



## Religious Education Policy

Approved by governors:  
Review: December 2025

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## **The Aims of RE at Causeway Green Primary School Primary.**

At Causeway Green Primary School we seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. Children are given opportunity to develop a sense of awe and wonder about the world around them.

We believe children should enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes. At Causeway Green, all children must be allowed to form their own opinions about religious beliefs and customs and that they should develop an understanding and tolerance of people who hold a strong faith.

### **RE will be provided in line with the legal requirements. These are that:**

- the basic curriculum will include provision for religious education for all pupils on the school roll
- the content of RE shall reflect 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;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Sandwell LEA (published in 2005).

### **Within the framework of the law and the Agreed Syllabus, our aims in RE are:**

- to enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences;
- to enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Sandwell and the UK. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase. Islam is also taught at each key stage.
- to promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country;
- to affirm each child in his / her own family tradition, religious or secular;
- to provide children with opportunities for spiritual, moral, social and cultural development;
- to develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life

### **Context**

- The context of RE at Causeway Green Primary School is that of a large, urban primary school, serving children in the age range 3-11
- We work to the Sandwell Agreed Syllabus.
- We recognise the variety of religious and non religious backgrounds from which our pupils come. We welcome the diversity, and we intend to be sensitive to the home background of each child.
- We are glad to have the active support of members of local faith communities in RE and in general.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

### **Time Allocation.**

The National Framework for RE (DFES 2004) recognises RE as a 'core' subject, required for all pupils. The Dearing Review of the Curriculum (1996) recommended a minimum of 36 hours per year for RE at Key Stage One, and 45 hours per year at Key Stage Two, a recommendation

endorsed by the Sandwell Agreed Syllabus, 2005. The time allocated at Causeway Green Primary School will be 36 hours per year at Key Stage One and 45 hours per year at Key Stage Two. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

### **Scheme of Work**

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Agreed Syllabus and also refers to the QCA Schemes of work for RE (2000, 2006). RE will be based around termly themes in Reception and Key Stage One, where Christianity and Islam will be the major religions studied. At Key Stage Two pupils will learn about Christianity and Islam throughout the key stage, and will also have major learning opportunities with regard to two other religions, Hinduism in years 3 and 4, and Judaism in years 5 and 6.

No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject knowledge can take up some training opportunities. CPD funds are available this year and next, and the RE co-ordinator can supply some introductory reading material for staff.

### **Teaching and Learning Styles**

Our policy is to aim to increase the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photos, DVDs, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the attainment targets of the Agreed Syllabus in a balanced way.

### **Cross Curricular Themes and RE**

RE can benefit from teaching approaches which bring the subject together with literacy, creative arts, History, PSHE or many other subject areas. We will plan to implement the Agreed Syllabus through cross curricular teaching and learning where appropriate, recognising the need for such integrated teaching to have regard to the quality of RE and other subjects in a partnership that is mutual.

### **Resources**

Resources are stored in the key stage two corridor, and should be returned after use. The school is also a member of the Sandwell Library, where books and resources for each topic can be ordered in to school each half term to aid the teaching. In the library there are also a range of RE 'big books' which can be used across the age range as well.

### **Visits to places of worship**

The children in Causeway Green Primary School have the opportunity to visit different Christian churches and a Mosque, where religious leaders and members of the community are willing to meet with children and be involved in RE.

We also intend to enable children to visit a place of worship from one of the other major religious traditions while studying the unit on 'religion in the neighbourhood'. The class teacher will organise this educational visit.

### **Matching Work to Pupils' Needs**

Whole school policy with regard to special needs and differentiation applies to RE: teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational 'ability'.

### **Assessment**

Assessment for learning is continuous in RE as in other subjects. We **report on pupils' progress and attainment in RE to parents**, as required by law. The Agreed Syllabus provides descriptions of 8 levels of attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We will intend to make specific, individual, accurate comments on each child's progress in RE in end of year reports, based on regular monitoring of work with regard to the attainment targets of the Agreed Syllabus.

### **Monitoring, Evaluation and Review**

We intend that this policy should operate for the next five years, and then be fully reviewed by all staff and governors. To ensure that the policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to return a summary sheet of RE work done to the co-ordinator each term. The co-ordinator's role includes monitoring and evaluation of this policy in practice. We maintain a 'self evaluation' of our RE work in readiness for inspection.

### **Self Evaluation, RE and Inspection**

The subject leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED guidance about self evaluation and review. The notes below provide the tools for self evaluation of RE.

### **Withdrawal**

We note the rights of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Please refer to the R.E. co-ordinator and head teacher to arrange a discussion. There are no pupils withdrawn from RE at present.