



Shrivvenham
Church of England Primary School

All things are possible for one who believes

RE Policy

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Mission

We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrevenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

Vision

At Shrevenham, we give every possible opportunity for individuals to believe in themselves, others and God through the promotion of love, hope and courage in order to flourish and fulfil their unique potential, to work well together and positively contribute to the wider community.

'All things are possible for one who believes' (Mark 9:23)

Values

LOVE

Love is the core value that underpins all that we do at Shrevenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.

HOPE

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.

COURAGE

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

At our school, we have courage to stand by our beliefs and are committed to what is right and true.

This policy is for guidance only and should be adapted by schools to reflect their own circumstances and formats. The words in red italic particularly need to be personalised to the school.

Introduction

In Shrivenham CE Primary School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and worldviews, whether religious or non-religious. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (see paragraph below). As a voluntary controlled school, RE is therefore taught in accordance with the Locally Agreed Syllabus (<https://www.odbe.org.uk/schools/religious-education/>) while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school as well as the priority, provision and quality of the curriculum.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and worldviews, whether religious or non-religious. This is religious literacy.

Therefore, the aims of RE in our school are:

- 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 living, believing and thinking.

Curriculum and Time Allocation

The RE curriculum at Shrivenham CE Primary School, follows the Locally Agreed Syllabus.

Christianity is taught in every year group, with key concepts revisited on a spiral curriculum.

At least 50% of the time is devoted to Christianity. Other religions are covered according to the syllabus, e.g. Judaism in KS1, Hinduism & Sikhism/Islam in KS2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Who are Christians and what do they believe? <i>Christianity</i>	What is the church and who goes there? <i>Christianity</i>	Who am I and where do I belong? <i>Christianity</i>	Does everyone believe in God? <i>Religious and non-religious world views</i>	Are all families the same? <i>Religious and non-religious world views</i>	What do people celebrate and why? <i>Religious and non-religious world views</i>
Year 1	Why do most Christians call God 'creator'? <i>Christianity</i>	What do most Christians celebrate together? <i>Christianity</i>	What do different Jewish people believe about God? <i>Judaism</i>	How and why is Shabbat important to some Jewish people in Britain? <i>Judaism</i>	What questions do stories in the Bible make us want to ask? <i>Christianity</i>	How do people know how to behave? <i>Judaism and worldviews</i>
Year 2	How do Christians find out what God is like? <i>Christianity</i>	Why do many Christians meet together regularly and what do they do? <i>Christianity</i>	What does Torah mean for Jewish people? <i>Judaism</i>	In what ways is the synagogue important to Jews? <i>Judaism</i>	How do Christians know what is right? <i>Christianity</i>	What are the best reasons for following a leader? <i>Religious and non-religious world views</i>
Year 3	How are different people inspired by the teachings of Jesus? <i>Christianity</i>	How does the worldwide Christian family celebrate, worship and mark key events? <i>Christianity</i>	What do Muslims believe about God and where did Islam start? <i>Islam</i>	Does art help with understanding stories? <i>Christianity</i>	What is the Qur'an and why do many Muslims try to learn it by heart? <i>Islam</i>	Does it matter if a story is true or not? <i>Religious and non-religious world views</i>
Year 4	How do Hindus understand God (Brahman)? <i>Hinduism</i>	What role does worship play in the life of a Hindu? <i>Hinduism</i>	Who do Christians believe Jesus is? <i>Christianity</i>	How and why has Christian practice changed over time? <i>Christianity</i>	Does prayer make a difference and how do Christians know? <i>Christianity</i>	How and why do people argue that some places can be spiritual? <i>Christianity and Hinduism</i>
Year 5	Why is it important to Muslims that Muhammad is known as the seal of the prophets? <i>Islam</i>	How far does the mosque contribute to the Muslim concept of Ummah? <i>Islam</i>	How do rites of passage shape the lives of different Christians? <i>Christianity</i>	What do Christians believe about the death of Jesus? <i>Christianity</i>	Does wisdom look the same for everyone? <i>Christianity</i>	What does it mean to live a good life? <i>Religious and non-religious world views</i>
Year 6	What might a Hindu gain from a pilgrimage to India? <i>Hinduism</i>	How and why do Christians try to make the world a better place? <i>Christianity</i>	What is the significance of Karma and Moksha for a Hindu? <i>Hinduism</i>	How far is belief in the resurrection important to Christians today? <i>Christianity</i>	How do people make valid judgements about how and why the world is as it is? <i>Christianity</i>	How does a worldview help people decide what is important? <i>Religious and non-religious world views</i>

The total time for RE is between 5% and 10%, and it is taught in *dedicated lessons*. The time dedicated to RE is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

RE is taught using an enquiry based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. (see School's *SEN and Equal Opportunities policies and the National Society for Education's Flourishing for All 2024*).

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt, as well as the quality of the curriculum. Records kept will include information about pupils' experiences and judgements about their progress, as well as being used to inform planning.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The head of schools and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended, if possible, but review must be done within a 3-year period in line with the school's procedure.