ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

R.E. Policy

Policy Reviewed: September 2025

'Educating a community of life-long learners'

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R.E. Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery. This allows our children to be their best!

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. – Be Your Best'

Aims

The aims of this policy are to ensure that the provisions for R.E. in our school lead to the following:

- To develop children's knowledge and understanding of the world views and faiths that surrounds them.
- To establish a safe and respectful environment to discuss the faiths of the world, world views and the faith or world views that an individual may have.
- To expand the children's understanding of how people's faith or world views affect the way an individual or a community acts in the world and how they interact with others.
- To encourage children to vocalise their own world views and beliefs and to allow for respectful discussions to stem from this.
- To provide an inclusive curriculum for all pupils, with equal opportunities whatever their race, gender or disability.
- To ensure continuity and progression in children's learning

Teaching of R.E.

Once a week, children will have access to high quality teaching of R.E. where they will learn about the different faiths and world views from around the world. One half term the class teacher will teach this subject and the next half term a HLTA will teach R.E. Pupils will explore this subject through discussions, creative activities and group work to understand faith and world views and how faith and world views are practised. The children will learn skills that will help them to express their own thoughts on the matter in a safe and respectful environment. Each year group will study a range of faiths with a particular subject to focus on and to compare and contrast. In the Foundation Stage, the children will learn about the wider world, what it is and what they can interact with. They will also learn about worldviews belonging to some faiths. In KS1 children will learn from a range of faiths and worldviews, focussing on stories around the world, sacred texts, and festivals. In KS2, children will compare a range of faiths and world views which also includes humanism. They will also be able to express their own thoughts, faith and worldviews and be able to understand the faith of other individuals and pupils. The reason we focus on many religions is because in ARH we have many children who follow these faiths that have been mentioned and have therefore decided to include them in our learning. Furthermore, the Local Authority's R.E. curriculum requires us to focus on a range of faiths and world views.

Through the use of the R.E. Progression Document, knowledge and skills to be taught have been split across different year groups. Each half-term has a focus question and specific skills to teach. For example, Year 1 children will have opportunities to remember and identify basic religious worldviews, to identify how a person of faith prays and to simply say what they believe. Focus questions for KS2 children will encourage children to compare faiths, how they are different and how the faith and worldviews interacts with the community. The document also shows the progression of vocabulary to be used. Year groups will be able to update this document to show when different

skills have been taught and the R.E. Coordinator will liaise with year group leaders and HLTAs to monitor how the progression works and if anything can be improved.

The National Curriculum dictates that the Local Authority state what the focus and aims of R.E. will be. We follow The Leicestershire Local Authority in regard to R.E. and other links can be made to British Values.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for R.E., supported by the R.E. Coordinator.
The R.E. Coordinator is responsible for overseeing the delivery of the R.E. Curriculum through:

- Liaising with year groups leaders.
- Liaising with the wider curriculum team.
- Liaising with HLTAs and class teachers.
- Monitoring planning to ensure curriculum coverage.
- Carrying out R.E. scrutinies within the books alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within R.E.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.
- Subject coordinators are responsible for progression and assessment within their subject area.
- Checking on the Local Authorities guidance when it changes.
- Acknowledging individuals who may not wish to participate in R.E. and bringing this to the attention of the Headteacher.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring there is appropriate challenge and adaption so all pupils make good progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.

Planning

We ensure that all objectives in the National Curriculum are covered through R.E. As the National Curriculum has handed the objectives over to the governing Local Authority, A.R.H. uses Leicestershire's Local Authority's objectives for R.E. Our planning process for R.E. is:

- Long term plans for the year; these are the religions that will be taught throughout the year. Christianity and one other religion are taught for each year group and this is organised as one half term on Christianity and one half term on the other religion.
- Medium term plans for each religion hold the relevant learning and Local Authority objectives. These highlight the activities to be covered and are assessed at the end of each half-term. Teachers use the Local Authority objectives and discuss how they will translate these into meaningful activities for the children. This is planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. This has to incorporate: a formative assessment of children's understanding, how the topic will be introduced (a 'wow' factor, that could be a visit, a trip, a focus day or an external visitor, activities on Wonder Day), what the learning outcome will be – this could be an artefact, presentation, a clear list of knowledge or experience, for example and how the work of pupils is to be recorded in appropriate HLTA books. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet weekly to plan the subsequent week's work from the medium term plan or Routeway. Each weekly plan (as a lesson flipchart) is clearly adapted to ensure all pupils can access the learning with a

clear learning outcome. Lessons are engaging and taught using high quality resources. On each weekly plan the links to the Local Authority guidance are clearly labelled.
- HLTAs and class teachers are teaching R.E. this year.
- Plans are monitored by SLT and the R.E. Coordinator. At the end of each topic pupils' views are taken through a questionnaire and this is then used to alter the planning for the following year.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).
R.E. uses adaptive teaching techniques with open-ended activities and scaffolding is given to those who need it. Most of the activities are based around creative ways of expressing oneself which can be accessed by all.

Parents and carers have the right to withdraw their child from the study of R.E. or from part of R.E. provision. Should a parent or carer wish to withdraw their child, they must contact the school and arrange a meeting with the class teacher.
If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Pupils being withdrawn will be sent to another classroom to read their current reading book. If the parents are withdrawing their child because they have an objection to the particular nature of the R.E. being taught, they are allowed to request an alternative religious education. The School Standards and Framework Act 1998, section 71, allows parents to arrange an alternative religious education for the pupil. If this happens, this must not disrupt the rest of the pupil's education or incur any extra cost for the school. Alternatively, parents could send in R.E. materials for the pupil to work on during R.E. lessons.
Parents can only withdraw their child from R.E., not other curriculum areas. For example, pupils can't be withdrawn from a study of religious art in an Art lesson, or parts of the history curriculum such as the study of Christian conversions.

Assessment

As the National Curriculum indicates that the Local Authority dictates the objectives, ARH follows the Leicestershire Local Authority's guidance. These are primarily assessed throughout the topics using the Learning Objectives.

Teachers can use the questions from the progression document each half-term to determine the knowledge and understanding the children have gained. Furthermore, the end of year expectation document gives defined criteria teachers can assess against. Teachers can base their assessments on how the children express their thoughts and ideas verbally and in writing. The HLTA books show the collective understanding of the class in terms of assessment and progression.

As part of assessment, we have an End of Year Expected Standard sheet that dictates the end of year standard within R.E. Twice a year staff indicate which pupils are on track, working above or not on track to reach this standard. The R.E. Coordinator collates this data information and uses this information to support class teachers as necessary.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan and the R.E. Action Plan.
- Planning and flipcharts will be audited on a termly basis.
- The R.E. coordinator will liaise with teachers, year group leaders and HLTAs to evaluate the effectiveness of the progression document and evaluate it with their support and feedback.
- The R.E. coordinator will perform learning walks to different year groups once a year during R.E. sessions.
- Pupil conferencing will be performed during a learning walk by the R.E. coordinator.
- Pupil voice will be conducted to hear from the pupils and gain their views.
- The R.E. coordinator will audit books and Dojo based activities at least twice a year.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lessons to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Creative and expressive art, through the form of videos and pictures, will be encouraged. Children will be encouraged to use resources around the house as well as outside to creatively express and achieve their learning objectives.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. The previous year's objectives will be reviewed to see if the children have covered them in enough detail. If not, they will be taught in their current year group. Objectives that were unable to be covered at home (for example due to lack of resources) will also be continued and taught when the school reopens.

To be reviewed September 2027