
Responsible body

Title of policy



Governing body

Religious Education

Our Vision

*In God's likeness, we
shine our light in all
we say and do,
through love, respect,
courage and joy.*

curious, confident, caring



Ratified by the Governing Body: Tuesday 14th May 2024

Date for review: May 2026

Signed by:

L. Screen

Chair of governors

Lisa Screen

T. Langfield

Headteacher

Tracie Langfield

Author

Bronwen Wilcox

Updated

April 2024

Responsible body**Title of policy****Governing body****Religious Education**

Introduction

The teaching of R.E. is rooted in our vision for the school. Within R.E, children and adults 'Let their light shine' in all that they say and do. Our lessons strive to be of the highest quality resulting in deep learning. The way in which we plan and assess in R.E. demonstrates our belief in making the most of every opportunity and ensuring that children are enriched by their RE learning, producing high quality work as a result. We believe that everyone can shine and be curious, confident and caring and have an understanding and acceptance of all within the diverse world we live in.

Astley CE Primary School is a Church of England Voluntary Aided School; therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Headteacher, have decided to adopt the Worcestershire Agreed Syllabus for Religious Education 2020 – 2025.

The Church of England's Statement of Entitlement

The Church of England' Statement of Entitlement (February 2029) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'

The School's Vision:

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven,'
Matthew 5 V16*

At Astley CE Primary School, children and adults 'Let their light shine' in all that they say and do. Our vision is to enrich and develop the community in the truest likeness of God. We believe that everyone can shine and be curious, confident and caring and have an understanding and acceptance of all within the diverse world we live in. Love, respect, courage and joy drive our daily actions and thirst for living and learning.

Author

Bronwen Wilcox

UpdatedApril 2024

Responsible body**Title of policy****Governing body****Religious Education**

Intent

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The intent of Religious Education at Astley C.E Primary School is to enable our pupils to:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Implementation

Our RE curriculum (page 6) is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

Impact

At Astley C.E Primary, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the world; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Author

Bronwen Wilcox

UpdatedApril 2024

Responsible body

Title of policy



Governing body

Religious Education

We aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

School Approach to Religious Education

In-line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the *Statement of Entitlement*, teaching and learning in RE in this school will provide:

- a challenging and robust curriculum based on an accurate theological framework
- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts
- a curriculum that draws on the richness and diversity of religious experience worldwide
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.

RE that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

Author

Bronwen Wilcox

Updated

April 2024

Responsible body**Title of policy****Governing body**Religious Education

Organisation & Time Allocation

In accordance with the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- at Key Stage 1 pupils study Christianity and Judaism and Islam - RE will be taught for at least for 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.

Assessment

The Worcestershire Agreed Syllabus for Religious Education 2020-2025 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus.

As a school we track progress in RE through half termly summative assessments that are to be completed at the end of each unit of work. These half termly assessments are collated on one document and work on a two-year cycle. These assessments are collected by the RE lead termly and discussed in Pupil Progress Meetings with the Headteacher.

School reports are sent home in the Summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Astley CE Primary School some of the responsibilities for RE have been delegated to the RE lead and class teachers.

Author

Bronwen Wilcox

UpdatedApril 2024

Responsible body

Title of policy



Governing body

Religious Education

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending RE clusters / hub meetings
- providing and sourcing in-service training for staff as necessary
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- acquiring and organising appropriate resources, managing a budget when necessary
- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6 and 7.

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- appropriate support is in place to ensure the effective provision of RE.

Author

Bronwen Wilcox

Updated

April 2024

Responsible body

Title of policy



Governing body

Religious Education

The Right of Withdrawal from Religious Education

At Astley CE Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- The learning objectives covered in RE so that parents can make an informed decision.
- What supervision arrangements will be in place for child(ren).

We would ask any parent considering this to contact the Headteacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school.

Author

Bronwen Wilcox

Updated

April 2024

Responsible body

Title of policy



Governing body

Religious Education

Long Term Plan – Odd Year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ash Odd/Even	<p>F4 Being Special: where do we belong? <u>Key Knowledge/Concept:</u> Understand the terms respect and belonging Understand how people care for and love us. Understand what happens at a baptism and dedication</p> <p><u>Key Skills</u> Retell stories Share own ideas</p>	<p>INCARNATION F2 Why is Christmas special for Christians? <i>"UC - Why Christians perform Nativity plays at Christmas?"</i></p> <p><u>Key Knowledge/Concept:</u> Understand that Christians believe Jesus was born at Christmas Begin to understand the word "incarnation" as God with us. <u>Key Skills</u> Retell stories Share own ideas</p>	<p>F6 What times/stories are special and why?</p> <p><u>Key Knowledge/Concept:</u> Understand religious words Know what the Torah the Bible are Know some simple bible stories <u>Key Skills</u> Retell stories Share own ideas and experiences</p>	<p>SALVATION F3 Why is Easter special to Christians? <i>"UC - Why do Christians put a cross in an Easter garden?"</i></p> <p><u>Key Knowledge/Concept:</u> Understand that Christians believe that Jesus died for their sins at Easter <u>Key Skills</u> Retell stories Share own ideas and experiences</p>	<p>GOD/CREATION F1 Why is the word 'God' important to Christians?</p> <p><u>Key Knowledge/Concept:</u> Understand who Christians believe God is Understand what makes the world a special place. <u>Key Skills</u> Retell stories Share own ideas and experiences F5 What places are special to us?</p>	<p>F5 What places are special to us?</p> <p><u>Key Knowledge/Concept:</u> Understand what is inside a Church Understand what makes people feel safe <u>Key Skills</u> Retell stories Share own ideas and experiences</p>
Willow Year 1 and 2 EVEN	<p>1. 8 What makes some places sacred to believers? (C, M)</p> <p><u>Key Knowledge/Concept:</u> Recognise objects from different religions and understand how they are used in worship. Recognise that some places are special and sacred. <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>INCARNATION 1. 3 Why does Christmas matter to Christians?</p> <p><u>Key Knowledge/Concept:</u> Understand that Christians believe that Jesus was God's Son Understand the term incarnation <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>GOSPEL 1. 4 What is the 'good news' Christians believe Jesus brings?</p> <p><u>Key Knowledge/Concept:</u> Recognise that the gospels stories of good news Recognise that the Bible helps show the right way to live. <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>SALVATION 1. 5 Why does Easter Matter to Christians?</p> <p><u>Key Knowledge/Concept:</u> Understand the events of Holy Week and Easter Understand the term salvation and its importance to Christians <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>1. 6 Who is a Muslim and how do they live? Part 1.</p> <p><u>Key Knowledge/Concept:</u> Recognise that there are 99 names for Allah Recognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide them <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	
Willow Years 1 and 2 ODD	<p>CREATION 1. 2 Who do Christians say made the world?</p> <p><u>Key Knowledge/Concept:</u> Understand terms creation and creator Understand the story of creation and that Christians believe God created the world. <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>1. 9 How should we care for the world and for others, and why does it matter? (C, J, NR)</p> <p><u>Key Knowledge/Concept:</u> Understand that people care for the world in different ways. Understand that we need to look after the world in which we live Understand the meaning of Genesis 1 <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>1. 7 Who is Jewish and how do they live?</p> <p><u>Key Knowledge/Concept:</u> Understand the words of the Shema Prayer; how it is used and why it is important to Jews. Understand what happens at a Shabbat/Sukkot <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>GOD 1. 1 What do Christians believe God is like?</p> <p><u>Key Knowledge/Concept:</u> Understand what a parable is Understand terms 'love' and 'forgive' Understand that Christians believe that God is loving and forgiving. <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	<p>1. 10 What does it mean to belong to a faith community?</p> <p><u>Key Knowledge/Concept:</u> Understand the term community (religious + non-religious). Understand how faith communities show their love. <u>Key Skills</u> Talk about what they learn from stories Ask questions about stories</p>	

Author
Bronwen Wilcox

Updated
April 2024



Long Term Plan – Even year

<p>ELM Year 3 and 4 EVEN</p>	<p>L2. 7 What do Hindus believe God is like? Key Knowledge/Concept: Identify some Hindu deities and say how they help Hindus describe God Understand the term guru and how they support Hindu worship Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>INCARNATION/GOD L2. 3 What is the 'Trinity' and why is it important for Christians? Key Knowledge/Concept: Understand the term Trinity Recognise that Christians believe that God is 3 in 1 - Father, Son and Holy Spirit. Understand how knowledge of the Trinity shapes Christian lives Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>L2. 8 What does it mean to be a Hindu in Britain today? Key Knowledge/Concept: Identify the terms dharma, Samsara, Dharma and Hinduism and say what they mean Identify and understand terms such as art, bhajans and Diwali. Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>SALVATION L2. 5 Why do Christians call the day Jesus died 'Good Friday'? Key Knowledge/Concept: Identify and understand the word salvation. Understand the importance of Holy Week to Christians Identify and understand the significance of the term 'Good Friday' Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>KINGDOM OF GOD L2. 6 For Christians, when Jesus left, what was the impact of Pentecost? Key Knowledge/Concept: Identify the term Pentecost Understand the role of the Holy Spirit Understand what Christians believe the Kingdom of God is. Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>L2. 11 How and why do people mark the significant events of life? (C, H, NR) Key Knowledge/Concept: Identify and understand the word commitment Understand how marriage and baptism ceremonies work in religious and non-religious contexts Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live Make comparisons between faith practices</p>
<p>ELM Year 3 and 4 ODD</p>	<p>CREATION/FALL L2. 1 What do Christians learn from the Creation Story? Key Knowledge/Concept: Identify and understand what is meant by 'the fall' Understand the story of Creation and what Christians believe happened Understand ways in which we look after creation. Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>PEOPLE OF GOD L2. 2 What is it like for someone to follow God? Key Knowledge/Concept: Identify and understand the term covenant Understand the term faith and how it is different from religion Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>GOSPEL L2. 4 What kind of world did Jesus want? Key Knowledge/Concept: Understand the ways in which Jesus wanted the world to be a better place Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>L2. 9 How do festivals and worship show what matters to a Muslim? Key Knowledge/Concept: Identify and understand the term, sin, forgiveness and God in Jewish terms. Understand key festival of Passover Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>L2. 10 How do festivals and worship show what matters to Jewish people? Key Knowledge/Concept: Identify and understand the terms, sin, forgiveness and God in Jewish terms. Understand key festival of Passover Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>	<p>L2. 12 How and why do people try to make the world a better place? (C, M/J, NR) Key Knowledge/Concept: Understand how charities work to bring about affect change within this world. Understand how people define acts in terms of 'good' and 'evil' Key Skills Raise questions and seek answers to key religious ideas Make simple links between texts, beliefs and how people live</p>
<p>Oak Year 5 and 6 EVEN</p>	<p>CREATION U2. 2 Creation and science: conflicting or complementary? Key Knowledge/Concept: Scientific and religious views on the creation of the universe and creation of man. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>U2. 11 Why do some people believe in God and some people not? (C, NR) Key Knowledge/Concept: Understand the term faith Understand barriers to faith The reasons why people have faith. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>U2. 8 What does it mean to be a Muslim in Britain today? Key Knowledge/Concept: Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefs Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>SALVATION What difference does the resurrection make for Christians? Key Knowledge/Concept: Identify and understand the concept of Christian Hope Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>NINGDOM OF GOD U2. 6 For Christians, what kind of king is Jesus? Key Knowledge/Concept: Understanding of the Kingdom of God. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>U2. 12 How does faith help people when life gets hard? Key Knowledge/Concept: Religious understanding of suffering, death and bereavement and its links to faith and hope. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>
<p>Oak Year 5 and 6 ODD</p>	<p>U2. 7 Why do Hindus want to be good? Key Knowledge/Concept: Understand key Hindu Beliefs such as dharma, karma, samsara, moksha, using technical terms accurately Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>INCARNATION U2. 3 Why do Christians believe Jesus was the Messiah? Key Knowledge/Concept: Understand the terms Prophecy, Incarnation and Messiah Understand why Christians call Jesus the Messiah Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>GOSPEL U2. 4 Christians and how to live: What would Jesus do? Key Knowledge/Concept: Understand that there are different ways of interpreting the Bible. Understand that scripture shows us a way to live. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>U2. 9 Why is the Torah so important to Jewish people? Key Knowledge/Concept: Understand what the Torah is and how it is used Understanding of key Jewish laws and commandment e.g. Kosher law. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>GOD U2. 1 What does it mean if Christians believe God is holy and loving? Key Knowledge/Concept: Theological understanding of Holy and Loving. Understand how Christians respond to God being Holy and Loving. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>	<p>U2. 10 What matters most to Humanists and Christians? (C, M/J, NR) Key Knowledge/Concept: Understand the terms 'good' and 'evil' Understand morals and how people develop a moral code. Key Skills Interrogate and weigh up sources of evidence. Reflect on evidence and present key findings. Understand different points of view Make connections with other learning</p>