriptions of progress and attainment, which the

school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us. *[Add in information about expectations for assessments in each year group, schools can refer to NATRE assessment book <https://shop.retoday.org.uk/9781910261293> which can guide this part of your policy.]*

A folder of examples of pupils' work, which is designed to help teachers make judgments about attainment and progress, is available in *(actual or virtual location)* _____. The subject leader will co-ordinate the addition of pupils' work that provide clear evidence of progress and attainment. However, these are only examples and there does not need to be more examples that are useful. This approach to exemplifying standards aims to clarify our understanding of what makes for quality RE.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next ____ years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leader each term *(or whatever the policy is in your school for other subjects)*. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This can be in line with OFSTED guidance *[NB new Ofsted guidance from January 2019]* about self-evaluation and review *[and other relevant guidance for schools with a religious character]*.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also attends local network meetings.

Transition

We ensure that transition across key stages (including to KS3) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Guidance on withdrawal can be found [here](#).

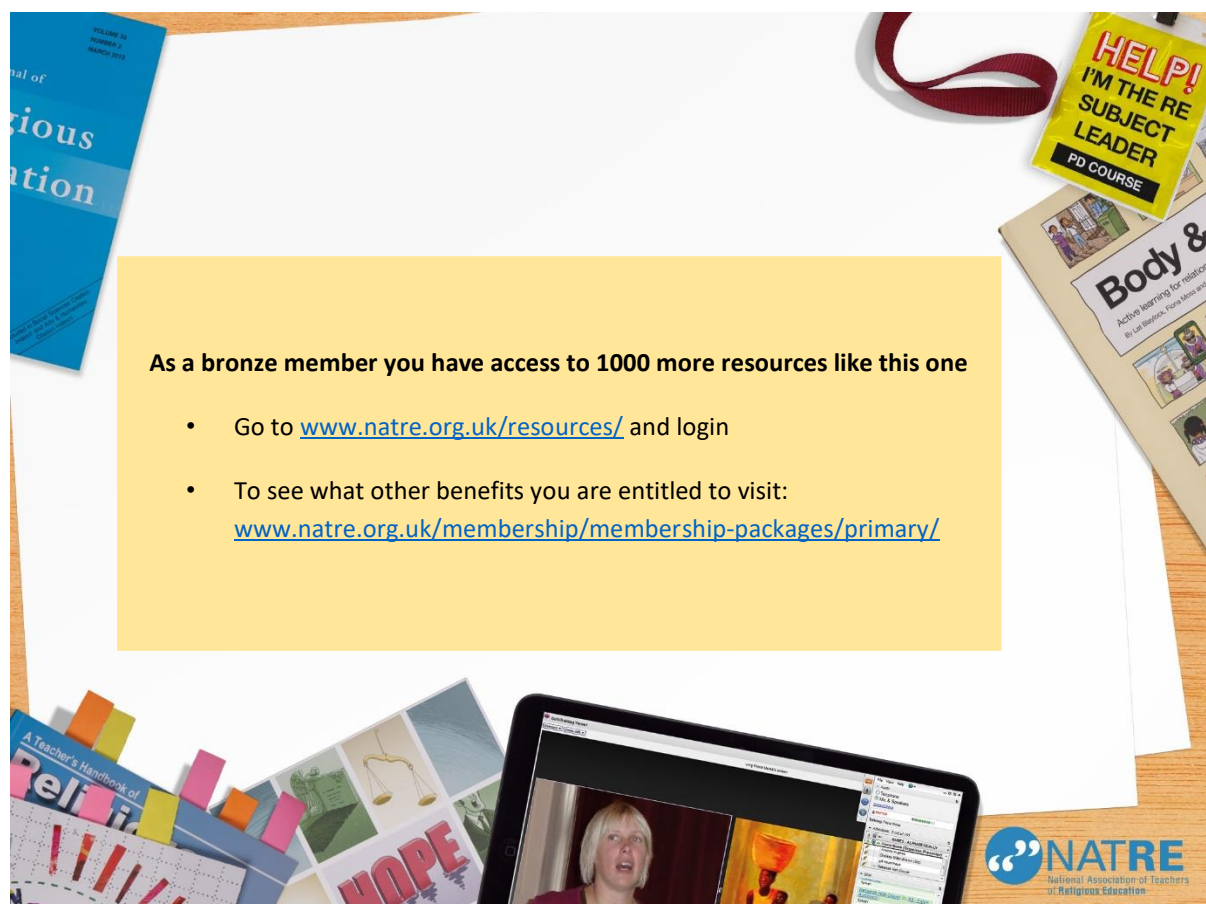
RE Link Governor:

Named RE subject leader:

Headteacher:

Date:

Date for review:



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The collage features various educational materials: a blue book titled 'Journal of Religious Education', a yellow sign that reads 'HELP! I'M THE RE SUBJECT LEADER PD COURSE', a book titled 'Body & Active learning for religious education', a tablet displaying a video of a woman speaking, and a book titled 'A Teacher's Handbook of Religious Education'.