



*"I have come so that they may have life and have it to the full."* John 10:10

# RE Policy

## Summer 2025

Policy Review Details	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Summer 2025	
Governor Signature	Headteacher Signature
Date of next review: Summer 2028	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
June 2022	L McQuaid	2	<b>Curriculum Intent</b> - Curriculum drivers added to the curriculum intent to demonstrate Summerseat's vision.  <b>2.1 and 4.</b> Methodist units of work added to ensure clarity for teachers.  <b>6.5</b> Edited wording to planning and PowerPoints to reflect expectations.
May 2025	J Whittaker	3	Updated the school drivers In EYFS section, included reference to 'Understanding the World' In section 7, added that the subject lead and class teacher will work alongside the SENCO, rather than just the SENCO

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## **Curriculum intent**

At Summerseat Methodist Primary School, we pride ourselves on offering all of our pupils a safe, calm, happy and nurturing learning environment so children can learn effectively, enabling them to access the full breadth of our RE curriculum offer and ultimately reach their full potential. We have designed our RE curriculum to meet the ambition of the National Curriculum in accordance with the locally-agreed syllabus of the Bury LA. Children have regular opportunities to make sense of core religious and non-religious beliefs and concepts, evaluate, reflect on and connect the beliefs and practises studied and examine how and why people put their beliefs into actions in diverse ways. We recognise our school context and want children to leave us with a strong moral and spiritual compass; respecting and celebrating diversity and promoting resilience, care and individuality.

Our RE curriculum is driven by our curriculum drivers: aspiration, diversity and community. These key drivers are embedded throughout our curriculum and are taught explicitly through the RE units.

Summerseat Methodist Primary School recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of the Bury LA.

Our RE curriculum aims to ensure that all pupils:

### **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

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of other principal religions represented in Great Britain.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

## 1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

1.2. This policy has been created with regard to the following DfE guidance:

- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2017) 'Statutory framework for the early years foundation stage'

### RE is for all pupils:

- Every pupil has an entitlement to religious education (RE).
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England.
- This requirement does not apply for children below compulsory school age.
- The 'basic' school curriculum includes the national curriculum, RE and relationships and health education.

### RE is plural:

According to case law, the agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'.

Note that the term 'religion' encompasses both religious and non-religious beliefs.

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

### Right of withdrawal

This was first granted when RE was actually 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. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not

have a significant impact on the pupil's attendance.

## **2. Roles and responsibilities**

2.1. The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the Bury LA and Methodism units of work.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the Bury LA.
- Liaising with the subject leader about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

2.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

### **3. Early Years Foundation Stage (EYFS)**

- 3.1. All pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning and 'Understanding the world'.
- 3.2. All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- 3.3. All pupils will reflect on their feelings and experiences.
- 3.4. Teachers will encourage imaginative play and curiosity in pupils.

### **4. Curriculum**

- 4.1. Summerseat Methodist Primary School adheres to the revised locally-agreed syllabus of the Bury LA.
- 4.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.
- 4.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons.
- 4.4. All pupils will have a high quality, coherent and progressive experience of RE.
- 4.5. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.
- 4.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- 4.7. Good practice for the curriculum include:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.
- Ensuring Methodism units are taught in Year two, four and six.

## **5. Teaching and learning**

- 5.1. The RE curriculum is delivered at least once a week for EYFS, KS1 and KS2.
- 5.2. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain.
- 5.3. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.
- 5.4. During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.
- 5.5. To improve understanding of the topic, several methods of teaching is deployed including but not limited to:
  - Storytelling.
  - Adult-led activities.
  - Child initiated activities.
  - Debating.
  - Dramatic performance.
- 5.6. To improve communication and language in the classroom, teachers will encourage pupils':
  - Organisation, clarification and sequencing of thoughts, feelings and ideas.
  - Development of their own narratives in relation to the stories they hear in lessons.
  - Exploration of their feelings and emotions towards set narratives.

## **6. Planning**

- 6.1. All lessons will have clear learning objectives, which are shared and reviewed with pupils, taken from the RE Steps in Learning.
- 6.2. Planning for RE will be comprised of a long-term overview, unit planning and short-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher.

- 6.3. Long-term plans will be created by the subject leader and will include the topics studied in each term during the key stage.
- 6.4. Unit planning will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.
- 6.5. Short-term plans/PowerPoints will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.
- 6.6. The subject leader is responsible for reviewing and updating long-term and medium-term plans on an annual basis, and communicating these to teachers prior to the start of a new term.
- 6.7. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 6.8. Short-term plans/PowerPoints will reflect the lesson objectives and proceeding aims of future lessons.
- 6.9. Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

## **7. Assessment and reporting**

- 7.1. Pupils will be assessed using methods of formative and summative assessment throughout the year.
- 7.2. Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term.
- 7.3. The results from formative assessments will be used to inform teachers' lesson plans.
- 7.4. Summative assessment will be carried out at the end of a unit of work. Teachers will use the results to assess pupils' overall achievement for each half term. This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their education.
- 7.5. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 7.6. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.
- 7.7. The progress of pupils with SEND will be monitored by the class teachers alongside the subject leader and SENCO.

## **8. Resources**

- 8.1. The subject leader is responsible for the management and maintenance of resources, as well as for liaising with the school business manager to purchase further resources.
- 8.2. Display walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time.
- 8.3. Worship areas are prevalent in every classroom, displaying the bible stories being studied, relevant worship resources and RE values books.

## **9. Equal opportunities**

- 9.1. All pupils will have equal access to the RE curriculum.
- 9.2. Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.
- 9.3. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- 9.4. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- 9.5. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

## **10. Monitoring and review**

- 10.1. This policy will be monitored and reviewed in line with the policy review schedule by the subject leader or sooner if there is a significant change.
- 10.2. The scheduled review date for this policy is Summer 2025.
- 10.3. Any changes to the locally-agreed syllabus of the Bury LA will be communicated to the Head of School.
- 10.4. Any changes to this policy will be communicated to all teaching staff.