Gomersal St Mary's CE Primary – Religious Education and World View Policy

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff. It was approved by governors on……. …….and will be reviewed every three years.

Our Vision for Religious Education and World Views

Our Religious and Worldviews curriculum is shaped by our whole-school vision: "By being the best we can be, we all shine brightly, making our world and school a better place." Rooted in the Christian teaching of Matthew 5:16 – "Let your light shine", our approach to RE enables every pupil to recognise their value, develop wisdom, and understand how their beliefs and actions can positively impact others. Through rich encounters with differing belief systems and cultures, and a diverse range of worldviews, pupils learn to think deeply, reflect spiritually, and engage respectfully with difference. RE supports pupils in discovering their own light—curiosity, compassion, integrity—and encourages them to use these qualities to contribute to a more understanding, hopeful and flourishing world.

Context

- The context of RE at Gomersal St Mary's CE Primary is that of a small Church of England primary school, serving children in the age range 3-11. The school is underpinned and sustained by a strong Christian vision: By being the best we can be, we all shine brightly, making our world and school a better place- Let your light shine- Matthew 5:16.
- We teach according to the Calderdale and Kirklees Agreed Syllabus.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.
- We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The Aims of RE at Gomersal St Mary's CE Primary school

RE at Gomersal St Mary's CE Primary School will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Kirklees and Calderdale.

Within the framework of the law and the Agreed Syllabus, the aims in RE at Gomersal St. Mary's CE Primary school are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;
- enhance their spiritual, moral, social and cultural development by:

-developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
-responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
-reflecting on their own beliefs, values and experiences in the light of their study;

- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at Gomersal St Mary's CE Primary School is:

EYFS	30 mins per week + planned other opportunities within the EYFS Framework
KS1	1 hour per week + 1 dedicated RE Pause day per term
KS2	1 hour per week + 1 dedicated RE Pause day per term

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Kirklees and Calderdale Agreed Syllabus.

YEAR GROUPS	Main religions and worldview covered
EYFS	Christianity, themes emerging from the EYFS Framework; spirituality
KS1	Christianity and Islam
LKS2	Christianity, Islam, Judaism, Humanism and Sikhism
UKS2	Christianity, Islam, Judaism, Sikhism, Hinduism, Humanism and Buddhism

Teaching and Learning Strategies

- Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies.
- Wherever possible we want RE to be hands-on and experiential.
- Cross-curricular work is encouraged wherever purposeful. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.
- Retrieval Practice is a central aspect of our pedagogy to help children build learning and remember more.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in drawers in the library and should be returned after use.

Our school has invested in new books/religious artefacts/DVDs/picture packs/posters. Our staff are given time to familiarise themselves with any new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. A regular audit of resources takes place by the RE subject leader in order to update our collection.

We encourage school families to donate appropriate artefacts.

Visits and visitors

We are not always able to visit places of worship as there are not many in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. However, all pupils have the opportunity to meet visitors who can share their beliefs and customs. These visitors are always vetted to ensure their suitability.

Guidance on visits and visitors can be found here.

Teachers will endeavour to provide the opportunity to make the following visits/ meet the following visitors during their time at Gomersal St Mary's CE Primary School.

- Nursery: Regular visits to Tots Praise at Gomersal St Mary's Church
- Reception: Mrs Sheard – a Christian
- Year 1: Mrs Vaines
- Year 2: Mrs Sony- a Muslim
- Year 3: - a Jewish person
- Year 4: - a Humanist
- Year 5: - a Sikh
- Year 6: - a Hindu

The RE subject leader supports class teachers to organise these visits and to ensure that what is shared is in-line with the school's RE syllabus and principles for RE.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The Kirklees and Calderdale Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We report on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next three years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their needs for support or training, all staff are asked to share pupils' workbooks with the subject leader when requested. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny. The subject leader may also visit lessons to observe learning in action but the purpose of this will always be professional and pedagogical development and will aim be supportive in nature.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This may be in line with OFSTED guidance about self-evaluation and review, the SIAMS framework and the school's own expectations.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also attends local network meetings.

Transition

We ensure that transition across key stages (including to KS3) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

Withdrawal

The Right of Withdrawal: Religious Education

Religion and belief have become more visible in public life in recent years, making it important that all pupils should have an opportunity to engage in RE. However, the parent of a pupil at a community, foundation or voluntary school may request that they be excused from all or part of the religious education (RE) provided.

Parents who wish to withdraw their children from RE should be aware of its aims and what is covered in the RE curriculum and that they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given.

Important - Limitations to withdrawal

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching. A pupil may be required to work in another area of the school, such as library or break out area.

Whilst parents or carers have a right to withdraw children from RE, they should note that children may also encounter religions and beliefs and wider aspects of faith in other areas of the curriculum from which there is no right of withdrawal.

On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other curriculum subjects such as history or citizenship (PSHE). For example, schools promote community cohesion and help pupils to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts.

Managing the Right of Withdrawal

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises where it is feasible and appropriate.

We ask that parents wishing to withdraw pupils from RE, contact the headteacher to discuss this matter and/or put the request in writing.

(Section 71(3), School Standards and Framework Act 1998).

Guidance on withdrawal can be found on the school's website.

RE Link Governor: Jeannette Vaines

Named RE subject leader: Anna Joyce

Headteacher: Jane Barker

Date: 13.10.26

Date for review: 13.10.28