

Elworth C of E Primary School



“Love God, Love Learning, Love One Another”
Matthew 22 v 36-39

Religious Education Policy

Date:	September 2025
Review Cycle:	2 Yearly
Reviewed By:	Mrs J. Rookes
Approved By:	Mr N Garratt
Next review date:	September 2026
Nominated Governor:	Rev H Frost

'Love God, Love Learning, Love One Another.' Matt 22:36-39

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with '***Love the Lord your God with all your heart, all your soul and all your mind' and 'Love your neighbour as yourself'*** (Matt 22:36-39). These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

School's theologically rooted Christian mission

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to 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 diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach: Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

Statement of intent

The Importance of Religious Education

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well-planned and well-organized collective worship, through the example of Christian teachers, and through the quality of RE teaching.

The Way Ahead, para 4.14

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

(Religious Education the non-statutory national framework)

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

(Cheshire Agreed Syllabus)

The spiritual and moral development of our children underpins all aspects of our school life.

Religious education and collective worship shall be in accordance with the principles and practice of the Church of England and according to the religious education syllabus and guidelines of the Chester Diocesan Board of Education and Cheshire East Agreed syllabus supplemented with the Blackburn Diocese Agreed Syllabus

Following the Diocese of Chester Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion – Judaism – at Key Stage 1 and then the study of Judaism, Hinduism and Islam at Key Stage 2.

Implementation

The purpose of teaching Religious Education in school is to:

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To provide a course of Religious Education within the framework of the *Diocese of Chester Religious Education Guidelines* and Cheshire East Agreed Syllabus, appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understand and appreciate the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something from the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and life-styles
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

- In the Early Years Foundation Stage, RE is taught through Understanding the World, People and Communities and Christian Festivals and other cultures are celebrated discreetly.
- In Key Stage 1 it may be more appropriate to integrate some areas of the Religious Study programme into a general topic with a thematic approach.
- Religious Education in school is organized using a whole school overview or plan. This lays out which units, or themes, should be studied by each year group. The Cheshire Scheme of Work and QCA are referred to.

Whatever possible all children will learn from primary source materials as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship also support the work of Religious Education in school.

Roles

The Governors will:

Elworth CE Primary has a designated link governor : Rev H Frost

- a) Meets with the RE Subject Leader at least once a year to find out about;
 - the school's systems for planning work, supporting staff and monitoring progress;
 - the allocation, use and adequacy of resources; and
 - how the standards of achievement are changing over time.
- b) Visits School and talks to pupils about their experiences of RE;;
- c) Is understanding and supportive of our aims in the learning and teaching of RE and to review this policy annually.

The Head teacher will:

- Provide support by encouraging staff and praising good practice..
- Monitor planning and reviews.
- Support staff development through in-service training and provision of resources.

The RE Leader will:

- Provide a strategic lead and direction for RE in the school;
- Provide support and advice to staff in the delivery of the RE programme of study;
- Remain informed about current developments in the subject by attending INSET sessions and being involved in independent research and reading;
- Disseminate relevant information to staff;
- Deliver INSET sessions to staff, to support staff development;
- Monitor and evaluate teaching and learning of RE;
- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments;
- Order and maintain resources to enhance effectiveness of RE teaching within the school;
- Consider with staff and work with SMT members in the evaluation and planning of actions included within the School Development Plan.

The Class teacher will:

- Be responsible for the teaching of RE as set out in the policy..
- Assess children's work in order to detail future planning.

Teaching and Learning

- Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a “whole class” setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local churches as St Peter’s Church.
- A variety of teaching approaches are encouraged;
 - ◊ Teacher presentations, role play and storytelling.
 - ◊ Questions and answer sessions, discussions and debates.
 - ◊ Individual and group research.
 - ◊ Photographs, pictures and maps.
 - ◊ I.C.T, television, film, CD, radio and to research and communicate ideas.
 - ◊ Eye witness / first hand.
 - ◊ Multi-media: I-pads, Film Computers.
 - ◊ LotC
- Mind Friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the Diocese of Chester Religious Education Guidelines supported by the Cheshire Scheme of Work.
- Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSCE.
- Religious Education resources will be reviewed and regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. Skilled individuals and parents etc.

Special Educational Needs.

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children’s differing needs for learning (including children with special educational needs) will be addressed through differentiated activities .S.F.P’s and I.B.P’s may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

Equal Opportunities

Religious Education is an essential part of the curriculum and should be relevant, worthwhile and accessible to all. It was expressed that all pupils are loved and valued by God as part of creation. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Impact

- Under the Diocese of Chester Religious Education Guidelines the statutory position is that all pupils will be assessed based on the level expectations informed by the Cheshire Scheme of Work.
- In order to show progress towards the end of Key Stage levels the staff appreciates the assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussion, activities or recorded work.
- Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the coordinator and the Headteacher.
- Samples of work are kept by the Religious Education Coordinator.
- Summative reports to parents will be made at the end of the year.
- Staff note and divide the units of work from the **medium term planning** so that it informs the **short term planning**.

Monitoring and Evaluation

- The Headteacher has overall responsibility for monitoring and evaluation
- The coordinator/RE subject leader will assist the Headteacher by monitoring Long Term and Medium Term plans.
- The RE lead will keep a file of examples of work to demonstrate continuity and progression.
- The RE lead will manage resources.
- The RE lead will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The RE lead will be aware of staff development needs and encourage continuing professional development
- The RE will facilitate the sharing of good practice.