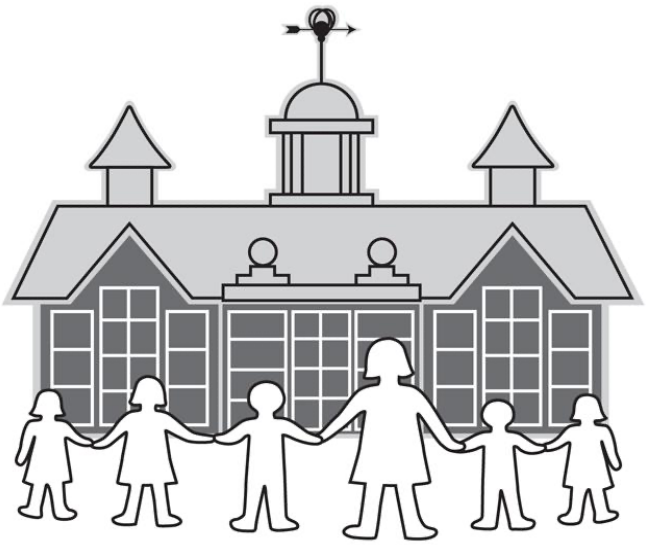
North Ealing Primary School



Religious Education Policy

Policy reviewed by Full Governing Body	Summer 2025
Policy ratified by Headteacher/ Full Governing Body	Summer 2025
Policy / Document due for review	Summer 2029

North Ealing Primary School (NEPS) is an inclusive school. We aim to inspire and nurture all children to become aspirational, lifelong learners, who embrace and celebrate diversity. Through our learning values and for Curriculum Principles (Nurturing Values, Enquiring, Purposeful Learning and Sustainability) we encourage children to become independent, reflective, respectful and engaged learners who are determined to achieve their best.

Our school is a Gold Right Respecting School, with a Rights Respecting ethos at the heart of everything we do. This policy supports this ethos and the principles behind it.

North Ealing Primary School is a local authority maintained school, therefore we deliver RE in line with the locally agreed syllabus, which was updated in 2020. The 'Agreed Syllabus for Religious Education for the London Borough of Ealing' has been developed by the SACRE, supported by Religious Education professionals, including the borough's RE Network of school RE subject heads. This document replaces the previous syllabus for Religious Education 'Sowing the Seeds of the Future: An Explanation of Human Beliefs and Values'.

The new Ealing Agreed Syllabus.

The new syllabus seeks to build on the earlier provision in a number of distinctive, yet integrated, ways.

These include:

- A focus on *key questions*, both as the basis for unit titles and as a framework for learning and teaching within each unit, for Foundation Stage, Key Stage 1 and Key Stage 2.
- A combination of *systematic and thematic themes* for the range of units within the syllabus, so that children and young people are offered opportunities both to engage with specific religious traditions and to explore cross-cutting themes that can be studied with reference to several religious traditions.
- The *sequencing of the units*, so that *progression* is achieved in the learning of the pupils as they study Religious Education.
- The provision of *structured guidance for each unit*, which includes an outline of the unit's aims, questions to explore, learning objectives, learning outcomes, suggested teaching activities and recommended resources.

The syllabus has been developed in a way that seeks to promote a number of important outcomes.
These include the opportunity for pupils to:

- examine the profound and searching questions that relate to human experience, the nature of mystery, and our quest for meaning and value;
- develop their religious literacy, so that the most important aspects of a range of religious and non-religious perspective are understood;

▪ sensitively engage with the diversity of faith and belief perspectives that characterise contemporary British society;

▪ acknowledge the way in which religious communities seek to uphold and develop the well-being of the human family;

▪ gain an insight and understanding into the place of religion and belief within the world today;

▪ develop the maturity to disagree with dignity and humility;

▪ reflect on their personal spiritual identity, think through their own faith and belief perspectives and to be given the opportunity to articulate these in a respectful and constructive way;

▪ engage with the ethical principles that are connected with the major faith and belief traditions and think through the moral issues that confront them in their own lives;

▪ provide an understanding of both the contributions that faith communities make to British public life and the challenges that they face.

The Role Of Religious Education

Religious Education is an enthralling, stimulating and vitally important element of the curriculum in primary and secondary schools. The subject offers pupils the opportunity to explore searching questions that are of profound importance to human experience, to engage with meaning-making, to reflect on our deepest and most mysterious experiences, and to listen to those who hold a range of different perspectives, faiths and beliefs that relate to life and the world. The subject represents a crucial component in the work of schools as they prepare young people to play a role in our complex and diverse society.

Effective Religious Education within Key Stages 1 to 3 will provide children and young people with the opportunity to explore the place of religion and belief in their own lives, in the lives of people with different faith commitments and within society more broadly. It will promote sensitive engagement with questions of difference, enable learning to take place that is informed by a wide range of spiritual perspectives, open up a space in which enquiry into belief, reason and feelings can be explored, and promote dialogue and engagement across boundaries of religious difference that is couched in mutual trust and respect.

In learning about both what it means to hold a religious commitment and, equally, to appreciate the perspectives of those who do not have a faith, the subject will equip those who study it with the knowledge, skills and attitudes that will help them to make sense of our rich and diverse population. For this reason, the subject plays an indispensable role in helping young people to understand the nature and impact of faiths and beliefs and therefore to play a full role in the complex world that they will inhabit.

The aims of Religious Education

Religious Education aims to make an important and lasting contribution to the education of children and young people in a way that will equip them to play a full role in our multi-faith society. The subject seeks to promote learning and understanding about a range of faith and

belief perspectives and to express the convictions that both they and others hold. In this way, the spiritual, moral, social, emotional, cultural and intellectual development of pupils will be developed. Good Religious Education will therefore integrate learning, understanding, insights, skills and communication. These qualities will enable children and young people to engage with a wide variety of religious perspectives as well as to appreciate the position of those people who have either an indeterminate faith or who are non-religious. For this reason, Religious Education should be taught in a way that is accessible and interesting to all pupils regardless of their personal faith and beliefs so that they have the opportunity to learn from a wide variety of different positions. This will be achieved when no particular religious position is either promoted or undermined within the teaching of the subject.

Additionally, Religious Education should encourage pupils to acquire the qualities of compassion,respectfulness, thoughtfulness, generosity, sensitivity and empathy. It should underline the importance of engaging with those who hold different perspectives without prejudice and enable the pupils' own sense of confidence and identity to grow and develop.

Below are the three aims and subsidiary objectives published by the Religious Education Council in 'A Curriculum Framework for Religious Education in Education'.

A. Know about and understand a range of religions and 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 religions and worldviews; • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:	• explain reasonably 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 or a worldview.
C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:	• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; • enquire into what enables different individuals and communities to live together respectful for the wellbeing of all; • articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

The organisation of Religious Education at NEPS

Religious Education is delivered as a discrete subject. This approach enables the distinctive characteristics of a diverse array of faith and belief positions to be fully understood and it demonstrates that the subject is valued by our school.

Religious Education lessons are between 30- 45 minutes every week. We aim to follow the Ealing syllabus and teach it through an enquiry based approach, through reading, videos, visits, having visitors and plenty of discussion (including that of world issues). There is scope within each of the units for pupils to identify issues and pose their own questions, pupils may suggest areas for

investigation. There is a focus on key questions, both as the basis for unit titles and as a framework for teaching within each unit.

Any written work is completed in RE exercise books. Work may also be captured in class floor books. These can be supplemented with photographs, images, vocabulary definitions from lessons.

During lessons pupils will always have the opportunity for retrieval practices - be it recapping knowledge from the previous lesson in the topic or from previous topics taught. Children should start making connections across the different religions noting similarities and differences. Children should also make connections across subjects other than Religious Education.

Pupils should also have the opportunity to read and talk in every lesson to develop oracy skills through discussion, debate and enquiry based learning.

Written work will be appropriate on occasions, particularly for some formal assessment exercises. However, assessment judgements can also be based upon observation of children's creative outputs, listening to them in pair, group and class-based discussions, and through their participation in other imaginative activities.

Success Criteria will be used in books for one in every three lessons. These will allow children, peers and teachers to judge whether performance indicators have been achieved or not. See Assessment section below.

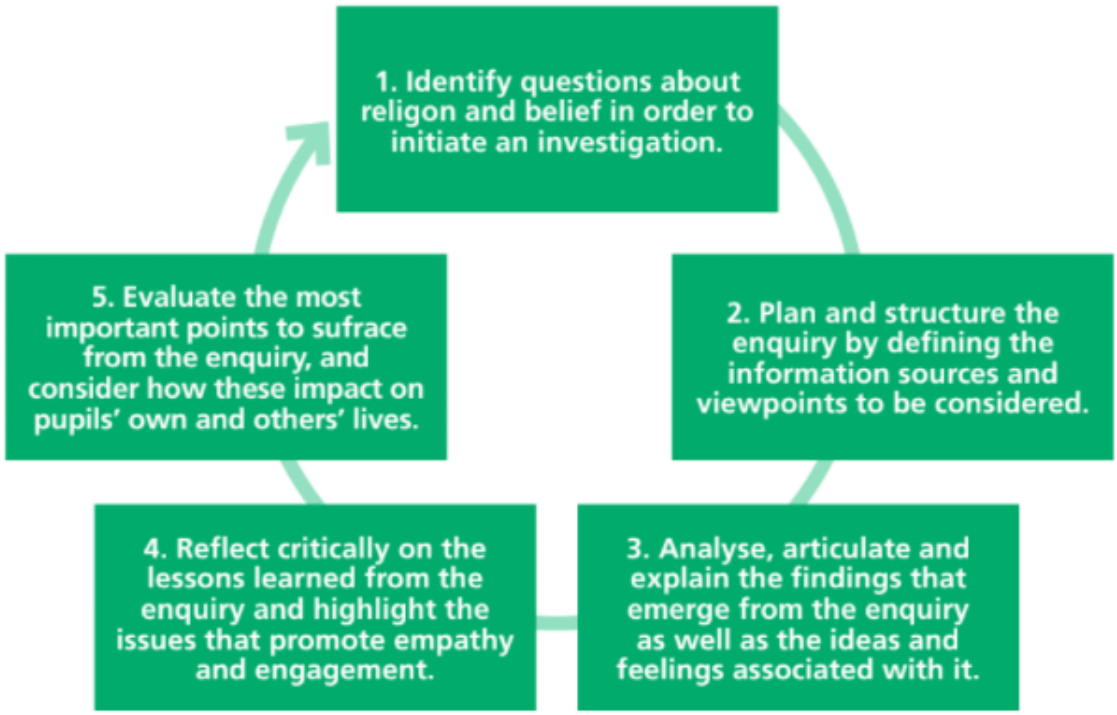
At the end of each unit of work, children in KS2 will complete our NEPS 'end of unit challenge'. This will allow the children to review the topic taught and link it back to our NEPS curriculum Principles.

Principles of effective teaching and learning in Religious Education.

Enquiry Based Approach:

The adoption of an enquiry-based approach will encourage pupils to generate questions of their own relating to religions and beliefs; investigate these questions by planning lines of enquiry, selecting appropriate information and learning from those holding different faith and belief positions; evaluate the outcomes from their enquiries in order to identify the most important areas of insight and understanding; reflect on the connections between this learning and their own perspectives; and articulate and express their findings in a clear and accessible way.

The elements associated with enquiry within Religious Education are indicated in the diagram below.



- The adoption of an enquiry-based approach will enable a variety of skills to be developed by pupils. These may include, but not be restricted to, investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application and expression.

- Teaching and learning will be planned in a structured way that is stimulating and engaging for pupils and which provides ample opportunities for processing, reflecting upon, making connections between and expressing the insights derived from activities undertaken.

- Religious Education encompasses depth of understanding rather than breadth of areas covered. It is a complex and dynamic subject. For this reason, it must engage with important concepts rather than amass a vast list of facts. Consequently, Religious Education involves ongoing dialogue with others, with the self and with different manifestations of religion and belief. The objective will be to investigate a number of areas in some detail rather than attempt to provide a broad-brush coverage of every facet of each faith and belief tradition. Exploring issues in depth will provide a rich, rewarding and thought-provoking means to address the aims and purposes of Religious Education and avoid the shallow learning that often accompanies superficial treatment of too much content.

- Pupils should be encouraged to identify the distinctive characteristics of the specific faith and belief traditions being explored. However, there should also be opportunities to examine, discuss and reflect upon the similarities, connections and areas of common ground that exist amongst different religious and non-religious worldviews.

Enrichment:

An emphasis will be placed on experiential learning. This will involve pupils utilising all of their senses when studying the subject. It can include engagement with visual arts, poetry, music and drama. They will also have the opportunity to handle religious artefacts, visit places of worship, and listen to visitors or parents representing different faith communities.

Progression

Effective teaching and learning in Religious Education will promote progression amongst pupils from simple to more complex ideas and concepts throughout their study of the subject. This may involve the transition from the beliefs, principles, concepts, values, views and attitudes that are held by the children themselves (Foundation Stage), through those that are common to all human experience (Key Stage 1), through those that are shared by many religions (Key Stage 2). Planning the transition within the Religious Education curriculum from broader to narrower principles will enable pupils to engage with religions and worldviews in a progressively richer and deeper way.

By the end of KS1 children should be able to:

Aim	**By the end of Key Stage 1, most pupils should be able to:**
Know about and understand a range of religions and worldviews.	1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
	2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
	3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
Express ideas and insights about the nature, significance and impact of religions and worldviews.	1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
	2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
	3. Notice and respond sensitively to some similarities between different religions and worldviews.
Gain and deploy the skills needed to engage seriously with religions and worldviews.	1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art and poetry.
	2. Find out about and respond with ideas to examples of cooperation between people who are different.
	3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

By the end of KS2 children should be able to:

Aim	**By the end of Key Stage 2, most pupils should be able to:**
Know about and understand a range of religions and worldviews.	1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
	2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
	3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
Express ideas and insights about the nature, significance and impact of religions and worldviews.	1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
	2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
Gain and deploy the skills needed to engage seriously with religions and worldviews.	1.Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose, and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
	2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
	3. DIscuss and apply their own and others' ideas about ethical questions, including idea about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

The planning of teaching and learning in Religious Education should take into account the subject's two attainment targets.

Attainment Target 1: Learning *about* religion and belief.
Attainment Target 2: Learning *from* religion and belief.

It is important to hold these two attainment targets in balance to ensure that pupils can make connections and see the relationship between faith and belief as it is encountered in the world and their own beliefs, values ,ideas and sense of identity. AT1 and AT2 each comprise of three separate areas of enquiry, which should be addressed in learning and teaching within the Religious Education curriculum.

AT1. A	How do religions and worldviews understand and develop beliefs and teachings within their traditions?

Beliefs, teachings, sources of wisdom and authority.	
AT1.B Practices and ways of life.	How do people who hold different religions and worldviews demonstrate their faiths and beliefs through practices, ceremonies, rituals and forms of behavior?
AT1. C Ways of expressing meaning.	How do people and communities within religious and worldview traditions communicate their beliefs and values to others?
AT2.D Identity, diversity and belonging.	What does it mean to belong to a specific religious or worldview tradition?
AT2.E Meaning, purpose and truth.	How do communities of faith and belief address the big questions that are encountered in human experience?
AT2 F Values and commitments.	What are the principal moral and ethical commitments that are associated with different religions and worldviews?

Each unit that is taught in the RE curriculum has two associated areas of enquiry that will be specifically addressed. Below shows an example of the units taught in Year 1 and the areas of enquiry for each of these units.

Year 1 RE	What can we learn from Creation stories? *(page 22,)*	What do Christians believe about God? (linked to Christmas) *(page 20)*	What is Islam? *(page 24)*	What role do festivals and holy days play in the life of faith? (linked to Easter) *(page 30)*	What does it mean to be a Hindu? *(page 40, AT1C, AT2D)*	What is the place of the church in Christianity? *(page 34, AT1A, AT2E)*
Area of Enquiry: AT1- Learning about Religion AT2- Learning from religion.	AT1A: Beliefs, teachings and sources of wisdom and authority. AT2E: Meaning, purpose and	AT1A: Beliefs, teachings and sources of wisdom and authority. AT2E: Meaning, purpose and	AT1B: Practices and ways of life AT2F: Values and commitments	AT1C: Ways of expressing meaning AT2D: Identify, diversity and belonging	AT1C: Ways of expressing meaning AT2D: Identify, diversity and belonging	AT1A: Beliefs, teachings and sources of wisdom and authority. AT2E: Meaning, purpose and

By the end of each Key Stage, the children would have had the opportunity to explore all 6 areas of enquiry.

Retrieval Practise

Children make progress when they know more, remember more and can do more. Pupils begin lessons with recapping knowledge from the previous lessons and topics. They also begin to make

links and connections to other topics taught. Children should start making connections across the different religions noting similarities and differences.

Assessment of R.E.

Assessment will form a crucial component of the Religious Education curriculum. It is a vital process in that it enables the teacher to:

- identity the progress that has been made and the level of attainment achieved by each child;
- plan the next steps to ensure that progression is maintained;
- identify the effectiveness of the syllabus, unit and lesson plans, and teaching approaches as they relate to Religious Education.

Formative assessment will take place throughout Religious Education lessons as teachers listen to pupils, observe them in their work and check their understanding of the themes being explored. More formal, or summative, assessment will be used at intervals to generate measures of pupil achievement and identify whether each child is working towards, working at, or working beyond the age-appropriate expectation for their year group.

Key to effective assessment in Religious Education will be the adoption of creative strategies that motivate pupils to produce their best work, engage their imagination and enable them to take ownership of the learning process. These may involve minimising the barrier to learning that can sometimes be introduced by placing an excessive emphasis on written work. Written work may, of course, be appropriate on occasions, particularly for some formal assessment exercises. However, assessment judgements can also be based upon observation of children's creative outputs, listening to them in pair, group and class-based discussions, and through their participation in other imaginative activities.

Pupils will be expected to demonstrate a progression from Reception to Year 6, which will move from naming and recognising, through retelling, describing, understanding and explaining to interpreting in Attainment Target 1 (Learning about religion) and from talking about, through responding sensitively, making connections, applying ideas and expressing reasoned views to expressing insights with appropriate religious vocabulary in Attainment Target 2 (Learning from religion).

Teachers can consider the age-appropriate expectations in R.E for children in each year group using the progression of skills table. The statements for each area of enquiry may be used by teachers to make judgements about whether pupils are working towards, at, or beyond the achievement level fitting for each year group.

	Attainment Target 1			Attainment Target 2		
Area of Enquiry	**A. Beliefs, teachings, sources of wisdom and authority**	**B. Practices and ways of life**	**C. Ways of expressing meaning**	**D. Identity, diversity and belonging**	**E. Meaning, purpose and truth**	**F. Values and commitments**
Reception	Talk about a religious story	Talk about some belonging ceremonies	Talk about a religious symbol	Talk about their family	Say how they feel when they are happy or sad	Say who is most special to them and why
Year 1	Remember a religious story and talk about it	Use the right names for things that are special to religious people	Recognise religious symbols, art and terms and talk about them	Talk about what they find interesting or intriguing	Talk about important experiences in their lives	Talk about those things that are most important to them and to others
Year 2	Re-tell a religious story and identify the beliefs within it	Talk about areas of common ground within religious acts	Say what some religious symbols and art stand for	Show a respectful attitude for the feelings of others without religious views	Talk about the questions that religious stories provoke	Talk about the things that affect their own and others' feelings
Year 3	Describe what a believer can learn from a religious story	Discuss some distinctive and common aspects of religion	Use religious vocabulary to discuss religious beliefs	Discuss the things that influence them and others	Raise and discuss big questions about life and listen to others people's views	Make connections between beliefs and actions
Year 4	Identify the links between beliefs and the lives of people of faith	Use the correct terms to describe religious practices	Articulate how religious ideas and beliefs are expressed in society	Describe how faith and belief shape identity and belonging	Raise and discuss how religions engage with the big questions in our lives	Describe how religious commitment affects moral decisions
Year 5	Explain how religious beliefs are derived from sources of authority and help to address big questions	Explain the reasons why people belong to religious communities	Use a range of religious terms to explain the similarities and differences between diverse forms of religious expression	Articulate their own insights and feelings about human identity, belonging and engagement with faith and non-religious belief traditions	Ask thoughtful questions about the purpose of life and show an understanding of how religions address these questions	Ask meaningful questions about important aspects of life, identify and the role of religion in this context
Year 6	Speak about how religions address some of the major questions in human life, identifying how sources of authority underpin these perspectives	Speak about the variety of religious practices that people of faith follow, explaining how these shape individuals, groups and societies	Use appropriate religious vocabulary to explain why different forms of religious and moral expression are important to members of faith and belief communities	Speak sensitively and in a reasoned way about both the benefits and challenges of belonging to a religious community in contemporary society	Identity some of the most important issues about meaning, purpose and truth and speak about both their own and others' views on these issues	Discuss the connections between beliefs, teachings and the issues that face human societies in the world today by drawing on the perspectives of different faiths and beliefs

R.E at NEPS

The syllabus contains unit outlines for all year groups from Reception through to Key Stage 3. In early years, Key Stage 1 and Key Stage 2 each of the units is designed to be taught over a half term in a weekly RE lesson. It is recommended that all units are covered, however the the sequence of the units in the year group can be flexible. At North Ealing we have moved units around within key stages in order to make connections with other areas of the curriculum, although again these are not fixed.

NEPS RE overview - effective from Sept 2021

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS RE	What makes people special? (linked to All About Me unit- families)	What times are special to us? (linked to Celebrations unit)	What things are special to us?	What can we learn from special stories? (linked to Traditional tales unit)	What makes a place special? (linked to Journeys unit)	How should we look after our world? (linked to growth)
Year 1 RE	What can we learn from Creation stories? .	What do Christians believe about God? (linked to Christmas)	What is Islam?	What role do festivals and holy days play in the life of faith? (linked to Easter)	What does it mean to be a Hindu?	What is the place of the church in Christianity ?
Year 2 RE	How do we mark stages in the human journey? (linked to Geography - Why do people go on journeys)	What does it mean to be a Sikh? (link to History 'Is it important to remember history?)	What is Humanism and what do Humanists believe?	Why is prayer important for many people? (linked to PSHE life in different countries within living in the wider world)	What is Buddhism?	What does it mean to be a member of the Jewish community ? (linked Identities in PSHE)
Year 3 RE	What can we learn from different religious symbols? (linked to History. Stone Age art/symbols)	What does Sikhism teach us about selfless service? (linked to conflict in PSHE)	What contribution can religion make to our society? (linked to PSHE charity)	What is the significance of Easter within Christianity? (linked to Geography study on Rome 'What's the attraction')	What does it mean to follow the Buddha? (linked to PSHE friendships)	Why are festivals, celebrations and High Holy Days so important within Judaism?
Year 4 RE	How do sacred scriptures inform religious beliefs? (linked to Topic AngloSaxon beliefs)	What do Jewish people believe about God? (linked to health in science and PSHE)	What do Muslims believe? (linked to Geography, Modern Egypt)	Why is pilgrimage important in some religious traditions? (linked to History 'Why are people fascinated by Ancient Egypt)	What do sacred texts within Hinduism say about God? (linked to friendships in Hindu stories the story of Krishna and Sudham)	How can significant religious figures inspire us?

Year 5 RE	What happens in the Gurdwara? (linked to 'Why is Ealing here?)	How is human identity and belonging shaped by faith and belief?	What does Buddhism teach us about human experience?	What is significant to Christians about Jesus' life and teaching?	What does it mean to be a Muslim?	What happens in a Mosque? (linked to History, 'How Islam has shaped the world?')
Year 6 RE	Why is the Torah so important within Judaism? (linked to English and History 'Who were the heroes of WWII?')	What can we learn from Humanism?	In what ways do Christians in different denominations worship? (link to Geography Modern Greece)	In what ways can art and design express religious belief? (linked to History,'How have Ancient Greeks influenced our lives?')	What place do festivals, worship and celebrations have within Hinduism? (linked to Geography 'Are all rivers the same?' - Ganges)	How can religion promote peace and justice in our society? (linked to science 'Looking after the grey matter' - mindfulness)

Christianity	Islam	Humanism
Hinduism	Buddhism	
Judaism	Sikhism	

Our units will be taught through an enquiry based approach, through reading, videos, visits, visitors and is very discussion based. R.E is usually most effective when it is delivered as a discrete subject. This approach enables the distinctive characteristics of a diverse array of faith and belief positions to be fully understood and it demonstrates that the subject is valued by the school.

Teaching and learning in R.E at North Ealing will focus on different facets of human experience as it manifests itself in a range of faith and belief traditions. This will include learning about not only the beliefs and convictions that religious people may have. It will also involve an examination of the ways in which these beliefs shape the actions and practices of believers in a variety of ways, such as the home, places of worship and within wider society.

The curriculum focuses on three dimensions of religion- believing, behaving and belonging.

Religious Education and pupils with special education needs and disabilities.

Pupils with special educational needs and disabilities (SEND) have a right to receive effective educational provision that enables them to fulfill their potential and every effort should be made to demonstrate the value of Religious Education with this group of children.

There is a statutory requirement that pupils with SEND are taught the subject as far as practicable. This will involve teachers in setting suitable learning challenges that are appropriate for the circumstances of every child, responding sensitively to the diverse needs of each child,and devising strategies that overcome the potential barriers to learning and assessment for pupils in this category.

A number of approaches to teaching and learning may be especially suitable for pupils with SEND. These will include, but not necessarily be restricted to, the following strategies:

- Starting with the child by focusing on the memories and experiences that are most special to them;
- Focusing on sensory experiences which enable pupils to gain first-hand experience of religious traditions;
- Listening to and discussing stories;
- Creative activities and experiences;
- Selecting teaching material from earlier year groups or Key Stages to ensure pupils with SEND are able to access the learning;
- Being careful about the use of religious language in order for all children to access the learning and demonstrate progression.

Religious Education with more able pupils.

Teachers may also encounter pupils who are especially intelligent and capable. The modification of learning activities for these children can be achieved in a range of ways.
These may include:

- Offering more challenging activities that focus on higher order skills.
- Encouraging pupils to engage with more profound questions and forms of speculative thought.
- Drawing on content and activities from higher age groups of Key Stages.
- Promoting the adoption of more specialist religious terminology.
- Inviting children to engage with primary sources, such as texts, artefacts and testimonies.
- Adopting assessment tasks that are based on extended or open-ended activities.

Legal issues associated with Religious Education.

The locally agreed syllabus is a statutory syllabus of Religious Education prepared under Schedule 31 of the Education Act 1996 and adopted by the LA under that schedule.The legislation states

that all state-funded schools must teach Religious Education and that maintained schools without a religious character must follow the syllabus agreed by the Agreed Syllabus Conference (ASC), the body that each Standing Advisory Committee for Religious Education (SACRE) is legally required to establish in order to ratify and publish the locally agreed Religious Education syllabus.

Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and will include the expected standards of pupils' performance at different stages. Every locally agreed syllabus, by law, 'must reflect that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.'

The right of withdrawal from RE

At North Ealing Primary School we wish to be an inclusive community and develop an inclusive school culture. However, we recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision, and practice of religious education.

If discussions result in parents still wanting to withdraw children, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at North Ealing Primary School and in RE lessons.

Religious Education and Fundamental British Values.

The Government first set out its definition of British Values in 2011 as part of its Prevent Strategy, which was introduced as part of a series of initiatives designed to combat violent extremism. Since 2014, Ofsted has been charged with the responsibility of scrutinising the place of British Values and making a judgment about the effectiveness of schools in promoting them as part of the inspection process.

Guidance on the implementation of British Values is provided in the document, Promoting fundamental British values as part of SMSC in Schools: Departmental Advice for Maintained Schools, which was published by the Department for Education in November 2014.

The British Values are:

- Democracy
- The rule of law
- Individual liberty

- Mutual respect
- Tolerance of those with different faiths and beliefs.

Effective teaching and learning in Religious Education will provide a range of opportunities for pupils to engage with and think about British Values. This is because the subject addresses universal human values and considers the place of moral and ethical concerns within religions and worldviews, which underline the importance of human dignity, fairness, trust, respect, justice and freedom.

Role of Co-ordinator

The RE co-ordinator leads the maintenance and development of the subject.
They are responsible for assuring quality and standards in the subject by:

- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.
- Taking the lead in the development, evaluation and amendment of units of work
- Identifying training needs of staff through regular monitoring.
- Supporting colleagues in class, with sourcing resources, trips and fieldwork, curriculum changes.
- Attending regular courses to keep knowledge up to date and feedback to staff upon
- return.

Health and Safety

The School's policy for visits, trips will be adhered to for all trips. All forms can be found on the school's drive.

This policy links to our policies on:

The National Curriculum

Teaching and Learning Policy

Assessment Policy

Marking Policy

SEND Policy

PSHE Policy

Links to other documents

The National Curriculum for England 2014

A Curriculum Framework for Religious Education in England, which was published in 2013 - Religious Education Council

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