

Religious Education Policy



Costock CE Primary School

Where every child is a star! 

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

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1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Intent

This policy is carried out within the context and spirit of the school's mission statement. It supports and reinforces the agreed values and vision of Costock Church of England Primary School, valuing all children equally.

As God's children we shine because every child's a star.

The policy is underpinned by all four core values of the school:

Service- Truth- Acceptance- Respect

In school, our intention is to help pupils to be knowledgeable about Christianity and to develop a respect and understanding of those with different beliefs, including those represented in our own school community. Children are offered opportunities to consider the response of religion to fundamental questions about the purpose of

being, morality and ethical standards. They will be encouraged to adopt a reflective attitude and to develop their own ideas.

3. Aims and outcomes

Our policy recognises a need for pupils to:

- Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
- Know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights;
- Be respectful of other people's views and to celebrate the diversity in society;
- Reflect on some of life's big questions;
- Have time to develop their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

The legal position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Act. The Act stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The new national curriculum framework of September 2014 also states that: "all state schools... must teach religious education to pupils at every key stage..."

Religious Education at Costock is provided in line with and meets statutory requirements, which are that:

- The Religious Education programme must reflect the fact that the traditions in Great Britain are in the main Christian whilst taking into account of the teaching and practices of the other principal religious traditions represented in the UK.
- The Religious Education provided shall be in accordance with the locally agreed syllabus for Nottinghamshire.

Our RE syllabus follows the recommendations of the Diocesan Board of Education and reflects the school's religious foundation. It reflects the Church of England's RE Statement of Entitlement 2016 and includes use of the Nottinghamshire Agreed Syllabus (2021-2026) as well as the Understanding Christianity resource.

Legal parental right to withdraw

At Costock C of E School, we are committed to the principles of inclusion and hospitality to people of all faiths and none. We acknowledge the legal rights of parents to withdraw their child/ren from RE and those of teachers to withdraw from teaching the subject. We would ask any parent or teacher considering this to contact the headteacher or the R.E coordinator, Emma Wright, to discuss any concerns or questions they may have about the teaching of Religious Education at Costock, and are asked to confirm their right to withdraw in writing.

4. Teaching and learning

RE is taught in mixed-age classes by class teachers, or PPA cover. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks/stories
- Handling artefacts

- › Looking at photographs
- › Individual projects/research
- › Role play
- › Field trips
- › External speakers
- › Opportunities for reflection and stillness

5. Curriculum overview

We plan our Religious Education curriculum in accordance with the Agreed Syllabus and for some units we use the Understanding Christianity resources. We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Religious Education topics studied in each term during each key stage. Our medium-term plans give details of each unit of work for each term. The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and may discuss them on an informal basis with the RE subject leader.

5.1 Early Years Foundation Stage (EYFS)

RE in the EYFS sits within the areas of Personal, Social and Emotional Development and Understanding the World. RE enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships.

5.2 Key Stage (KS) 1

In KS1, pupils will:

Know about and understand religions and worldviews

- › 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.
- › Retell and suggest meanings to some religious stories, exploring and discussing sacred writings and sources of wisdom and recognizing the communities from which they come.
- › Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Express ideas and insights into religions and worldviews

- › Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- › Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- › Notice and respond sensitively to some similarities between religions and worldviews.

Gain and deploy the skills for learning from religions and worldviews

- › Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- › Find out about and respond with ideas to examples of cooperation between people who are different.

- › Find out about questions of right and wrong and begin to express their ideas and opinions in response.

5.3 Key Stage (KS) 2

In KS2, pupils will:

Know about and understand religions and worldviews

- › 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 thoughtfully on their ideas.
- › 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.
- › 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 into religions and worldviews

- › Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- › 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.
- › Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

Gain and deploy the skills for learning from religions and worldviews

- › Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
- › Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- › Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

5.4 Programmes of study

The included subject examples are taken from the Agreed Syllabus for RE in Nottingham City and Nottinghamshire and also from Understanding Christianity.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	F5- Belonging: Who are we and how do we belong?	F2- Which people are special and why? F4- What times are special and why? U.C- Incarnation F2	F1- What stories are special and why?	F2- Which people are special and why? F4- What times are special and why? U.C- Salvation F3	F6- Our wonderful world: how can we care for living things and the earth? U.C- Creation F1	F3- What places are special and why?

Years 1 and 2 Cycle A	RE Syllabus 1.2- Myself and Caring for Others Christianity and Judaism	RE Syllabus 1.1- Celebrations and Festivals U.C- Incarnation 1.3 Christianity	RE Syllabus 1.4- Symbols in Religious Worship and Practice Judaism	RE Syllabus 1.1- Celebrations and Festivals Judaism	RE Syllabus 1.3 Beliefs and Teaching U.C- Gospel 1.4 Christianity	U.C- Creation 1.2 Christianity
Years 1 and 2 Cycle B	RE Syllabus 2.1 Leaders Christianity and Judaism	RE Syllabus 1.1- Celebrations and Festivals Judaism	RE Syllabus 2.2- Believing Judaism	RE Syllabus 1.1- Celebrations and Festivals U.C- Salvation 1.5 Christianity	RE Syllabus 2.3- What does it mean to belong? U.C- God 1.1 Christianity	RE Syllabus 2.4- Jewish and Christian Stories: How and why are some stories important in religion? Christianity and Judaism
Years 3 and 4 Cycle A	RE Syllabus 3.1 Beliefs and Questions U.C- People of God 2a2 Christianity	U.C- Incarnation 2a3 Christianity	RE Syllabus 3.2 Religion, family and community: Prayer Islam	RE Syllabus 3.3 Worship and Sacred Places Islam and Hinduism	U.C- Kingdom of God 2a6 Christianity	RE Syllabus 3.4 Inspirational people from the past Christianity and Islam
Years 3 and 4 Cycle B	RE Syllabus 4.4 Religion, family community, worship, celebration ways of living Hinduism	RE Syllabus 4.2 Symbols and Religious Expression Islam Hinduism	U.C- Creation 2a1 Christianity	RE Syllabus 4.3 Spiritual Expression U.C- Salvation 2a5 Christianity	RE Syllabus 4.1 The Journey of Life and Death Islam Hinduism	U.C- Gospel 2a4 Christianity
Years 5 and 6 Cycle A	RE Syllabus 5.1 Inspirational people in today's world U.C – Kingdom of God 2b8: Christianity, Islam and Hinduism	U.C- Incarnation 2b4 Christianity	RE Syllabus 5.2 Religion and the individual: what matters to Christians? U.C- Gospel 2b5 Christianity	U.C- Salvation 2b6 Christianity	RE Syllabus 5.3 Beliefs and questions Islam and Hinduism	RE Syllabus 5.4 Beliefs in action in the world Christianity, Islam and Hinduism
Years 5 and 6 Cycle B	RE Syllabus 6.1 Teachings, wisdom and authority U.C God 2b1 Christianity	RE Syllabus 6.2 Religions, worldviews, family and community Islam and Hinduism	U.C- Creation 2b2 Christianity	U.C- Salvation 2b7 Christianity	RE Syllabus 6.3 Beliefs in action in the world Hinduism	U.C- People of God 2b3 Christianity

6. Cross-curricular links and SMSC

RE shares links with the following subjects:

English: Children are encouraged to use books to enhance their understanding in RE, these could be fiction and non-fiction books including Religious Sacred Texts. Children develop oracy through discussing questions or presenting their findings and opinions to the rest of the class.

Computing: We use computing in RE teaching where appropriate. Children use computing in RE to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

Spiritual, moral, social and cultural (SMSC): Through teaching Religious Education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

Personal, Social and Health Education (PSHE) and Citizenship: Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multicultural society. Pupils are also given the opportunity to engage with ideas about British values, such as tolerance and respect.

7. Assessment and recording

7.1 Assessment

Costock CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

We use the progress steps from the Nottinghamshire Agreed Syllabus to inform our assessments of the children and assessments are shown as either; working towards (WT), at age related expectations (ARE) or working at greater depth (WGD). We report on pupils' progress and attainment in RE to parents at the end of each academic year and reporting is based on these level descriptors. We undertake to make individual and accurate comments on each pupils progress in RE to parents, based on regular monitoring of work using the progress steps within the Agreed Syllabus.

7.2 Recording

Pupils work is either done in their individual RE book or in the classes Reflection Big Book, this work is used to help teachers make judgements about achievement, attainment and progress over time. The pupils RE books are moved up the school to help show progression and for the pupils to refer back to.

8. Resources

8.1 Textbooks and other equipment

There is a range of age appropriate resources to support the teaching and learning of RE, including Religious Sacred Texts, across the school. We have a wide range of religious artefacts and interactive boards to access the internet as a class.

8.2 External speakers, local museums, trips

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise could be invited into school to work with the children. These might be parents, grandparents, neighbours or representatives of the local community. We regularly visit St Giles in Costock for Church Services.

9. Roles and responsibilities

9.1 Headteacher

1. The Role of the Headteacher:
 - Ensure all teaching staff and governors have an understanding of the distinctive role and purpose of RE within church schools;
 - Provide positive support to staff in providing effective and outstanding RE;
 - Monitoring the work of the Religious Education Co-ordinator, through discussion of findings and standards;
 - Keep the Governing Body well informed about the standards in Religious Education in the school;
 - Ensure that RE is given status in the School's Development Plan;
 - Ensure that the self-evaluation document is regularly up-dated and areas for development are addressed;
 - Ensure that the school is kept up to date following the advice from the Diocesan Board of Education and the Church of England Education Office;
 - Ensure access to appropriate professional development for staff.

9.2 Subject leader

2. The Role of the RE Subject Leader (working closely with the Headteacher, Staff, Governors and Diocesan Board of Education):
 - Ensure teachers are familiar with the school's curriculum framework for teaching Religious Education;
 - Managing the allocated budget for Religious Education, and ensure all staff are well resources, ensuring principle of best value for money;
 - Ensuring availability of and familiarity with the Diocesan Agreed Syllabus for Religious Education;
 - Prepare, organise and lead INSET AND Staff Meetings as required, with the support of the Headteacher;
 - Work with the SENCo and other key staff, to inclusively advise and support all children;
 - Monitoring the standards of the children's work and the quality of the teaching in Religious Education through learning walks, work-samples, observations, pupil interviews and planning scrutiny;
 - Analyse data and use this to inform developments in teaching and learning;
 - Discuss regularly with the Headteacher and Governors the progress of implementing the policy, and issues regarding standards.

9.3 Link governor

3. The Role of Governors (Local Governors share responsibility with the Diocesan Board of Education and the Headteacher for ensuring that the requirements are met in school):
 - Meet with the Headteacher and Religious Education Co-ordinator to discuss the provision of Religious Education;
 - Talk with teachers and join some Religious Education lessons, as part of their annual monitoring visit;
 - Agree an Action Plan for the development of Religious Education with the Headteacher and Religious Education Co-ordinator;
 - Ensure that the legal requirements are met;
 - Be fully involved in the self-evaluation of school by regularly updating the self-evaluation document, taking into account the needs and views of staff, pupils, parents, the church and Diocesan Board of Education.

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of homework

10. Inclusion

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Teachers set high expectations for all pupils in RE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study RE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in RE.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy
- › Assessment policy
- › Marking and Feedback policy
- › SEND policy

12. Monitoring and review

This policy will be reviewed by SLT every 3 years or sooner if required.