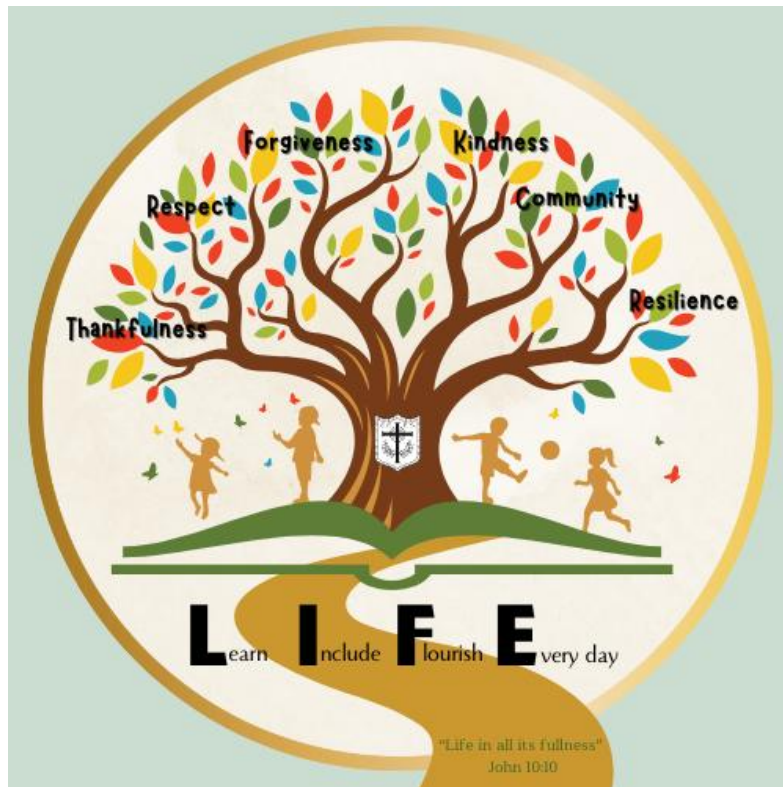


Cotgrave Church of England Primary School



RELIGIOUS EDUCATION POLICY

Reviewed

Spring 2009	Spring 2021		
Summer 2011	Spring 2023		
Summer 2013	Spring 2024		
Spring 2016	Autumn 2025		
Spring 2019			



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& NOTTINGHAM
MULTI ACADEMY TRUST

Cotgrave Church of England Primary School

Religious Education Policy

Introduction

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Cotgrave Church of England Primary School it has a special place in our life and work as we offer the distinctive curriculum of a former Voluntary Aided school. Through it we develop the children's knowledge and understanding of Christianity alongside the major world religions, and we address some of the fundamental questions in life. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, so that our children can reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religion as well as about religions, gaining and developing the skills for studying religions and world views.

Aims

The aims of Religious Education are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

The legal position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act. The Act stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The Act allows parents to withdraw their child from Religious Education classes if they so wish. If you would like to withdraw your child from Religious Education, please let us know.

The Act also states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

For the majority of our work on Christianity, we use the resource 'Understanding Christianity'. However, for the other world religions that we study, we base our RE curriculum on the Nottinghamshire Agreed Syllabus, prepared by the SACRE during 2020, and adopted by the Diocese for use in Church Schools. The approach developed for Understanding Christianity is based on the use of core concepts of Christian belief, as expressed in the Bible and lived out in the lives of Christians today. The core concepts reflect a view that the Bible tells a 'big story' of salvation: God; Creation; Fall; People of God; Incarnation; Gospel; Salvation; Kingdom of God. We revisit the core concepts through Foundation Stage (Creation; Incarnation, Salvation), Key Stage One (God; Creation; Incarnation; Gospel; Salvation) and Key Stage Two (God; Creation/Fall; People of God; Incarnation/God; Gospel; Salvation; Kingdom of God), deepening the children's understanding and making the links to the overall 'big story' or 'salvation narrative'. The approach aims to set a good foundation for understanding the heart of the Christian faith.

Teaching and learning

We base our teaching and learning on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas/concepts mean to them.

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

The teaching and learning approach of Understanding Christianity enables the children to engage with a variety of Bible texts in order to explore how Christians understand the core concepts. It explores ways in which Christians might live in the light of these texts, within the Christian community and in their

individual lives. It allows the children to reflect on some of the questions and puzzles that arise from the Bible, and to consider any implications or connections with their own lives and ways of understanding the world.

Our teaching and learning in RE enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children explore religious and moral issues by working individually or in groups.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty
- grouping the children by ability and setting different tasks for each
- providing resources of different complexity, adapted to the ability of the child;
- using adult support to assist the work of individuals or groups of children.

Curriculum planning in Religious Education

We plan our Religious Education curriculum in accordance with Understanding Christianity and the Agreed Syllabus. We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. We carry out the curriculum planning in Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Religious Education topics studied in each term during each key stage. Our medium-term plans give details of each unit of work for each term. The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and may discuss them on an informal basis with the RE subject leader.

Foundation Stage

In the Foundation Stage, Religious Education is an integral part of the work covered during the year. We relate the Religious Education content to the objectives set out in the Early Years Foundation Stage framework which underpin the curriculum for children in the Foundation Stage.

Contribution of Religious Education to the teaching of other subjects

English - Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

Computing - We use ICT where appropriate in Religious Education. The children find, select and analyse information, using the internet and other sources. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, Social and Health Education (PSHE) and Citizenship - Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multicultural society. Our PSHE sessions are used to introduce a Christian understanding of the topics discussed.

Spiritual, Moral, Social and Cultural Development - Through teaching Religious Education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping

them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Teaching Religious Education to children with special educational needs

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum, through which we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

Assessment and recording

We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expected attainment. The progress steps for RE in the Agreed Syllabus are used to provide summative judgements.

Resources

We are building a collection of resources in our school to be able to teach all our Religious Education units of study. There are some RE topic books and Bibles for both key stages in the Library.

Curriculum Time/Balance (The Church of England Education Office Statement of Entitlement 2016)

Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%.

NB: The RE entitlement is totally separate from requirements for Collective Worship. In a Church school at least two-thirds of the Religious Education should be the study of Christianity.

Monitoring

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

All policies are subject to periodic evaluation and update.

Reviewed Autumn Term 2025