

Alderwood Engage Springboard Pathway RE Policy 2025-2026

Introduction.

Religious education is an entitlement for all pupils and its place in the setting curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide, today as they have done throughout history. As a curriculum area, religious education offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live, and explore what it means to be human.

The aims of religious education in KS2

Within the framework of the Education Acts and Agreed Syllabus, our aims in religious education are to offer a broadly based and balanced curriculum where pupils develop an understanding of the subject knowledge and religious literacy. To enable pupils;

- to build upon their spiritual, moral, mental and physical development;
- to prepare for the opportunities, responsibilities and experiences of later life;
- to investigate religions and world views through varied experiences, approaches and disciplines;
- to reflect on and express their own ideas and the ideas of others;
- to become increasingly able to respond to religions and worldviews in an informed, rational and insightful way.

Origins of the curriculum

At School our religious education is based on the Essex Agreed Syllabus. The Agreed Syllabus sets out the programmes of study for the Foundation Stage, KS1 and KS2, beginning each with a focus statement summarising what religious education will look like at that key stage.

The programmes of study develop continuity and progression in religious education. They detail requirements for 'learning about religion' and 'learning from religion' for each key stage. The breadth of study section explains which religions and areas of study should be covered and outlines a wide range of experiences and opportunities which should characterise teaching and learning.

Teaching and learning styles.

At our settings, we are using increasingly varied and active ways of working which include debating, posters, photos, videos, displays, art, drama, and visits. In particular, we recognise the importance of teaching the two attainment targets of the Agreed Syllabus, learning about religion and learning from religion, in a balanced way and cross-curricular work is encouraged.

Visits and visitors.

Visits and visitors can provide powerful learning experiences for both teacher and pupils.

We also endeavour for KS2 pupils to visit a place of worship from another religious tradition.

Assessment and outcomes

Assessments will be carried out on an ongoing basis using the school's formative assessment approach. Teachers will make observations during lessons and consider the work the children produce as well as during

discussions with the children. Teachers will make judgments about children's knowledge and understanding and their use and understanding of key vocabulary. This will inform planning and teaching so that pupils can build on their knowledge and skills within this subject.

Contribution to spiritual, moral, social, cultural development.

These are areas of a pupil's development to which all subjects are expected to contribute. At Raedwald Trust settings, religious education should play a part in:

- developing an awareness of a '**spiritual**' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way (**spiritual**)
- providing a forum for pupils to develop and evaluate their own beliefs and values others have chosen to live by (**moral**)
- encouraging interest in and an understanding of others, respect for those with different beliefs and a sense of 'community' (**social**)
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers (**cultural**).

Provision for withdrawal from religious education.

Two provisions of the law need to be noted:

- Parents may ask for their child to be totally or partially withdrawn from religious education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988, DfE document of 1994 Religious Education and Collective Worship. Reasons for withdrawal do not have to be given and the school must enable parents to exercise this legal entitlement. The Raedwald Trust must advise parents of the current provision for religious education. They are asked to contact the headteacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative religious education or supervision made.
- Teachers: Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the head and chair of governors. Pupils must not miss out on RE teaching because a teacher has withdrawn from teaching RE. The school must make alternative provision for the pupils to be taught RE.