
Gillamoor CE Primary School



Religious Education Policy

Ratified by Governors: October 2025

Review Date: October 2027

RE Policy

Context

- The context of RE at Gillamoor CE Primary School is that of a small, rural primary school, serving children in the age range 4 to 11 .
- We teach according to the North Yorkshire 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 at Gillamoor CE Primary School

RE at Gillamoor CE Primary School 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 North Yorkshire.

Within the framework of the law and the Agreed Syllabus, the principle aim in RE at Gillamoor CE Primary School school 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.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious 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 religious and non-religious 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 religious and non-religious worldviews, so that they can:
 - explain, using reasoned arguments, 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 religious and non-religious worldviews,

so that they can:

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

Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision) for EYFS, 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at Gillamoor CE Primary School is:

Explorers	Weekly sessions and supported through continuous provision
Adventurers	A weekly lesson, session days and visits
Navigators	A weekly lesson, session days and visits

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.

Curriculum Overview

A curriculum overview is available alongside this policy. It has been written in the light of the North Yorkshire Agreed Syllabus.

EYFS	themes emerging from the EYFS Framework
KS1	Christianity, Hinduism, Islam and Judaism.
Lower KS2	Christianity, Hinduism, Islam and Judaism.
Upper KS2	Christianity, Hinduism, Islam 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 in a creative, knowledge-rich, broad and balanced way.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in the library, and should be returned after use.

Our school has invested in new books/religious artefacts/DVDs/picture packs/posters. Our staff are given protected time to familiarize themselves with any new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. There is a range of RE 'big books' which can be used across the age range as well. A regular audit of resources takes place by the RE subject leader in order to update our collection.

We encourage school families to donate appropriate artefacts and utilise our local resource centre for RE.

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.

The RE subject leader supports class teachers to organise educational visits

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. 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

We report on pupils' progress and attainment in RE to parents, as required by law. The North Yorkshire Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

The subject leader will co-ordinate the addition of pupils' work that provide clear evidence of progress and attainment. However, these are only examples and there does not need to be more examples that are useful. This approach to exemplifying standards aims to clarify our understanding of what makes for quality RE

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. 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 share a copy of the planning for RE with the subject leader each term. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Guidance on withdrawal can be found [here](#).

Named RE subject leader:

Samantha Bond

Headteacher:

Samantha Bond

Date: 19.09.25

Date for review:19.09.2028