

St James' C of E Primary School

Subject: RE

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Inspiring and Growing for Fullness of Life

'Inspiring and Growing for Fullness of Life' is the vision that underpins all that we strive to do at St. James' C of E Primary School; it is embedded within our ethos and philosophy shaping our spiritual growth. Developing, supporting and nurturing children to fulfil this vision is integral to all we do.

St James' C of E Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in partnership with St Philip and St James Church. St James is a creative, nurturing and inclusive community, shaped by our vision for spiritual growth and our Christian values. Children of any faith or none, are given the opportunity to develop their own spirituality; valuing wisdom, growing in hope, showing respect and exploring big questions.

Introduction

St. James' C of E Primary School, in accordance with the 2002 Education Act, section 80, provides Religious Education for all pupils as part of a 'broad and balanced curriculum'. Religious Education is part of the 'basic' school curriculum although not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus, in our case, the Gloucestershire Agreed Syllabus 2017-2022. The syllabus asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

Intent

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.

The following purpose statements underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Roles and Responsibilities

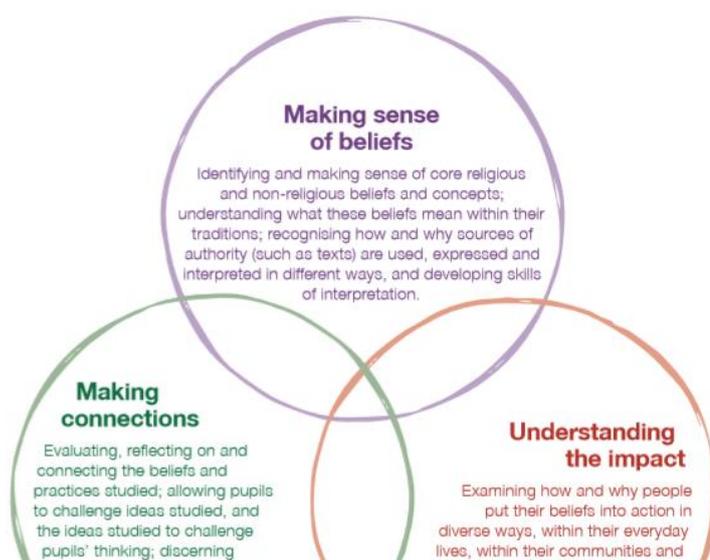
The role of the co-ordinator is to:

- to provide leadership and direction
- meet aims and objectives of the school and subject
- securing high standards of teaching and learning
- developing whole school policy and practice for RE
- move the school towards raising standards in RE
- support the role of teachers in RE
- evaluate progress and identify areas for development
- monitor RE across the school
- understand the contribution RE makes to the overall education of pupils.

Implementation Curriculum

The 2017–2022 syllabus is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils’ knowledge about religions and for developing their ‘religious literacy’. It does this by studying one religion at a time (‘systematic’ units), and then including ‘thematic’ units, which build on learning by comparing the religions, beliefs and practices studied.

The teaching and learning approach has three core elements which set the context for exploration of religion and belief:



4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	
5–7s Key Stage 1	Christians, Jews and Muslims.	
7–11s Key Stage 2	Christians, Muslims, Hindus and Jews.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
11–14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists.	
14–16s Key Stage 4	Two religions are required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96. ⁸	
16–19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.	

The agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all

year groups. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Planning and teaching and learning

Teachers plan in accordance with the 'Gloucestershire Agreed Syllabus' which sets the programme of study and statutory requirements of the syllabus.

The syllabus is structured around the three aims and the three elements: *Making sense of beliefs, Understanding the impact and Making connections*. The three aims/elements form the basis of the end of key stage outcomes, and the progressive 'learning outcomes' in each unit of study. The overview of questions (pp.16–17 of the syllabus) shows how questions are based on core concepts in a spiral curriculum.

All lessons are underpinned with a 'Kagan' and 'Magenta' philosophy, which makes sure that children are wholly involved, work is collaborative in nature and children have the autonomy to lead their learning. All lesson content is inclusive, in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities – work is accordingly differentiated where necessary so no ceilings or barriers are created for any child. We want tasks given to be self-sustaining, whereby children are provoking and providing their own answers to questions about the different beliefs and world views.

Reception

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the Reception year at the age of 5. Religious education is statutory for all pupils registered on the school roll.

The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage which connect to the EYFS seven areas of learning.

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. The framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Assessment

Teachers will be responsible for tracking each child's progression within RE. Within KS2, teachers will use a set of assessment sheets that ask individuals to reflect on their knowledge at the beginning of a unit of work and then at the end. This tool will allow for clear judgement to be made in terms of level of understanding. Judgements will also be made according to teacher observation, short assessment tasks, pupil voice and book reviews. Once information has been collated, judgements will be placed on INSIGHT – each year group will assess against the 3 elements of the Gloucestershire Agreed Syllabus – Sense of Belief, Impact and Making Connections – throughout the year.

Impact statement

Religious Education at St James' enhances pupils'...

1. Awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
2. Ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
3. Drive to develop their sense of identity and belonging, preparing them for life as citizens in a global society;

4. Understanding of respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
5. Understanding of the influence of religion on individuals, families, communities and cultures;

Equal Opportunities

Religious Education should seek to ensure that it promotes respect, mutual understanding and tolerance for those who adhere to different faiths and those unable to accept a religious faith. Pupils need to recognise, understand and respect diversity of values in order to determine and justify their own religious or secular position. Religious Education alongside other parts of the curriculum should enable and help pupils in their understanding of religion within a multi-cultural context, as well as playing a vital part in dispelling ignorance and promoting religious, cultural and racial understanding. All of these ideals are embodied in the equal opportunities policy.

Health and Safety

When organising off sites visits, teachers will refer to the school policy, 'Organising Educational visits'.

Entitlement

RE is legally required for all pupils. RE is a core subject of the curriculum for all pupils. RE is an entitlement for all pupils through their schooling, from Reception year up to and including Key Stage 5.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance.

4–5s	36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5–7s	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)
11–14s	45 hours of tuition per year (e.g. an hour a week)
14–16s	5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days)
16–19s	Allocation of time for RE for all should be clearly identifiable

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.

Review and monitoring of the policy

This policy has been developed through the discussion with the teaching staff and governing body. It will be updated in line with new changes and initiatives to the curriculum. The implementation of this policy will be monitored by the RE co-ordinator.