



# Religious Education Policy

Adopted June 2025

Reviewed June 2028

## **1. Definition**

**1.1** Religious Education prepares pupils for living in a multi-faith society through learning about Christianity and other religions. It offers opportunities for reflection and challenges pupils to consider, analyse and evaluate issues.

## **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 Coventry and Warwickshire Agreed Syllabus for Religious Education 2017-2022 is the legal document to which our R.E. plans must adhere. The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking into account of 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 Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request, this includes pupils in: Reception classes (but not those in nursery classes),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 multi-cultural 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

Religious Education is taught through: individual lessons to support specific knowledge and blocked into days such as Trinity Day, Pentecost Day and Virtues Day, where the whole school take part.

**5.1 Reception:** Religious Education is taught for a reasonable period of time through the six areas of learning in the Early 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).

RE should be taught through the inclusion of explicit religious material from the Christian tradition and two other principal traditions (Islam and Hinduism). It **should not** exceed two traditions at any one time.

**5.2 Key Stage 1 and 2:** In KS1 Religious Education is taught for 32 hours per year and KS2 for 38 hours per year. The subject is timetabled to be taught to the whole class following the Coventry and Warwickshire Agreed Syllabus for Religious Education 2024-2029 units of work, alongside units taken from the Understanding Christianity scheme of work. There are clear learning intentions 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 intentions 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.

RE is taught through essential skills and processes in order for pupils to learn and make progress. They learn: **about religion** (AT1) and **from religion** (AT2)

## 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 collective 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



CWAS Unit



UC Unit

Unit Pathway with CWAS and UC Units Included						
EYFS*	F1 How can people show they belong together?	F2 Why do Christians perform nativity plays at Christmas? <b>Incarnation</b>	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 Easter garden? <b>Salvation</b>	F3 How do people know how to treat each other?	F1 Why is the Word 'God' so important to Christians <b>God/Creation</b>
Y1	K1.1 How might your worldview be seen in the choices you make?	1.3 Why does Christmas matter to Christians? CL <b>Incarnation</b>	K1.2 Where do people turn for guidance in life?	1.2 Who made the world? <b>Creation</b>	Layover unit (Jewish or Sikh Worldviews? <u>Not</u> Christian)	K1.3 How do people with similar worldviews share and celebrate their beliefs?
Y2	Layover unit (Muslim Worldviews?)	1.3 Why does Christmas matter to Christians? DD <b>Incarnation</b> (Blocked at Christmas)	K1.5 What is most important for different people? (if desired, add in 1.1 What do Christians believe God is like?)	1.5 Why does Easter matter to Christians? <b>Salvation</b>	1.4 What is the good news Jesus brings? <b>Gospel</b>	K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally?
Y3	L2.1 Why are nature and the seasons significant for religion and worldviews?	2A.1 What do Christians learn from the Creation story? <b>Creation</b>	L2.2 How are worldviews shaped and expressed through art and architecture?	2A.5 Why do Christians call the day Jesus died 'Good Friday'? <b>Salvation</b> + 2A.4 What kind of a world did Jesus want? <b>Gospel</b>	L2.3 What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?	2A.6 When Jesus left, what was the impact of Pentecost? <b>Kingdom of God</b>
Y4	L2.4 How might your worldview lead you to do hard things for good reasons?	Layover unit (theistic worldview)	2A.3 What is the Trinity? <b>Incarnation/God</b>	L2.5 What or who is 'God' and how is the divine understood in theistic worldviews? (omit Trinity) If desired, add in 2A.5 Why do Christians call the day Jesus died 'Good Friday'? DD <b>Salvation</b>	L2.6 Do you have to be part of a faith community to hold an organised worldview? (Add in elements of 2.A4 What kind of world did Jesus want? <b>Gospel</b>	L2.7 How have religion and history entwined in this area?

Y5	U2.2 Why might ancient stories still be so important for some worldviews today?	2.B4 Was Jesus the Messiah? <b>Incarnation</b> (Blocked at Christmas)	U2.3 Do religions change or do they stay the same?	2B.6 What did Jesus do to save human beings? <b>Salvation</b>	U2.4 What might it mean to 'live well'?	2B.5 What would Jesus do? <b>Gospel</b>
Y6	U2.5 How do beliefs and ideas about land shape the way human beings live? (omit environmental aspect)	2B.2 Creation and Science: conflicting or complementary? <b>Creation/ Fall</b> + 2B.8 What kind of king is Jesus? <b>Kingdom of God</b> (Blocked at Christmas)	Layover Unit (Hindu Worldviews) + U2.6 How might your worldview impact on the way you understand death and beyond?	2B.7 What difference does the resurrection make to Christians? <b>Salvation</b> (Blocked at/near Easter)	U2.7 What is truth and where might it be found?	2B.3 How can following God bring freedom and justice? <b>People of God</b>

Curriculum Cycle A; Year 1, 3 and 5 units

Curriculum Cycle B: Year 2, 4 and 6 units

7.3 Displays in classrooms and throughout the school environment enhance teaching and learning. There are reflective areas within each classroom, a faith display in the KS2 area, virtues display in the KS2 library area, alongside an interactive prayer space for children to write prayers, voice worries or concerns, and consider answers to 'Big Questions'.

VIRTUES	Autumn		Spring		Summer	
Year 1 2021/22 2023/24	Trust 	Service 	Thankfulness 	Forgiveness 	Compassion 	Courage 
Year 2 2022/23 2024/25	Respect 	Generosity 	Perseverance 	Justice 	Truthfulness 	Friendship 

## 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

[Type here]

- 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

### **8.3 Spirituality at Henley:**

At Henley C of E Primary School we believe that it is very important to provide all children with a range of opportunities to help them develop spiritually. We believe that spiritual development may not be synonymous with Religious Education and Collective Worship and can be explored through many different curriculum areas.

As a school we focus on the idea of 4 concepts of spirituality: self, others, world and beauty and beyond.

Our starting point is our pupils' own 'Big' questions about life and from this we plan a series of encounters (Windows) that open up the possibility of reflection (Mirrors). Finally, the children are given an opportunity to put into action what they believe and value. (Doors)

#### **Why is it important?**

Christians believe that God became human and therefore always strive to be the best human they can possibly be. As educators and in accordance with the Equalities Act 2010, we want to help every child to be the best that they can be and have a duty to support the children to achieve this; part of this responsibility is to help children develop spiritually. At Henley, all aspects of school life reflect a Christian ethos and all policies are based on Christian principles.

## **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 virtues form part of our behaviour policy and we use the school's moral 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. British Values to be taught alongside each RE unit are highlighted on the long term plan. As the purpose of the RE curriculum is to promote tolerance of those of different faiths and beliefs and mutual respect, these values are highlighted throughout.

## **10. Management of Religious Education within the school**

**10.1** Kate Adcock (Headteacher) and Susy Lawton-Jones are the RE subject leaders responsible for co-ordinating the teaching of RE throughout the school. See Appendices for our RE scheme of work

**10.2** The subject leader is responsible for:

- Compiling, carrying out and evaluating the school RE action plan.
- Providing support and advice to members of staff.
- Monitoring 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.
- Maintaining the Subject Manager's File.
- Organising visits and visitors.

## **11. Health and Safety**

**11.1** In organising visitors, visits or artefacts, staff need to consider issues of health and safety and pupil safeguarding, referring to relevant policy and documentation. All external visits require a risk assessment and an OSA1 form completed and signed by the Educational Visits Coordinator (EVC). Refer to the Offsite Activities folder and Health and Safety guidelines. Information on accredited sites is found on the WES website.

## **12. Safeguarding**

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

## **13. Online Safety**

**13.1** The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

## **14. Assessment**

**14.1** 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.

## **15. Resources**

**15.1** Artefacts are stored in the relevant topic boxes.

**15.2** Online resources can be found at: <http://www.warwickshire.gov.uk/sacreresources>

## **16. Monitoring and review**

[Type here]

**16.1** 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 annual RE action plan indicates areas for further improvement.