



## RE Policy

Name of school	Richmond Hill Primary
Date of policy	3/11/25
Member of staff responsible	C Bonnar
Link Governor	Mrs Lisa Steele

### Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

Richmond Hill Primary is a Community school. We deliver RE in line with the Locally Agreed Cumbria Syllabus. We use the Kapow Religion and Worldviews programme as a basis for our scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010
- RE : realising the potential Ofsted 2013
- A Curriculum Framework for RE in England, REC 2013

### The aims of our RE, using the Kapow Religion and Worldviews programme

Kapow Religion and Worldviews planning meets the requirements of the Cumbria Agreed Syllabus 2023 and is aligned to the non- statutory guidance described above.

At Richmond Hill Primary school we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted. Each of our units poses a question and over the course of the unit, pupils build their responses by investigating, interpreting and evaluating a range of sources and materials.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**



## **Differentiation/SEN**

On the whole we aim to keep the teaching content the same for all our pupils as it is important each child is given the opportunity to explore and understand a diverse range of religious and worldviews in order for them to develop empathy and respect for others with views and beliefs which differ from their own. Our scheme of work provides suggestions for adaptive teaching where necessary. Staff are expected to use their professional judgement and adapt and adjust resources to enable all children to access the learning. As a school we promote retrieval skills as a way of helping to maximise retention and promote a solid foundation for future learning.

## **Assessment**

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each unit has a built-in assessment. This task is the formal opportunity for teacher assessment of the children's progress over the course of the unit. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the unit to assist the teacher in forming judgements about pupil progress.

As part of our assessment model, teachers will regularly promote the discussion of core questions during the teaching of each unit. These questions, which cover the three strands of Theology, Philosophy and Human Science, will help to increase the opportunities pupils at Richmond Hill School have to develop their religious literary skills. Pupils' verbal responses to these core questions will form part of our assessment model for RE. Together with the end of unit assessments, staff will be able to assess effectively the extent to which a child can make informed judgements about matters of religion and belief which shape the local and global landscape.

## **Reporting to Parents/Carers**

The assessment process described above helps teachers report to parents/carers. Kapow Religion and Worldviews assessments give teachers meaningful evidence to cite in reports.

## **Monitoring and evaluation**

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

## **External contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc. make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.



## **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression

## **Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

## **Links to other policies and curriculum areas**

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- *Collective Worship*
- *Teaching and Learning Policy*
- *Equal Opportunities Policy*
- *Child Protection Policy*
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

## **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.



## Policy Review

This policy is reviewed every 3 years

	Signed Headteacher	Signed Chair of Governors
Date of review: November 2025		
Date of next review: November 2008		

## Kapow Religion and Worldviews Content

### RE Years 1-6 Curriculum Overview

	Autumn Term	Spring Term	Summer Term
<b>Year 1</b>	<p><b>How did the world begin?</b></p> <p>Christian, Jewish, Hindu and <b>Buddhist</b></p> <p>Church visit to tie in with Harvest time (Year 1 &amp; 2 classes to visit together)</p>	<p><b>What do some people believe God looks like?</b></p> <p>Christian, Muslim and Hindu</p>	<p><b>Why should we care for others?</b></p> <p>Christian, Jewish Muslim and <b>Buddhist</b></p>
<b>Year 2</b>	<p><b>What is a prophet?</b></p> <p>Muslim, Christian and Jewish</p> <p>Church visit to tie in with Harvest time (Year 1 &amp; 2 classes to visit together)</p>	<p><b>What do candles mean to people?</b></p> <p>Christian, Hindu, Jewish and <b>Buddhist</b></p>	<p><b>Where do some people talk to God?</b></p> <p>Christian, Muslim, Sikh (also consider where a <b>Buddhist</b> would go to worship)</p>
<b>Year 3</b>	<p><b>Where do our morals come from?</b></p> <p>Christian, Jewish, <b>Buddhist</b>, <b>Muslim</b>, Hindu and Humanist</p>	<p><b>What happens if we do wrong?</b></p> <p>Hindu, <b>Muslim</b>, Humanist and Christian</p> <p>Link to church visit in the run up to Easter (Year 3 &amp; 4 classes to visit together)</p>	<p><b>Why is water symbolic?</b></p> <p>Christian, Sikh and <b>Muslim</b></p>



<b>Year 4</b>	<b>What makes some texts sacred?</b>  Sikh, Hindu, <b>Buddhist</b> and <b>Muslim</b>	<b>Who was Jesus?</b>  Christian, Jewish and <b>Muslim</b> Link to church visit in the run up to Easter (Year 3 & 4 classes to visit together)	<b>Why is the bible the best-selling book of all time?</b>  Christian
<b>Year 5</b>	<b>Why do some people have to stand up for what they believe?</b>  Find opportunities to focus on stories of different saints  Christian, <b>Muslim</b> and Sikh	<b>Why doesn't Christianity always look the same?</b>  Christian	<b>Why are some places in the world significant to believers?</b>  Find opportunities to look at global spread of Christianity and how persecuted Christians in China have to worship in private.  Christian, Jewish and <b>Buddhist</b>  Link to church visit during summer term (Year 5 & 6 classes to visit together)
<b>Year 6</b>	<b>What happens when we die? (Part 1/ 2)-Teacher to select most appropriate 6 lessons from across the two units- Planning is in Year 5 section of Kapow)</b>  Jewish, Christian, <b>Muslim</b> , Humanist, Hindu & <b>Buddhism</b>	<b>Why is there suffering? (Part 1/ 2)- Teacher to select most appropriate 6 lessons from across the two units)</b>  <b>Muslim</b> , Christian <b>Buddhist</b> , Sikh and Humanist	<b>What place does religion have in our world today?</b>  <i>Pupils to do a summative essay which demonstrates an insight into the teachings of Christianity, <b>Islam</b>, <b>Buddhism</b> and Humanism</i>  <i>Pupils to visit church in the summer term to re-enforce previous learning on what happens when we die. (Year 5 &amp; 6 classes to visit together)</i>

Key	
	Special focus opportunities for either Buddhism (introduced at KS1) or Islam (introduced in more detail at KS2)
<b>Buddhism</b>	Curriculum opportunities to explore Buddhism
<b>Muslim</b>	Curriculum opportunities to explore the Islamic faith