St. Andrew's CE Primary School
Religious Education Policy
(ref: Teaching and Learning Policy)

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

The Nature of Religious Education

St. Andrew's CE Primary School is a Church of England School and consequently, our Christian ethos is placed explicitly at the centre of the Religious Education provision. Religious Education is a way of looking at the world and its creation, with a sense of awe and wonder, while using sensitivity and respect for the feelings and beliefs of others. This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Truthfulness, *Forgiveness* and *Respect and Reverence* in mind.

At St. Andrew's CE Primary School we are committed to providing Religious Education to all children from the Foundation Stage to Year Six, in accordance with its Trust Deed. Following advice from the Oxford Diocesan Board of Education we currently base our Religious Education teaching on the Oxfordshire Agreed Syllabus, which is written in an enquiry-based approach, and has been approved by the School's Governing body.

Aims of Religious Education

The aims of Religious Education at St. Andrew's CE Primary School are to:

- Provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and nature of reality, issues of right and wrong and what is means to be human.
- Develop pupil's knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- Offer opportunities for personal reflection and spiritual development.
- Enhance pupil's awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals families, communities and cultures.
- Encourage children to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief and ethics and to communicate their responses.
- Encourage pupils to develop their sense of identity and belonging, and enable them to flourish individually within their communities, and as citizens in a pluralistic society and global community.
- Play an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

- Promote discernment enabling pupils to combat prejudice.

Curriculum Rationale

Our vision is central to the curriculum at St Andrew's, linking why and how we teach, to provide positive outcomes for all children.

Intent of RE Curriculum

Article 14—freedom of thought belief and religion

- Provide children with rich opportunities to explore a range of faiths, making connections with their own lives and beliefs.
- Provide opportunities for children to reflect and ask the bigger questions

Implementation of RE Curriculum

- Learning about a range of faiths
- Learning from a range of faiths
- Experiencing different religions through visitors and visits
- Exploration of faith through a range of high quality sources

Impact of RE Curriculum

- Children are able to make informed choices about their own views on faith, and respect those with opinions on faith which differ to their own.

Planning

At St. Andrew's CE Primary School, the teaching of Religious Education promotes learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key Literacy skills and thinking skills. Learning is organised to encourage the development of attitudes: self-awareness; respect for all; open-mindedness; appreciation and wonder. Children are given the opportunity to work in a variety of ways including whole class, groups, in pairs and as individuals.
In the Foundation Stage much of the expression and reflection will be achieved verbally and through the participation in relevant activities linked to Religious Education topics. As children progress throughout the school, they are expected to engage in discussion and debate and to record and defend their opinions about topics.

Christianity is taught in every year group, learning about Easter and Christmas in a progressive way. The enquiry-based teaching programme, *Jigsaw RE,* is used as a basis to plan lessons. In KS1, Judaism and Christianity are taught alongside one another, with reference to Hinduism and one non-religious worldview (ethical veganism). In LKS2, Hinduism and Islam are also covered by following *Jigsaw RE*, in addition to Judaism, to allow for progression, and Christianity. UKS2 follows on from LKS2 with Islam and Christianity being taught, with the addition of Buddhism and Sikhi as Dharmic traditions, and one non-religious worldview (Humanism). In KS1 and 2 the curriculum is organised to cover the four aims of RE as set out in the locally agreed syllabus:

• understand the nature, role and influence of religions and other worldviews, locally, nationally and globally.
• reflect on questions of meaning, purpose and value.
• formulate reasoned opinion and argument.
• enter into meaningful dialogue with people of different beliefs, worldviews, and backgrounds.

These give the children opportunities to learn about: different beliefs and what people belief;
ways of living and lifestyles; sharing faith and expressions of faith. This is understood as learning and growing through challenging RE.

At Key Stage One and Two the suggested content has been organised into a number of key questions relating to religious themes.

The Foundation Stage

In EYFS, Religious Education is taught as an integral part of the topic work covered during the year. We relate the RE side of the children's work to the objectives set out in the early years framework which underpin the curriculum planning for children from birth to five. RE is an element of the specific learning area 'Understanding of the World'. Children are given opportunities to explore artefacts and to talk about festivals and celebrations in their lives, in the lives of their family members and of other major religions.

Equal Opportunities and Inclusion

At St. Andrew's CE Primary School we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

(ref: Equal Opportunities, SEN policy)

The Right of Withdrawal

Parents have the right to withdraw their child/ren from all or part of the Religious Education lesson. Any concerns about the subject should be discussed with the class teacher and/or Headteacher. Parents who wish to withdraw their children must provide written notification to this effect. The aim of RE is not to convert pupils to a particular viewpoint or imply that all ethical standpoints are necessarily religious ones.

Assessment, Recording and Reporting

Children are increasingly involved in self and peer assessment opportunities during work topics to maximise their own awareness of their progress and beliefs. This also enables teachers to assess what the children have learnt.

We assess children's work in Religious Education by making informal judgements as we observe the children during lessons and we use these to plan future work. On completion of a piece of work, the teacher marks the work and comments as necessary. The teacher makes a summary judgement of each child's work in relation to the National Curriculum standards of attainment – Emerging/Expected/Exceeding. Annually, the class teachers record the attainment that pupils have reached on a summary sheet. The Subject Leader analyses the data for attainment and progress and an evaluation is made against national standards.
There is an opportunity for parents to receive an oral report on their child's progress twice a year at parents' evenings and there is also a written report annually.
One piece of recorded work per term (6 times per year) is included in the RE book and is passed onto subsequent teachers.

Resources

There are resources available in school to support the teaching of all aspects of Religious Education that are covered across the phases. Children are able to learn about Religious Education using a variety of books, software, websites and artefacts. The school works together with the local library to source a variety of books and resources to support children's learning. Visits to places of worship (organised annually in KS2) and opportunities to meet visitors from various faiths are also encouraged.

Health, Safety and Wellbeing

Health, safety and wellbeing are paramount and a continuous strand of the curriculum. Teachers must be familiar with the current health and safety regulations and carry out risk assessments as and when

appropriate. Teachers must ensure that children are aware of important health and safety issues when participating in particular investigative activities or class/school trips.

(ref: Health, Safety and Wellbeing Policy)

Monitoring and review

The Religious Education Leader shares the responsibility with the Headteacher for monitoring standards of children's work and for the quality of teaching in RE. The work of the RE Leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The RE Leader meets the Link Governor for RE three times per year to discuss the children's knowledge and understanding of the subject in school. The impact of Religious Education is reflected in the 'Statutory Inspection of Anglican and Methodist Schools' (SIAMS) document, which is monitored regularly by the SIAMS Development Group three times per year.

During the school year a range of trips to places of worship and events is organised to enhance the curriculum. (see Appendix A)

(Signed) Chair of Governors …… Rachel Reynolds

Date: November 2025

Review Date: November 2028

Appendix A

Places of worship visited by pupils:

- St. Andrew's Church and other churches in Chinnor
- Christ Church Cathedral, Oxford
- The Synagogue in Oxford
- The Mosque in Oxford
- The Hindu Temple in Neasden