

Elm C of E Primary School

Religious Education Policy



We are dedicated to fostering a safe and nurturing environment grounded in Christian values, where every child is cherished and encouraged to reach their full potential. Our Ethos At Elm C of E Primary School, we believe in the importance of personal responsibility and the need to show care and respect for others, our school, and its surroundings. Inspired by Luke 6:31, we strive to treat others as we wish to be treated, embodying the principles of good citizenship.

Our staff are committed to collaborating closely with parents, pupils, and Governors to cultivate a culture of respect, love, and courage. We celebrate diversity and ensure that every child feels valued and supported.

We aim to provide a high-quality education that empowers all children to excel and prepares them for future challenges and opportunities. Our inclusive, thoughtful, and sensitive approach ensures that we support every pupil in their journey.

We also recognise the importance of community engagement and partnerships, working together to create a positive and enriching environment for all.

Our Vision

We choose Be the Light as our vision because we want to demonstrate the love of Jesus in our world through our Christian values. Jesus told us in Matthew (5:14-16), “You are the light of the world...let your light shine before all, that they may see your good works and glorify your Father in heaven.”

Jesus is the true light that shines from within us (John 8:12). We want all members of our school community to thrive and Be the Light in our world, so they make a positive difference today and in the future.

Introduction

Religious Education at Elm C of E Primary School is an important part of our school curriculum. we use a trust wide curriculum which meets the statutory requirements of the Locally Agreed Syllabus 2023-2028. As a church school R.E. plays an integral role in all we do.

Aims

Our teaching aims are:

- To acquire and develop an understanding of Christianity
- Develop the ability to explore, reflect on and respond to human experience, drawing on the study of religion
- To develop a respect for religious traditions, beliefs and practice
- To grow and nurture spiritual development
- To develop awe and wonder

- To develop skills and attitudes which support personal, moral, social and cultural development
- To explore questions and issues in the news and in other religions
- To analyse our own beliefs and values
- To reflect on feelings, relationships, experiences, questions, beliefs and practices
- To make links with all religions and to empathise and understand

SEND and Equal opportunities

In the case of SEND pupils, activities and equipment will be modified to allow children to participate and be involved. Individual teachers will consult parent/carers to establish needs and to give regard for health and safety. Children with health care plans are supported.

At Elm C of E Primary School, all children, regardless of age, gender, ability, race or creed will have access to the RE curriculum. The curriculum is matched to the needs of the children and equal opportunities are in accordance with school policy. All children will have access to the RE curriculum. This encourages children to be sensitive to the needs of others and challenge inequalities and discrimination if these occur.

Provision

At Elm C of E Primary School, we ensure that the school follows at least the minimum number of hours for RE as set out in the Local Agreed syllabus.

RE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What Makes Me Special?	Who is Special to Different People?	Which Stories are Special to Different People?	How Do Different People Celebrate their Special Times?	What Places are Special to Different People?	If the World is Special, How Should We Treat It?
Year 1 / KS1 A	Who is God to Christians and why does God matter to them?	Why is it important to say thank you?	Who is Allah (God) to Muslims and why does Allah (God) matter to them?	Is it possible to speak to God?	What is my view of the world?	Is there a right way to worship?
Year 2 / KS1 B	What is a human being? (Part 1)	What is a human being? (Part 2)	Local Case Study 1	Local Case Study 2	How do people welcome a new human into their community? (Part 1)	How do people welcome a new human into their community? (Part 2)
Year 3 / LKS2 A	What is my duty, how do I know and why does it matter? Sikh worldviews	What is my duty, how do I know and why does it matter? Hindu worldviews	What is a good life? Non-religious worldviews	What is a good life? Christian worldviews	Do Christians have to believe in God as Trinity? (Part 1)	Do Christians have to believe in God as Trinity? (Part 2)
Year 4 / LKS2 B	What is religion? What is spirituality?	Are all homes spiritual places?	Can spirituality make things better? Case Study 1 Non-religious worldview	Can spirituality make things better? Case Study 2 Sikh worldview	How do people express their spirituality together? Pilgrimage - Muslim and Hindu worldviews	How do people express their spirituality together? Pilgrimage - Christian worldviews
Year 5 / UKS2 A	Does creativity matter in religious worldviews? Music	Does creativity matter in religious worldviews? Art	Do people always put their beliefs into action? Christian worldviews	Do people always put their beliefs into action? Muslim worldviews	Are all people equal? Sikh worldviews	Are all people equal? Christian and non-religious worldviews
Year 6 / UKS2 B	Should a worldview always stay the same? (Part 1)	Should a worldview always stay the same? (Part 2)	Is technology a good thing for religious worldviews? (Part 1)	Is technology a good thing for religious worldviews? (Part 2)	What is my view of the world? Case Study	Does Religion Matter?

Subject Organisation and progression

Our Religious Education (RE) curriculum is effectively implemented through weekly lessons that align with the Locally Agreed Syllabus 2023-2028. This ensures that the entire curriculum collaborates with our RE framework to enhance children's holistic learning experiences. At Elm C of E Primary School,

#we recognise the importance of Religious Education, and therefore all teachers take responsibility for the subject. This fosters a deep understanding among children, staff, and the wider community about the significant impact of religion and beliefs in our lives.

The leadership team at Elm C of E Primary School has strategically implemented a spiral curriculum for key Christian concepts, ensuring that complex ideas such as 'salvation' and 'incarnation' are revisited and explored in depth as students grow and mature.

The RE subject leader actively participates in Continuous Professional Development (CPD) offered by the Diocese of Ely, ensuring that vital insights and resources are disseminated to all staff members. All educators also engage in regular RE-focused CPD, facilitated by both the RE lead and external trainers, to continuously enhance their expertise and impact on student learning. To meet the recommended teaching time and enrich our curriculum, we organize annual RE Enrichment Days, ensuring that our students receive comprehensive and engaging educational experiences in Religious Education. For example, at Advent, we have designated time to teach about Christingles and the importance of this symbolic object.

In selecting the wider faiths we teach, we have made thoughtful decisions that reflect the demographic composition of our local community of Elm, Peterborough and Ely. This approach not only acknowledges the rich diversity of beliefs in our area but also helps our students develop a meaningful understanding of the experiences and perspectives of their peers.

Children work in RE books in Key Stage 1 and Key Stage 2 but often evidence is not recorded into these books as some lessons included dramatised activities, children's voice via debates or other non-writing tasks.

Approaches to RE teaching used in School

RE is taught through stories, cross-curricular themes, topics, festivals and whole-school topics, as well through discussions. The use of knowledge organisers and key vocabulary is key to sequenced approach that is planned throughout the whole school.

Teaching methods are stimulating and engaging and use a number of styles and methods. All these are focused to give children maximum opportunities to be involved and learn. This follows our school teaching and learning policies as well as our schools' vision/values.

Spiritual development in RE

Spiritual development is about being aware of the relationships we have with ourselves, with others, with nature and with God. Ofsted define spiritual development as being the "development of the non-material element of a human-being which animates and sustains us". Religious Education can serve to broaden every child's spiritual development by:

- Encouraging pupils to consider their own values and attitudes
- Encouraging reflection on questions about religion and the meaning of life
- Explore their own and other peoples' beliefs • Encouraging pupils to consider and discuss their own beliefs
- Developing a sense of awe and wonder
- Promoting ways that beliefs contribute to individual and group identity
- Providing opportunities to view things from another person's perspective

We also encourage our children to have ‘reflections’ by thinking about themselves, others and the world.

Resources

There are a range of resources to support the teaching of Religious Education in school. Resources are regularly audited to see if they are up to date and relevant. The R.E. subject leader is responsible for managing the purchase and maintenance of resources.

We also use the local church community as an important resource in RE. Contributions from the All Saints Church, Elm, provide a valuable link in the delivery of RE within the school.

In addition to this, we have a supportive platform across the trust whereby teaching staff can share the most useful resources between schools. This includes sharing lesson ideas, lesson stimulus (e.g. photos, videos etc.) and their reflections.

Assessment, Evaluation and Monitoring.

We closely monitor the progress our pupils make in religious education, ensuring they retain key knowledge and facts that empower them to engage reflectively in lessons. Our assessment methods include Book Looks, Pupil Voice, and thorough summative data analysis to ensure that we are effectively supporting students' learning. At Elm C of E Primary, our staff are thoroughly trained in assessment practices to ensure that each piece of assessment is relevant and specific to the outcomes being measured. We believe that nothing is left to chance; every assessment is purposefully planned to align with our educational objectives and the students' learning needs. This strategic approach allows us to effectively monitor progress, identify strengths and areas for improvement, and ultimately support each child in their journey toward flourishing in their religious education. It is expected that each teacher will be responsible for the regular assessment pupils through evaluation of work, in whatever form that may take (discussion, questioning, quizzes and prior learning). Over the course of each termly/half term unit there should be a balance of assessments looking at knowledge and understanding as well as looking at the questions asked. Where work is recorded, feedback is given in line with the school's marking and feedback policy.

Right of Withdrawal from R.E.

At Elm C of E Primary School, we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.

Reviewed: September 2024

Date for next review: September 2026