



Religious Education Policy

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3	June 2025	S Corry	Rewritten to realign with Warwickshire Agreed Syllabus
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All staff and volunteers working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact.

Religious Education Policy

The Dasset C of E Primary School

We care for ourselves, each other our school and the world around us.

Clothe yourself in compassion, kindness, humility, gentleness and patience.

PRINCIPLE AIMS

- 1.1 The principle aim of Religious Education is to engage pupils in a systematic enquiry into human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
- 1.2 Religious Education explores Big Questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

- 1.3 The curriculum for RE aims to ensure that all pupils:

Know about and understand range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity that exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- appreciate and appraise varied dimensions of religion.

- Gain and deploy the skills needed to engage seriously with religions and worldviews so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
 - articulate beliefs, values and commitment clearly in order to explain why they may be important in their own and other people's lives.

Our RE curriculum helps to uphold our values

R – Respect. When we learn in RE we learn about others' views and we appreciate that they might be different to ours. We deal with them sensitively and respect others' right to have different perspectives.

E – Equity – Everyone gets a chance to take part and share their views and findings. We promote inclusivity.

A – Ambition – Pupils set their own goals for their spiritual and personal growth through RE. They increase their own understanding and development through discussion and sharing of world and personal views.

C – Care – We are compassionate towards each other when we learn in RE. We recognise the importance of supporting one another.

H – Honesty is emphasised as pupils reflect on their own beliefs and actions, developing a strong moral compass that guides interactions with others. Pupils learn to be advocates for each other.

2. LEGAL REQUIREMENTS

- 2.1 The legal requirements concerning the provision of Religious Education and an Agreed Syllabus flow, principally, from the Education Act 1996 (S. 375); School Standards and Framework Act 1998 (SS. 69 and 71 and Schedule 19); and Education Act 2002 (S. 80).
- 2.2 The Warwickshire Agreed Syllabus 2017-2020 is the legal document to which our RE plans must adhere. The Agreed Syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the teaching and practices of the other principal religions represented in Great Britain. Children and young people also need to be equipped to handle increasingly complex and important questions about meaning and identity and how we can live together in a multi-cultural and multi-faith/belief society.

2.3 The legal requirements are:

1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request, including pupils in Reception classes (but not those in nursery classes).
2. In Community Schools, Foundation Schools and Voluntary Controlled Schools without a religious character, Religious Education must be taught in accordance with the Agreed Syllabus.
3. In Foundation and Voluntary Controlled Schools with a religious foundation, parents may request Religious Education in accordance with the school's Trust Deed, or in accordance with the beliefs or denomination specified in the designation of the school.
4. A locally Agreed Syllabus must reflect the fact that 'the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
5. In schools where an Agreed Syllabus applies, Religious Education must be non-denominational. Teaching about denominational differences is permitted.

3. EQUAL OPPORTUNITIES

- 3.1 As in all subject areas, activities in RE are carefully differentiated to enable all pupils to achieve their potential.
- 3.2 Every child is entitled to be taught RE regardless of their age, culture, gender, background, special need or disability. RE develops a balanced view of the multicultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

4. RIGHTS OF WITHDRAWAL

- 4.1 **Pupils:** parents or guardians have the right to withdraw their children from Religious Education if they so wish. They are not obliged to state their reasons although the school will ensure parents/ carers are aware of the educational objectives and content of the RE syllabus and the need for alternative arrangements. (E.R.A. 1988, S 44.2).
- 4.2 **Teachers:** Teachers have the right to withdraw from teaching Religious Education.

5. TIME ALLOCATION

5.1 Religious Education is taught through: individual lessons to support specific knowledge and blocked into days such as Trinity Day, Harvest Day, Value's Day and Christingle Day, where the whole school take part in grouped activities and services.

5.2 **Reception:** Religious Education is taught for a reasonable period of time through the six areas of learning in the Yearly Years Foundation Stage.

It is taught within the context of the six areas of learning and development, with specific reference to Personal, Social and Emotional development (PSED) and Knowledge and Understanding of the World (KUW).

5.3 **Key Stage 1 and 2 :** In Key Stage 1 Religious Education is taught for 30 mins over the year plus RE days which 3 hours per day for 6 days = 37 hours. In Key Stage 2 lessons are 45 minutes per week over the year and 6 RE days for 3 hours per day = 46.5 hours.

The subject is timetabled to be taught to the whole class following the Warwickshire RE Syllabus units of work together with the Understanding Christianity programme. There are clear learning objectives for each unit of work which cover key concepts that underpin the study of RE.

The long-term plan gives an overview of work to be carried out in each year group. Medium term unit plans give details of learning objectives and activities to be carried out. Short term planning is then taken from the medium-term plans to support individual sessions and whole day sessions through the annotation of medium-term plans.

6. CURRICULUM COVERAGE

6.1 Religious education has a discrete place in the curriculum and has cross-curricular links with a range of subjects:

Humanities: the world past and present.

Art: the use of religious subjects in art across all cultures and religions. The use of pattern and symbols.

English: The use of drama, writing, poetry and reading to explore and depict areas of the subject.

Music: Music used in worship, for religious festivals and to express spiritual experience.

Computing: Researching information on beliefs and traditions in life and culture.







PSHE: Develop an understanding of Morality, individual responsibility and living thoughtfully in the world with others.

7. CURRICULUM CONTENT













7.1 At The Dasset children encounter all religions, but cover some religions in more depth. RE is an academic subject and teaching and learning is encouraged to make thematic links between other religions to deepen understanding.

In addition to the religions required for study in each Key Stage, other religions and non-religious views should also be explored in such a way to foster mutual respect and understanding of different faiths and beliefs.













7.2 **Reception:** children will encounter Christianity and other faiths, as part of their growing sense of self, their community and their place within it.













<u>Hedgehogs- Reception</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Cycle A and Cycle B	-How can people show they belong together? 	F2- Why do Christians perform nativity plays at Christmas? Incarnation 	F2- Who are the people in sacred (special) stories and why might they still be important today? 	F3- Why do Christians put a cross in an <u>Easter garden</u> ? Salvation 	F3-How do people know how to treat each other? 	F1-Why is the word God so important to Christians? God/Creation 

7.3 **Key Stage 1:** the content for teaching RE in Key Stage 1 is taught over 2 years on a rolling programme

<u>Squirrels Year 1 & 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Cycle A	How might your worldview be shown in the choices that you make? 	Why does Christmas Matter to Christians? Incarnation 	What is most important for different people? 	Why does Easter matter to Christians? Salvation 	Layover unit Sikhism 	Why has Coventry blitz shaped Christians world view globally and locally? 
Cycle B	Who made the world? Creation 	What do Christians believe God is like? God 	Where to people turn for guidance in Life? 	Layover Unit Islam 	What is the good news Jesus brings? Gospel 	How do people with similar worldviews share and celebrate beliefs? 

7.4 Key Stage 2:

Bears Year 3 & 4	Autumn 1	Autumn 2 -	Spring 1	Spring 2 -	Summer 1	Summer 2
Cycle A	How might your worldview lead you to do hard things for good reasons? 	What is it like to follow <u>God</u> People of God 	What is the trinity? Incarnation/God 	What or who is 'God' and how is the divine understood in the theistic? 	Do you have to be part of a faith or a worldview to hold an organised world view? 	How have religion and history entwined in this area? 
Cycle B	Why are the nature and seasons significant for religion and world views? 	How are worldview expressed through art and architecture? 	Buddhism Layover Unit 	Why do Christians call the day that Jesus died Good Friday? Salvation 	When Jesus left, what was the impact of Pentecost? Kingdom of God 	What can world views tell us about conflict, peace, forgiveness and reconciliation and is that important? 

Badgers Year 5 and 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	How do ideas about land shape the ways that humans live? 	What kind of king is Jesus? Kingdom of God 	What does it mean if God is loving and Holy? God 	How might your worldview impact your understanding of death and beyond? 	How can following God bring freedom and justice? People of God 	What is the truth and where might it be found? 
Cycle B	Who is Jesus? 	Why might ancient stories still be so important for some worldviews today? 	Do religions change or stay the same? 	What did Jesus do to save human beings? Salvation 	What might it mean to live well? 	What would Jesus do? 

7.5 Displays in classrooms and throughout the school environment enhance teaching and learning. There are reflective areas within each classroom, values and RE displays in classrooms and shared areas.

8. CURRICULUM OPPORTUNITIES

8.1 Pupils are offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

8.2 The curriculum provides opportunities for pupils to:

- listen and respond to visitors from local faith communities.
- visit places of worship and religious significance where possible, to develop and enhance learning at this key stage.
- begin to use ICT to further explore religions and beliefs practiced in the local and wider community.
- use every day and religious language to talk about their own beliefs, ideas, values, feelings and experiences.
- use their senses and have times for quiet reflection.
- use other curriculum areas such as art and design, music, dance and drama to develop and express their ideas in a variety of forms.
- identify and explore the connections between RE and other subject areas.
- begin to recognise diversity within religious traditions and human experiences.

9. WELL-BEING AND SMSC

9.1 We provide an education that gives pupils opportunities to explore Christian and moral values which underpin individual choices of behaviour. Our school values form part of our behaviour policy and we use the school's respect code when discussing children's behaviour choices.

9.2 We promote high standards of personal behaviour, a positive caring attitude towards other people and an appreciation of the diversity and richness of other cultures, including British values of democracy and equality through the school's work on No Outsiders.

10. SPIRITUALITY

At The Dasset Church of England Primary School, spirituality is viewed as an innate human capacity that fosters personal growth and understanding within a supportive community. Rooted in the Church of England's Vision for Education, our approach to spirituality aligns with our REACH values of **Respect, Equity, Ambition, Care, and Honesty**.

We recognise that spiritual development is not solely confined to Religious Education but is woven throughout the entire curriculum and school life. Our spiritual development opportunities encourage pupils to explore their own beliefs while engaging with diverse worldviews, promoting **respect** and **equity**. We cultivate **ambition** by inspiring students to strive for personal and academic excellence, while **care** is demonstrated through nurturing relationships and a questioning culture that allows for exploration and reflection. The value of **honesty** is integral to our spiritual ethos, encouraging students to reflect on their thoughts and feelings in a safe environment.

Collective Worship serves as the heartbeat of our school, providing a space for shared experiences and reflection, further enhancing spiritual awareness. By prioritising spiritual development, we aim to create an inclusive and enriching environment where every child can flourish, realising their potential and contributing positively to the community, embodying the essence of “life in all its fullness” as expressed in John 10:10.

11. LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION

- 11.1 The Headteacher works with the Re lead to co- coordinate the teaching of RE throughout the school.
- 11.2 The RE Leader is responsible for:

- Compiling, carrying out and evaluating the school RE actions and development on the school SIP.
- Provide support and advice to members of staff.
- Monitor the teaching of RE and outcomes for children, revising policies and supporting staff with planning if necessary.
- Attend relevant training and support staff through relevant INSET sessions.
- The organisation of RE resources within the school.
- Organising visits and visitors.

12. ASSESSMENT

Teachers assess children’s work in RE by making informal judgements and observations during lessons. At the end of a unit of work the teacher will reflect upon the children’s learning and make a summative judgement about achievement of every child in terms of developing, meeting or exceeding the expected standard. These judgments will be recorded on insights.

13. HEALTH AND SAFETY

In organising visitors, visits or artefacts, staff will need to consider issues of health and safety and pupil safeguarding, referring to relevant policies and documentation. All external visits require a risk assessment and an OSA1 form completed and signed by the Educational Visits Coordinator (EVC). Refer to Evolve and Health and Safety guidelines.

14. SAFEGUARDING

All activities in RE will be managed within the guidelines stated in the schools Child Protection and Safeguarding policy. All additional adults/volunteers supporting RE activities must be informed of their safeguarding duties and given the appropriate safeguarding documentation.

15. ONLINE SAFETY

The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the Online Safety policy.

16. RESOURCES

16.1 Artefacts are stored in the RE boxes in the store cupboard and clearly labelled.

16.2 Electronic resources can be found on the school website.

17. MONITORING AND REVIEW

Monitoring of the standards of the children's work and the quality of teaching of RE is undertaken to ensure that pupils make the best possible progress. The school SIP outlines actions and areas for further improvement which are reviewed termly and updates shared with Governors.