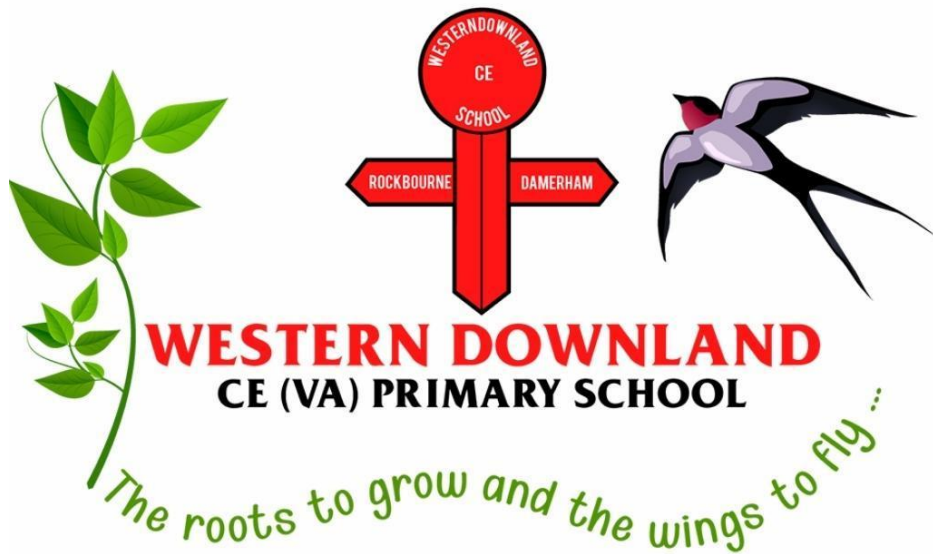


WESTERN DOWNLAND C of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:

The roots to grow and the wings to fly



RE Policy

**Western Downland CE (VA)
Primary School**

**Reviewed
Next Review**

**March 2025
March 2027**

WESTERN DOWNLAND C of E. (V.A.) PRIMARY SCHOOL

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Religious Education Policy

POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	RE Policy 2025
Author:	Clare Worsfold
Persons/Committees etc consulted whilst document in draft	Teaching Staff
Date agreed:	Spring term 2025
Date of next review/update and by whom:	Spring term 2027 Subject Leader and Staff
By whom agreed:	Teaching Staff
Copy obtainable from and/or distribution:	School Office
Date document issued and placed on website:	Issued April 2025
Responsibility for dissemination to new staff:	Clare Worsfold
Principal Target Audience:	All staff and parents

Amendments Summary:

Amend No	Issued	Page	Subject
1	March 2025	All	Updated to new format and amended to include references to Inclusion following SEF work.
2	Sept 2025	8	Contact email address for C.Worsfold edited

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Western Downland CE (VA) Primary School

RE Policy

1. AIMS

In partnership with parents we aim to give children: *'The roots to grow and the wings to fly'*. Western Downland CofE (Aided) Primary School is a place where:

- everyone is valued and has the opportunity to succeed.
- learning is the highest item on the agenda for children and adults.
- the Christian values of kindness, consideration and forgiveness shape our community.
- pupil learning and school improvement will be achieved in partnership with Governors, Staff, Parents and Pupils.
- involvement will be educationally and spiritually uplifting.

At Western Downland Primary School, we aim that Religious Education will:

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops children's knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage children to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable children to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach children to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt children to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe and wonder and mystery** through the tool of reflection and a sense of spirituality.

1.1 OUR VISION AND VALUES:

'Our accessible, inclusive & nourishing environments will foster self-assured, articulate and aspiring learners, with the resourcefulness to remain hopeful, resilient and adaptable, (even) in a changing and unpredictable world.'

Our school values of **Love, Fellowship and Righteousness** enable children to deepen their knowledge of self and embrace inclusivity and equality.

We believe that RE is an opportunity to open up the world around us, through exploration of religious and non-religious world views. We aim to equip each child with the skills of enquiry, interpretation, critical thinking and considered debate. Our children are given a safe space in which to explore their own religious, spiritual and

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philosophical thoughts and feelings to enable them to see, live, believe and belong in our one world.

We recognize the contributions our children make to the wider community through our supporting Bible verse - *'And leaves of the tree are for the serving of the nations'* (Revelations 22:2)

2. STATUTORY REQUIREMENTS

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live life well together.' Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews¹) and for the religious freedom of each person.

RE Statement of Entitlement from the Church of England Education Office Feb 2019

As Western Downland School is a Church of England Voluntary Aided (VA) School, our governing body determines our RE curriculum, which is in accordance with the school's Trust Deed and has been discussed with The Diocese of Salisbury Board of Education. The school teaches Religious Education according to the Hampshire syllabus, *Living Difference IV*, and supplements this with material from the Salisbury Diocese including the use of the *Understanding Christianity* materials.

3. THE GOVERNING BODY

The school governing body is responsible for strategic oversight of the RE curriculum and its delivery across the school, ensuring the intent, implementation and impact of the curriculum actually meets expected standards, is fit for purpose and in line with the wider learning ethos of the school.

3.1 THE GOVERNING BODY AND THE HEADTEACHER:

As well as fulfilling their legal obligations, the Governing Body and Headteacher 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 children's understanding of religion and belief and its impact as part of the duty to promote community cohesion
 - where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
 - teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
-

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- 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 fulfill its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from Hampshire, The Diocese or SACRE

4. SUBJECT ORGANISATION

Pupils and their families can expect a high-quality Religious Education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. RE has a very high profile within the curriculum and makes a significant contribution to preparing pupils for life in modern Britain.

Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of religions and worldviews. We encourage pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

We aim for pupils to be inspired by the subject and that through their learning in RE they will develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion on the world.

Religious Education at Western Downland School is delivered in the following way:

We believe that 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 through careful planning, using Hampshire agreed syllabus of *Living Difference IV*. We also use the *Understanding Christianity* materials to supplement our Christianity units.

Sufficient dedicated curriculum time meeting explicitly RE objectives, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%.

In accordance with the structure of the Locally Agreed Hampshire Syllabus, we have agreed that:

- In EYFS and KS1 the teaching of explicit RE objectives should total 36 hours a year (approximately 60 minutes a week but may be blocked per half-term).
- In KS2 the teaching of explicit RE objectives should total 45 hours a year (approximately 75 minutes a week but may be blocked per half-term).

Reflecting the school's Trust Deed agreement, parents and pupils are entitled to expect that in our school, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.

5. BREADTH OF STUDY

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RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Lessons provide opportunities to engage in meaningful and informed dialogue with those of all faiths and worldviews. Learning activities provide fully for the needs of all pupils including those with SEND, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. All questions, views, and opinions are treated with sensitivity and respect.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of 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 to local places of worship or visit from members of local faith communities.

RE is taught as a discrete subject in consecutive lessons either as a focused block or weekly, depending on what will have the greatest impact on children's learning. This may also include planned themed days, where children are actively participating in learning about religious education.

Following the structure of the Hampshire syllabus, *Living Difference IV*, we follow the same cycle of enquiry sequence of lessons in each unit, focusing on a specific concept in each unit to explore through Christianity or another religion/s.

In accordance with the structure of the Locally Agreed Hampshire Syllabus, we have agreed that:

- In EYFS and KS1 pupils study Christianity and at least one other religion, this being the Jewish traditions, with some introduction to the traditions of Hinduism.
- At KS2 pupils study Christianity and at least two other world religions focusing on Hinduism and Islam, with some introduction into the traditions of Buddhism and Sikhism.

N.B. The choice of other world faiths is reviewed in light of the relevance to the beliefs and faiths of current families attending our school.

In addition to this, we also consider the beliefs, viewpoints and ideas of pupils and their families, including non-religious worldviews such as Humanism.

5.1 CROSS-CURRICULAR LINKS

RE supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' Spiritual, Moral, Social and Cultural (SMSC) development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship (PSHE&C). RE supports the implementation of an inclusion curriculum, where we build the appreciation of diversity and difference to allow our pupils to have a sense of belonging to their own beliefs.

6. PARENTAL / COMMUNITY INVOLVEMENT

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We value parental engagement and support. Parents are kept informed of the planned learning each half term through the Routes 2 Roots communication, which contains ideas for how parents can help both prepare and support their child with the learning. Opportunities are taken where possible with home learning to extend learning and to allow children to pursue specific interests of their own. Parents with specific knowledge and skills are welcomed to help enrich the class learning experience.

Community members are invited into school, to educate children on different religious topics. Pupils are welcomed at all the local churches within our own parish, as well as visiting places of worship further afield such as Alderholt Chapel, Salisbury Cathedral or other religious buildings.

7. MONITORING AND EVALUATION

Class teachers use the unit plans to monitor and evaluate the effectiveness of their curriculum delivery and identify improvements they can make, year on year. Class teachers follow the Hampshire recommended cycle of enquiry in *Living Difference IV* to assess the children over the year. They complete the assessment grids half-termly considering the children who have not met the learning objectives and these are saved on the system.

7.1 ROLE OF THE SUBJECT LEADER

The current subject leader for RE is Clare Worsfold, who can be contacted via the school office or at: sendco@westerndownland.hants.sch.uk

The Subject Leader is responsible for regular monitoring and evaluation of both planning and the tangible outcomes of the children's learning, through planning monitoring and book scrutiny, providing feedback to teachers and feeding the findings into their development planning for the subject.

The subject leader will:

- Produce and regularly review this subject policy to ensure that it remains up to date
- Be responsible for drawing up an action plan for RE. Generally, this will be an annual plan and should be informed by this policy and the monitoring in RE.
- Keep a file/photographic record of examples of pupils' work to demonstrate continuity and progression. This is stored on the system and contributes to the SIAMs assessment.
- Ensure all teachers know what should be taught in Religious Education, what resources are available, and what standards of attainment are expected at the end of each Key Stage
- Monitor and review the implementation of policy and units of work
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE
- Monitor, analyse and question RE assessments carried out by staff so that assessment informs future teaching
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school

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- Keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons
- Liaise with the school's Diocesan adviser and/or the Diocesan adviser with responsibility for Religious Education

Governors have responsibility for monitoring the effectiveness of RE and how the RE in the school reflects our Christian vision.

Key questions include:

- i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? And how well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- ii. How well does RE enable all pupils to develop knowledge and understanding of major world religions and worldviews and their impact on society and culture?
- iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?

8. ASSESSMENT, RECORDING AND REPORTING

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 children. This will take the form of assessment tasks completed by the children, for each unit of work which have been identified on the LTP for each unit, in line with the guidance and expectations in the Hampshire syllabus, *Living Difference IV*.

These assessments are ongoing and the results of which are recorded by the teacher. Children are expected to be secure in their knowledge and understanding and skills and attainment by the end of each year assessed by the end-of-year expectations (EYEs). The EYEs are used by the RE Subject Leader to monitor pupil progress through the school and by the class teacher to ensure that each pupil is set work that is appropriately challenging.

9. STAFF DEVELOPMENT

The Staff PDM process gives the opportunity for teachers to come together and share their plans and outputs, to help the staff team as a whole evaluate how well the progression of learning is working.

The subject leader attends the Hampshire Network meetings termly to discuss recent issues in relation to RE. As our school is within the Salisbury Diocese, the subject leader can also attend the Salisbury Diocese RE conference which is held online

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annually during the Spring term. Global issues in RE are discussed at this conference and can be shared with staff in PDMs where relevant.

Where possible, visits to different places of worship are encouraged and provide INSET and CPD for staff, but donations towards trips may be necessary to ensure travel costs are covered.

9.1 CONTRIBUTION TO SCHOOL SELF-EVALUATION

The RE Subject Leader and all teaching staff are responsible for contributing to the Church School Self-Evaluation process, outcomes of which are recorded on the SIAMS Toolkit. The RE Subject Leader produces an annual action plan for RE which informs the School Improvement Plan. The action plan draws together evidence from a range of monitoring and analyses carried out by the Subject Leader. A team of Staff and Governors review progress against key actions identified in the School Improvement Plan each term.

10. RESOURCES

Religious education is funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. We have sufficient resources in our school to be able to teach all of the units in our RE schemes of work, following the guidelines and recommendations in the Hampshire syllabus, *Living Difference IV*. We keep a small amount of artefacts and we also make use of Hampshire Library Services and RE Department for borrowing artefacts boxes.

All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and worldviews as appropriate.

Funding will also allow, where possible, visits to different places of worship and provide INSET and CPD for staff, but donations towards trips may be necessary to ensure travel costs are covered.

Grants from local funding charities have been used to support resources for RE and Spirituality. Bishop Wordsworth Educational Trust granted us £250 in March 2025, for funding for resources to support inclusion and diversity throughout our school, including RE resources for different religions.

11. INCLUSION

We recognise the fact that there are children of different faiths, backgrounds and religious experiences in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a number of ways, including:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- differentiated levels of questioning so that children are challenged to think about a concept at a level that is appropriate to their ability.
- providing resources of different complexity according to the ability of the child;

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11.1 MANAGING THE RIGHT TO WITHDRAW

At Western Downland Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from all or part of RE curriculum and our school will comply with any such request. In view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and ask that anyone wishing to withdraw their child arranges to discuss this with the Headteacher and to take up the opportunity to discuss the contents of the RE curriculum in school before making this decision. In the event that parents still wish to withdraw their child from RE lessons, our school will undertake responsibility for their supervision with regard to health and safety.

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.

11.2 SMSC

We recognize the contribution RE makes to other curriculum aims in particular to Spiritual, Moral, Social and Cultural Development (SMSC) – See SMSC Policy.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a broad and balanced 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'*.

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 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 children 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.

British Values

RE makes an important contribution to a school's duty to promote British Values. 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. Effective RE will promote British Values at each of the following four levels.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief, and forge links with different groups in the local area.

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The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter 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, as well as challenging extremist views, through **Prevent Duty**.

12. EQUAL OPPORTUNITIES

All children are provided with equal access to the mathematics curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

This policy should be read in conjunction with the following school policies:

- SMSC Policy
- Health and Safety Policy
- British Values / Prevent Duty
- Worship Policy
- Behaviour Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- PSHE+C Policy

Member of staff responsible: Clare Worsfold

Date policy updated: March 2025

Date to be reviewed: March 2027