



Buxworth Primary School

Religious Education (RE) Policy

Overview and aims

The principle aim of RE 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 carried responses to these questions, as well as develop responses of their own.'*

(Derbyshire Agreed Syllabus 2025-2030)

Religious Education at Buxworth Primary School is taught in accordance with the approaches and aims of the 'Derbyshire Agreed Syllabus'. It is taught through a series of Key questions from which major world Religions, and the beliefs of the children at our school hold. This, along with addressing some of the most fundamental questions asked by humankind, make up our RE curriculum.

At Buxworth Primary School we aim to not only learn about major world faiths, but from them in order to develop and young individuals. Our children are taught to reflect on what it means to have faith and also develop their spiritual knowledge and understanding of the world around them.

In detail, the aims of the Derbyshire Agreed Syllabus is as follows:

- *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 produce 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.*

(Derbyshire Agreed Syllabus, 2025-2030)

Legal Requirements and 'Right to withdraw'

As stated in the National Curriculum, Religious Education is compulsory for all children who are on the school roll, however, in the UK, parents have the right to withdraw their children from part or all RE lessons based on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). It will be the parents' responsibility to provide alternative provision.

The table below highlights the time given to RE teaching, and the way in which it may be taught throughout the school:

	Religions to study	Time allocation	Example of time allocation
EYFS (4-5)	These children will encounter Christianity and other faiths as part of their growing sense of self and community.	36 hours of RE	50 minutes per wk or shorter sessions implemented through continuous provision
KS1 (5-7)	Christians and Jewish people	36 hours of RE	1 hour per week or Less than 1 hour per week plus a series of RE days to make up the time.
KS2 (7-11)	Christians, Muslims, Hindu's and Jewish people.	45 hours of RE	1 hour per week or Less than 1 hour per week plus a series of RE days or weeks amounting to 45+ hours of RE.

Teaching, Learning and Planning

We plan our Religious Education curriculum according to the Derbyshire Agreed Syllabus, taking into account the beliefs of the children who attend the school, their families and the community around us. We ensure that all children build upon their prior learning and ensure that they have the opportunity to develop skills and knowledge throughout the unit of work.

RE planning can be seen in 3 formats at Buxworth Primary School, Long, medium and short term plans. Examples of which can be seen in the RE curriculum folder. The long term planning is mapped out by the subject lead and highlights the units which will be taught throughout the year, over a 2 year cycle (one year cycle in EYFS) Both medium and short term planning is carried out by the class teacher.

Early Years Foundation Stage

We teach religious education to all children in the school, including those in the Reception class. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children within this class.

KS1 and KS2

Throughout our school we base our teaching and learning style on the idea that outstanding teaching in RE allows children to learn about religious ideas, practices and traditions, as well as reflecting on and exploring their own values and beliefs. It is not taught as discrete modules, such as 'Christianity' or 'Islam, instead, it is taught using key questions so that pupils can explore the question in relation to multiple religions before

reflecting on their own beliefs and values. In our school, RE teaching is not a fact based exercise, rather it aims to develop both thinking and reasoning skills.

Assessment

Throughout and at the end of each unit teaching staff will assess and record children's learning against 'Learning Outcomes' from the Derbyshire Agrees Syllabus; this in turn will be used to inform planning.

Equal Opportunities

At Buxworth Primary School we set high expectations and provide opportunities for all learners to achieve success in Religious Education regardless of culture, race, gender, ability or disability. Teachers will strive to overcome potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in Religious Education so that all Children are given equal opportunities, set suitable learning challenges and can take part in lessons fully and effectively.

Inclusion

All learners at our school receive quality teaching with activities being differentiated accordingly. In addition, where identified learners are considered to require targeted support to enable them to work towards age related objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these learners.

This policy was written: July 2025

Reviewed: September 2025

This policy will be reviewed: Every two years

Subject Lead: M. Brammer