



**Escrick Church of England Primary School**  
**RE Policy**

At Escrick Church of England School, Christian Values and spirituality are at the heart of all aspects of school life. All children are given the opportunity to become the best they can be in a friendly, safe and nurturing environment.

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).

RE will encourage and enable pupils to explore their own and other people's beliefs, values and traditions in meaningful and engaging ways. It will encourage pupils to share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none'. (North Yorkshire Agreed Syllabus)

Our intentions in teaching RE in our school are:

- to deliver a curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views
- that pupils will learn from and about religion, developing their understanding of the multicultural and ever-changing world around them

The teaching of Christianity is at the heart of our RE curriculum. However, our intent is that the curriculum is inclusive and engaging for all pupils. It is coherently planned and sequenced including a balanced mixture of Christianity and world religions.

- to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own
- that RE contributes to our children's development for life; further empowering them to become respectful, empathetic citizens, who live out the British Values and who are spiritually, morally, socially and culturally aware



### Teaching and Learning

We teach according to the North Yorkshire Agreed Syllabus 2024-2029 from Early Years through to Year 6. Each unit in the syllabus either focusses on 'believing', 'expressing', or 'living' in relation to a particular faith. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.

Units from the 'Understanding Christianity' resource work alongside the Agreed Syllabus. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information.
- Listening to and discussing.
- 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.

### Curriculum balance and time

Reflecting the Church of England and school's academy status, parents and pupils are entitled to expect that, Christianity should be the main religion studied in each year group and should be at least 50% of RE curriculum time.

The time allocated for teaching RE at Escrick Primary School is:

EYFS	36 hours of RE over the year e.g. 40-50 minutes a week or some short sessions implemented through continuous provision
KS1	36 hours of RE over the year e.g. an hour a week, or less than an hour a week plus a series of RE days
KS2	45 hours of RE over the year e.g. an 1½ hours per week, or a series of RE days or weeks

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



Religious traditions to be studied in depth is as follows

EYFS	Christians, Muslims and Hindu people.
KS1	Christians, Muslims, Jewish, Hindus and Non-Religious people.
KS2	Christians, Muslims, Hindus, Jewish and Non-Religious people.

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 PSHE (Personal, Social, Health and Economic) education.

In planning for and organising RE activities, teachers take a differentiated approach to ensure equality of opportunity for all learners. Children with special educational needs will work alongside the other children but differentiation in approach, language and expected outcome will be appropriate to the varying needs. Teachers should be aware 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.

We have a wide 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 and worldviews to be purchased, such as books, pictures, CDs, and artefacts. 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 INSET for staff. All resources will be stored in the central resource cupboard.

**Enrichment Opportunities** – Where possible, children should experience first-hand what they learn about in the classroom. Visitors to the school to enhance RE teaching and learning are strongly encouraged. Places of worship visits are organised within the local area and complement the work in school. 'Virtual' visits to places of worship are also available online.

### **Assessment, Recording and Reporting**

Assessment in RE is seen in its broadest sense and is not limited the acquisition of factual knowledge. The current assessment framework uses the NY RE Syllabus and Understanding Christianity learning outcomes and the meeting of Key Stage expectations. RE will form part of the annual reporting to parents and will include progress and achievement as well as effort. We assess children's work in RE by making informal judgements as we observe them during lessons, through marking diagnostically and after completing short assessment tasks at the end of a unit. Assessment is based upon the child's knowledge and understanding of various ideas, beliefs, values, attitudes and behaviour as well as their skills to reflect on their own experiences and that of others and respond to them in a thoughtful and constructive way.



## **Role and Responsibilities**

### **The role of the Head teacher**

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- To discuss curriculum delivery with the RE Subject Leader
- To keep the RE Subject Leader and other staff up-to-date on recent relevant changes in government policy.

### **The role of the RE subject leader**

- Review and update the policy.
- 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 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.
- To ensure that the teaching of RE is fully inclusive
- Liaise with the HT 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.
- Engage in professional development for themselves and other staff members.
- To extend and update resources as and when necessary, in line with the school's budget and ensure resources are accessible and well-maintained.
- To support staff in planning a range of enrichment opportunities in RE – whole school RE Days, visits and inviting visitors into school

### **The role of the Teacher**

- To implement the school's RE policy and scheme of work, teaching an engaging, high-quality RE curriculum which follows the legal requirements
- To follow school planning and assessment procedures
- To plan for a range of abilities and ensure that the teaching of RE is fully inclusive
- To report annually to parents about progress and achievement in RE

### **The role of Governors**

- Governing bodies must ensure that RE is provided as part of the school's basic curriculum, following the appropriate syllabus.

The subject leader for RE will regularly assess and review the subject's strengths and areas for development. This will be in line with SIAMS and OFSTED guidance and will be followed with an action plan.



The school also receives support from the Diocese on a regular basis. Reports are shared at least annually with the Governing Body.

### **Legal Requirements**

Religious Education must be provided for all registered pupils in full time education including those in reception class except those withdrawn at their parents' request.

*(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)*

We note the Human Right of parents to withdraw their children from all or part of the RE programme. Where parents have concerns they are asked to speak to the Headteacher on a confidential basis. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them. The school must comply with any request 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.

This policy has been adopted by the Governors in consultation with the Headteacher, RE subject leader and teaching staff.

Policy Date: October 2025

Review Date: October 2026