Great Paxton CE Primary School
Policy Statement on

Religious Education

Mission Statement

We build upon strong foundations of excellent teaching, with high expectations of children's achievements, encouraging all pupils to aspire to be the very best that they can be in the future.

We do this by:

- being generous and visible people of Jesus Christ, helping our local community to discover together the transforming presence of God in our lives.
- striving to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Policy agreed: Spring 2025

Leader: Faith Matters Committee

Date for review: Spring 2028

Principles of the policy

We believe this policy relates to the following legislation:

- Education Act 1944
- Education Reform Act 1988
- Education Act 1996
- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)

We are aware that although Religious Education is not a National Curriculum subject we have a duty to provide RE for all registered pupils.

We teach RE according to the Local Authority's Agreed Syllabus which reflects the fact that the religious traditions in Britain as a whole are in the main Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism.

We feel that the teaching of RE makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and other principal religions.

We want pupils to understand the significance of Christian faith and other religions and their contribution to their spiritual, moral, social and cultural development. We want them to gain a greater understanding of themselves and to have a sympathetic awareness of the needs of others.

We respect the faith background of all pupils, parents and school personnel. We acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from RE without providing a reason and that teaching staff have the right to withdraw from teaching RE.

We wish to work closely with the School Council and pupils to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

The aims of religious education are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other major religions and non-religious views represented in the UK and in the local community
- Develop an understanding of the influence of beliefs (both religious and secular) values and traditions on individuals, communities, societies and cultures
- Help pupils respect different religions and world views by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- Encourage openness to ask questions and search for answers of meaning and purpose for themselves
- Enhance their spiritual, moral, social and cultural development by:
  Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them.

  Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience

  Reflecting on their own beliefs, values and experiences in the light of their study.
- To work with other schools, the local authority, Diocese of Ely and the local church and to share good practice in order to improve this policy.
- To ensure compliance with all relevant legislation connected to this policy.

Implementation of the Curriculum

We plan our religious education curriculum in accordance with the Cambridgeshire LEA's Agreed Syllabus 2023-2028 using the Emmanuel Project Scheme of work (St Edmundsbury and Ipswich Diocese) and the RE 'Understanding Christianity' material. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. All our classes are mixed-age. We plan our RE topics on a two year rolling programme. This ensures coverage but limits unnecessary repetition.

Early Years Foundation Stage

We teach religious education to all children in the school, including those in the reception class.

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The Emmanuel Project Scheme of Work and Understanding Christianity learning resources are used to facilitate this.

Through teaching and learning we want our pupils to:

- learn about religious traditions;
- reflect on what the religious ideas and concepts mean to them;
- extend their own sense of values;
- promote their own spiritual growth and development.

Teaching and Learning Style

- In line with the Cambridgeshire Agreed syllabus 2023-2028 RE lessons are taught using an enquiry-based approach. Pupils are encouraged to explore and examine questions raised by the teacher and themselves about religious beliefs and practices and none, through gathering information, and increasing knowledge and understanding.
- We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and world views and to reflect on what the religious ideas and views mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Christmas, Harvest, and Easter etc. to develop their religious thinking. We use a range of activities, e.g. discussion, art, drama, dance and music, as appropriate, to explore religious topics. We organize visits to the local church and other places of worship when appropriate.

Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child.

We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

We differentiate by:

- setting common open ended tasks;
- setting tasks of increasing difficulty;
- grouping pupils according to ability and setting different tasks for each group;
- providing resources of different complexities, matched to the ability of the child;

- using additional resources to support the work of individual children or groups of children;
- using peer support by partnering pupils of different abilities to complete tasks.
- using classroom assistants to support the work of individuals or groups of children.

Contributions of Religious Education to the Teaching of Other Subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Information and Communication Technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, Social and Health Education (PSHE) and Citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

Through all aspects of teaching, including religious education, in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives. The children use images to help them to recognise what reflection they are focused on: Mirror- a self reflection, we are all unique; A door- thinking about how we can serve others and make a difference in the world; A window- thinking about God's wonderful world; A candle- Understanding we experience a range of feelings we cannot see and in the same way we can experience God's spirit in our day to day lives.

Time allocation

- EYFS Minimum 30hrs mixture of teacher-led activities and continuous provision.
- KS1 Minimum of 36hrs in a school year
- KS2 Minimum of 45hrs in a school year

The curriculum is well-structured and logically sequenced, building upon prior knowledge and hence showing clear progression of knowledge and skills over time. This will be implemented by using the agreed syllabus and resources form Understanding Christianity and The Emanuel Project.

These hours will also be made up of 3 curriculum days and daily Collective Worship.

Special Considerations

We recognise the need to tailor our approach to support children with:

- special educational needs;
- as well as those who are identified as gifted and talented

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children from their All About Me cards.

All children at this school are taught RE whatever their ability, race or gender.

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

Assessment

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- carry out medium-term assessments to measure progress against key objectives to adjust planning; These are the cold and gold tasks.
- carry out long-term assessment to assess progress against school and national targets;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets.

Schedules for measuring assessment (statements) are in The Agreed Syllabus supporting materials.

Resources

The school uses The Understanding Christianity Resources which are available for all teachers to access through Staff Shares-Subject Leader. A folder containing a hard copy of these resources is also available in the staffroom. This resource will be used from September 2025 to cover all Christianity units

The Emmanuel Project RE scheme of work for EYFS to year 6 is being used to teach all the other beliefs and religions.

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises.

Roles and Responsibilities

The Governing Body has:

- a legal duty to provide RE for all registered pupils;
- appointed a member of staff to be the RE Coordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated member/members of Faith Matters Committee to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher and the Senior Leadership Team will:

- ensure that RE is taught to the Local Authority's Agreed Syllabus as determined by the Standing Advisory Council on Religious Education (SACRE);
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the subject leader and the Faith Matters Committee;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;

  - observing teaching and learning
  - planning scrutinies and work scrutinies
  - discussions with pupils and members of the school council- pupil voice.

- annually report to the Governing Body on the success and development of this policy through Faith Matters Committee.

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;

  - auditing the subject area
  - review of the scheme of work
  - monitoring teachers planning
  - lesson observations
  - scrutinising children's work
  - Pupil voice

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

The Faith Matters Committee will:

- work closely with the Headteacher/ Deputy Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- report to the Faith Matters Committee on the success and development of this policy.

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- use a variety of teaching styles;
- plan differentiated lessons which are interactive, engaging, of a good pace
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Pupils will:

- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Parents/carers will:

- be aware of and comply with this policy;

- be aware that they have the right to withdraw their child(ren) wholly or partly from RE without providing a reason;
- be encouraged to take an active role in the life of the school by attending:

  - parents and open evenings
  - parent-teacher consultations
  - curriculum development workshops

- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via school website of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

  - All aspects of this policy
  - Equal opportunities
  - Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

The following statement must be included on all policies:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Linked policies

- Inclusion
- SEN
- English
- Teaching and Learning
- Assessment
- Equality and Diversity

Headteacher:		**Date:**	
Chair of Governing Body:		**Date:**	

Data Protection – Data Protection Act 2018 and General Data Protection Regulation 2018 (GDPR)

This policy has been produced in compliance with the Data Protection Act 2018 and GDPR. Further information is available in our Privacy Notice and Data Retention Policy which can be found on our website.

The person responsible for Data Protection in our organisation is Mr Lee Frost (Headteacher) and you can contact them with any questions relating to our handling of your data. You can contact them by email at office@greatpaxton.cambs.sch.uk or telephone 01480 472132

To read about your individual rights and/or to complain about how we have collected and processed data, you can contact our Data Protection Officer. If you are unhappy with how your query has been handled you can contact the Information Commissioners Office via their website.