



'Spurring each other on with love'

Religious Education Policy

2026-2028

Policy / Version Date	Summary of change	Governor adoption Date	Signed by the Chair	Next Review Date
1	Written by KF	20 th June 2019		Summer 2021
2	Written by KF	24 th June 2021 (virtual T&L meeting)		Summer 2023
3	Updated by KF	22 nd June 2023		Summer 2025
4	Updated by KF	4 th March 2025		Spring 2027
5	Updated by KF	1 st March 2026		

Rationale

This policy has been created to ensure consistency and progression in the school's approach to Religious Education, enabling children to develop their understanding of Christianity, non-religious worldviews and the other major world religions in order that they develop tolerance and understanding of the local, national and global communities in which they live.

Religious Education is unique in the church school curriculum in that it is a core subject but is not part of the National Curriculum; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Bickleigh Down C of E Primary School provides RE in accordance with the Diocese of Exeter and as a Voluntary Aided Church of England School has set its own curriculum drawing from Understanding Christianity and the locally agreed syllabus for Devon Schools. As a voluntary aided church school, Bickleigh Down CofE Primary School has developed this locally agreed syllabus to reflect the needs of our school, local community and learners.

School Aims and Mission Statement

At Bickleigh Down C of E Primary School we aim to provide pupils with a safe, caring environment where every pupil is encouraged to reach their full potential in all aspects of school life.

We work hard to develop every pupil's confidence so that they become self-motivated, keen, articulate and caring young people.

The children are central to our community and we strive to give them the academic and life skills needed to become good citizens and role models for the future. To do this we work closely with parents and value their opinions and support in nurturing the next generation of young pupils.

Our school vision based on Hebrews 10:24 'and let us consider how we may spur one another on towards love and good deeds' ensures that all staff and pupils see the need to support one another towards a common goal. Just as the writer of the Hebrews wrote to encourage them to be more Christlike in their actions towards one another, so we as a school family will support each other emotionally and spiritually. We aim to ensure that our school vision is lived out daily and that staff and children live out our values of love, forgiveness, spirit, aspiration and hope in their actions towards one another, making our school a place where everyone feels truly valued and able to share their feelings. We encourage open communication, where people feel listened to and supported so that we may spur one another on.

<p style="text-align: center;">Church of England - Vision for Education Vision Statement - 'Life in all its fullness' - John 10:10 Core Christian Values - Wisdom, Hope, Community and Dignity</p>
<p style="text-align: center;">School Vision And let us consider how we may spur one another on toward love and good deeds. Hebrews 10:24</p>
<p style="text-align: center;">Christian Values Love, Forgiveness, Hope, Spirit and Aspiration.</p>

Strapline: 'Spurring each other on with love'.

Policy Aims

Through the provision of Religious Education at our school, we aim to:

- provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- foster personal reflection and spiritual development. ☑ encourage pupils to explore their own worldview and positionality, (whether religious or non-religious).
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- teach pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society.
- develop a sense of awe and wonder in the world in which our children live.
- to understand that freedom of religion or belief (FoRB) is a human right.

Intent Statement for Religious Education

At Bickleigh Down C of E (Aided) Primary School, we believe that RE should take a multidisciplinary approach. By the end of their time at school, all of our children will have the opportunity to study RE through different 'lenses' such as psychology, historical, philosophy, sociology and theology to find out about people's differing worldviews. This will enable our children to find out about what different people believe and how this makes a difference to how they live.

Throughout their time at Bickleigh Down C of E (Aided) Primary School, our children will be given the opportunity to study a range of world religions and non-religious worldviews. As a school, we are committed to ensuring that our RE curriculum is based upon recent research. For this reason, our children will learn through the religion and worldviews approach to RE. This will ensure that they will learn about diversity within the worldviews that they study.

All of our children will be given a range of opportunities to ask big questions about religion and belief, reflecting on their own ideas and ways of living. At Bickleigh Down C of E (Aided) Primary School, we believe that our RE curriculum should be challenging, exciting, thought provoking and interesting. We want to ensure that our children go out into the world understanding the differing views of the people that they will come into contact with.

Pupil Intent Statement

RE explores big questions about life, to find out what people believe and what difference this makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

The Teaching of RE

Content

The school's progression map for the teaching of RE can be found below, as a school we follow Understanding Christianity and use the locally agreed syllabus for Devon. Within all units of work, pupils will focus on developing substantive knowledge, different ways of knowing and personal knowledge.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>Creation</u> Why is the word God so important to Christians?	<u>Incarnation</u> Why do some Christians perform Nativity plays at Christmas?	<u>Thematic</u> Being special: where do we belong?	<u>Salvation</u> Why do some Christians put a cross on their Easter garden?	<u>Thematic</u> Which places are special and why?	<u>Thematic</u> Which stories are special and why?
Year 1	<u>Creation</u> Who do Christians believe made the world?	<u>Incarnation</u> Why does Christmas matter to Christians?	<u>Judaism</u> Who is Jewish and how do they live?	<u>God</u> What do Christians believe God is like?	<u>Thematic</u> What does it mean to belong to a faith community?	<u>Thematic</u> How should we care for the world and why does it matter?
Year 2	<u>Gospel</u> What is the good news that Jesus brings?	<u>Judaism</u> Who is Jewish and how do they live? (part 2)	<u>Islam</u> Who is a Muslim and how do they live? (Part 1)	<u>Salvation</u> Why does Easter matter to Christians?	<u>Islam</u> Who is a Muslim and how do they live? (Part 2)	<u>Thematic</u> What makes some places special to believers?
Year 3	<u>People of God</u> What is it like to follow God?	<u>Incarnation/God</u> What is the Trinity?	<u>Islam</u> How do festivals and worship show what matters to a Muslim?	<u>Judaism</u> How do festivals and family life show what matters to Jewish people?	<u>Creation/Fall</u> What do Christians learn from the creation story?	<u>Thematic</u> How and why do people try to make the world a better place?
Year 4	<u>Gospel</u> What kind of world did Jesus want?	<u>Kingdom of God</u> When Jesus left; what was the impact of Pentecost?	<u>Hinduism</u> What do Hindus believe God is like?	<u>Salvation</u> Why do Christians call the day that Jesus died 'Good Friday'?	<u>Hinduism</u> What does it mean to be a Hindu in Britain today?	<u>Thematic</u> How and why do people mark the significant events of life?
Year 5	<u>God</u> What does it mean if God is Holy and loving?	<u>Islam</u> What does it mean to be a Muslim in Britain today?	<u>Judaism</u> Why is the Torah so important to Jewish people?	<u>Creation and Fall</u> Creation and science, conflicting or complimentary?	<u>People of God</u> How can following God bring freedom and justice?	<u>Thematic</u> What matters most to Humanists and Christians?
Year 6	<u>Gospel</u> What would Jesus do?	<u>Incarnation</u> Was Jesus the Messiah?	<u>Hinduism</u> Why do Hindus want to be good?	<u>Salvation</u> What difference does the resurrection make to Christians?	<u>Kingdom of God</u> What kind of king is Jesus?	<u>Thematic</u> Why do some people believe in God and some not? How does faith help people when life gets hard?

The Contribution RE makes to other areas of the curriculum

Personal development and Well-Being: RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. RE gives children the opportunities to discuss and reflect upon the big questions of meaning and purpose such as the origins of the universe, life after death and beliefs about God. At Bickleigh Down Primary School we aim to ensure that our curriculum intent offers children the opportunities to find out about these areas with respect to different faiths and non-religious worldviews so that they are able to enter the world with a level of understanding of 'what makes me, me and you, you'.

Visits and Visitors

At Bickleigh Down CofE Primary School, we recognise the importance of visitors and visits in RE lessons. These visits and visitors enable children to see the diversity within religious and non-religious worldviews and find out about lived experience. These visitors might include, but are not exclusive to, the following:

- Plymouth Centre for Faiths and Cultural Diversity
- Members of the local church or community
- The local incumbent
- Visitors known to the school
- Parents

As part of the school's subscription to Plymouth Centre for Faiths and Cultural Diversity, the centre will support the RE leader to arrange visits to places of worship. Where appropriate, children may also take part in virtual visits to places of worship so that diversity between different denominations of the same religion can be researched.

Assessment and Recording of RE

In line with the school's policy for assessment, record keeping and reporting, each teacher is expected to take responsibility for the regular assessment of RE; this is done through teacher marking against specific learning intentions as well as through pupil reflection. Each term, teachers are expected to provide the RE Leader with end of unit assessment data for each child's RE attainment; this is then fed into the school's main data system and is used by the RE Leader to track specific children/cohorts as well as overall school attainment in RE. An annual over all judgement is made by the class teacher as to whether the child is below the expected standard, at the expected standards or whether they are working at greater depth. The annual report to parents indicates the effort, progress and attainment made by pupils over the course of the year.

Ethos Group

An ethos group of Governors will support the RE leader to review and monitor developments within the subject. The group will meet once every half term and will also visit the school to talk to the children about their learning in RE. A representative from the ethos group will also interview groups of children once every half term using the RE Quality Mark questionnaire. The children's responses will then be fed back to the rest of the ethos group.

Staff Development

This takes place through staff meetings, INSET and planned CPD opportunities. The school subscribes to NATRE and attends Plymouth RE Hub meetings. The R.E. leader oversees the R.E. provision throughout the school and feeds back any new information to the rest of the staff.

The Right to Withdraw

RE is an academic study of religious and non-religious worldviews that supports children to understand the people in the communities in which they live. RE helps to build social cohesion and understanding, it is a subject that is vitally important to the future of our country. We therefore hope that parents and carers understand the importance for all children to study it. If parents/carers do not wish their child to take part in these lessons, they may make a request, in writing, to the Headteacher, that their child be withdrawn from Religious Education. However, it should be noted that requests for withdrawal are often based on a misunderstanding of the nature and purpose of R.E. The school therefore asks that after the request is made in writing to the headteacher, a meeting is held to discuss the withdrawal. If parents/carers still wish to make the withdrawal, they should provide materials for their child and make provision for them at the time of the weekly lesson. Where selective withdrawal is made (for particular topics or lessons) parents should clearly inform the school, in writing about what they wish to withdraw their child/children from.