



Shine like Stars



LOWDHAM C of E PRIMARY

## Religious Education Policy

**L**ove others – *“My command is this: love each other as I have loved you.”* John 15:12

**E**veryone join in – *“How good and pleasant it is when God’s people live together in unity!”* Psalm 133:1

**A**lways do your best – *“Work at everything you do with all your heart.”* Colossians 3:23

**R**each out – *“Do to others as you want them to do to you.”* Luke 6:31

**N**ever give up – *“I can do all this by the power of Christ. He gives me strength.”* Philippians 4:13

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best; Reach out; Never give up.



## Lowdham CofE (Aided) Primary School RE Policy

### MISSION AND VISION STATEMENT

**At Lowdham CofE Primary School**, the children’s care, wellbeing and safety come first. The school seeks to maximise the potential of the children placed in its care, within a Christian atmosphere and environment.

The school is concerned to promote the social development and self-worth of each child within the Christian ethos of the school and within the context of the wider community. We uphold **British Values** (see policy statement) within our Religious Education curriculum.

Religious Education (RE) is central to the education offered within a Church of England school. It is a statutory requirement for all schools. RE is an important and meaningful academic discipline for all pupils, to enable them to gain knowledge, scholarly thinking and the religious literacy to engage with the world around them.

RE is the academic study of religious and non-religious worldviews. RE in all schools in England must reflect the fact that “the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain” (Section 375(3) of the Education Act 1996).

In Church of England schools, there is an expectation that at least 50% of the RE curriculum will engage with Christian worldviews. It is expected that all pupils, in all statutory year groups will receive RE teaching which meets these expectations.

The expectations for RE in a Church of England school are outlined in the Statement of Entitlement for RE Statement of Entitlement: [Curriculum: religious education — National Society for Education](#)

### In recognising and accepting these responsibilities we aim to:

- ☒ Develop a caring community in which all members have respect for the dignities, rights, values and needs of others regardless of race, religion, disability or gender;
- ☒ Provide an education to help pupils to develop the knowledge, skills and understanding required to realise their aspirations as well as the desire to use them;
- ☒ Help pupils to assess their own values and their relationships with others developing personal motivation, self-discipline and the necessary social skills;
- ☒ Prepare pupils for their adult lives in the home, at work and in the wider community and become contributing members of society;
- ☒ Foster an openness of mind which maintains an interest in learning as a continuing process throughout life;

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- Support and promote the fundamental British values of: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **Aims**

- To develop children's religious literacy
- To develop an understanding of core Christian concepts
- To have knowledge of who Jesus is, why He came and how people come to have faith in Him and serve Him
- To develop pupils' own spiritual knowledge and understanding and an awareness of spiritual and moral issues
  - To develop the pupils' knowledge and understanding of world views and what it means to be committed to a religious tradition or committed to none
  - To encourage the children to have a sense of awe and wonder when they explore the natural world
  - To reflect on their own experiences and to develop a personal response to the fundamental questions in life asked by people
  - To have respect for others people's views and to celebrate the diversity in society
  - To appreciate and value the ways that religion is conveyed in stories, myths, rituals, symbols, artefacts, art, music and drama

### **Curriculum Planning in Religious Education**

Religious Education is taught throughout the school in such a way as to reflect the overall aims, vision and associated values of the school. Our Christian vision, values and teaching strategies play an important role in promoting the spiritual, moral, social and cultural development of the children in our care. We plan our Religious Education curriculum in accordance with the Nottinghamshire RE Agreed Syllabus 2021 and weave in elements from the Understanding Christianity resource to include units of work that cover some core Christian concepts such as God, Creation, Incarnation, Gospel and Salvation. In addition we include teaching about other major world views and belief systems that are not religious. See Curriculum Map (Appendix 1) for the organisation of the different units within year groups and across the school. The curriculum is structured with a balance of 75% Christianity and 25% other major world faiths – Judaism, Islam and Hinduism.

### **Time allocation**

We adhere to the Statement of Entitlement as well as the 1988 Education Reform Act (ERA), which stipulates that Religious Education is compulsory for all children, including those in Foundation Stage who are less than five years old.

The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although only after they have given written notice to the school governors.

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However, we actively encourage all children to participate fully in R.E. lessons as we consider R.E. part of the core curriculum.

### **Assessment**

Evidence of learning is recorded each week. In Y2 up to Y6 this will usually be presented as a piece of work in a child's R.E. book. However sometimes it might be more appropriate to use photographs, post-it notes or whole class work to show the learning that has taken place. In EYFS and Y1 children's thoughts, ideas and reflections are recorded in a class floor book. Each cohort also has a class 'big book' in which their R.E. journey through the year is logged and which moves up with them as they progress through school.

All work will be marked by the class teacher following our Marking Policy. Children will be given the opportunity to respond to teacher's comments and 'Next Steps' to lead them on in their learning towards Greater Depth.

Each lesson is planned around an Enquiry Question and will have clear learning objectives and success criteria that the teacher will use to assess the children's learning within the lesson. Children will also take part in self-assessment and peer-assessment.

Teachers assess throughout and at the end of each unit using 'I Can' Assessment Statements for each Enquiry Question in each unit of study. This assessment is recorded on a Content and Assessment grid and will be shared with the R.E. leader half termly and moderated regularly across the school and with other schools.

At the end of each unit of study, teachers use all the information that they have gained to assess the children according to the following criteria – Emerging/Expected/Exceeding.

This information will be shared with the Governing Body as part of reporting Pupil Progress of Core Subjects in Curriculum Committee Meetings and with the Governor responsible for RE.

### **Visits**

Visits to religious places of worship will be undertaken each year to enrich pupils' teaching and learning experiences. Sometimes this will link to the other faith units studied in class.

Each class will have a visit/visits from a member of the St. Mary's Church clergy to support the curriculum within lessons. Each class will also visit St. Mary's at least once a year for an R.E. linked learning experience.

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Speakers linked to the R.E. curriculum are invited into school to develop children's learning when appropriate.

### **School and Classroom Environment**

Each class maintains an area for spiritual reflection and prayer comprising a prayer book, Bible, the Lord's Prayer in the shape of a cross, relevant Bible verses and other Christian symbols and artefacts linked to the time of year.

Throughout the school there are informative and inspirational displays to celebrate learning in RE.

Our school website also celebrates the exciting learning the children have done, as does the class R.E. 'big book'.

Parents also receive a half-termly curriculum newsletter outlining the learning to be covered and to inform them as to any R.E. focus/news to be noted throughout the term.

### **Differentiation in Religious Education**

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 providing resources of different complexity, adapted to the ability of the child;
- using Teaching Assistants to support the work of individuals or groups of children.
- ensuring that all R.E. lessons are inclusive and utilise a wide range of learning techniques to suit all learners.

### **Monitoring and Reviewing**

The R.E. subject leader is Andrea Burrows who is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. She is also responsible for supporting colleagues in their teaching, for keeping them informed about current developments in the subject, and for providing a strategic lead and direction for R.E. in the school.

The R.E. leader will undergo termly Quality Assurance across the school that includes lesson observations, planning and book scrutiny and listening to the 'Child's Voice' about their R.E. lessons. The R.E. Governor will support the R.E. leader in this work.

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Lowdham C of E Primary School is committed to providing regular, high-quality CPD in RE for all staff.

### The Right of Withdrawal from Religious Education

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 also exercise their right to withdraw from teaching the subject. Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility.

Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. When a request to withdraw is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted.

Reviewed and ratified by Governing body	Autumn Term 2025		
Next Revision (Please highlight as appropriate)	Annual	<b>Biennial</b>	Tri-annual
To be reviewed	Autumn Term 2027		

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