



Worthington Primary School

Religious Education Policy

Date	Review Date	Subject Leader	Nominated Governor
May 2024	May 2027	Z Afaq	A Curvis

At Worthington Primary School we recognise that Religious Education (RE) plays a significant role in our pupils' spiritual, moral, social and cultural development. It provides opportunity for them to explore and reflect upon their own beliefs and values whilst developing their knowledge and understanding of religious and non-religious worldviews.

Aims

At Worthington we aim that Religious Education will:

- develop knowledge and understanding of Christianity and the other principal religions and non-religious worldviews
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about issues arising from the study of religions;
- provide opportunity to reflect on their own beliefs, values and experiences and articulate their ideas whilst respecting that the views of others may differ;
- teach pupils to develop respect for others including people with different faiths and beliefs, and challenge prejudice;
- enable pupils to build their sense of identity and belonging, which helps them flourish within communities and as citizens in a diverse society;
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to the wider society.

Legal Requirements

Although RE is not a National Curriculum subject we have a duty to provide RE for all registered pupils. The National Curriculum states the legal requirement that:

“Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and:*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”*

“All state schools... must teach religious education to pupils at every key stage...”

(DfE National Curriculum Framework, July 2013)



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RE syllabuses are locally determined and at Worthington we follow the Trafford Agreed Syllabus for Religious Education 2022-2027 which has been devised by Trafford's Standing Advisory Council on Religious Education (SACRE).

It should be noted that whilst RE is non-statutory in Nursery, at Worthington we incorporate opportunities and experiences for children to use their imagination and curiosity to encounter religions and worldviews. In Reception, the units and key questions from the Trafford Agreed Syllabus for Reception connect to some of the seven areas of learning in the EYFS Statutory Framework.

Withdrawal from RE

Parents have a right by law to withdraw their child from RE. The school will undertake the responsibility for the supervision of the withdrawn pupil but do not need to provide additional teaching.

The procedure for withdrawal involves:

1. A written request for withdrawal from Parent/ Carer (Appendix A)
2. Class teacher to arrange a meeting with the Parent/ Carer to ensure they understand the aims and value of RE before honouring this right and determine whether withdrawal from RE is partial or full withdrawal.

Responsibility for the Policy and Procedure

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

The Governing Body has:



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- a legal duty to provide RE for all registered pupils;
- appointed a member of staff to be the RE Coordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that RE is taught to the Local Authority's Agreed Syllabus as determined by the Standing Advisory Council on Religious Education (SACRE);
- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;



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- develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
- use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2019))

- work closely with the curriculum leader, subject leaders and the link governor;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - observing teaching and learning
 - planning scrutinies and learning walks
 - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Subject Leader

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, SLT, the nominated governor and SENDCO;



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- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils, e.g. Pupil Voice
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

Teachers will:

- be aware that they have the right to withdraw from teaching RE;
- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- use Quality First Teaching;
- plan appropriate lessons for all pupils which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;



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- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents

Parents/carers will:

- be aware of and comply with this policy;
- be aware that they have the right to withdraw their child(ren) wholly or partly from RE without providing a reason;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.



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Teaching and Learning

Through teaching and learning we want our pupils to:

- learn about religious and non-religious worldviews and traditions;
- reflect on what the religious ideas and concepts mean to them;
- extend their own sense of values;
- promote their own spiritual growth and development.

Within RE there is an importance on the types of knowledge used in RE, which are pillars of progression. These are substantive knowledge, ways of knowing and personal knowledge.

- **Substantive knowledge:** *this is the subject content being studied, in terms of the core concepts, truth claims, teachings and practices of traditions (mainly religious, but it applies to non-religious worldviews too), and the behaviour and responses of people within traditions.*
- **Ways of knowing:** *this includes the methods used to establish the substantive knowledge. Sometimes this is called 'disciplinary knowledge'. Ways of knowing' also includes being explicit about the implications of using different ways to explore knowledge, such as through looking at statistics, or using historical sources, or reading sacred texts, or listening to voices from within traditions. Each way of knowing offers different kinds of knowledge, and leads to different ways of evaluating the knowledge gained.*
- **Personal knowledge:** *this includes the personal perspective or worldview of the pupil. It involves recognising that all of us see the world from our own perspective, and building up opportunities for pupils to become more self-aware about their own assumptions.*

(Trafford Agreed Syllabus for Religious Education 2022-2027)

Through our teaching and learning opportunities are provided for children to develop the three types of knowledge outlined. This involves careful planning and effective delivery to ensure the different types of knowledge are embedded and applied to develop further learning and enable pupils to remember the RE curriculum in the long term. Teachers aim to adopt well-chosen approaches that recognise that different forms of knowledge might require different teaching activities.



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Curriculum Planning and Organisation

All long, medium and short-term planning is based on the Units of study from the Trafford Agreed Syllabus for Religious Education. Classroom activities are devised and selected to support and enable long-term memory of the RE curriculum.

Long Term Plans

RE is taught using the key questions from the Syllabus and these are mapped on the RE long term overview plan. The knowledge, learning and skills that we teach are based around a key question which relate to:

- what people believe and do (Believing)
- how beliefs and values can affect people's lives (Living)
- how people embrace their identity and diversity (Expressing).

Medium Term Plans

The medium term plans break down the planning to lessons and activities aimed at exploring the key questions.

- The planning is developed by teachers and is adapted to meet the needs of the class
- The medium term plans organise each key question
- They provide more detail of the learning objectives, lesson inputs, learning activities and learning/assessment outcomes.
- They outline the previous learning, key vocabulary, relation to the Trafford Agreed Syllabus and 'sticky knowledge' that is to be learned. Where appropriate reference is included to The National Curriculum, The EYFS framework or ELG.

Short Term Plans

The short-term plans layout the format and content of the lesson, and as in other curriculum areas are presented in a SMART board presentation which follow the school's Short Term Planning – SMART whiteboard presentation guidance. The presentation includes:

- a recap of the previous lesson to revisit and share prior learning
- introduces the new learning, vocabulary and activities
- provides opportunity for feedback and mini plenaries
- shares the learning journey at the end of the lesson

Within EYFS the short-term planning format may be different so it is more age appropriate to the children.



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Adaptive teaching

Adaptive teaching means that teachers adapt their teaching to make it appropriate for all pupils so each and every child can access the teaching and learning and be successful in their own learning. At Worthington this means that in RE lessons pupils receive Quality First teaching and the lessons and resources will be adapted to suit the needs of all pupils.

This may involve:

- anticipating barriers
- plan to address the barriers prior to teaching
- making adaptations on the spot
- using various assessments to elicit evidence of learning and inform subsequent planning

These adaptations may take place in various forms, e.g breaking the lesson up into smaller chunks, rephrasing questions, using resources such as word banks, targeting support from the teacher or teaching assistants, pre-teaching to help familiarity. Further methods of adaptive teaching in RE can include: the use of hands on artefacts, which some pupils may need to use more frequently, using stories/ comparatives studies to make real life links, which can also include pupils sharing their experiences of a specific religious or tradition.

Links to other subjects and areas

RE has links to English, History, Geography, Art, PSHE, Computing and many other areas. It is also a vehicle to promote and support the development of spiritual, moral, social and cultural development (SMSC), British values and builds cultural capital for our pupils.

RE and spiritual, moral, social and cultural development

RE can make a significant contribution to pupils' SMSC development through the exploration of their own beliefs and the beliefs and practices of other faiths. It offers more in the way of spiritual or moral education than other subjects. RE is the perfect subject in which to explore Britain's rich diversity of religious, ethnic and geographical cultures

RE and British Values

Within RE, pupils will explore British values in relation to religion and non-religion worldviews. The RE curriculum actively promotes values and provides a good opportunity to address the five British Values:

- Mutual tolerance
- Respectful attitudes
- Democracy
- The rule of law
- Individual liberty



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Through the activities and teaching in RE we can develop a rich knowledge of religions and worldviews and use this to increase their levels of religious literacy and conceptual understanding. In doing this we are able to move our pupils beyond attitudes of tolerance towards increasing respect, so that pupils can celebrate diversity.

Special Educational Needs

At Worthington we believe that a high-quality curriculum should be designed to give all learners the knowledge they need to succeed in life. Teachers use adaptive, inclusive teaching strategies to ensure that all pupils are able to access the RE curriculum. Children with special educational needs will work alongside other children in their group, as in other curriculum areas, but teaching is will be adapted accordingly. Learning Plans may support children who are identified as having special educational needs and specify particular requirements and support.

(Please also refer to separate SEND school policy)

Inclusion

Worthington is an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We recognise that RE is as an essential part of the curriculum and should be accessible to all and children will be encouraged to fulfil their potential in all aspects of their development. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others. At Worthington we have a responsibility to ensure equality permeates in all aspects of school life and are committed to upholding British Values and protected characteristics. Our RE curriculum aims to promote inclusivity, diversity, and mutual respect amongst all pupils, regardless of their backgrounds or identities. We encourage critical thinking, empathy and effective communication skills to empower our pupils to engage with the world around them with confidence and understanding.

Assessment

Assessment in The Trafford Agreed RE Syllabus is based on the 'End of Key Stage' expectations for ages 7 and 11. Teachers assess pupils' progress by observing their work and involvement in each lesson and judging this against the objectives and outcomes for the lesson and make assessments at the end of each unit or key question. The two main forms of assessments used are formative and summative assessment.

Formative assessment allows teachers to give verbal feedback to pupils as a whole class, groups or individually and provides 'in the moment' feedback. Formative assessment can be used as part of adaptive teaching that can help to give clear next steps for planning and



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teaching as well as responding to pupils' misconceptions. All formative assessment is done in lessons and informs ongoing practice.

Summative assessment is used to check whether pupils have learned portions of the curriculum over time such as the learning outcomes at the end of each unit or key questions. This can take various forms and teachers consider each pupil's progress against the unit/ key question outcomes. Ofsted's research review in relation to assessment in 'The religious education subject report' published in April 2024 suggests that:

'In RE, assessment does not have to be used excessively.'

The Trafford Agreed Syllabus also puts emphasis that assessment should be both *meaningful and manageable*.

Resources

Resources are available to support the teaching of RE and are upgraded and replenished when the need arises. An annual review and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year of additional resources that may be needed.

Training

The RE coordinator will:

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- use Staff Voice to ensure staff needs are identified and training is provided when needed
- keeps all staff up to date with new developments and resources.
-

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.



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This policy has been reviewed as part of the school's continuing curriculum review and development process and alongside the research and analysis findings from Ofsted's 'The religious education subject report' published in April 2024. As such, at Worthington Primary School we acknowledge that there are recommendations from the report that we need to explore further and develop and this is an on-going process.

Headteacher:		Date:	
Chair of Governing Body:		Date:	



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Appendix A

Request to Withdraw from Religious Education.

Child's Full Name:

Child's Year Group:

Term

RE Enquiry question:

I hereby request my son/daughter to be withdrawn from the above curriculum areas. I understand that by withdrawing from these aspects of the curriculum, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

Please sign and date the below and hand this letter into the school office.

Parent/Carer Full Name:

Signature:

Date:

Next Steps:

The class teacher will invite you to a meeting to discuss the content of the curriculum and determine whether this is a partial or full withdrawal.

Date set for review meeting