



Watlington Primary School RE Policy

Adapted from model policy produced by NATRE

This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.

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RE Today
Services

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Watlington Primary School

Religious Education Policy

Context

- At Watlington Primary School, we deliver Religious Education (RE) in line with the Oxfordshire Locally Agreed Syllabus
- Watlington Primary School recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At Watlington Primary School we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at Watlington Primary School will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6, but does not include children in nursery classes. However, at Watlington Primary School, pupils in nursery also take part in RE as part of 'Understanding the World' area of learning.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with Oxfordshire Locally Agreed Syllabus

Aims

Our aims of RE are that pupils will:

- A Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion or a worldview.
- C Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These aims are taken from A Curriculum Framework for Religious Education in England and Wales (Religious Education Council 2013).

Place in the curriculum

The National Curriculum states the legal requirement that:

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage

(DfE, The National Curriculum in England: Framework Document, December 2014, p.5)

The *Curriculum Framework for RE (2013)* is the latest in a chain of documents to recognise RE as a core subject and it is regarded as such at Watlington Primary School.

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. On occasions when strong cross-curricular links cannot be forged with other subjects, RE is taught as a discrete subject.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, teachers at Watlington Primary School have the discretion to deliver the RE curriculum through blocks (e.g. dedicated RE days or weeks) or in designated regular RE lessons.

Learning and teaching in RE

A wide range of imaginative teaching methods and pupil groupings should be used in effective RE sessions. At Watlington Primary School, this may include:

- Discussions and debates, developing children's oracy and critical thinking skills
- Utilising cross-curricular links with other subjects e.g. studying religion through art
- Individual, paired and group-based tasks

Watlington Primary School recognises that 'enquiry' can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Watlington Primary School caters for this by having a visit to a place of worship in each year group/key stage and inviting visitors from faith communities into RE lessons.

It is expected that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Religions and worldviews

Watlington Primary School follows the Oxfordshire Local Agreed Syllabus for RE and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

- Early Years: Understanding the World: People, Culture and Communities
- KS1: Christianity, Judaism and Islam
- LKS2: Christianity, Judaism, Hinduism, Islam, Non-religious worldviews
- UKS2: Christianity, Judaism, Hinduism, Islam, Humanism

Planning

Watlington Primary School uses the NATRE Primary RE Curriculum to deliver RE from Reception (as part of Understanding the World) and in discrete RE lessons in Year 1 to Year 6. In accordance with this syllabus, pupils will study the questions outlined in Appendix 1 of this policy.

All aims of RE are planned for throughout the units of work.

If teachers feel the need to develop their subject knowledge in order to teach these units, they can do so in a number of ways. For example: accessing the professional development and information resources available through the NATRE Primary RE Curriculum website, or doing their own research. Additionally, the Subject Leader provides Continuing Professional Development (CPD) sessions for all members of staff based on a teacher knowledge and confidence audit that is carried out every two years.

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods and adaptations (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Lessons are adapted to ensure challenge is provided for more confident learners of RE in order for them to have the opportunity demonstrate and develop their strengths.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

We plan for pupils to make progress across all aims of RE and measure pupils' achievements by tracking pupil progress against a range of 'Pupil Can' statements. This follows our school's approach to assessing non-core subjects.

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision in Watlington Primary School is effective.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

Resources

Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Visits and visitors

Watlington Primary School recognise and values the importance of visits and visitors to a pupil's experience of RE. We aim to arrange one visit for each KS1 and KS2 class. During their time at Watlington Primary School, pupils will have the opportunity to visit:

Early Years:

Christian place of worship (St. Leonard's CE Church)

Key Stage 1:

Christian place of worship (St. Leonard's CE Church, St Edmund Campion Catholic Church, Watlington Methodist Church)

Key Stage 2:

Christian place of worship (St. Leonard's CE Church, St Edmund Campion Catholic Church, Watlington Methodist Church)

On a rolling cycle, pupils will visit a Mosque, Hindu Temple and Jewish Synagogue during their time in Key Stage One or Two.

These visits are arranged by class teachers with the support of the RE Subject Leader.

Visitors from faith communities and the general community can make an important contribution to RE and appropriate visitors are invited to RE lessons at fitting points in schemes of work.

Role of the Subject Leader

The Understanding the World Curriculum Action Team is responsible for overseeing teaching and learning in RE at Watlington Primary School. This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning
- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal and we encourage all children to take part.

As stated on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.

Appendix 1

Breakdown of RE questions in to year groups (KS1 and KS2)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Who do Christians say made the world?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care for others and the world and why does it matter?
Year 2	What is the good news Christians say Jesus brings? Part 1	What is the good news Christians say Jesus brings? Part 2	Who is a Muslim and how do they live? Part 1	Why does Easter matter to Christians?	Who is a Muslim and how do they live? Part 2	What makes some places sacred to believers?
Year 3	What is it like for someone to follow God?	What is the 'trinity' and why is it important for Christians?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the creation story?	How and why do people try to make the world a better place?
Year 4	What kind of world did Jesus want?	When Jesus left, what was the impact of the Pentecost?	What do Hindus believe God is like?	Why do Christians call the day Jesus died 'Good Friday'?	What does it mean to be a Hindu in Britain today?	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	Creation and science: conflicting or complementary?	How can following God bring freedom and justice?	What matters most to humanists and Christians?
Year 6	Christians and how to live: what would Jesus do?	Why do Christians believe that Jesus was the messiah?	Why do Hindus want to be good?	What difference does the resurrection make to Christians?	For Christians, what kind of king was Jesus?	Why do some people believe in God and some people not?