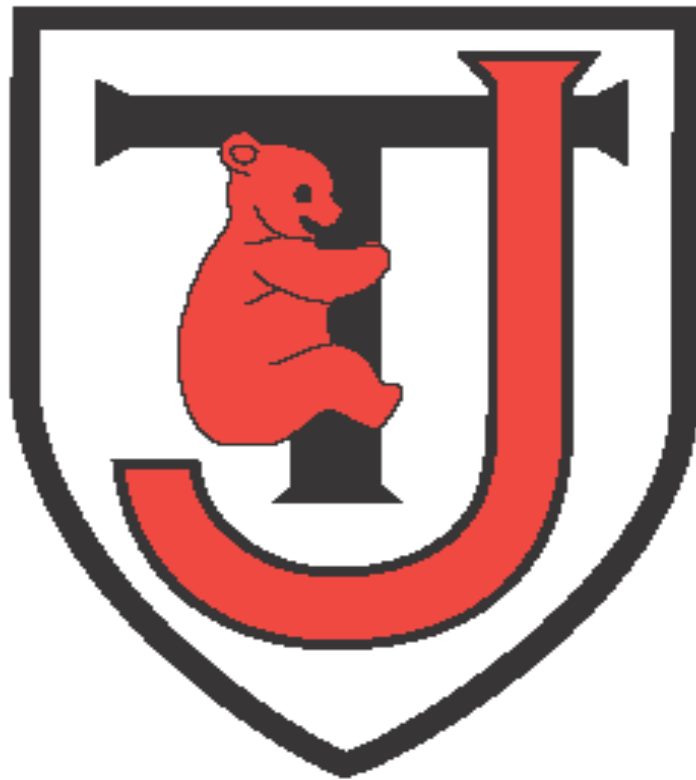


RE Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: Lizzie Musk

Date: September 2025

Last reviewed on: September 2024

Next review due by: September 2026

Thomas Jolyffe RE Policy

Introduction:

The learning and teaching of RE at Thomas Jolyffe Primary School aims to provide opportunities to understand appreciate and enjoy the multi-cultural world in which we live, and to celebrate its rich diversity. The current RE Syllabus enables teachers to help pupils explore Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as Christianity and it also encourages the consideration of secular world views.

Please read this policy in conjunction with:

- Coventry and Warwickshire Agreed Syllabus for Religious Education (2024-2029)
- Teaching and Learning Policy
- SEND Policy
- Health and Safety Policy

Aims and Objectives:

The principal aim of RE is 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.

History and PSHE also compliment the curriculum and help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The key aims of RE in our school are to:

1. Know about and understand a range of religions and worldviews so that they can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - Appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively enquire

into what enables different individuals and communities to live together respectfully for the wellbeing of all

- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in the local area, and how they help pupils to achieve the threefold aim.

Teaching and Learning:

- Teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- Teaching should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Teaching should provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality.
- Teaching should raise issues of right and wrong and what it means to be human.
- Teaching should enable children to learn about, and from religions and worldviews in local, national and global contexts and to discover, explore and consider different answers to these questions.
- Teaching should enable children to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Pupils should be enabled to gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Curriculum Planning:

This agreed syllabus requires that all pupils learn from Christianity in each key stage.

Religious traditions are to be studied in depth 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:	
4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people
11–14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists
14–16s Key Stage 4	Two religions required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96 ¹⁰
16–19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.

In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Flexible delivery of RE is often good practice: an RE themed day, or a focus on religious festivals as they arise throughout the year, can complement –but not usually replace – the regular programme of timetabled lessons. In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children’s learning. Whilst teachers are expected to make their own decisions about how to divide up curriculum time, they must ensure that sufficient time (weekly lessons) is given to RE so that pupils can meet the expectations set out in the locally agreed SACRE syllabus (updated 2024-2029) and therefore ensure progression in RE learning.

Differentiation:

Children will be given the opportunity to choose the level of challenge appropriate to the task and dependent on their understanding, level or skill, confidence etc. Teachers will monitor and guide children so they are challenging themselves effectively.

SEND Pupils:

Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

Assessment and Recording:

We record the coverage of key concepts in RE on an informal basis. These assessments help to inform the teacher of the pupil’s current achievements, and guide future planning. We report to parents at the end of each academic year.

Pupil Voice:

Peer and self-assessment are ways of engaging children in understanding their progress in learning as well as identifying next steps in their learning. This can be used in addition, and to support oral and written feedback from teachers and support staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. To facilitate this, learners use success criteria to make judgements on their own, and peers, learning and identify areas for development – next steps.

Success Criteria:

Success criteria are shared with all children and displayed throughout the lesson to be used by the learner, peers or teacher. These should be differentiated where appropriate.

Marking and Feedback:

We are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process through pupil voice.

Effective Marking and Feedback Strategies:

The following strategies can be used to assess, mark and provide feedback:

1. Verbal Feedback

This means the discussion of work in direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the Verbal Feedback comment in the child's book along with the context in which the work was done and an outline of feedback given.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and will include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

3. Feedback Comments

Tinkled Pink and Green for Growth may on occasion be used if the writing is linked to English as a main piece of work and can be presented in different genres. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Responding to Marking:

Children are expected to respond to marking and feedback, and are given the opportunity to complete this task at an appropriate time.

Resources:

The library contains a good supply of topic books; these are supplemented by the school's topic boxes for each area of study. We also use online resources for children to view. A small number of artefacts are available.

Monitoring and Review:

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE Leader. He/she has subject release time to undertake this. He/she examines pupils' work and monitors classroom practice and curriculum planning. The work of the RE Leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The RE Leader will keep some samples of children's work and photographic evidence.

Policy Formation and Consultation Process

This policy was written by the RE Leader and discussed with the Headteacher and Curriculum Leader.

In England and Wales Parents have the statutory right under Section 71 of the School Standards and Framework Act 1998 to withdraw their children from RE lessons and acts of Collective Worship in schools if they are concerned about an element that is being taught. We invite parents to have a meeting with us first to inform you of what is being taught and reach a solution that means your child is still receiving education in line with our broad and balanced curriculum. Any request must be put in writing for the attention of Mrs Liversidge, the Headteacher.