

Angram Bank Primary School



Religious Education Policy

Responsibility	Governors & SLT
Date of last review:	Summer 2025
Date of next review:	Summer 2027

Context

- **Angram Bank Primary School** is a small primary school, serving children from nursery to year 6.
- We deliver Religious Education (RE) in line with the Sheffield Agreed Syllabus.
- **Angram Bank Primary School** recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At **Angram Bank Primary School** we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at **Angram Bank Primary School** will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils from foundation stage to year 6
- reflecting 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.
- teaching RE in accordance with Sheffield Agreed Syllabus.

Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our aims of RE are that pupils will:

1. make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions,
 - using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within
 - communities

- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are
 - used, expressed and interpreted in different ways, developing skills of interpretation.
2. understand the impact and significance of religious and non-religious beliefs, so that they can:
- examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning.
3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Place in the curriculum

The National Curriculum states the legal requirement that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

The *Curriculum Framework for RE (2013)* is the latest in a chain of documents to recognise RE as a core subject and it is regarded as such at **Angram Bank Primary School**.

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. RE is taught as a discrete subject.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach RE in designated regular RE lessons at **Angram Bank Primary School**.

Timing

The RE syllabus that we follow recommends that RE should be taught for 36 hours per year in the Early Years Foundation Stage (EYFS), 36 hours per year in Key Stage 1 (KS1) and 45 hours per week in Key Stage 2 (KS2). At **Angram Bank Primary School**, RE is therefore taught for:

36 hours per year in Reception

36 hours per year in KS1

45 hours per year in KS2.

Learning and teaching in RE

A wide range of imaginative teaching methods and pupil groupings are used in effective RE sessions.

Angram Bank Primary School recognises that 'enquiry' can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. **Angram Bank Primary School** caters for this by visiting places of worship and inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Religions and worldviews

Angram Bank Primary School has followed the *recommendations/instructions* of the Sheffield Agreed Syllabus for RE and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

Reception: Christianity and others

KS1: Christianity, Judaism and Islam

KS2: Christianity, Judaism, Islam and Hinduism

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

We plan for pupils to make progress across all aims of RE and measure pupils' achievements.

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision in **Angram Bank Primary School** is successful.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at **Angram Bank Primary School** This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning
- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

Parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.

This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.