



Emmaville Primary School Religious Education Policy

Religious Education Co-ordinator: Emily McKean

Religious Education Link Governor: Jonathan Lancashire

Rationale

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

At Emmaville we teach Religious Education according to the Gateshead Agreed Syllabus for Religious Education. We have previously used the Discovery RE programme as our scheme of work, but as of September 2025, we have made a change to the Kapow Religion and Worldviews scheme. This reflects the many views within Britain, but also around the world. This scheme enables the children to understand the different parts within religions, and allows them to explore the differences between religions in a respectful and clear way. The Kapow Religion and Worldviews scheme covers a variety of religions and worldviews, including (but not limited to) Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism, and Humanism. It aims to provide a comprehensive understanding of different belief systems, reflecting the diverse nature of modern Britain.

Emmaville Primary School believes that Religious Education makes a "a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

Our school mission is to foster the ethos that "Together we Grow." This extends to the local community, our region and the nation as a multi-cultural, multi-faith society within

which we can grow in knowledge and understanding, celebrating our similarities and differences.

Aims and Objectives - Intent

The aims of our R&W curriculum, using the Kapow Scheme of Work, meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance.

The teaching of Religious Education in a Primary School must take into account the age and understanding of the child and whenever possible be closely related to their first hand experiences. To that end, we particularly welcome and encourage both visits to different religious buildings and visitors from different faiths into the classroom. We also appreciate the contribution that visitors from the local community leading Daily Worship, delivering Prayer Space activities and Godly Play sessions make towards enriching religious education in our school.

Approaches to learning - Implementation

By following the Kapow scheme of work at Emmaville it is our intention that Religious Education will:

Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. This will include a world faith day during the course of the academic year when all pupils will look at the faith and beliefs across the United Kingdom.

Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Develop a sense of awe, wonder and mystery.

Our R&W Curriculum – termly topics

Age Group	Autumn	Spring	Summer
Reception	Time to celebrate	What makes us special?	Why are some places special?
Year 1	How did the world begin? What do some people believe God looks like?	Why should we care for the world? Why should we care for others?	How do we know that new babies are special?
Year 2	Why do we need to give thanks?	What is a prophet?	How do some people talk to God? Where do some people talk to God?
Year 3	What makes us human?	Where do our morals come from? What happens if we do wrong?	Are scriptures central to religion? Why is water symbolic? Why is fire used ceremonially?
Year 4	Are all religions equal? What makes some texts sacred?	Just how important are our beliefs? Who was Jesus really?	Does the language of scripture matter?
Year 5	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? Part 2
Year 6	Why does religion look different around the world? Part 1 and 2	Why is it better to be there in person?	Why is there suffering? Part 1 and 2

Using the Kapow scheme of work brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

At Emmaville we believe it is vital to establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that respect for each other's views

and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

R&W gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. R&W is an important subject in contributing to the schools' development and the children's understanding of respecting the rights of all people.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

How is R&W organised in this school?

Religion and Worldviews is taught as a discrete lesson by either the class teacher or a teacher from that year group. In Key Stage 1, RE is taught as a 45-minute session weekly for half of a half-term, as we split each half term between R&W and PSHE. In Key Stage 2, RE is taught as an hour session. Each class has 30 minutes across the week dedicated to collective worship.

External contributors from the community, e.g. local clergy, local members/speakers from other religions, make a valuable contribution to the programme, as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the R&W programme.

In addition to this we have termly Prayer Space sessions for the whole school delivered by members of the local Church and Godly Play sessions in Key Stage 1 delivered by the local church's outreach worker. These sessions cover specific events within the Christian calendar e.g. Christmas and Easter or themes central to the Christian faith e.g. Forgiveness and Salvation.

Parents/carers have the right to withdraw their children from all or part of Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or R&W coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from R&W are aware of the R&W syllabus and that it

is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the R&W curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where R&W is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the R&W programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Assessment - Impact

The way in which the Religious Education curriculum is delivered is designed to help the pupils to meet the attainment goals. As learning is a change to long-term memory, it is impossible to see impact in the short term and we believe that sustained mastery takes time.

Teachers are eager to ensure children are making progress with their learning throughout their RE. This will be done by assessing the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question in relation to:

- Exploring and understanding the world faiths.
- Having an overview of the world faiths and the people and places that are central to them.
- Understand the importance of celebrations and practices within the faiths and why they are important to the believer.
- To be able to consider and reflect upon key questions in relation to the faiths.

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the head teacher, staff and governors;
- To monitor the teaching of Religious Education in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;
- To attend network meetings and relevant courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources to support the Religious Education curriculum.

This RE policy is informed by current national guidance:

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A Curriculum Framework for RE in England, REC 2013

Gateshead Agreed Syllabus for Religious Education 2018

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