RE Policy

Introduction

This policy reflects the school ethos and values alongside the wide range of learning needs. It seeks to address the varying individual learning needs of the pupils, the Government guidance, and curriculum framework to allow for a context within which teaching staff can operate, impacting understanding of the world around them and the diversity they will encounter. The policy should be read in conjunction with the curriculum overview.
We aim to equip our learners with the skills, knowledge and confidence needed to have a voice, be safe and enjoy the opportunities and reassurance faith can give you.

Intent Statement

At White Ash school, through strong knowledge and understanding of the RE curriculum alongside pupil's learning styles and needs; teachers have ambition for all learners. All pupils grow in confidence and competence as they know their learning goals and feel respected and nurtured through celebrations of their successes and achievements; both in school and in the local community. Pupils develop an understanding and gain experiences of the beliefs and values of others, feeling inspired to be curious, to want to know more about other people's cultures and beliefs and confident to ask questions, thus developing their own perspectives on the lives of others.

Implementation

RE is taught through whole school, whole class, small group and 1:1 experiences, allowing all staff to support the wide range of educational needs here at White Ash school. We teach with the National curriculum Key stage goals in mind, whilst also using the 'Lancashire Agreed Syllabus 2021'. All staff have high expectations upon each other to use and model expectations in behaviours towards learning and each other. Policies are in place clearly stating expectations in line with Government guidance and curriculum objectives. Teachers plan and deliver a balance of lessons that are informative, and experience based.
Assessment through EfL is used to inform next steps, attainment and progress with staff, pupils, and their families.

Legal Status

Religious Education should be 5% of curriculum time.

EYFS: RE is a statutory requirement for all pupils registered on the school roll. This does not include children in EYFS in the year before reception classes-although it would be seen as good practice to include these children. This is especially applicable with activities relating to the Understanding the World area of learning: People and Communities.

Key Stage 1: Must have opportunities to learn about Christianity and at least two other religions represented in the school community. Time allocation is 36 hours per year which may equate to 50 minutes per week.

Key Stage 2: Must have opportunities to learn about Christianity and at least two other religions represented in the local area. Time allocation is 45 hours per year which may equate to 60 minutes per week.

However, the Lancashire agreed syllabus states that

"It is expected that all special schools will provide Religious Education as far as is practicable in accordance with this Agreed Syllabus. Regulations state that, so far as is practicable, every pupil (including all pupils with statements of SEN and on the roll of special schools) should receive Religious Education"

Early Years/Foundation Stage

In the EYFS class teaching is based on the Early Years Foundation Stage Curriculum. Assessments are based on the EYFS practitioner's observations of the pupil's learning and development in RE and are measured against development matters and recorded on EfL. All EYFS pupils also take part in whole school events.

Sensory learners

The RE lead, Equality lead and sensory teachers work together to review, implement, and support delivery of the RE curriculum. Action plans will include appropriate resources that meet all the senses alongside curriculum guidance. It will include training opportunities for all staff where appropriate and inline with the school improvement plan and budget. Advice will be sought from other trained practitioners alongside regular attendance to the GLD Network meetings to allow for the sharing of good practice, knowledge and up to date guidance.

Impact

We aim to create an environment where all learners feel confident and secure in exploring diversity and faith. All learners will have an increasing understanding of different faiths and beliefs. They will display tolerance, empathy and appropriate behaviours towards learning and others both in school and their daily lives. Pupils will produce creative work that shows developing and securing knowledge and understanding of religious beliefs and practices. All pupils will have a voice: feeling safe and secure to be able to communicate their understanding and curiosity. Pupils at White Ash will be prepared for their next steps on their learning journey by making them responsible, confident and accepting citizens.

Learning outside the classroom (LOtC)

Learning beyond the classroom is an integral part of development for all our learners; our pupils are given opportunities on educational visits, Local community walks and on site LOtC sessions to develop, consolidate and explore their Religious Education knowledge and experiences. Visits to places of worship are strongly encouraged as this allows our learners to experience hands on learning and diversity within their community.

The Role of the Subject Leader

The RE subject leader is responsible for co-ordinating RE throughout the school. This includes:

- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of RE throughout the school.
- Responsibility for the requisition and maintenance of resources required for the teaching of RE. This will be within the confines of the school budget.
- To regularly scrutinise pupil work.
- To analyse subject specific progress data in conjunction with assessment co-ordinator and suggest interventions if appropriate.
- To maintain a subject file with examples of moderated work across the pathways.
- Review and revise subject action plans on an annual basis to contribute to the school development plan.
- Review resources to allow pupils assess to a wide range of technology.
- To attend network and cluster meetings to keep up to date with local and national guidance, expectations and good practice.

Role of the Class Teacher

- To aim to develop RE skills with pupils across all pathways.
- To develop and update skills, knowledge and understanding of RE.
- To identify inset needs in RE and take advantage of training opportunities.
- To keep appropriate on-going records through planning, ILPs and EfL.
- To plan effectively for RE, liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment
- To analyse progress data in conjunction with assessment co-ordinator and suggest interventions where appropriate.

Resources

Here at White Ash, we have a central resource area. This includes such items as puppets, clothing, visuals and books. Resources are audited annually and new resources ordered through the annual action plans. We have hands on resources for different Faiths which match the curriculum expectations.

Equal Opportunities

As stated, we incorporate ICT holistically across the whole curriculum and seek to take advantage of the multicultural aspects' technology can share, whilst being vigilant on potential bias and reliability of sources. All learners have equal access to the curriculum regardless of their gender, ethnicity or learning difficulty in line with our equality and diversity school ethos. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

White Ash School respects the rights of parents/guardians to withdraw their children from assemblies and RE lessons/activities on religious grounds.

Emma Bentley

RE Subject Leader

Reviewed: Autumn 2026

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