



# 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.

Policy Agreed	Reviewed by	Ratified on	Next Review
02/03/26	Clare Ejiogu	12/03/26	March 2028



# Welbourne Primary School

## Religious Education Policy

### Introduction

At Welbourne Primary School, our community is made up of staff and pupils from a wide range of nationalities, cultures and faith backgrounds. We celebrate this diversity and are committed to providing a welcoming, inclusive and respectful environment for all members of our school community.

Religious Education (RE) plays a key role in promoting mutual understanding, respect and tolerance. It provides opportunities for pupils to develop knowledge and understanding of different religions and worldviews, while reflecting on their own beliefs and values. RE at Welbourne promotes diversity, challenges stereotypes and prepares pupils for life in modern Britain.

Religious Education is statutory for all registered pupils in maintained schools, except for those withdrawn by their parents, in accordance with the Education Act 1996.

### Legal Framework

Religious Education at Welbourne Primary School is provided in accordance with:

- Education Act 1996
- School Standards and Framework Act 1998
- The locally agreed syllabus as determined by Haringey SACRE

### Values and Aims

At Welbourne, RE is taught as an academic subject. It involves both:

- Learning about religions and worldviews
- Learning from religions and worldviews

RE does not promote the practice of any religion.

We respect and value the faith backgrounds and non-religious worldviews of all pupils and staff. Teaching is inclusive and complies with the Equality Act 2010, ensuring no pupil is disadvantaged on the grounds of religion or belief.

### Right of Withdrawal

Parents have the legal right to withdraw their child from all or part of Religious Education.

- Requests for withdrawal must be made in writing to the Headteacher.
- The Headteacher will meet with parents to discuss the request.
- Appropriate alternative supervision will be provided, though not alternative RE teaching unless agreed.

### Aims and Objectives

Welbourne Primary School aims to promote pupils' spiritual, moral, social and cultural development by:

- Developing knowledge and understanding of Christianity (as the principal religion in Great Britain) and other principal religions represented in Great Britain.
- Exploring similarities and differences within and between religions and worldviews.

- Developing respect for different beliefs, values and traditions.
- Enabling pupils to make reasoned and informed judgements on religious and moral issues.
- Developing a strong sense of identity and belonging.
- Encouraging empathy, reflection and critical thinking.
- Strengthening understanding through visits to places of worship and engagement with faith communities.
- Preparing pupils for life in a diverse society and promoting community cohesion.

## **Implementation**

We achieve our aims by:

- Delivering RE in line with the statutory requirements of the Education Act 1996 and the Haringey Agreed Syllabus.
- Using the NATRE scheme of work to support high-quality implementation of the agreed syllabus.
- Ensuring Christianity is studied at each key stage, alongside other principal religions (including Buddhism, Hinduism, Islam, Judaism and Sikhism).
- Providing cross-curricular links where appropriate.
- Using adaptive teaching strategies to ensure access for all learners.
- Creating opportunities for discussion, debate, reflection and enquiry.
- Promoting sensitivity and understanding around issues such as migration, refugees, religious fasting and diversity.

## **Collective Worship**

Collective worship at Welbourne Primary School complies with statutory requirements set out in the School Standards and Framework Act 1998.

- Collective worship takes place daily.
- It is wholly or mainly of a broadly Christian character.
- It reflects the diversity of our school community.
- It contributes to pupils' spiritual, moral, social and cultural development.

Collective worship is conducted in a respectful and inclusive manner and may take place in assemblies or classrooms.

## **Right of Withdrawal from Collective Worship**

Parents have the legal right to withdraw their child from collective worship. Requests must be made in writing to the Headteacher, and appropriate supervision will be provided.

## **Teaching and Learning**

Teaching in RE is enquiry-based and encourages pupils to:

- Reflect
- Analyse
- Discuss
- Debate
- Explore
- Develop informed viewpoints

Staff implement RE using the NATRE scheme in alignment with the Haringey Agreed Syllabus.

## **Curriculum Time**

The following minimum curriculum time is allocated to RE:

- **Reception:** 36 hours per year (approximately 50 minutes per week or through continuous provision)
- **Key Stage 1:** 36 hours per year (approximately 1 hour per week)
- **Key Stage 2:** 45 hours per year (approximately 1.25 hours per week)

## Early Years Foundation Stage (EYFS)

RE is delivered through the EYFS framework, particularly within Understanding the World. Pupils learn about special people, places, events and celebrations across a range of religions and worldviews.

Pupils are supported to:

- Communicate ideas about religion and life events.
- Recognise special objects and symbols.
- Begin to use simple religious vocabulary.
- Express feelings about what is special to them.

## Key Stage 1

Pupils build upon prior knowledge and begin to develop reasoning skills.

They are encouraged to:

- Identify similarities and differences between religions.
- Recognise the significance of religious artefacts and stories.
- Ask simple questions about meaning and belief.
- Use developing religious vocabulary.

## Key Stage 2

Pupils deepen their understanding and critical thinking.

They are encouraged to:

- Make links between beliefs, teachings and practices.
- Explain how religious teachings influence believers' lives.
- Ask and respond to challenging questions about identity and belonging.
- Express reasoned views respectfully.
- Use increasingly sophisticated religious vocabulary.

## Planning

Teachers follow the school's curriculum map and the Haringey Agreed Syllabus. Planning is adapted to meet the needs of pupils. Learning outcomes demonstrate progression in knowledge, understanding and critical thinking.

## Assessment and Record Keeping

Assessment is based on:

- Knowledge and understanding of religions studied
- Ability to respond to the enquiry question
- Reflection and critical thinking

Evidence includes written work, discussion, and annotated learning. Teachers assess whether pupils are working towards, at, or beyond expected standards.

## Resources

RE resources are maintained by the subject leader and align with the agreed syllabus. NATRE materials are accessed online and supplemented with artefacts and high-quality texts.

## **Role of the RE Co-ordinator**

The RE Co-ordinator is responsible for:

- Monitoring implementation of the policy and curriculum map
- Ensuring compliance with the Haringey Agreed Syllabus
- Monitoring teaching, learning and assessment
- Managing resources
- Contributing to school improvement and SMSC development