



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### RELIGIOUS EDUCATION POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

<b>Last Reviewed</b>	<b>Summer Term 2025</b>
<b>Next Review Due</b>	<b>Summer Term 2027</b>

#### Other policies and procedures

- Collective Worship

**Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.**

*Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. – Joshua 1:9*



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### **Purpose of RE**

Our vision for RE is based on the national guidance issued by the RE Council in 2013, the local agreed syllabus 2024-2029 and the Statement of Entitlement for Church Schools (February 2019).

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. 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 discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

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

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### RE curriculum

In school, the curriculum is based on a combination of Understanding Christianity and the Local Agreed Syllabus for West Yorkshire. An overview of the RE curriculum is available on the school website.

Understanding Christianity has the three aims for pupils:

- A) To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- B) To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- C) To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

The Local Agreed Syllabus for West Yorkshire 2024-2029, has the aims that RE teaching:

- a) Enables learners to develop a broad and balanced understanding of religions/worldviews.
- b) Empowers learners to develop and use critical thinking skills.
- c) Will broaden perspectives of faiths and cultures, encouraging tolerance of diversity.
- d) Will develop their own personal worldview, identity, values and spirituality.
- e) Will contribute to developing learners as positive, participating citizens of the world.

As a Church of England School Christianity forms at least 50% of the syllabus of Religious Education.

To support delivery of the syllabus, we plan our lessons around the units of work provided to support it.

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### **Achievement and Progress**

We assess progress of pupils against the end of key stage statements in the syllabus.

### **RE lessons**

RE is timetabled so that pupils are provided with the equivalent of 1 hour of RE each week, with focus (drop down) days and weeks.

Lessons are normally taught by the class teacher or HLTA. The school has an RE coordinator who supports and monitors the subject.

### **The place of RE in our school**

There is a strong commitment to a shared Christian vision for the school. This has embedded Christian values so that they actively contribute to the school as a whole.

### **Withdrawal from RE**

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher.

The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons, but will not provide alternative education.

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### **Enquiries and questions**

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.

### **Assessment in RE Policy**

#### **Assessment rationale**

Assessment in R.E. forms an integral part of teaching and learning and is not a 'bolt on' activity completed at the end of a topic. It is not possible or appropriate to assess all aspects of pupils' work in R.E. It is inappropriate to make judgments about pupils' personal beliefs, opinions and reflections. It is however possible to assess progress in the development of knowledge, understanding and skills.

Assessment enables teachers to gather information about pupil learning and progress. Class teachers assess children against the learning outcomes for lessons and this informs future planning. Planned learning activities will be used to support assessment judgements. These activities use a wide range of methods, e.g. observation, listening to pupils, questioning, setting tasks which require the use of key R.E. skills, written tasks, discussion, self and peer assessment activities.

#### **Aims and Principles of Assessment**

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.

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- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

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