




The Kite Primary Federation

Religious Education Policy

Approved by:	Curriculum Committee	Date: 5/12/24
Last reviewed on:	5/12/24	
Next review due by:	No later than autumn 2027 (or September 2025 when PAN Berkshire RE Syllabus released)	

Executive Headteacher	
Chair of Governors	<i>Karen Smith</i>

Introduction

RE plays an important role in supporting our Christian vision. RE reflects the vision and values that we foster and promotes understanding of people of all faiths and none. Religious Education has the same status and importance as any other subject and contributes to the overall development of our pupils from all background and traditions.

Purpose and Aims of RE at the Kite Primary Federation

The purpose of RE is to teach children about the religious and non-religious world views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy and is vital in giving children the language to explain and debate their own and others' beliefs and values.

Therefore, the aims of RE at the Kite Primary Federation are to enable pupils to:

- Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion which most shaped British culture and heritage
- Know about and understand other world religions and world views and their impact on society, culture and the wider world;
- Consider and express their own ideas and insights.

Curriculum:

The Religious Education curriculum is based on the locally agreed Pan-Berkshire Syllabus. Christianity is taught in every year group, with key concepts revisited in a spiral curriculum. At least 50% of the curriculum is devoted to Christianity. Other religions are covered according to the syllabus: Judaism in KS1, Hinduism, Sikhism and Islam in KS2. The coverage of other religions and the balance of Key Questions and Expected Outcomes from the Pan Berkshire Syllabus is detailed in the RE Curriculum mapping document. RE is taught in line with the CofE Statement of Entitlement document and sufficient time is devoted to RE in each class's timetable.

Teaching, Learning and Assessment:

Learning will be organised to encourage the development of attitudes required by the locally agreed syllabus: self-awareness, respect for all, open-mindedness, appreciation and wonder.

RE is taught using an enquiry-based approach that is challenging and robust. All faiths are treated respectfully, and opportunities will be made to engage in appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate. Pupils will engage in activities that will also enable teachers to assess what they have learnt.

Records kept will include information of pupils' experiences and judgements about their levels of attainment and progress.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with the federations policies and procedures. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews to assess the quality of teaching and learning. The Executive Headteacher and governors will ensure that adequate monitoring takes place and the impact of such an activity is assessed. Half termly assessment grids record and monitor children's attainment in each unit and are used by the RE leader and class teachers to track children's progress and to put support in place for children who are struggling.

Withdrawal from 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 (or pupils themselves if they are aged 18 or over) 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 withdraw

- 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.
- Where a request for withdrawal is made, the school must comply and excuse the pupil until the request is rescinded. Though not legally required, it is good practice for a head teacher to invite parents to discuss their written request.

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

Questions within the Pan-Berkshire Syllabus are grouped into three main areas of focus:

PAN BERKSHIRE SYLLABUS EXPECTATIONS, KEY QUESTIONS, AND ENQUIRY AND IMPACT

EYFS/KS1:

Reception Year

Which religions?

Children's Reception Year (age 5), is part of the Early Years Foundation Stage. During this year they should encounter Christianity and at least one of the other principal religions required by the end of Key Stage 2, and their learning should be aligned to the most recent national EYFS Framework. Learning is expected to be experiential and thematic.

Key Stage 1

Which religions?

Christianity plus one other religion from Hinduism, Islam, Judaism or Sikhism, must be studied in each year group in Key Stage 1. Whole Primary Phase planning must ensure coverage of the required religions by the end of Key Stage 2.

Expected Outcomes for Key Stage 1

By the end of Key Stage 1 (Year 2, age 7), pupils are expected to achieve the following **four outcomes** in their study of **Christianity** and to achieve **at least two** of these outcomes for each of the other religion/s studied, mindful of the holistic learning needed by the end of the Primary Phase.

Key Stage 1 Expected outcomes - Enquiry and Impact

Exp.A	Recognise and give simple accounts of the core beliefs.
Exp.B	Retell a range of religious stories and explain how they link to the core beliefs and practices.
Exp.C	Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Exp.D	Recognise the roles of religious leaders and sacred texts.

These outcomes should be achieved through exploration of the following **Key Questions**:

Key Stage 1 - Key Questions

Qu.1	How do some religions demonstrate that everyone is special?	(Believing/Belonging)
Qu.2	Why are religious celebrations important to some people but not to others?	(Believing/Belonging/Behaving)
Qu.3	Does everyone believe the same things about God?	(Believing)
Qu.4	Why do symbols and stories play important roles in religions?	(Believing/Belonging/Behaving)
Qu.5	Why do some people follow religious leaders and teachings?	(Believing/Behaving)
Qu.6	How do some people's religious beliefs encourage them to care for the world?	(Believing/Behaving)

Which questions and how many at Key Stage 1?

All 6 Key Questions must be explored in the study of Christianity by the end of Key Stage 1. For each of the other religions studied, **at least two** of the questions should be addressed.

These questions can be adapted, combined or wording changed providing that the content and strands are retained and the outcomes are achieved.

Key Stage Two

Which religions?

Christianity, Hinduism, Islam, Judaism and Sikhism by the end of Key Stage 2

Christianity plus one other religion from Hinduism, Islam, Judaism or Sikhism, must be studied in each year group, ensuring coverage of the required religions by the end of Key Stage 2, and building on the learning achieved in Key Stage 1.

Expected Outcomes for Lower and Upper Key Stage 2

By the end of LOWER Key Stage 2 (Year 4, age 9), pupils are expected achieve the following **four outcomes** in their study of **Christianity** and to achieve **at least two** of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage.

Lower Key Stage 2 Expected outcomes - Enquiry and Impact

Exp.A

Explain the significance of religious leaders and sacred texts.

Exp.B

Describe a range of ways that believers express their core beliefs and make the links between belief and expression.

- Exp.C Identify how core beliefs can guide lifestyle choices.
- Exp.D Recognise how religious identity can be shaped by family, community and practice.

By the end of UPPER Key Stage 2 (Year 6, age 11) pupils are expected to achieve the following **four outcomes** in their study of **Christianity** and to achieve **at least two** of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage.

Upper Key Stage 2 Expected outcomes - Enquiry and Impact

- Exp.A Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
- Exp.B Explain and demonstrate how and why believers show courage and commitment.
- Exp.C Explain how beliefs, practices and community can support or determine responses to matters of life and death.
- Exp.D Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour

These outcomes should be achieved through exploration of the following **Key Questions**:

Key Stage 2 - Key Questions

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|------|---|--------------------------------|
| Qu.1 | To what extent does participating in worship and/or prayer generate a sense of belonging? | (Believing/Belonging) |
| Qu.2 | Do Rites of Passage always help a believer to feel connected to God and/or community? | (Believing/Belonging/Behaving) |
| Qu.3 | How can music and the arts help express and communicate religious beliefs? | (Believing/Belonging) |
| Qu.4 | To what extent do religious beliefs influence and | (Believing/Behaving) |

	encourage 'good' behaviour?	
Qu.5	How do religious leaders and sacred texts contribute to believers' understanding of their faith?	(Believing)
Qu.6	How well does faith help people cope with matters of life and death?	(Believing/Behaving)
Qu.7	What difference might it make to believe in God as Creator?	(Believing/Behaving)
Qu.8	How might beliefs and community shape a person's identity?	(Believing/Belonging)

Which questions and how many at Key Stage 2?

All 8 Key Questions must be explored in the study of Christianity across Key Stage 2.

For the other principal religions studied in the Primary Phase (Hinduism, Islam, Judaism and Sikhism) it will not be possible to explore all 8 Key Questions for each religion. Therefore, schools are asked to select

Key Questions (**at least 2** for each religion) to enable depth of study into each religion and breadth of study across the religions studied in the Primary Phase, building on the foundation learning achieved in Key Stage 1.

These questions can be adapted, combined or wording changed providing that the content and strands are retained and the outcomes are achieved.