



## Rockwell Green Church of England Primary School

# Religious Education Policy

Status:	NON-STATUTORY
Responsible person:	Religious Education Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	May 2025
Date first approved by the Governing Body:	May 2025
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**Rockwell Green Primary School**  
**Religious Education Policy 2019/20**

Rockwell Green Primary School believes that Religious Education makes a valuable and distinctive contribution to pupils' education. Religious Education helps children to learn and understand specific beliefs and teachings developing a pupils' ability to give accounts of the impacts of some religious teachings. Religious Education is about real people who lived, and real events which happened in the past, encouraging children to build conceptual bridges between their own experiences and some of the central concepts in religions. It also encourages children to develop their own beliefs and behaviour through practices and related human experiences allowing them to learn more about themselves and their standing in society. Religious Education is concerned with the studying of religious texts; providing children with an opportunity to ask their own questions about religion and making decisions from these. Pupils consider how the past influences the present, what past societies were like, how these societies organised their beliefs, and how these beliefs influenced people's actions. They see the diversity of religious beliefs and they can weigh it up and reach their own conclusions. To do this they need to be able to research, look at the stories and teachings, and discuss their point of view – skills that are valued in adult life.

This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

**OUR AIMS – INTENT**

Our principal aim is to develop the children's knowledge, skills and understanding Religious Education. The aim of the curriculum is to develop successful learners, confident individuals and positive contributors to the school and community.

Religious Education at Rockwell Green enables us to promote our '6 Golden Values', which are:

- Respect
- Friendship
- Compassion
- Service
- Justice
- Trust

As a Church of England School to embed these values we:

- Work with parents, pupils, staff, governors and the church to provide a safe environment in which each child is valued as an individual, and in which the child can find security, acceptance, reassurance and an opportunity to develop their potential.
- We aim to create a caring and respectful community in which Christian values are upheld. Train up children in the way they should go, and when they are old they will not depart from it. Proverbs 22:6 3
- We want pupils to benefit from a broad and tolerant school community, one that upholds our values and those values shared by All Saints' Church. We are responsible for preparing our pupils for the world beyond our school and as such all staff and governors take this responsibility seriously.

- We want children from our school to have a strong Christian ethos which means that they care for the idea of faith amongst both Christians and those of other faiths. They begin to know about the importance of religion across the world.
- We would like children to have respect for the past and an optimistic view of the part they can play living and working alongside other people in the world at large.
- We aim to teach children that they can find solace and peace, joy and love in the world around them and we hope they are inspired to understand the importance of doing the right thing when faced with difficult choices.

### **EARLY YEARS**

Religious Education is taught in Reception following the Somerset AMV planning. This is the agreed syllabus, from Somerset SACRE (Standing Advisory Council on Religious Education.) The children are given the opportunity to find out about Christianity and Judaism. They learn about these religions through topics including 'Special Me', 'Special Times', 'Special Places' and 'Special Stories' where they learn about God and Jesus. In the Foundation stage Religious Education makes a significant contribution to developing a child's understanding of themselves and it also links into 'Understanding the World – People and Communities', one of the strands from the EYFS Framework.

### **KEY STAGE 1**

During Key Stage 1 pupils will continue to be taught following the Somerset AMV planning. The children explore Christianity and Judaism revisiting these religions allows the children to explore them more in depth and gain a deeper understanding. As part of Christianity they will explore 'Salvation', 'God', 'Incarnation' and 'Agape'. In Judaism they will learn about 'God and the Covenant' and 'The Torah'. They will listen and respond to stories and use sources of information to help them ask and answer questions during class discussions.

### **KEY STAGE 2**

In Key Stage 2 pupils will continue to be taught following Somerset AMV planning Children will continue to build upon their prior knowledge of Christianity and Judaism however, they also learn about Islam and Hinduism. They should understand how our knowledge of the religion is constructed from different religious belief and traditions. Pupils should learn to draw their own opinions about religion based on the questioning and discussions they have in class. They can represent their ideas through different ways such as questioning, drama, class discussions, art and recounting.

## **IMPLEMENTATION: TEACHING AND LEARNING**

### **RELIGIOUS CURRICULUM PLANNING**

At Rockwell Green we follow the SACRE agreed syllabus which is provided by Somerset AMV. Each Year Group is allocated the appropriate units to ensure that there is no repetition and that all units are covered throughout the time at Primary School.

As a school we aim to use a variety of teaching and learning styles in Religious Education lessons. Our principal aim is to develop the children's knowledge; skills and understanding in religion. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- Teachers make links between units of work and encourage pupils to use previous knowledge in approaching new work.
- Practical and hands on experiences are provided. In the Early Years they have food tasting experiences and opportunities to explore different festivals celebrated by other cultures by making decorations, dancing etc. Older Year groups arrange outside visitors and trips to religious places of worship.
- They have access to, and are able to handle religious artefacts (Somerset Heritage Trust loan boxes Religion boxes held in school.)
- They visit the local church for 'experiences' linked to the Christian calendar. to religious buildings and places of interest
- They have access to secondary sources such as books and photographs and use computing and non-fiction books to aid research. Teachers order books through Resources for Learning to complement the religion they are learning about.

Different learning approaches are encouraged in RE such as:

- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They use drama and dance to act out religious events
- They engage in debate and discussion
- They are shown, or use independently, resources from the internet and videos to support learning and develop enquiry skills
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer religious questions.
- Work can be recorded in RE Books to show their learning and the different activities they complete.
- An RE scrapbook is used to record any activities not formally recorded to remind children of the experiences they have.

We recognise the fact that we have children of differing ability in all our classes, 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 through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Whenever possible, visits related to Religious Places are made or visitors are invited into school. Events and experiences are also organised within school that give the learning relevance and purpose eg. The Harvest and Easter Experiences arranged and organised by the School Chaplin.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

**Spiritual development:** As part of spirituality the children discuss and reflect upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth. They learn about and reflect upon important

concepts, experiences and beliefs which are at the heart of religions and other traditions and practices. Children consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity. Pupils consider how religions and other world views perceive the value of human beings and their relationships with one another, with the natural world, and with God. They value relationships and develop a sense of belonging. Children, over time will develop their own views and ideas on religious and spiritual issues.

**Moral Development:** As part of moral development, Religious Education provides opportunities for discussion as to what is right and wrong and reflect on the actions of significant individuals, and exploring moral choices of family, friends and the media. The will explore how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. Children will explore a range of social issues including a focus on justice, promoting racial and religious respect and the importance of personal integrity. This all allows a child to develop a sense of conscience.

**Social development:** Being exposed to different beliefs and values, allows pupils to consider how religious and other beliefs lead to particular actions and concerns. It allows the children to explore and investigate social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them. It encourages children, through class discussions, in a safe, non-threatening environment, to articulate their own and others' ideas on a range of contemporary social issues.

#### **Cultural development:**

Religious Education promotes cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures. It allows children to consider the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices. Religious Education promotes racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how inter-faith co-operation can support the pursuit of the common good. It also teaches children to promote inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions.

#### **ASSESSMENT AND RECORD KEEPING**

At Rockwell Green primary School assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Staff complete a progression grid which shows the expected progression through the key stages in school to show where their journey will lead next in each particular topic. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking and Feedback Policy.

Assessment judgements are made at the end of each school year which are shared with the new class teacher and recorded on the End of Year Reports sent home to parents.

## **MONITORING**

The Religious Education coordinator at Rockwell Green Primary School is responsible for monitoring curriculum coverage and ensuring the planning overview is being followed and implemented. This is undertaken by:

- Regularly sampling children's work, through a book scrutiny and where appropriate, lesson observations.
- An annual subject leader report being completed by the RE lead which includes actions that are used to enhance the RE curriculum across the school as well as the SIAMS expectations.
- The RE lead presenting the action plan to the Governing Body on an annual basis answering questions.
- RE Lead supports staff with CPD.

Reviewed by: Johannah Balfour

Date: Sept 2022

Next Review: Sept 2024