



The Fellowship of All Saints Kirkby Overblow and North Rigton CE Primary

RE POLICY

Issue number	Author	Date written	Approved by Governing Body	Comments
1	S Honey	October 2025		



Fellowship RE Policy

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

Context

- The context of RE at All Saints C of E Primary and North Rigton CE Primary School is that of a small rural village primary school, serving children in the age range 4 -11. Our families attend All Saints C of E from the village, surrounding rural locality and villages as well as the nearby town of Harrogate. Similarly, families attend North Rigton from the village, surrounding rural locality of Huby and Weeton as well as the nearby town of Harrogate
- We teach according to the Leeds and York Diocese Agreed Syllabus
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE
- We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas

The Aims of RE across the Fellowship

RE at The Fellowship will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll.
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- the RE which is provided shall be in accordance with the locally agreed syllabus for Religious Education in the Dioceses of York and Leeds.

The legal requirements can be found [here](#).

Within the framework of the law and the Agreed Syllabus, the aims in RE at The Fellowship are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally.
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom.
- enhance their spiritual, moral, social and cultural development by:



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- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them.
- responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience.
- reflecting on their own beliefs, values and experiences in the light of their study.
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at The Fellowship is:

EYFS	planned within the EYFS Framework
KS1	38 hours
KS2	45 hours

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Agreed Syllabus

EYFS	themes emerging from the EYFS Framework
KS1	Christianity, Judaism and Muslim
Lower KS2	Christianity, Sikhism and Hinduism
Upper KS2	Christianity, Muslim and Judaism

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus/our chosen syllabus in a creative, knowledge-rich, broad and balanced way.



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Resources

We have a wide range of resources, to support our RE teaching, which includes books, religious artefacts, journal subscriptions, posters, art work and story sacks.

A regular audit of resources takes place by the RE subject leader in order to update our collection.

Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

Guidance on visits and visitors can be found [here](#).

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs applies to RE. Adaptations are made to lessons to ensure all pupils access high quality RE teaching. Teachers should be alert to the fact 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.

Assessment

A central objective of the Yorkshire Causeway Schools Trust is to raise the standard of educational achievement of all its students

We believe that the schools within the trust should use assessments to gather information in order to make better decisions that enable us to meet this objective. The following principles guide how we decide what data we need to collect and how to ensure that the data is as reliable as it can be.

- We are clear about the purpose of any assessments that we use, particularly whether the data is primarily being gathered for accountability or to inform teaching and learning
- The amount of data collected is proportionate to its usefulness
- We are aware of the need for assessments to be carefully planned to maximize validity and reliability
- We are cautious about what can be inferred, especially from one data source

Assessment in Religious Education will be used to inform teaching and learning. Teachers will use the results of assessments to:

Plan and deliver future lessons, which address misconceptions and ensure that students have learnt agreed key knowledge and are using identified vocabulary accurately.

Assessments will be shared with colleagues to ensure that future learning can be built upon what the children know.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years and then be fully reviewed by all staff and governors. RE teaching is monitored by the RE lead, SLT and governors on a regular basis.



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Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development.

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 from an external provider. The RE subject leader also attends network meetings run by Yorkshire Causeway Schools Trust.

Withdrawal

In England and Wales parents/careers have the statutory right under Section 71 of the School Standards and Framework Act 1998 to withdraw their child/ren from RE lessons, certain aspects of RE and acts of Collective Worship in school. As parents/careers you are not obliged to give a reason for requesting the withdrawal and your request will be granted. Students cannot be withdrawn from spontaneous religious questions or religious context arising in other subjects (e.g. History or Science).

Should a student be withdrawn from those learning activities or lessons they will be directed to alternative education at no extra cost of the school, this may include sitting at the back of another classroom and joining in with their lesson or reading a book in another classroom.

Requests for withdrawals are to be made in writing to the headteacher; please see the text below as an example:

As parents of [Child's name] we formally request that he/she is withdrawn from worship/RE of any kind in future, without any detriment.

RE Link Governor: Reverend Stroma McDermott

Named RE subject leader: Amber Andrews and Sarah Honey

Headteacher: Amber Andrews

Date: 06/10/25

Date for review: 06/10/28