



**NEWFIELD PARK**  
PRIMARY ACADEMY

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# RE Guidance



At Newfield Park Primary Academy, we aim to inspire all children to achieve their full potential through a fully inclusive curriculum.

Religious Education holds an important place in the curriculum at school and contributes to the development of the whole child. We are currently following the **Dudley Agreed Syllabus (2025)**.

### The Purpose of RE (Dudley Syllabus)

Religious Education has a fundamental part to play in the education of every young person. Religion and belief have been, and continue to be, highly visible in public life. Without some knowledge of religion, an understanding of the contemporary world is incomplete. Religious and non-religious worldviews have always been at the heart of trying to address fundamental questions to do with human existence and what gives it value and purpose.

Education needs to play its part in helping young people to consider such questions and by doing so, help them develop and reflect on their values and beliefs and their own personal worldview.

### Aims of RE (Dudley Syllabus)

Religious Education has two principal aims.

- (a) provide an objective and critical study of religious and non-religious worldviews
- (b) help pupils to develop and reflect on their values and beliefs and their own personal worldview

### What religions should be taught? (Dudley Syllabus)

To ensure that the legal requirements are met, all pupils following the Dudley Agreed Syllabus learn about Christianity in each key stage.

All pupils must also learn about the principal religions represented in Great Britain which are Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should also learn about at least one non-religious worldview, for example humanism.

### RE Guidance - Human Rights Legislation

- Section 1, Article 9 ensures everyone has the right to freedom of thought, conscience and religion. The right includes freedom to change one's religion or belief.
- Section 1, Article 9 ensures the freedom, whether one is alone or in community with others and whether one is in public or private, to manifest one's religion or belief, in worship, teaching, practice and observance
- Section 2 The First Protocol Article 2 ensures no person can be denied the right to education



- Section 2 The First Protocol Article 2 requires that the State will respect the right of parents to ensure that education and teaching is in conformity with their own religious and philosophical convictions

### Legal Entitlement

All registered pupils that attend a maintained state-funded school or academy in England must be taught RE, unless withdrawn by their parents or carers.

### Right of Withdrawal

Parents and carers have the right to withdraw their child from all or part of Religious Education and from Collective Worship. This was affirmed in the 1944 Education Act and has been reaffirmed in later Educational Legislation (HMSO, 1988; 1996) and in the guidance document "Religious education in English schools: Non-statutory guidance 2010" (DCSF 2010).

### Time Allocation

EYFS: 36 hours per year or 50 minutes per week (approximately)

KS1: 36 hours per year or 50 minutes per week (approximately)

KS2: 45 hours per year or 60 minutes per week (approximately)

### SMSC

Spiritual, moral, social, and cultural development are important parts of the path to adulthood and young people should be encouraged to develop their:

- ability to be reflective about their own beliefs (religious or otherwise) and their perspective on life
- knowledge of and respect for different people's faiths, feelings, and values
- ability to understand and appreciate the viewpoints of others
- acceptance of and engagement with the fundamental British values including mutual respect for those with different faiths and beliefs
- understanding and appreciation of the range of cultural influences in the school and further afield as an essential element of their preparation for life in modern Britain
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage, that of others and the locality we live in
- ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities



- understand, accept, respect and celebrate diversity in local, national and global communities

### Cultural Capital

At Newfield Park, we recognise that to be successful with their learning, and to be successful in the wider areas of their lives, all children need to be given opportunities to develop their cultural capital. At Newfield Park, we provide a varied curriculum as well as rich opportunities for children to advance their spiritual, moral, social and cultural development.

### Assessment

Class teachers complete half-termly assessments based on the RE targets within each year group. Teachers record whether each child is working below, working at or working above the expected level for RE. In addition, class teachers also provide individual feedback to children, both verbally and through a range of marking strategies.

### Role of the RE Co-ordinator

The role of the RE co-ordinator is to monitor the teaching and assessment of Religious Education. This is to ensure that all children at Newfield Park, regardless of background or ability, make progress within RE. The co-ordinator monitors the quality of work within books, the coverage of lessons and the knowledge of the children. Advice is also given to staff to support them with planning, lessons and resources.

### Safeguarding & Health and Safety

Newfield Park is committed to providing an environment where everyone feels safe. Children are encouraged to share any worries and concerns that they may have and discuss who to talk to if they feel unsafe. Through varied teaching and learning experiences, children learn how to keep themselves safe as part of our broad and balanced curriculum. All educational visits will be planned with reference to our Health and Safety Policy, with risk assessments adherence to for all activities. When using ICT, staff will ensure children adhere to the rules outlined in the E-Safety policy.

*A. Golding*