

The Woodland Federation of Peak District Schools



Great Hucklow CE Primary School
 Peak Forest CE Primary School
 Stoney Middleton CE Primary School

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RE Policy

Review: Biennial

Links to UNCRC		
Date	Narrative - Author	Review Date
01/09/2024	Andrea Tomlinson – Policy rewritten to take into account scheme purchased last year and new cycle of teaching	September 2026
01/10/24	Andrea Tomlinson – Added Curriculum overview as an appendix	



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The principle aim of RE at The Woodland Federation of Peak District Schools is to engage pupils in systematic enquiry into significant human questions which religion and world views 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.

INTENT- AIMS

The aims of The Derbyshire and Derby City Agreed Syllabus for RE are:

To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.

To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.

To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.

To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and our wider world communities and to promote harmony and good community relations.

To encourage teachers to deliver RE lessons that are challenging, inspiring and engaging to everyone.

To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.

To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.

British values will permeate the RE curriculum across all key stages; in particular, tolerance and mutual respect will be promoted within units of learning to further instill these.



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In addition, RE at The Woodland Federation of Peak District Schools makes a significant contribution to a number of other areas of school life including:

- The Federation's desire to ensure that all children develop an understanding and appreciation of life in a multi-cultural world e.g. to ensure that all cultures are treated with equal respect and without prejudice.
- The duty on schools to promote community cohesion to promote common values and value diversity. To provide opportunities for children and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.
- The spiritual, moral, social and cultural development of pupils e.g., to question own values in human society, to make informed judgements on religious and moral issues, to prepare for life as citizens in a plural society and develop understanding of cultural contexts within which they live.
- PHSE Matters which supports the emotional wellbeing of children.
- Citizenship e.g. to help pupils respect people of different beliefs, practices, races and cultures.
- PSHE (Personal, Social and Health Education) e.g. to develop social and political awareness through considering religious and moral beliefs and values that underpin relationships, crime and punishment and health choices.
- School ethos, to ensure that our children uphold the SMILERS ethos of the school e.g. to provide opportunities to work co-operatively and take responsibility for oneself and others.

IMPLEMENTATION – Content

The Derbyshire and Derby City Agreed Syllabus for RE (2020 – 2025) is based around a key question approach, where the questions open up the content to be studied. The syllabus gives some example key questions to help teachers deliver the statutory Programmes of Study. All of the questions are found on p.16-17, with EYFS on p.22, KS1 on p.33; KS2 (new syllabus); these are followed by detailed outlines for each question. These are not statutory but are designed to support staff in delivering high-quality RE that enables coherence and progression in the pupils' learning. The key question outlines give structured support in terms of 'emerging', 'expected' and 'exceeding' learning outcomes and suggested content, to enable good planning and progression.

At The Woodland Federation of Peak District Schools, children are taught the principles of Christianity, Judaism and Islam across KS1; and Christianity, Judaism, Islam, Hinduism and Humanism in KS2 using the Primary RE Curriculum from RE Today (See appendix 1 for Curriculum Overview).

Time Requirements



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RE should be allocated a minimum of 5% curriculum time

i.e. 36 hours per year at KS1 (50 min a week or RE week/days where 12 hrs of RE taught).
45 hours per year at KS2 (An hour a week or a series of RE days where 45 hours + RE taught).

(Figures taken from Derbyshire and Derby City Agreed Syllabus for Religious Education 2020- 2025)

Here at The Woodland Federation of Peak District Schools, all Key Stages receive an hour of RE teaching a week with additional time delivered during RE Days.

RE must be identified on the school timetable and/or in curriculum planning.

*This does not include time spent in Collective Worship but may include faith related visits/workshops.

Planning RE in the Curriculum

Effective Religious Education requires whole school planning with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. Liaison between year groups and key stages is essential. We recognize that maintaining high standards in RE requires both sound subject knowledge by the teacher and also the application of a range of strategies to inform teaching and learning.

At The Woodland Federation of Peak District Schools RE will be taught as a separate and clearly identified subject. We have made the decision to deliver RE Teaching on our Together Days. This decision has been reached as the increased number of pupils on these days allows for increased opportunities for discussion and opinions.

IMPACT - Assessment, Recording and Reporting.

Primary RE provides assessment opportunities on a range of areas including knowledge, understanding, skills and attitudes. Assessment informs teacher planning and preparation and pupil learning and attainment. Assessment has a formative and summative function for the teacher, pupil and parent.

RE and Inclusion



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Religious Education at The Woodland Federation of Peak District Schools provides appropriate differentiation in order to meet the needs of all pupils regardless of their academic ability.

Special Needs

RE can make a powerful contribution to the learning of pupils with special educational needs: they can develop an understanding of religious and life issues through discussion, use of artefacts and the creative arts which cannot always be reflected in their written work.

Pupils' experience of difficulties or suffering could lead to a heightened awareness of searching themes in RE.

Pupils with special educational needs may show a more intuitive approach to religion and human experience through questions, insights and gestures. These moments can display leaps of understanding which are at odds with their understanding of other concepts.

Respect for Religious and Cultural Diversity

The school will ensure that where possible, all faith and cultural traditions and festivals are respected and celebrated within the annual cycle of school life. This is addressed in both infant and junior assemblies where a variety of religious celebrations are discussed.

Equal Opportunities

It is the policy of The Woodland Federation of Peak District Schools to ensure that every child receives an equal opportunity within Religious Education, regardless of race, gender, ability or Special Educational Needs.

The role of the RE Coordinator

The RE co-ordinator has a responsibility to:

- Provide curriculum leadership across the school
- Manage the financial resources made available for the support of RE
- Monitor and evaluate provision for RE within the school
- Monitor and evaluate standards of RE within the school
- Be informed about appropriate resources for the effective teaching of RE
- Keep up to date with local and national developments in RE and to share good

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practice with colleagues (and pupils) in our school. This is done through regular attendance at RE Network meetings with the Local Authority RE Adviser, reading and sharing appropriate information from LA RE Newsletters and annual SACRE reports, attendance on appropriate training courses

- Be the first point of contact between the school and the wider community regarding any issues or initiatives involving RE
- Liaise with outside speakers and agencies
- Actively promote effective RE within the school and its community and to keep the profile of RE high within the school

The Right of Parental Withdrawal

This was first granted when religious education was religious *instruction* and carried with it connotations of induction into the Christian faith. RE has been very different to this for some time. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

The Use of Outside Speakers

Any outside speakers will be made aware of appropriate school policies and in particular our policy on equal opportunities and Religious Education. Outside speakers will be given appropriate support and induction into school routines, procedures and expectations. Outside speakers will be given guidelines on how to handle sensitive or controversial questions occasionally asked by pupils. In the event of unknown outside speakers and agencies contacting the school with a view to speaking to children it is our policy to first seek guidance from the local authority. Wherever possible parents/carers are always informed of visiting speakers in advance.

Visits to Local Places of Worship

Work in the Primary phase of school lends itself to visits to local churches and these are to be encouraged. Where possible, visits to other places of worship are encouraged.

RE and Collective Worship



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At The Woodland Federation of Peak District Schools, we do not deliver our RE through acts of Collective Worship. Occasionally resources introduced to pupils in Collective Worship e.g. an outside speaker, a theatre in education performance, a piece of music could later be discussed and developed in the classroom as a stimulus to the RE lesson but this would be an exception and not the rule. Collective Worship does not count towards the recommended 5% curriculum entitlement time (see above).

Collective Worship can be used as an opportunity for pupils to share with a wider audience an experience or achievement that has come out of their RE curriculum e.g. an account of a visit to a place of worship, a re-telling of a festival story, the reading of a prayer etc.



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Appendix 1

RE Curriculum Overview

EYFS

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Why is the word God so important to Christians (Creation)	Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Being special: where do we belong?	Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Which places are special and why?	Which stories are special and why?

KS1

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Who do Christians say made the world? (Creation)	Why does Christmas matter to Christians? (Incarnation)	Who is Jewish and how do they live? (Judaism)	What do Christians believe God is like? (God)	What does it mean to belong to a faith community?	How should we care for the world and for others, and why does it matter?
Cycle B	What is the good news	What is the good news	Who is a Muslim and	Why does Easter	Who is a Muslim and	What makes



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	Christians believe Jesus brings? (Gospel)	Christians believe Jesus brings? 2 (Gospel)	how do they live? 1 (Islam)	matter to Christians? (Salvation)	how do they live? 2 (Islam)	some places special to believers?
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KS2

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	What is it like for someone to follow God? (People of God)	What is the Trinity and why is it important for Christians? (Incarnation / God)	How do festivals and worship show what matters to a Muslim? (Islam)	What does it mean to be a Muslim in Britain today? (Islam)	What do Christians learn from the creation story? (creation/Fall)	How and why do people try to make the world a better place?
Cycle B	What kind of world did Jesus want? (Gospel)	For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	What do Hindus believe God is like? (Hinduism)	Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	What does it mean to be a Hindu in Britain today? (Hinduism)	Why do Hindus want to be good? (Hinduism)
Cycle C	What does it mean if Christians believe God is	How do festivals and family life show what matters to	Why is the Torah so important	Creation and science, conflicting or complimentary?	How can following God bring freedom and justice?	What matters most to Humanists



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	Holy and loving? (God)	Jewish people? (Judaism)	to Jewish people? (Judaism)	(Creation / Fall)	(People of God)	and Christians?
Cycle D	Christians and how to live: what would Jesus do? (Gospel)	Why do Christians believe that Jesus was the Messiah? (Incarnation)	How and why do people mark the significant events of life?	What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	For Christians, what kind of king is Jesus? (Kingdom of God)	Why do some people believe in God and some not? How does faith help people when life gets hard?



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