



Escrick CE Primary School Religious Education Policy



‘Every person is an individual and also part of a community’ 1 Corinthians 12:12-27

The essential place of religious education (RE) in a Church school flows from our deep commitment to the flourishing of every child articulated in our school vision. This document sets out the aim for young people to leave school with a rich and well-informed understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and belief traditions, and for the religious freedom of every individual.

Helping Each Child to Flourish

At Escrick CE Primary School, our Religious Education curriculum is firmly rooted in our Christian vision and values. Our school is committed to providing a nurturing and inclusive environment where children can flourish academically, emotionally and spiritually. Religious Education has a core and central place within our curriculum and all our school values: Friendship, Learning, Opportunity, Unique, Respect, Resilience, Included, Solve Problems and Happy help each child to flourish.

Our curriculum celebrates diversity and promotes respect for all individuals, encouraging children to develop empathy, kindness and a strong sense of community. Through a rich and diverse curriculum, we celebrate the uniqueness of each child, promoting curiosity, creativity and critical thinking while nurturing their faith and encouraging them to explore their place in the world. We believe that everyone in our school is an important piece of the Escrick Jigsaw and together we grow and learn. The Christian values of Wisdom and Joy underpin our ethos, and we value and respect everyone allowing us to make a difference to the world.

What does Religious Education look like at Escrick?

At Escrick CE Primary School, our children and their families can expect a high quality RE curriculum that is rich and varied, enabling our children to acquire a thorough knowledge and understanding of a range of faiths and world views therefore developing children's religious literacy. This will enable them to hold balanced and informed conversations about religion and belief. Through carefully planned enquiry, pupils build a secure knowledge of beliefs, practices, and values, while also learning to think critically about how people make sense of the world. By exploring religion through theology, philosophy, and the human and social sciences, we support pupils in becoming respectful, informed, and reflective individuals, equipped to live well in a diverse society. Children learn that people have different cultures, beliefs and opinions and that this should be respected and accepted by everyone within our school. As a church of England school, and in line with the statement of entitlement for RE, Central to our religious education is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Links with our school vision, and support for our children's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on our children. Key aspects of our approach to Religious Education include:



- The teaching of weekly RE lessons according to the North Yorkshire agreed syllabus for Religious Education (2024-2029)
- Using an enquiry approach to explain each religion and world view
- Learning that is very carefully planned to build on previous knowledge and skills
- Visitors are invited into school to share their beliefs and practices with our children
- Visits to places of worship that are planned throughout the school year to link to children's learning
- Strong links with organisations in the community that provide religious workshops for our children

Golden Threads Overview in RE Long Term Plan

This document maps out where the five key 'Golden Threads' appear across the RE Long Term Plan by year group and unit. The 'Golden Threads' referred to in our curriculum represent a core theme or concept that runs consistently through the entire curriculum across all year groups. These threads help to:

- Connect learning over time, allowing pupils to revisit, deepen, and build upon their understanding as they progress.
- Provide coherence across different religions and worldviews.
- Support big-picture thinking so pupils understand key ideas that underpin religious belief and practice.

The threads include:

Practices and Worship

This thread explores how people of different faiths express their beliefs through daily practices, rituals, and forms of worship. It includes places of worship, prayer, symbols, ceremonies, and how these practices help followers connect with the divine and live out their faith.

Festivals and Celebrations

This thread looks at the special times in religious calendars, focusing on key festivals and celebrations. It covers their origins, meanings, traditions, and how communities come together to observe them. This helps children understand the joy, reflection, and significance behind each festival.

Morality and Values

This thread focuses on the ethical teachings of different religions and worldviews, helping pupils explore questions about right and wrong, fairness, compassion, forgiveness, and justice. It encourages reflection on personal values and how religious teachings influence moral choices.

Religious traditions are to be studied as follows. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:

Key Stage	Locally Agreed Syllabus	The Escrick Way
EYFS	Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Christians, Muslims and Hindu people.



KS1	Christianity and Muslims or Jewish people.	Christians, Muslims, Jewish, Hindus and Non-Religious people.
KS2	Christians, Muslims, Hindus and Jewish people	Christians, Muslims, Hindus, Jewish and Non-Religious people.

Community and Belonging

This thread highlights how religion or having a world view helps build a sense of identity, community, and belonging. It explores how religious and world view communities support each other, the roles of leaders, shared responsibilities, and how faith shapes relationships within and beyond the community.

Beliefs and Sacred Texts

This thread delves into the key scriptures, stories, and teachings that are foundational to different religions. It looks at how these texts guide beliefs and practices, and how stories are used to teach lessons, pass on traditions, and inspire followers.

RE Curriculum Content

At Escrick CE Primary School, our RE curriculum is structured to follow an enquiry-based approach aligned with the North Yorkshire Agreed Syllabus and supported by the Understanding Christianity resource. Our curriculum builds progressively across year groups, revisiting key concepts through the five golden threads to deepen understanding and ensure continuity. In line with our school values and community context, we include learning about Hindu and non-religious worldviews alongside Christianity, Islam, and Judaism. This reflects the diverse beliefs and identities within our school and the wider society. Including Hindu and non-religious perspectives helps our pupils develop a respectful, inclusive outlook and equips them to engage thoughtfully with a range of faiths and worldviews.

Disciplinary Approaches in Our RE Curriculum

Our Religious Education curriculum is thoughtfully planned to go beyond simply learning about religious facts and practices. We aim to develop pupils' ability to think deeply about religion and worldviews by introducing them to a range of academic disciplines that shape the way religion is studied. These include theology, philosophy, and the human and social sciences. To support clear understanding and planning, opportunities for engagement with each discipline are clearly marked throughout this document using three icons:

-  Theology
-  Philosophy
-  Sociology

Theology

Theological enquiry invites pupils to explore how people of faith understand and talk about God, ultimate reality, and sacred texts. It examines beliefs from the "insider" perspective — how believers make sense of their own traditions, practices, and scriptures.

In our curriculum, theology includes:

- Exploring sacred texts and what they reveal about belief.
- Understanding religious rituals and their meaning for believers.
- Asking: *What do people believe? Why do they worship? What do their scriptures say?*

Philosophy

Philosophy helps pupils explore big questions about life, morality, truth, and existence. It encourages reasoned



argument, reflection, and respectful debate on ethical and metaphysical issues. In our curriculum, philosophy includes:

- Discussing moral dilemmas and concepts of right and wrong.
- Debating what truth means and how we know what we know.
- Asking: *What is right? How do we know something is true? What makes a good life?*

Sociology

This discipline explores how religion and worldviews are lived out in communities and cultures. It focuses on practices, diversity, identity, and the impact of belief on daily life. In our curriculum, human and social sciences include:

- Learning about festivals, symbols, and places of worship.
- Exploring how religion shapes identity and influences community life.
- Asking: *How do people live out their beliefs? What does religion look like in different cultures?*

By integrating these three disciplines across our curriculum, we ensure that pupils not only acquire substantive knowledge of religions and worldviews, but also develop the disciplinary skills to think critically, reflect respectfully, and engage meaningfully with the diversity of belief in the world around them.

The Big Frieze

The "Big Frieze" visually represents seven central themes in Christianity, telling the Bible's overarching story through the Understanding Christianity resource. These themes are Creation, The Fall, People of God, Incarnation, Salvation, Gospel, and Kingdom of God. The frieze is designed to help children see how different parts of the Bible connect to form one unified narrative.



Here's a summary of each theme:

- Creation: The beginning of everything, where God creates the universe and humanity.
- The Fall: Humanity's decision to turn away from God, bringing sin and separation.
- People of God: The story of God's chosen people, featuring key figures like Abraham, Moses, and David.
- Incarnation: God becoming human in the person of Jesus Christ.
- Salvation: God's plan to save humanity from sin through Jesus' death and resurrection.
- Gospel: The good news of Jesus' life, death, and resurrection, offering forgiveness and restored relationship with God.
- Kingdom of God: God's vision for a renewed world where his will is fully realized and life is transformed.

RE at Escrick Church of England School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus / diocesan syllabus



We deliver RE in accordance with the Church of England Education Office's *Statement of Entitlement*. We also pay due attention to the Ofsted RE Research Review (2021), the National Content Standard for Religious Education (2023) and the Ofsted RE subject report (2024).

Within this context, our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of other religious and non-religious worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious and non-religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and non-religious worldviews.

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*
**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.)*
- 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

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994) Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2 This time is delivered through discrete weekly RE lessons. RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Years areas of learning.

The time allocated for teaching RE at Escrick School is:

EYFS	planned within the EYFS Framework
KS1	60 minutes per week
KS2	75 minutes per week

RE Curriculum Overview

Our RE curriculum is based on the North Yorkshire locally agreed syllabus and can be provided on request. We ensure that teaching and learning in RE meets the needs of all pupils; the implementation of the curriculum focuses on ensuring all pupils develop the expected substantive, disciplinary and personal knowledge in RE. 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 worldviews. 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 a range of religious and non-religious 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.



Religious Education plays a significant role in promoting pupils' spiritual development and is a key contributor to enabling all pupils to flourish. Through engagement with big questions, encounters with diverse faiths and worldviews, and opportunities for reflection and discussion, pupils are encouraged to explore meaning, purpose, identity and belief. RE provides regular opportunities for pupils to experience awe and wonder, consider their place in the world, reflect on their own values and beliefs, and develop respect for the beliefs and experiences of others. Through thoughtful enquiry and reflection, pupils deepen their understanding of themselves, their relationships and the wider world. In doing so, RE supports pupils in developing the language, confidence and openness needed to engage with life's deepest questions and to flourish as informed, respectful and reflective individuals. These opportunities complement our whole-school approach to spirituality, encouraging pupils to look outwards, look inwards and look upwards as they reflect on their experiences, beliefs and relationships.

Meeting the needs of All

Whole school policy with regards to SEND and adaptive teaching applies to RE. Teachers ensure that the learning activities employed in RE are adapted to meet a variety of learning needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

Visits and visitors

We consider that an essential element of the delivery of effective RE is encounter with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage members of different religious and non-religious worldviews to visit Escrick CE Primary School.

Pupils will have the opportunity to make various religious visits during their time in school such as Hindu workshops, mosque and church visits. The RE subject leader supports 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.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. These include a wide range of appropriate books, artefacts, audio and visual resources, posters, persona dolls, etc. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of an effective RE curriculum. Our staff are given protected time to familiarize themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

Assessment, Recording and Reporting



Assessment focuses on pupils' progress in substantive knowledge, disciplinary knowledge and personal knowledge in RE. Assessment information is used to inform future planning, identify strengths and gaps in learning, and evaluate the effectiveness of the curriculum.

Assessment in religious education will:

- Be directly related to the expectations of the Diocese of York.
- 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.
- Enable effective tracking of pupil progress 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 before being fully reviewed by staff and governors. Monitoring activities include planning reviews, work scrutiny, pupil voice, lesson visits, assessment analysis and curriculum impact reviews. These activities enable leaders to evaluate the effectiveness of the curriculum, identify areas for improvement and ensure high-quality provision across the school. The RE subject leader maintains an ongoing self-evaluation of RE in preparation for external scrutiny, including SIAMS inspection.

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.

Inspection

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS inspection. Inspectors will evaluate how effectively RE contributes to pupils' flourishing, their understanding of Christianity as a living and diverse faith, and their appreciation of a range of religions and worldviews. Escrick Church of England School is a VC school. As such, progress and attainment in RE is not inspected as a distinct element of SIAMS. It is the responsibility of the RE Subject Leader to review and maintain evidence for RE, with appropriate support from leaders, governors and the Diocesan RE Adviser.

Withdrawal from RE - Legal Requirements

We acknowledge the right of parents/guardians 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. Should a parent/guardian wish to withdraw their child from RE lessons we ask that they inform the school [e.g. via the admin@escrick.n-yorks.sch.uk].

We will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that parents are in possession of all the necessary information. However, should a parent/guardian request that their child be withdrawn from RE, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision but *should not incur any additional cost in so doing*. Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.

This policy has been adopted by the Governors/Directors in consultation with the RE subject leader and teaching staff. It was approved in October 2026 and will be reviewed on October 2029.



This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning and other curriculum policies.

Date of validation..... Signed.....