



RE POLICY

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years

Reviewed by Hannah Taylor – 1st September 2025

Reviewed by Governors: Sandra Bentley – 4th September 2025

Next review date: Autumn 2025

RE POLICY

This Policy is intended to advise upon Religious Education in the curriculum as it applies here at St. Bartholomew's School.

Religious Education is of great value and it is part of the entitlement curriculum of all registered pupils.

It is important because whilst most subjects focus upon particular aspects of experience, religious education makes its contribution by exploring the significance of life as a whole, and so illuminates the whole curriculum.

It is the task of R.E. to ensure that children have gained some understanding of religion by the time they leave us; that they have explored something of the relationship between religious perspectives and experiences and their own beliefs, attitudes and behaviour.

RE is legally required for all pupils. Plural RE that conveys and accords equal respect to different religions and non-religious worldviews (e.g. humanism) is a core subject and an entitlement for all pupils throughout their schooling, starting from Reception year.

R.E. does not have any nationally prescribed level descriptors but *guidance is given in the Leicestershire Agreed Syllabus and this is used throughout the school and monitored via foundation subjects tracking form.*

Agreed Syllabus

All R.E. taught at St Bartholomew's will be in accordance with the Leicestershire Agreed Syllabus which has the full endorsement of the Diocese of Leicester. We also use supplementary resources from Understanding Christianity and other resources as appropriate. Copies of both are available in school for inspection.

School Population

St Bartholomew's is a Church of England Controlled School. Although many parents of our children declare a C of E affiliation on school registration forms, the proportion of our children who have a regular active involvement as members of a Christian church is in keeping with the national average of approximately 10%. There are very few children actively involved in other faiths.

A record of those children registered as belonging to faiths other than Christianity is attached in Appendix 1 and updated annually or when required.

Special Difficulties/Considerations

a) The physical location of St Bartholomew's means that we are a considerable distance from other faith communities/places of worship. Our children's everyday experience of the increasingly pluralistic nature of our society is therefore somewhat restricted. However, we worship at St Bartholomew's Church for Harvest, Easter and Christmas and each year group attends an annual workshop at Quorn Baptist Church relating to the Christian faith. As part of the taught curriculum, visits are planned to various places of

worship and visitors also support and enrich our teaching, such as local Mosques, Jewish Synagogue, local churches and cathedrals and The Hindu Temple in Leicester.

Time Allocation

The recommended time allocation for R.E., as laid down in the agreed syllabus, is as follows:

Key Stage 1: 36 hours per year

Key Stage 2: 1 hour per week/45 hours per year

This may be covered through cross curricular units of work however it has been agreed that KS1 will teach at least 30min discrete RE per week and KS2 45min to ensure the RE objectives are thoroughly covered. RE should be taught in a clearly identifiable time, though can be supplemented by flexible approaches such as theme days or weeks of study.

This is in addition to (though not necessarily disassociated from) the daily collective act of worship.

Aims

Our principal aim is to help children mature in relation to their own patterns of belief and behaviour, through an exploration of religious beliefs and practices.

We aim to help pupils to: -

- 1) Acquire a basic knowledge and understanding of religious beliefs and practices.
- 2) Understand and respect how religious beliefs and values affect ways of living.
- 3) Develop an increasingly reflective and caring approach to life.
- 4) Gain an awareness of the spiritual dimension of life.

General Principles

Children need to develop their own beliefs and values and a pattern of behaviour which is consistent with these.

R.E. has a particularly important contribution to make to the spiritual, social and moral development of children.

In R.E., as in all other subject areas, the role of the teacher is that of educator. The right of individual teachers to exempt themselves from teaching R.E., and that of parents/guardians to withdraw their children from R.E. is a legal entitlement. If parents/guardians wish to withdraw their children from R.E. lessons, they are responsible for providing alternative provision for their child to access during the timetabled lesson.

The teaching of R.E. will be related to the ages and individual abilities of the children, taking account of special needs and previous learning experiences.

R.E. has a crucial and unique contribution to make towards children's greater understanding of our increasingly pluralistic society.

R.E. does not make assumptions about, or preconditions for, the personal commitments of teachers or children. Inclusive language is to be used that acknowledges the diversity of faiths within the school community and also diversity within the faiths and worldviews studied e.g. avoiding "we" and "us" when talking about beliefs and using phrases such as "many/some Christians/Hindus/Muslims".

Outline Approach

We aim to help children:

a) observe religion in the context of

- personal life
- family life
- community life
- public life

b) observe different features of faiths

- symbol
- story
- people

c) discern underlying meanings

- beliefs, values and attitudes
- spirituality and faith

d) achieve a fair and balanced picture

- the individual and the community
- the essential and the cultural (e.g. Christmas)
- the mainstream and peripheral (majority/minority)
- the local and the global
- the popular and the intellectual
- the traditional and the radical

e) **Cross Curricular Opportunities**

Children will be encouraged to extend their learning and experience of R.E through

- the music curriculum
- the art curriculum
- the PE curriculum (dance)
- the geography curriculum
- Collective worship times
- outside visits
- visiting speakers
- SMSC
- PSHCE/Jigsaw

- Whole school celebration days

ICT (cross reference ICT and Internet Policy)

Wherever possible ICT will be used to enrich teaching and learning in R.E.

Homework (cross reference Homework Policy)

Homework may be set in accordance with our Homework Policy (e.g. included in a 'topic grid') in order to extend and enrich the children's experience of R.E.

Broad Content Outline

A) During RE in Key Stages 1 and 2 children acquire and apply knowledge and understanding of:

- * Christianity, Hinduism, Islam, Judaism, and Humanism as outlined in the Leicestershire Agreed Syllabus.
- * How these religions influence individuals, communities, society and the world.
- * Although not formally outlined in the updated Leicestershire Agreed Syllabus, other major religions such as Sikhism or Buddhism may be incorporated into the curriculum as seen fit.

As well as learning about religions, children also develop the ability to respond to what they have learnt.

B) Christianity will be studied in depth throughout both Key Stages.

1) To support the ethos of our school

2) As the major living faith (in all its diversity) in this country.

3) Because of its enormous influence upon the culture, art, architecture, politics and legal systems in this country and beyond.

4) To strengthen and enrich our links with our two local churches, especially with our parish church, St Bartholomew's, in keeping with our status as a Church of England Controlled School.

Specific Content

Planning for R.E. should reflect three areas,

KS1 and 2

1. Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities

- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

End of phase outcomes for KS1 and KS2:

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional

Development. *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development. *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

© RE Today 2021

The statutory Leicestershire Agreed Syllabus will be used as the main planning tool.

In the Foundation Stage the Leicester Agreed Syllabus will be used alongside elements of RE which occur in the Early Learning Goals. Understanding Christianity will be used to supplement the Leicestershire Agreed Syllabus.

Types of Knowledge

There are three types of knowledge explored through the RE curriculum. RE planning should ensure that there are opportunities for all three types of knowledge to be developed and explored:

1. **Substantive Knowledge:** this relates to factual knowledge e.g. religious practices, traditions and festivals, concepts and vocabulary, knowledge of artefacts, texts and places of worship.

2. 'Ways of Knowing': this encompasses more 'abstract' knowledge and extends the children's substantive knowledge by exploring the disciplines of theology, philosophy and sociology within the RE lesson. This can be introduced through the use of questions which allow the children to consider concepts from the viewpoint of different disciplines.
3. Personal Knowledge: All children and adults will enter lessons with their own experiences or worldviews, which may be religious or non-religious. Children are encouraged to consider their own experiences and worldviews and how this might influence their own values and sense of identity. This may encompass substantive knowledge and 'ways of knowing' that are explored within the lessons.

Diversity within religions

The curriculum aims to reflect the ever-increasing diversity of religious beliefs both nationally and globally, including diversity within faiths.

Where possible, planning should allow opportunities to explore variations of practices or celebrations within different faith denominations or branches within all major religions covered.

When planning RE, teachers should carefully consider the images and resources used to ensure that children are not limited to 'stereotypical' depictions of religious people or places of worship.

This can be supported further through external visitors and visits to local places of worship, as well as themes explored in collective worship (e.g. exploring religious festivals across the world).

Connections with PSHE, Citizenship and SMSC with fundamental British values

RE deals with religious and moral beliefs and values that underpin individual choice and behaviour, social policies and practices and concepts and patterns of health. These issues will be further addressed by the PSHE syllabus and SMSC with fundamental British values. British values are taught and discussed explicitly in PSHE and collective worship but will also be referred to when appropriate during RE lessons, along with the school CARES code of conduct.

RE also looks at the voluntary and charitable activities that help to make up a healthy society and provide opportunities for the development of active citizenship and involvement in society.

Sustainable Schools:

We aim to be a Sustainable school and provide an education about sustainable development that allows children to develop the required knowledge values and skills.

We encourage the children to participate in decisions about the way we do things, both locally and globally, in order to improve the quality of life now without damaging the planet for the future.

We aim that all pupils are taught

-to care for oneself

-to care for each other (across cultures, distance and time)

-care for the environment both near and far

- Opportunities for teaching and learning about sustainable Development are clearly identified and mapped out across all areas of the curriculum and are intrinsic in the values of our school and community.

Inclusion *(Cross reference Inclusion Policy)*

The aim of RE is to encourage and assist all pupils to explore and express their own response to the spiritual and religious approaches to life.

Teaching and learning will be modified appropriately for children with physical disabilities, e.g. specialist equipment will be purchase, if necessary, and affordable (scissors for children with cerebral palsy). Teachers will ensure that the work for children with disabilities is adapted where children are unable to manipulate tools or equipment or use certain types of materials.

The curriculum aims to promote a learning environment where all children can thrive, progress and demonstrate their knowledge through a range of learning experiences, including discussions, personal reflection of own experiences, practical/experiential activities and creative activities such as artwork, music or drama in addition to written work. This is supportive for children with SEND by allowing a variety of methods to express their understanding, while also allowing high achieving children opportunities to extend their personal knowledge and critical thinking skills. (See also 'types of knowledge in RE').

Teachers will use assessment techniques that reflect their individual needs and abilities. This will include a combination of more formal, summative methods of assessment (e.g. quizzes, written work) with children's responses to 'open-ended' or creative work and contributions to discussions.

Parents have the right to withdraw their child from RE lessons on the grounds of their own religious beliefs. When this occurs, parents are encouraged to provide alternative provision for their child to complete during the RE lesson time. Schools are not required to provide alternative provision in these circumstances.

C.P.D (cross reference Staff Development Policy)

It is important that all staff understand the need for continuing professional development and they will be encouraged to attend relevant training and update their knowledge and understanding of teaching and learning skills pertinent to R.E.

The R.E Co-ordinator will have access to specific training to develop and support their role.

The Role of the Subject Leader:

- to ensure entitlement to the Leicestershire Agreed Syllabus for RE
- to foster enjoyment and satisfaction in the study of R.E for all pupils;
- to enhance the teaching of RE
- to raise standards in pupil achievement.
- to fill in and maintain S.I.A.M.S documents

The Subject Leader should also:

- provide strategic direction for RE within the school;
- monitor the teaching and learning opportunities;
- lead and manage staff – training, development, guidance,
- manage the resources

Planning

- Planning of RE takes place under the guidance of the RE coordinator
- Teachers plan in accordance to school policy.
- The units followed are in accordance with the Leicestershire Education Agreed Syllabus.
- Teachers deliver RE during RE days, weeks and for Christian celebrations such as Christmas, Easter Harvest, Christian/ British values and Pentecost.

Assessment -

Assessment in R.E. does not involve assessing the level of spirituality of pupils nor the degree to which children are willing to reveal their personal beliefs and standpoints. Its purpose is: -

- 1) to allow pupils and teachers to identify and reflect on learning outcomes.
- 2) to ensure continuity and progression within and between the key stages of education.
- 3) to enable teachers to reflect on the effectiveness of their own work and so assist in the future planning and provision of learning experiences in Religious Education.

There are learning outcomes at the end of each unit. The end of unit expectations provides broad descriptions of achievement within each unit and assess the child's attainment within a unit of work. These are to be assessed and monitored on Foundation Subject recording sheets.

The teachers (under the guidance of the Subject Coordinator) will use the assessment trackers to track the progress of each child throughout the year. The information collated will give data from each cohort including

- attainment within each year group
- evaluation of the unit i.e. resources
- next steps in teaching and learning

RE POLICY**Religious Affiliations within student body**

Religion	Group Percentage	Group Size
Anglican/Church Of England	2.0%	10
Christian	39.3%	194
Hindu	2.2%	11
Jehovah's Witness	0.20%	1
Jewish	0.20%	1
Muslim	0.20%	1
No Religion	54.0%	267
Other Religion/Faith	0.20%	1
Refused Information	0.20%	1
Roman Catholic	0.81%	4
Sikh	0.61%	3
Row Count 11	Row Count 11	Sum 494

As of September 2025

The names of the children belonging to the above faiths are in the Collective Worship Record Folder.

All class teachers have a record of their children's faiths.