



The Winns Primary School

Religious Education Policy

Reviewed by: Curriculum Committee

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1. Introduction

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly-based, which promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The school follows the Waltham Forest Agreed Syllabus for Religious Education in accordance with Waltham Forest's 'Standing Advisory Council of Religious Education' (SACRE). In accordance with the agreed syllabus, Religious Education at The Winns:

- Contributes dynamically to children's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.
- Incorporates religions and worldviews in local, national and global contexts, allowing children to discover, explore and consider different answers to these questions.
- Enables pupils to evaluate different sources so that they can express and develop their insights in response, and agree or disagree respectfully.
- Allows pupils to gain and deploy the skills needed to understand, interpret and evaluate texts, sources and other evidence. Children learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the rights of others to differ.

2. Aims

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

3. Legal requirements

RE is for all pupils:

- RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).⁴ It is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).

RE is determined locally, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.

RE is Plural

- The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- 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.

4. Implementation

The curriculum develops children's knowledge and understanding of the different members of our rich and diverse community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. Visits to places of worship, handling artefacts and visits from practising members of different faiths enhance children's understanding. Learning in RE is planned and sequenced around three key concepts:

- Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
- Expressing - Religious and spiritual forms of expression; questions about identity and diversity.
- Living - Religious practices and ways of living; questions about values and commitments.

Religious traditions are to be studied in depth as follows:

Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
KS1	Christians, Muslims and Jewish people. Humanism.
KS2	Christians, Muslims, Hindus and Jewish people. Buddhism and Humanism.

5. Time for RE

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance.

4-5	36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision
KS1	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)
KS2	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)

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

6. Impact

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community. Children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip them with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. We use a number of different strategies to assess the impact of religious education. Teachers use varied and robust forms of formative assessment to track progress throughout a topic. This allows children the opportunity to reflect on their learning and develop their understanding. Regular monitoring of books, planning and pupils' voice ensure the school's standard of religious education teaching is maintained across the school.

7. Enrichment

Children are given many enriching opportunities as part of the wider religious education curriculum. Through stories, discussion and assemblies, children are given opportunities to develop their knowledge and understanding of the major world faiths and treating them with equal respect. Trips to places of worship, handling artefacts and visits from religious leaders provide the children with a wealth of experience and opportunities, which complement and support the learning which takes place in class.

Further details on the London Borough of Waltham Forest Agreed Syllabus for Religious Education can be found [here](#).