



Religious Education Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
10/03/25	Justyna Wszolek	10/03/25	FGB		March 2026



Welbourne Primary School **Religious Education Policy**

Introduction

At Welbourne, our school community is made up of staff and pupils who originate from many different nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils. We believe that Religious Studies provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Values and Aims

Welbourne Primary School's aim is to deliver Religious Education with 'learning about religion' and 'learning from religion' rather than the practicing of religion. The faith background of our pupils and staff is respected and valued at all times.

Parents have a right to withdraw their children from Religious Education. Requests for withdrawal need to be put in writing to the Headteacher who then aims to meet with parents to discuss the needs.

Aims and Objectives

Welbourne Primary School intends to enhance pupils' development of their own spiritual, moral, cultural and social development by:

- Developing their knowledge and understanding of, and their ability to respond to, Christianity and other principal religions represented in Great Britain.
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions, and understand the influence of these on individuals, societies, communities and cultures.
- Learn about religious and ethical teaching, guiding them to make reasoned and informed judgements on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a diverse society.
- Develop the ability to empathise.
- Reflect on their beliefs, values and practices and communicate their responses.
- Strengthen their understanding of religions and customs through visits to different places of worship and the opportunity given to meet community members of different faiths.
- Pupils becoming responsible citizens by enabling them to learn from the contribution of religion and belief to Community Cohesion. This can be done through engaging with schools, local, British and global communities.

We hope to achieve our aims and objectives through:

- Delivering Religious Education in line with the Education Act (1996), ensuring that we meet the requirements of the National Curriculum.
- Deliver of Religious Education through the National Association of Teachers of Religious Education (NATRE) scheme and Haringey Agreed Syllabus scheme of work.
- Incorporating Religious Education in a cross curricular curriculum where appropriate.
- Providing learning situations, which reflect various social, cultural, historical and moral contexts.

- Providing opportunities for children to learn about religions e.g. assemblies, guest speakers, discussions, artefacts, displays, and ICT.
- Acquiring knowledge of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and other religions where appropriate.
- Adaptive teaching strategies are planned and taught as they are in all areas of the curriculum.
- Within the teaching of Religious Education we aim to make the most of opportunities to help children develop their sensitivity to relevant issues such as, immigrants, refugees and religious fasting, and to develop positive attitudes towards themselves and others.

Collective Worship

At Welbourne Primary School, Collective Worship is at the centre of the school's daily life. This aims to foster the spiritual, moral and cultural development of all those present.

Collective Worship takes place during assemblies or in the classroom.

We conduct our Collective Worship in a dignified and respectful way. We tell children that this time, is a period of calm reflection and thinking. We regard it as a special time, and expect children to behave in an appropriate way. Worship both reflects and nurtures the ethos of our whole school. It encompasses all aspects of our school life and all areas of the curriculum so that every member of staff and every pupil at Welbourne can feel involved. At Welbourne Primary School we develop the feeling of belonging to a community which is essential for personal development and spiritual growth.

Aims of Collective Worship

- To foster reflection, contemplation, silence and worship
- To celebrate life, family, community
- To celebrate our achievements
- To promote a sense of community and whole school ethos
- To recognise, respect and celebrate other cultures and faiths represented in school
- To develop empathy and care for others
- To instil a sense of individual responsibility towards each other and society
- To develop our spiritual and moral awareness and values

Teaching and Learning

The purpose of teaching is to facilitate children's learning in appropriate ways. Teaching is always planned and provides opportunities for children to reflect, analyse, to discuss, debate, to explore, discover and learn more about the world in which they live in.

Welbourne staff implement Religious Education through NATRE.

Time spent on R.E (Minimum hours should be provided)

- Reception : 36 hours per year; e.g. 50 minutes a week or some short sessions implemented through continuous provision
- Key Stage 1: 36 hours per year; 1 hour a week
- Key Stage 2: 45 hours per year; 1.25 hour a week

Early Years Foundation Stage (EYFS)

Religious Educational knowledge and skills will be delivered through the EYFS curriculum in general, but with a particular focus on Understanding the World. The pupils focus on learning and celebrating festivals from all faiths.

Pupils should:

- Communicate their ideas about religion, life events and experiences in simple phrases. Communicate their feelings about what is special to them, for example, using role play.

- Begin to realise the significance of religious artefacts, symbols and places. Begin to use religious vocabulary.

Key Stage 1

In Key Stage 1, Religious Education gives pupils to build upon their prior knowledge and develop their reasoning and apply this to their personal experiences.

Pupils should:

- Communicate their ideas about some of the things that are the same for different faiths.
- Compare some of the things that influence them with those that influence other people.
- Begin to talk about some things in stories that make people ask questions. Recognise the significance of religious artefacts.
- Use religious vocabulary.

Key Stage 2

In Key Stage 2, Religious Education enables pupils the opportunity to think deeper on moral issues and develop their sensitivity to relevant issues.

Pupils should:

- Make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers' lives.
- Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others.
- Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.
- Use a wide range of religious vocabulary.

The units that are taught can be found in the curriculum overview.

Planning

Teachers use the curriculum map to teach the allocated unit for their year group. Teachers are expected to annotate the RE units according to their class and the pupils' needs. The learning outcomes in each plan should show how children can demonstrate what they have learnt within each unit as well as developing their spiritual, moral, cultural and social development. All planning is accessible on the schools network.

Assessment and record keeping

Teachers should assess the children according to the learning objectives. Each enquiry has built-in assessment. This task is the opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected standard, towards or beyond it.

Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly.

Resources

All Religious Education unit topics are on the school network. NATRE units can be accessed on-line via the [NATRE website](#). The co-ordinator manages the resources and replenishes them as necessary.

Role of the coordinator

The role of the Religious Education co-ordinator is to:

- Monitor the use of the policy and Curriculum map.
- Monitor the delivery of R.E through discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistency and coherent curriculum provision.
- To order and maintain resources for in use in each year group.
- To contribute to action plans through the SMSC team and to provide ongoing improvements to RE provision across the school.