



Religious Education Policy

Date:

Review:

Ferndale Primary School Religious Education Policy

This policy has been drawn up in line with the Sandwell Agreed Syllabus for Religious Education 2024 – 2029.

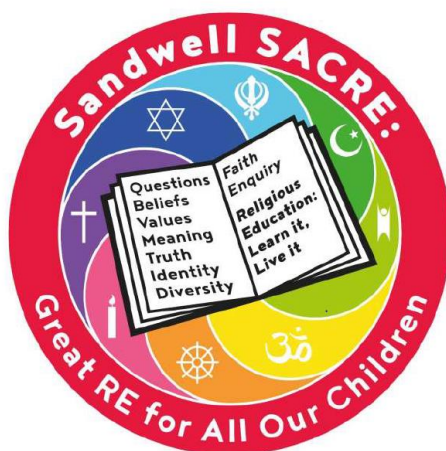
It has been shared with the Governors and teaching staff.

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RE: Learning & Living

The Sandwell Agreed Syllabus for RE
2024-2029



The Legal Requirements

What does the legislation about RE in England say?

RE is for all pupils

- Every pupil on the roll of a school or academy has a legal entitlement to RE, normally provided to every year group in weekly lessons.
- RE is a necessary part of a 'broad and balanced curriculum', a 'curriculum of ambition' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.
- The 'basic' school curriculum for all learners includes the National Curriculum, RE, and relationships and sex education.

RE is locally determined, 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.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- Foundation schools and voluntary controlled schools with a religious character must follow the locally agreed syllabus for all pupils, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in academies and free schools, as set out in their funding agreements. Academies may use the local agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum, in line with the law on RE.

RE is multi-faith:

- The RE curriculum drawn up by a SACRE or used by an academy or free school, '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'. Contemporary guidance from the government in 2023 makes clear that the breadth of RE will include the six principal religions in the UK and non-religious worldviews.
- As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils on the roll of every school, unless they have been withdrawn by their parents from RE.

The right of withdrawal from RE

- This was first granted when the curriculum subject of RE was called 'Religious Instruction' and carried with it possible connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from all of RE or part of it 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.
- If a parent is considering exercising the right to withdraw their child from RE we would encourage you to discuss this with us in the first instance. Ferndale Primary School does support selective withdrawal from RE lessons.
- If a pupil is withdrawn from RE, the school has a duty of care to look after the pupil, but not to provide alternative education or incur extra costs. Depending on school resources, the withdrawn pupil may be moved to another venue within the school, for example, the library or another classroom. In exceptional circumstances the pupil may remain in the RE classroom but will not participate in the RE lesson.
- It is the parents' responsibility to provide materials for their child which have clear outcomes and are connected to the faith/philosophy/world view of the parents. If this happens, this must not disrupt the rest of the pupil's education or incur any extra cost for the school.

Requests to withdraw your child from RE should be made in writing to the Head teacher via the school office.

Aims of RE at Ferndale Primary School

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE

1. Beliefs: 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 and worldviews, 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. Impacts of beliefs: 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 worldviews, ways of life and ways of expressing meaning.

3. Connections: 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

What religions are to be taught?

The Sandwell agreed syllabus requires that all pupils developing understanding of Christianity in each key stage. In addition, across the ages range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism.

Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Pupils are to study in depth the religious traditions of the following groups:

Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Schools with lots of pupils who are Sikh, Muslim or Hindu will include learning from these religions.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
Key Stage 1 Year 1 and Year 2	Christians, Sikhs and Muslims (an additional study of Hinduism may take place where there are many Hindu pupils in a class).	
Key Stage 2 Year 3 to Year 6	Christians, Muslims, Hindus, Sikhs, Jewish people.	

Overview of the Sandwell RE Curriculum

EYFS	KSI - Years 1 and 2	LKS2 - Years 3 and 4	UKS2 - Years 5 and 6
F1: Being special: where do we belong?	1. What do Christians believe God is like?	1. What are the deeper meanings of the festivals?	1. What does it mean if Christians believe God is holy and loving?
F2: Why do Christians perform nativity plays at Christmas?	2. Why does Christmas matter to Christians? How & why do we celebrate special times?	2. What is it like to be a Hindu? Community, Worship, Celebration (Hindus)	2. An Enquiry into visiting places of worship
F3: Why is the word 'God' special to Christians?	3. Who celebrates what? How and Where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	3. What do Christians learn from the Creation story?	3. Can religions help people when times get hard? (Christian, Hindu, non-religious)
F4: Why do Christians put a cross in an Easter garden?	4. Beginning to Learn about Sikhi: Part A. Stories of the Sikh Gurus.	4. How is faith expressed in Sikh communities and traditions? What is it like to be a Sikh in Sandwell?	4. What do Christians believe Jesus did to save human beings?
F5: Which places are special and why?	5. Beginning to Learn about Sikhi: Part B. The Gurdwara, a place to belong.	5. What is the 'Trinity' and why is it important for Christians?	5. Hindu, Jewish and Islamic Prayer: What? When? How? Where? Why? (Muslims, Jews)
F6: Which stories are special and why?	6. Why does Easter matter to Christians?	6. Values: What matters most? Christians and Humanists (Humanists, Christians)	6. What can we learn from religion about temptation? (Christians, Muslims)
	7. Beginning to learn about Islam: What can we learn from stories of the Prophet?	7. What kind of world did Jesus want?	7. What kind of world did Jesus want?
	8. Beginning to learn about Islam: What can we learn from Muslims in Sandwell?	8. Why do Christians call the day Jesus died 'Good Friday'?	8. Christians and how to live: 'What would Jesus do?'
	9. Holy places: where and how do Christians, Sikhs and Muslims worship?	9. What is it like to be Jewish? Family, Synagogue and Torah (Judaism)	9. What will make Sandwell a more respectful community? (Many religions)
	10. How and why are some books holy? Sacred words for Sikhs, Muslims and Christians.	10. For Christians, when Jesus left, what was the impact of Pentecost?	10. Christian Aid and Islamic Relief: can they change the world? (Christians, Muslims)
	11. Who is an inspiring person?	11. Keeping the 5 Pillars of Islam (Islam)	11. Why do Hindus want to be good? Hinduism
	12. What is the 'good news' Christians believe Jesus brings?	12. Why does the Prophet matter to Muslims? (Islam)	12. What impact do people's beliefs have in their lives? (transition unit)

	13. Who are the Humanists and what is their way of life?	13. How can we express creative answers to big questions?	13. Atheists and believers in God: what are the arguments.
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The order in which these units are planned to be taught at Ferndale Primary School can be found in the long term plans for each year group.

Inclusion, SEND and differentiation

All pupils in Ferndale Primary School are entitled to a programme of Religious Education which meets their learning needs and enables them to make progress in learning. Such a program will include variety for all children with SEND: multisensory RE, exploring relationships, experiencing learning from aspects of religious life and worship, joining through team work in songs, drama, storytelling, play and other learning strategies are to be part of the program.

Teachers will provide equal opportunities in learning through a flexible approach and skills which match the challenge of RE work to individual learners' needs.

Adaptive teaching within RE involves meeting the individual needs of pupils in ways that are relevant to their life experiences.

Assessment in RE

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study, as in all other subjects of the curriculum.

Pupils' achievements will be assessed by teachers using exemplified end of unit expectations arising from the units studied in each year group.

Example from a Lower KS2 Unit of study:

EXPECTATIONS At the end of this unit:	
All pupils will be able to... (Step 2)	Make sense of belief: <ul style="list-style-type: none">List the 5 Pillars of Islam and say what each one meansConsider simple questions about how Muslims practice the Pillars Understand the impact: <ul style="list-style-type: none">Make simple links between what the Pillars say and what Muslims doRecognise how people show they care about the Muslim religion Make connections: <ul style="list-style-type: none">Ask simple questions about the 5 PillarsTalk about which of the 5 Pillars matters most and why.
Many pupils will be able to... (Step 3)	Make sense of belief: <ul style="list-style-type: none">Identify and describe the 5 Pillars of Islam and the beliefs they expressConsider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live? Understand the impact: <ul style="list-style-type: none">Make simple connections between beliefs about Allah and the 5 PillarsDescribe how people show devotion in Islam Make connections: <ul style="list-style-type: none">Ask questions about why the Pillars are practiced by so many millionsExpress their own ideas about the meaning and value of rituals like theseGive good reasons for their views about religion and ritual.
Some pupils will also be able to... (Step 4)	<ul style="list-style-type: none">Give reasons to account for the impact of the Pillars on Muslim peopleGive reasons to explain how the Pillars connect to ideas of duty, choice and strength.Give reasons to account for links between their way of life and the Muslim practice of the Pillars.