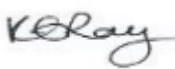




The Federation of Cowick and Pollington-Balne CE Primary Schools



Religious Education Policy

Document Status			
Date of Next Review	October 2027	Responsibility	Curriculum Committee
Date of Policy Creation	Federation Policy created September 2024	Responsibility	FGB
Date of Governors' Meeting at which Policy Adopted	31/3/2025	Responsibility	CoG
Method of Communication	Website	Signed	

Policy in brief

At the Federation of Cowick & Pollington-Balne, we have adopted a Federation wide / whole school approach to Religious Education. This policy sets out the following:

- The legal framework related to the RE curriculum
- The roles and responsibilities of staff and governors
- An overview of coverage in the RE curriculum across our schools
- How staff assess children's learning of RE
- Differentiation of activities so all children can access the curriculum
- An overview of how we nurture the spirituality of our children and equip them to become citizens of an ever-changing world.

Introduction & Background

Following a period of transition of the Religious Education (RE) curriculum and the introduction of the new Hull & East Riding Agreed Syllabus, along with the Federation between Cowick & Pollington-Balne, significant changes have been made to what we teach in RE across both schools. Cowick Primary School is a voluntary controlled, maintained school, whereas Pollington-Balne is voluntary aided. Through consultation with Sheffield Diocese, approval has been given for the Federation to adopt the East Riding Agreed Syllabus across both schools.

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (Religious Education Statement of Entitlement February 2019).

This policy has been adopted by the Governors in consultation with the Executive Head teacher, Church & Wellbeing Team and teaching staff. It was approved by governors in the autumn term 2024 and will be reviewed in October 2027 or sooner if necessary.

At the Federation of Cowick & Pollington-Balne, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the East Riding Locally Agreed Syllabus.

As church schools, the teaching of Christianity is an important part of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy*. **Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*

Links with our Federation and schools' visions, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the religions and world views studied.

Statement of Intent

In our Federation, RE is viewed as an important academic subject and has a high profile within the curriculum, we consider RE to be a core subject. RE plays a key role in enabling the schools to fulfil their Christian vision, ensuring all pupils flourish holistically. The RE curriculum at The Federation of Cowick & Pollington-Balne contributes to children's spiritual, moral and cultural development, increasing their cultural capital and playing a significant part in their education as global citizens.

RE at The Federation of Cowick & Pollington-Balne enables children to gain a deep and rich understanding of Christianity as a diverse, global, living faith. Children are able to explore Christian beliefs and practices through engaging critically with biblical texts. RE helps children to consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide. Through RE, children are given the opportunity to gain knowledge and understanding of other major world religions and world views and to consider the impact they have had. They are also provided with opportunities to engage in dialogue with other religions, worldviews and faiths.

RE at The Federation of Cowick & Pollington-Balne provides children with a safe space to ask 'big questions' about meaning and purpose and to explore their own religious, spiritual and philosophical ideas and convictions. In RE lessons, children develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. The curriculum is coherent, enabling children to progress through ordered and sequential learning which develops their knowledge and skills and provides a balance between the three disciplines of theology, philosophy and human/social sciences.

Ultimately, RE enables pupils to become religiously literate, able to hold balanced and well-informed, respectful conversations about religion and belief.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2024) 'Statutory framework for the early years foundation stage'

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy.
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

In line with the locally agreed syllabus, we ensure that at least 5% of our total curriculum time is devoted to Religious Education.

Time Allocation.

In line with recommendations outlined in the locally agreed syllabus, the time allocated for teaching RE at The Federation of Cowick & Pollington-Balne School is:

EYFS: Planned within the EYFS Framework

KS1: 36 hours per year (equivalent to 60 minutes per week)

KS2: 45 hours per year (equivalent to 75 minutes per week)

The long term plan for RE and the medium term plans for every year group are available for teachers and other interested people alongside this policy.

They have been written in accordance with the East Riding Locally Agreed Syllabus.

EYFS	Christianity Sanatana Dharma (Hinduism)
KS1	Christianity Sanatana Dharma (Hinduism) – Other principal religion Judaism – other religion (C) Sikhi – Other religion (PB)
KS2	Christianity
	Sanatana Dharma (Hinduism) – one of our two principal religions covered in some depth Judaism – one of our two principal religions covered in some depth Islam – another religion studied (C) Buddhism – another religion studied (P-B) Humanism - Non-religious worldview

The RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

The RE curriculum has been designed to enable children to gain an understanding of key concepts within each religion and worldview.

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. The curriculum provides fully for the needs of all pupils, engaging and challenging them through an exploration of core concepts and questions. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and the worldview of humanism. Pupils explore how these may change in different times, places and cultures.

Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Pupils experience opportunities to learn by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as

literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship including British Values.

Home Learning

Home Learning activities are shared each term linked to the Christian Value. This is optional.

It is at the discretion of the teacher to set extra homework if it is required.

Visits and visitors

We are able to visit places of worship in our local area / our region and representatives of religion and worldviews are willing to meet with pupils (both in person and virtually) and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class during their time at Cowick & Pollington-Balne.

(e.g. Sheffield Cathedral; [Howden Minster](#); Sheffield United Synagogue; St Laurance Priory, Snaith).

Regular visits to [Trinity Church, Cowick](#); [St John the Baptist Church, Pollington](#) and visits from the vicar, Reverend Canon Eleanor Robertshaw, take place to enhance the teaching of Christianity across the schools.

The Educational Visits Leads and SLT support class teachers to organise these educational visits in line with the school educational visits policy.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Church & Living Well Team

The team will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the EHT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some pupils have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the East Riding of Yorkshire Locally Agreed Syllabus

- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the disciplinary knowledge and skills which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment where appropriate
- Enable effective tracking of pupil progress through the use of key questions and tasks to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next three years, and then be fully reviewed by staff and governors.

The subject leader's role includes monitoring and evaluation of this policy in practice.

We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This will be in line with SIAMS and OFSTED guidance about self-evaluation and review (see diocesan support materials for further support and guidance)

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

Resources

We have a range of resources, to support our RE teaching, that we continue to develop. Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters and artefacts. We ensure that we are able to offer many stories from different traditions. The school makes use of guidance material produced by the SACRE / Diocese. Funding will also allow, where possible, visits to different places of worship and provide CPD for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate

Our staff are given time to familiarize themselves with any new materials. An audit of resources takes place by the RE subject leader in order to update our collection.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

Parental Right to Withdraw

We note the right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.