NORTH YORKSHIRE
RURAL SCHOOLS FEDERATION

Religious Education Policy

Love, Learn and Grow Together

At Foston and Terrington Church of England Schools our commitment to promoting sustainability, affirming diversity, embracing community and inspiring creativity, is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff building an ethos where all can flourish.

At Langton and Stillington Community Primary School's our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Date Agreed: October 2026
Next Review: October 2029

Our Religious Education policy reflects the Statement of Entitlement for Church of England Schools (2026). The Statement of Entitlement flows from the Church of England's Vision for Education (2016) and states:

The essential place of religious education (RE) in a Church school flows from our deep commitment to the flourishing of every child articulated in our Vision for Education. This document sets out the aim for young people to leave school with a rich and well-informed understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and belief traditions, and for the religious freedom of every individual.

Introduction

At our schools, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the North Yorkshire Agreed Syllabus (Foston, Langton and Stillington) and the Diocese of York and Leeds RE syllabus (Terrington).

We teach RE as a core part of our school curriculum to help our pupils develop their religion and worldview literacy. We understand this to be our pupils' ability to hold informed, balanced and critically-engaged conversations about religions and beliefs, including their own. RE in our school is delivered in an objective, critical and pluralist manner.

As a Church of England school/academy, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith and belief practitioners from a range of religious and non-religious worldviews, and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of religious and non-religious worldviews.

In our schools the teaching of Christianity is an important part of our RE curriculum. Our curriculum has been carefully planned to incorporate both North Yorkshire's RE syllabus (drawn up by SACRE) to reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain (Education Act 1996 section 375) and York Diocese syllabus through the Understanding Christianity resource, using an enquiry approach engaging with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our school vision, and support for pupil's spiritual, moral,

social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the religion and world views studied.

Intent for RE / Aims and Objectives

At our schools religious education is provided in line with legal requirements these are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with North Yorkshire's agreed syllabus (Foston, (Langton and Stillington and York diocesan syllabus (Terrington).

We deliver RE in accordance with the Church of England Education Office's *Statement of Entitlement*. We also pay due attention to the Ofsted RE Research Review (2021), the National Content Standard for Religious Education (2023) and the Ofsted RE subject report (2024).

Within this context, our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of other religious and non-religious worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
    - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
    - Responding to such questions with reference to religious and non-religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
    - Reflecting on their own beliefs, values and experiences in light of their study of religious and non-religious worldviews.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our schools' curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*
  **Religious Literacy: Helping children and young people hold balanced and well informed conversations about religion and belief.(Key Principles of a balanced curriculum in RE.)*
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994) Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE.

We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2/KS3. This time is arranged in a range of ways, including discrete lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Years areas of learning.

The time allocated for teaching RE at our schools is:

EYFS	planned within the EYFS Framework
KS1	36 hours
KS2	45 hours

RE Curriculum Overview

Our RE Curriculum is based in accordance to North Yorkshire and the Diocese of York, and Leeds RE syllabuses. Various schemes of work are used to support teachers in the planning of RE. At KS1, the principal religious worldviews studied will be Christianity, Islam and Judaism and at KS2, the principal religious worldviews studied will be Christianity, Islam, Judaism and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at our schools, although they will have learning opportunities that allow them to encounter a range of religious worldviews. It is expected that pupils will also engage with non-religious worldviews, such as Humanism, as part of the RE curriculum.

Careful consideration where possible has been given to the sequence of learning ensuring the children study systematic units prior to thematic units.

EYFS	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
KS1	Christian's, Islam and Judaism
Lower KS2	Christians, Islam, Judaism, Hinduism and Non-Religious
Upper KS2	Christians, Islam, Judaism, Hinduism and Non-Religious

The variety of worldviews studied these can be found on our long term plan on the school website.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage, identifying clearly the different types of knowledge developed through the sequence of learning. (As we have mixed-age classes, we carry out the medium-term planning on a 4 year cycle for KS2.) A class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

Curriculum Implementation

We ensure that teaching and learning in RE meets the needs of all pupils; the implementation of the curriculum focuses on ensuring all pupils develop the expected substantive, disciplinary and personal knowledge in RE. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with a range of religious and non-religious worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging

Pupils experience opportunities to learn by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. In our schools children are given the opportunities to think of their spiritual development through 4 key steps these steps are to encounter to question to reflect and to respond.

Meeting the needs of All

Whole school policy with regards to SEND and adaptive teaching applies to RE. Teachers ensure that the learning activities employed in RE are adapted to meet a variety of learning needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

Visits and visitors

We consider that an essential element of the delivery of effective RE is encounter with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage members of different religious and non-religious worldviews to visit all our schools.

Pupils will have the opportunity to make the following visits during their time at our school**.**

EYFS – Church/Methodist Chapel
Year 1-2 - Church/Methodist Chapel/Mosque
Year 3 -6 Church/Mosque/Synagogue or Hindu Temple

The RE subject leader supports class teachers to organise these educational visits in line with the school educational visits policy.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions, for example when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. These include a wide range of appropriate books, artefacts, audio and visual resources, posters, etc. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of an effective RE curriculum.

Our staff are given protected time to familiarize themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

Our staff are given allocated time to familiarize themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

Assessment, Recording and Reporting

Assessment in religious education will:

- Be directly related to the expectations of the North Yorkshire/the Diocese of York and Leeds RE syllabuses
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the disciplinary knowledge and skills which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years and then be fully reviewed by staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work, and needs for support or training, all staff are asked to make available the planning for RE with the subject leader each term and evidence progression in RE books.

The subject leader's role includes the monitoring and evaluation of this policy in practice. We maintain a self-evaluation of our RE work in preparation for any scrutiny. The RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

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 through local authority/diocesan support. The RE subject leader also attends local network meetings.

Inspection

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. Foston Church of England School is a VC school. As such, progress and attainment in RE is not inspected as a distinct element of the Section 48 SIAMS inspection. Terrington Church of England School is a VA school. As such, progress and attainment in RE is inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

Withdrawal from RE -Legal Requirements

We acknowledge the right of parents/guardians to withdraw their children from RE. Our schools must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. Should a parent/guardian wish to withdraw their child from RE lessons we ask that they inform the school via their school office email address.

We will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that parents are in possession of all the necessary information. However, should a parent/guardian request that their child be withdrawn from RE, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision but *should not incur any additional cost in so doing*.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.