



Name of Policy	Religious Education Policy
Date last reviewed	February 2024
Date to be reviewed	February 2026
Governor Committee	Standards
Key Member of staff	Co-headteachers
Statutory	No

Duxford Church of England Community Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.



Duxford Church of England Community Primary School

Religious Education Policy

In this Church of England school, the Religious Education provided is in conformity with the Locally Agreed Syllabus for Religious Education 2023 – 28.

RE plays a major part in promoting the Christian aims, values and ethos of our school.

Mission statement

To nurture our children, within a Christian setting, to reach their potential and grow into balanced, thriving individuals.

Vision

Our vision as a Church School is to provide high quality, inclusive education in a safe, nurturing and supportive Christian environment where we 'Encourage one another and build up one another' 1 Thessalonians 5:11. We inspire our children to learn as much as possible and achieve their individual potential whilst developing confidence, respect and consideration for others. We seek to equip our children with the knowledge, skills and personal attributes to take advantage of opportunities and rise to the challenges which their future may present.

Values

Attentive to ourselves, to those around us and to our environment. We nurture and respect one another, recognise each other's uniqueness and ensure we value individuals, relationships and our environment.

Imaginative and respondent to a broad and balanced curriculum that offers memorable experiences to inspire the mind. We believe a rich and varied curriculum helps to enthral learners to be creative, independent thinkers; able to solve problems in the rapidly changing society in which we live.

Motivated for academic excellence and a life-long love of learning. By developing a strong growth mindset, including resilience and perseverance, we can respond flexibly and question the world and those around us. This allows us to challenge ourselves to be the best that we can be. We encourage our children to be courageous advocates.

Spiritual awareness and growth in an ethos underpinned by Christian values, supports wellbeing. We value this within our school, our families and within our wider community.

RE Aims and Objectives – taken from the 'Church of England statement of Entitlement 2019'

- 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 School Organisation

The teaching of Christianity is at the heart of our RE curriculum and we adhere to the Locally agreed syllabus for Religious Education 2023-28. Through the '**Understanding Christianity**' resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the '**Emmanuel Project**' we learn about other religions and worldviews, fostering respect for them.

Throughout the RE curriculum pupils should be encouraged to explore religions and worldviews, engage with their knowledge, and reflect on their learning and their lives.

The religions and world views are:

- Judaism
- Hinduism
- Islam
- Sikhism
- Buddhism
- Humanism

These are studied progressively across the whole school.

We follow an enquiry based approach with each unit of work's key question forming the basis of children's learning. The Big Ideas / Key Concepts for Religious Education are:

- Respect
- Empathy
- Faith

RE lessons may or may not include written work. All work should be completed to the same high standard expected in other subjects, however when giving feedback, whether recorded or verbal teachers must respond to the pupils learning in RE. The school's marking policy is followed.

Work and learning will be recorded in pupil's RE Books.

RE entitlement is separate from collective worship. Pupils do not participate in acts of worship during RE lessons and collective worship is not considered as time to fulfil the RE curriculum.

During the year, the school has 3 RE days which focus on themes such as Light, Food and Prayer.

Reception Class follows the Early Years Foundation Stage Curriculum. RE is taught through an explicit weekly teacher- led activity using material from 'Understanding Christianity' and 'The Emmanuel Project' and through the continuous provision linked to topics and the children's own interests. Festivals, celebrations and special moments for the children and their families are often starting points for learning.

Resources

We use the 'Understanding Christianity' resources when teaching units on Christianity. We use the 'Emmanuel Project' resources when teaching units about other world faiths and views, this follows the Locally Agreed Syllabus for Religious Education 2023-28. We use physical resources where possible to enable the children to handle or experience real life objects and artefacts.



Withdrawal from Religious Education

As a school serving our local community, we are aware of the importance of recognising and respecting the beliefs of all. Parents have the legal right to withdraw their child from RE lessons and are asked to write to the Governing Body if they wish to do so. In this event appropriate arrangements are made for withdrawn children to be supervised during RE lessons. We ask that you first discuss the issue with the class teacher and co-headteachers. Teachers (including the Head Teacher) have the right to withdraw from teaching RE, if a colleague feels unable to teach this subject because of religious beliefs they should discuss the issue with the Head Teacher or Chair of Governors.

Assessment

The majority of assessment in RE is formative and feedback is given in line with our school marking policy. Summative assessments are made at the end of each unit of work.

These two progress targets in RE which should both be reflected in planning, teaching and learning and in assessment.

Performance Target 1 (PT1) is Knowledge and understanding of religion and world views.

Performance Target 2 (PT2) is Responding to religion and worldviews.

Both lead the pupils towards our aim of religious literacy.

Links to the Community

We welcome and create opportunities for pupils to engage in meaningful and informed dialogue with those of all religions and worldviews. We encourage links with community members and organisations who can contribute to a rich, relevant understanding of faiths and worldviews in our school, local and global community. This may include parents, members and leaders from our local HinkleDux churches, plus visitors from different Christian traditions and other faiths or those involved in aid and community agencies.

We encourage visits to different places of worship in and around Cambridge.

Equal opportunities

At Duxford Church of England Community Primary School we believe every child should have the opportunity to experience success in learning and achieve as high a standard as possible. We aim to provide effective learning opportunities for all pupils in this curriculum area and we recognise individual pupil's learning needs.

Evaluation

Evaluation is carried out to improve the teaching and learning of RE within Duxford Church of England Community Primary School in order that pupil's make the greatest possible progress.

The Subject Leader monitors the teaching and learning of RE in accordance with the school monitoring policy. In line with this policy, Foundation Governors are invited into school to evaluate provision. As with all evaluation, the co-Headteachers have overall responsibility.

Evaluation can be by various methods, including: the assessment of pupil's work and achievements; discussion amongst groups of staff or all staff; classroom observation, and external inspection and advice.