



# Springvale Primary School

**Policy Title: Religious Education (RE) and Faith**

**Date of Review: Autumn 2024**

**Review by: Autumn 2027**

**Signed by:  
Chair of Governors**

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# Religious Education and Faith Policy

## Autumn 2024



### **Introduction**

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

### **Aims and Principles**

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

#### **Aims of the school**

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

### **Background Information**

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

### **What is RE and Faith?**

Religious Education (RE) and Faith is a subject that is given core status in the National Curriculum that all children must be taught. As part of the curriculum, RE and Faith should promote the spiritual, moral, social and cultural development of pupils. It should demonstrate how different cultures think and feel about spirituality. Parents have the right to withdraw their child(ren) from R.E. and Faith teaching through discussion and agreement with the class teacher and the Executive Headteacher or Head of School.

### **Aims**

Our aims in teaching RE and Faith are that all children will be supported to:

- Acquire and develop an insight into understanding of a selection of the main religions.
- Develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures
- Enhance their spiritual, moral, cultural and social development by:
  1. Increasing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  2. Responding to such key questions with reference to the teachings and practices of religion, and to their own understanding and experience
  3. Reflecting on their own beliefs, values and experience in the light of their study
  4. Supporting a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.
  5. Both learning about religion and learning from religion.

### **Principles of the Teaching and Learning of R.E. and Faith**

- Children will learn from and about many religions with particular projects taught on Christianity, Judaism, Hinduism and Islam.
- Foundation Stage children will work through themes provided by the SACRE (Standing Advisory Council for Religious Education) and linked to the Early Learning Goals, exploring a selection of the main religions, mainly Christianity. Children in the EYFS will learn about different faiths and cultures through projects like Diwali and the Chinese New Year.
- In Key Stage 1 children will study Christianity and Judaism and at KS2 Christianity, Hinduism and Islam will be studied in depth.

Learning in R.E. and Faith will enable pupils to:

- Respect self and be sensitive to the needs of others
- Challenge inequalities and discriminations associated with race, religion, culture, gender, ability or socio-economic status
- Respond to the spiritual dimension of R.E. and Faith

## **SACRE Content and coverage**

The SACRE in Foundation Stage is divided into 3 themes, within which any of the main religions can be explored with relevant Early Learning Goals:

- 1. My world – me, my family, other people.**
- 2. Special times**
- 3. Special places**

The SACRE for KS1 and KS2 is divided into 6 Key Questions, which each tackle a different aspect of the religion being taught:

**Key Question 1: Why are these words special?** Sacred books

**Key Question 2: Why are some places special?** Local places of worship, objects, artefacts, signs and symbols, sacred sights and pilgrimages.

**Key Question 3: How can faith contribute to Community Cohesion?** Beliefs, ethics, family traditions and faith in the community.

**Key Question 4: Why are some times special?** Festivals, families, objects and artefacts.

**Key Question 5: What can be learned from the lives of significant people of faith?** Role models and examples.

**Key Question 6: How do I and others feel about life and the universe around us?** Ultimate questions.

## **Strategies for the Teaching of R.E. and Faith**

Planning in R.E. and Faith revolves around:

- A carefully planned curriculum that is balanced to ensure full coverage of the SACRE and National Curriculum.
- Work plans that are drawn up by class teachers for each half term and monitored by the co-ordinator.
- The work is linked to a topic where possible.
- An ongoing coverage of Early Learning Goals at F1 and F2 is followed.
- Approximately 50 minutes per week at Key Stage 1 and 1 hour at Key Stage 2 pro rata is spent on R.E. during the terms in which it is studied. The way that RE and Faith are taught lends itself to having themed days and special curriculum events as well as stand-alone lessons.

There is not an expectation to have specialist teaching in R.E.; class teachers are responsible for its delivery. Nor need it be a full 1 hour lesson. Much of our curriculum comes through special theme/topic days and our ongoing assembly cycle.

Additionally, a variety of approaches are used to enhance R. E. and Faith learning:

- Class discussions and debates
- Visits out and visitors into school are encouraged
- Artefacts and other resources are used to enhance learning

Excellence in R.E. and Faith is celebrated in display and performance including:

- School and class displays
- Class assemblies

### **Special Needs**

All children, including those with Special Educational Needs and more gifted and talented pupils should have access to the R.E. and Faith curriculum at their an appropriate level.

### **Equal Opportunities and the Right to Opt Out**

Every child should be taught to their ability regardless of race, gender and ability.

However, in-line with national policy for maintained schools, a parent of a pupil at Springvale Primary School can request that their child is wholly or partly excused from:

- Receiving RE given in the school in accordance with the school's basic curriculum
- Attendance at religious worship in the school

The school must grant such requests.

The right of parents to withdraw their children from religious education (RE) lessons is set out in section 71(1) of the School Standards and Framework Act 1998, in paragraph 1.

Any parent wishing to withdraw their child(ren) should raise the issue with the Executive Headteacher or Head of School.

### **The role of the R. E. and Faith co-ordinator is to:**

- Take the lead in policy development and review and the production of schemes of work designed to ensure progression and continuity in R.E. and Faith throughout the school.
- Support colleagues in their implementation of the Key Questions from the SACRE and in assessment and record keeping activities.
- Monitor progress in RE and Faith and advise the Executive Headteacher or Head of School on positive outcomes and any improvement action needed.
- Take responsibility for the purchase and organisation of resources for R.E. and Faith
- Keep up to date with developments in RE and Faith education and disseminate information to colleagues as appropriate.

### **Assessment and Strategies for Recording and Reporting**

Formative assessment is used to guide the progress of pupils in R.E. and Faith. Formative assessment is mostly carried out informally by teachers in the course of their teaching – this was agreed as appropriate procedure by all staff.

Suitable tasks for assessment include:

- Small group and class discussion
- Question and answer sessions
- Specific assignments for individual pupils related to the key questions

Reporting to parents is done annually through a written report. Assessment in R.E. and Faith will focus on each child's attainment and progress against the three themes and Key Questions in the SACRE (see page 4 above).

### **Resources**

These include:

- Central resources in R.E. and Faith include artefacts, costumes, posters and additional books and information. They are the responsibility of the subject co-ordinator. They will be stored in a unit next to the hall accessible to all staff.
- The library contains a section on world religions.
- Computers are used to access information from the internet, and multimedia resources.

### **Extra-Curricular**

At certain points of the year, we offer a weekly JAM (Jesus and Me) Club, led by our former pastoral lead who volunteers in school. This club is optional and free of charge to pupils. The school makes parents aware of the content of the club and ensures that children are taught about Bible stories, how to care for others and how to feel special about ourselves and our family.