



## LEWKNOR CHURCH OF ENGLAND PRIMARY SCHOOL

# Religious Education Policy

Review September 2027

### Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7: 24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

### Introduction

Religious Education plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE is given high priority and has the same high status as any other subject. It is part of our School Improvement Plan each year as we constantly seek ways to develop our teaching and assessment.

RE contributes to the overall development of our pupils from all backgrounds and traditions - it enables all to flourish. A range of strategies are used to engage learners and the high quality teaching ensures the children are supported to achieve our vision statement, which is based on the parable of the two builders.

### The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (see paragraph below). As a voluntary controlled school, RE is therefore taught in accordance with the Locally Agreed Syllabus, Oxfordshire, while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school and the teaching of RE will reflect this requirement.

### Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- 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 Time Allocation

The RE curriculum at Lewknor Church of England Primary School, follows Oxfordshire's Locally Agreed Syllabus. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus; eg Judaism in KS1, Hinduism & Sikhism/Islam in KS2.

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons. The time dedicated to RE is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

### Teaching, Learning and Assessment

RE is taught using an enquiry-based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. (**Appendix 1:** Overview of Questions covered throughout the school) All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning.

### Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

### Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (eg Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

### The Right of Withdrawal

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 exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

## **Policy Review**

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended if possible, but review must be done within a 3-year period in line with the school's procedure.

## Appendix One:

### Lewknor Primary School's Two-Year Cycle

#### EYFS

Who are Christians and what do they believe?  
 What is the church and who goes there?  
 Who am I and where do I belong?  
 Does everyone believe in God?  
 What do people celebrate and why?  
 Are all families the same?

#### Key Stage One

##### Cycle A

**Autumn**  
 Why do most Christians call God 'creator'?  
 What do most Christians celebrate together?

**Spring**  
 What questions do the parables of Jesus and/or stories in the Bible make us want to ask?  
 What do different Jewish people believe about God?

**Summer**  
 How and why is Shabbat important to some Jewish people in Britain?  
 How do people know how to behave?

##### Cycle B

**Autumn**  
 How do Christians find out what God is like?  
 Why do many Christians meet together regularly and what do they do?

**Spring**  
 How do Christians decide what is right?  
 What does Torah mean for Jewish people?

**Summer**  
 In what ways is the synagogue important to Jewish people?  
 What are the best reasons for following a leader?

#### Lower Key Stage Two

##### Cycle A

**Autumn**  
 How are different people inspired by the teachings of Jesus?  
 How does the worldwide Christian family celebrate, worship and mark key events?

**Spring**  
 Does art help with understanding stories?  
 What do Muslims believe about God and where did Islam start?

**Summer**  
 What is the Qur'an and why do many Muslims try to learn it by heart?  
 Does it matter if a story is true or not?

##### Cycle B

**Autumn**  
 Who do Christians believe Jesus is?  
 How and why has Christian practice changed over time?

**Spring**  
 Does prayer make a difference and how do Christians know?  
 How do Hindus understand God (Brahman)?

**Summer**  
 What role does worship play in the life of a Hindu?  
 How and why do people argue that some places can be spiritual?

#### Upper Key Stage Two

##### Cycle A

**Autumn**  
 What do Christians believe about the death of Jesus?  
 How do rites of passage shape the lives of different Christians?

**Spring**  
 Does wisdom look the same for everyone?  
 Why is it important to Muslims that Muhammad is known as the seal of the prophets?

**Summer**  
 How far does the mosque contribute to the Muslim concept of Ummah?  
 What does it mean to live a good life?

##### Cycle B

**Autumn**  
 How far is belief in the resurrection important to Christians today?  
 How and why do Christians try to make the world a better place?

**Spring**  
 How do people make valid judgements about how and why the world is as it is?  
 What is the significance of Karma and Moksha for a Hindu?

**Summer**  
 What might a Hindu gain from a pilgrimage to India?  
 How does a worldview help people decide what is important?