



## Hunsley Primary

### Religious Education Policy

**This policy is applicable to Hunsley Primary**  
Version Vi

<b>Important:</b> This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
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<b>Name of Responsible Committee/Individual:</b>	Hunsley Primary Local Governing Body
<b>Implementation Date:</b>	Spring 2026
<b>Review Date:</b>	Autumn 2028
<b>Target Audience:</b>	All Staff, Parents, Pupils, Community Users, Key Stakeholders
<b>With reference to the following Hunsley Primary policies: (non-exhaustive)</b>	Hunsley Primary Child Protection and Safeguarding Policy Hunsley Primary Behaviour, Sanctions and Rewards Policy Hunsley Primary PSHE Policy Hunsley Primary Collective Worship Policy Hunsley Primary SEND Policy

	<p>Hunsley Primary Educational Visits Policy</p> <p>Statement for the Safe Use of Multi Media in the classroom and beyond</p> <p>Hunsley Primary Online Safety Policy</p>
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## **Policy Statement**

This policy outlines the principles and values underpinning the expectations of Hunsley Primary for the teaching of Religious Education.

### **1. Purpose and Scope**

Hunsley Primary, as a Free School, is non-denominational, however broadly Christian in its ethos. It is also able to set its own curriculum; however, for Religious Education, we follow the locally agreed syllabus, including the assessment outcomes, which offers a broad and balanced approach to teaching and learning about other cultures, religions, beliefs and ideas. This curriculum has been devised and revised in 2022 by the Humber Standing Advisory Council for Religious Education.

Children work towards End of Key Stage Milestones as with all other subjects and are assessed against these. The three key Areas of Understanding in the curriculum are as follows:

- Theology
- Philosophy
- Social Science

Looking at RE through the **different 'lenses' these three disciplines** helps to structure the learning and (although often closely linked across the curriculum to other subjects such as Jigsaw / TalkTime at Hunsley Primary) helps to differentiate RE from other subjects, giving academic rigour to the study of religion and worldviews.

The statutory **Areas of Understanding** for Key Stages 1-2 are the key elements of this syllabus, framed as questions from a multidisciplinary approach. These questions will generate the required pupil outcomes for the study of religion and worldviews.

### **2. Roles and Responsibilities**

#### **Local Governors:**

- Must ensure that the school has a Religious Education Policy and that it is reviewed regularly (every 3 years)
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for the policy (e.g. Headteacher)
- Must ensure that the effectiveness of the Policy is regularly monitored and that this is reported to the Hunsley Primary Local Governing Body.

#### **School Leaders:**

- Must ensure that the policy is in line with local and national guidance, for example in line with the proportion of content reflecting a Christian ethos
- Must ensure that the policy is adhered to in the operation of the school
- Must ensure that all visiting speakers delivering or contributing to the RE curriculum are vetted and briefed on the purpose and expectations of their contribution to the curriculum and their resources checked

#### **Staff:**

- Must read and adhere to the policy
- Must take responsibility for delivering and assessing specific elements of the curriculum in accordance with their role, e.g. teaching of the RE curriculum and planning effective lessons

**Parents:**

- Have the right to request that their child is removed from activities delivering Religious Education. Each request will be considered by the Headteacher and the Local Governing Body and should be submitted in writing.

**Other Stakeholders (e.g. Visitors)**

- Must respect the ethos, values and curriculum vision of the school when visiting, speaking or addressing in school and must adhere to the briefing given by school leaders as to what constitutes appropriate content for their interaction with pupils

**3. Equality, Inclusion and Diversity**

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

**4. Hunsley Primary Vision, Values and Ethos**

**Vision: Our Commitment**

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

**Values: Our Children**

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual

understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

### **Ethos: Our Teaching and Learning Rationale**

#### **Engagement, Enjoyment, Discovery, Reflection, Achievement**

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21<sup>st</sup> Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

### **5. Systems and Processes**

School will be guided by the Locally Agreed Syllabus in terms of allocation of timetable to the delivery of RE input; for example, in Key Stage 1, children should spend at least 36 hours per year engaged in Religious Education studies and in Key Stage 2, 45 hours. The children will also learn from visiting guests, including local Christian clergy, members of the local community, parents and older students to share their celebrations and find out more about a range of cultures and traditions. The children take part in enquiry-based visits as part of the curriculum offer, to the local Parish Church in Welton, for example at Easter and Christmas.

Parents can request that their child is removed from any event, activity, assembly or discussion at any point, should they wish for their child not to be included, in accordance with our policy. This should be done in writing to the Headteacher.

Through assemblies, reflection time Jigsaw / Talk Time, reading and discussion, as well as creative and physical activities, such as singing, drama, outdoor learning, art and written work, the children are encouraged to investigate, think, ask questions and reflect – the most important skills associated with learning about a range of cultures. In line with the Agreed Syllabus, enquiry and reflection are at the heart of the learning plans. RE is most effectively taught where the school has a well-defined and systematic approach to using discussion and investigation in RE.

### **Effective enquiry in RE as part of the wider curriculum learning:**

- **is not age-limited** – examples of effective enquiry found at all ages and stages, including Reception
- **involves sustained learning** – pupils set up the enquiry, carry it out, evaluate their learning and revisit the questions
- **starts by engaging pupils in their learning** – making sure they can see the relevance and importance of the enquiry and how it relates to their own concerns
- **allows pupils time to gather information and draw conclusions before asking them to reflect on or apply their learning** – the focus on ‘learning from’ will probably come late in the process as they ask the key questions such as ‘so what?’
- **enables pupils to reconsider their initial thinking and extend their enquiry as they begin to see new levels of possibility** – if pupils have identified key questions at the outset, they might want to reconsider these questions, add more, or re-prioritise their importance
- **allows pupils to use their creativity and imagination** – ensuring that experiential learning and opportunities to foster spiritual development are built into the process of enquiry

### **Monitoring of Compliance with and Effectiveness of the Policy**

The **Local Governing Body of Hunsley Primary** is responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Headteacher** is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

### **Review**

This policy will be reviewed within 3 years of the date of implementation.