



# Religious Education Policy

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## **Statement of intent**

Our primary school Religious Education curriculum works with the SACRE Agreed Syllabus for York and aims to give children the opportunity to learn about a range of religions and non-religious worldviews whilst also considering the big questions of life and what it means to be a human.

**At Ralph Butterfield Primary School**, we want to ensure that our children go out into the world with the knowledge and skills to understand the beliefs of others and live in today's diverse and ever-changing world. We intend for them to develop respect and show sensitivity to others - in particular those with different faiths and/or beliefs - and to challenge prejudice. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.

Our curriculum aims to give all pupils the opportunities to learn about religion and non-religious worldviews in a variety of ways: art; music; drama; dance; discussion and more formal writing opportunities.

### **The Purpose of RE**

- Religious education contributes dynamically to children's 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 learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore equips pupils with systematic knowledge and understanding of a range of religions and worldviews, 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 religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.
- Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

## Legal framework

### **RE is for all pupils:**

RE must be provided for all registered pupils in state-funded schools in England unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'. This requirement does not apply for children below compulsory school age.

### **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. Ralph Butterfield Primary School follows the SACRE Agreed Syllabus for York.

### **RE is plural:**

The RE curriculum drawn up by a SACRE 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.

## Right of Withdrawal

This was first granted when religious education was religious instruction and carried with it the connotation of induction into the Christian faith. RE has been very different from this for some time. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Students aged 18 or over have the right to withdraw themselves from RE. For more guidance on withdrawal, see [www.natre.org.uk/membership/guidance-on-withdrawal/](http://www.natre.org.uk/membership/guidance-on-withdrawal/)

## The 9 Characteristics

Interwoven into all these areas of the curriculum, as well as being part of our school ethos, is the explicit teaching of the nine protected characteristics. Teaching the nine characteristics aims to support children in gaining understanding of the diverse and multicultural society they live in. It strives to develop their appreciation of differences between individuals and groups, and to teach acceptance and tolerance of other people's cultures, traditions, and ways of life. The protected characteristics (as outlined in the Equality Act 2010) are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex/gender and sexual orientation. The teaching of the nine protected characteristics will be done so in an age-appropriate way and take into consideration the children's prior knowledge. For instance, teaching around marriage and civil partnership will be embedded in conversations about family diversity. The 9 characteristics are, in part, directly taught through RE lessons.

## Curriculum Time

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.

**4–5s 36 hours of RE per year** (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

**5–7s 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)

**7–11s 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)

## 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 SACRE Agreed Syllabus for York by the RE Today Services.

This York Locally Agreed Syllabus requires that all pupils study Christianity in each key stage of their education. In addition, pupils will study the principal religions represented in the UK, in line with the law. These are Islam, Hindu dharma and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in all keystages. Non-religious worldviews, including 'organised' examples such as Humanism, will be the focus for study in KS2.

4–5s Reception Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.

5–7s Key Stage 1 Christians and Muslims people

7–11s Key Stage 2 Christians, Muslims, Hindus, Jewish and Humanist people

## Visits and Visitors

We are able to visit places of worship 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. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. Guidance on visits and visitors can be found [here](#).

## Assessment and Reporting

We report on pupils' progress and attainment in RE to parents, as required by law. The York Agreed Syllabus provides descriptions of progress and attainment, which is used as a basis for reporting at the end of each unit and subsequently keystages. We make specific, individual, accurate comments 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 and moderation on behalf of keystage teams and the RE lead ensures that this is accurate.