



RE Policy

## St Anne's Fulshaw C of E Primary School

### RE Policy

#### Intent

Religious Education, as part of the basic curriculum, is provided for all pupils in full-time education, including those in Reception classes, except for pupils withdrawn by parental request.

The Agreed Syllabus for Cheshire implements the requirements of the Education Reform Act 1988, in that a school curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life.

St Anne's Fulshaw C of E Primary School is a Church of England Voluntary Controlled Primary School. Although many parents declare verbally to have C of E affiliation, the proportion of our children who have regular active involvement as members of the Christian Church is in keeping with the national average.

#### **Aims:**

The aims in the Agree Syllabus state that children should:

#### **Know about and understand a range of religions and non-religious worldviews, so that they can:**

- describe, explain, evaluate, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning.

#### **Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of a religion or a non-religious worldview.

#### **Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values, and commitments clearly in order to explain why they may be important in their own and other people's lives.

#### **Continuing Professional Development:**

This will be provided as school based training or through courses run by the LA and the Diocese. The RE Subject Leader will discuss with colleagues their training needs and encourage them to attend relevant courses or plan whole staff INSET through staff meetings.

#### Implementation

##### **Curriculum Organisation:**

At St Anne's Fulshaw, we study Christianity for approximately 50% of the time and the remaining curriculum content is dedicated to other religions and world views, including non-religious world views. Key threads run through our curriculum and can clearly be followed from the start to the end of children's time with us. In each Key Stage, approximately 5-10% of curriculum time is allocated to the teaching of RE.

**There are three aspects of study linked to the aims:**

### **Engaging Encounter with Religions and Non-religious Worldviews (EE)**

- Acquire knowledge of religious beliefs, practices and values in principal religions/non- religious worldviews represented in Great Britain and beyond e.g. 6 principal religions, other religions, and secular philosophies, e.g. Humanism.
- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies, and cultures.
- Describe, explain, evaluate, and analyse beliefs, values, and practices.
- Within this aspect a pupil should study beliefs; teachings; practices and ways of life; expression and language. In simple terms what people believe; what they do and how they express themselves. The concepts which underpin a religion or non-religious belief system should be the basis for all encounters within religion and non-religious worldviews.

### **Reasoned Response to Religions and Non-religious Worldviews (RR)**

- Develop the ability to make reasoned critical responses and informed judgements about religious and moral issues.
- Explore and learn to communicate their own beliefs, values, and experiences in terms of the spiritual, moral, social, and cultural aspects of life by: developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them; responding to such questions by relating religious beliefs, practices and values to their own understanding and experience; reflecting on their own beliefs, values, and experiences in the light of their study.
- Within this aspect, pupils should study issues of identity, belonging and diversity; meaning purpose and truth; values and commitments. In simple terms making sense of who we are; making sense of life and making sense of right and wrong.

### **Connecting Communities in Religions and Non-religious Worldviews (CC)**

- Develop understanding of how and why people put their beliefs into action in many diverse ways.
- Explaining the diversity within and across religious communities/worldviews Comparing and contrasting the similarities and differences in those communities.
- Explain reasonably their ideas about how beliefs, practices and forms of expression have come to influence individuals and communities; Appreciate and appraise a religious/ non-religious worldview.
- Within this aspect pupils should use the skills of interpretation, analysis, and explanation to engage in an open and sensitive exploration of religious and non-religious worldviews

**The planned curriculum offers children a balanced religious education based on three disciplinary areas:**

#### **Theology**

- This is about believing - It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

#### **Philosophy**

- This is about thinking - It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

#### **Human and Social Sciences**

- This is about living - It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Our teaching of our RE reflects the model within the agreed syllabus in that within every engaging encounter with religion there needs to be almost indistinguishable but corresponding reasoned response and community connection.

This ensures that pupils

- Engage in an open and sensitive exploration to religion
- Acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain as other world views and religions, e.g. Baha'i and secular philosophies, e.g. Humanism

- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures
- Use the skills of interpretation, analysis and explanation.

Within this aspect a pupil should study beliefs; teachings; practices and ways of life; expression and language. In simple terms what people believe; what they do and how they choose to live. The concepts which underpin a religion or world view should be the basis for all encounters within religion.

### **Differentiation:**

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example, pupils who are progressing more rapidly should be encouraged to extend, deepen and broaden their RE experiences.

### **Impact**

#### **Assessment, Recording and Reporting:**

Pupils' progress in RE is assessed during each major experience and unit of work, and reported to parents at the end of each academic year. Staff should keep annotated examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of each Key Stage. Pupils are assessed against the learning objectives of each unit which informs their progress path and achievement of the end of key stages statements for the Agreed Syllabus. This is recorded using the school's Insight tracking system and monitored by class teachers and the subject leader.

#### **Equal Opportunities:**

Staff will ensure equality of access and quality of experience for all pupils irrespective of race, gender, disability, age or class. Parents have the right to withdraw their child from Religious Education. In these circumstances, we would encourage the parents to discuss their wishes with the Headteacher.

#### **Pupils with Special Educational Needs:**

All pupils, including those with any special educational needs, have an entitlement of full access to the religious education curriculum. This entitlement will need to take account of the physical, sensory, emotional and learning needs of individual pupils in ways, which acknowledge the value of their responses, contributions and achievements. A wide range of approaches to encountering and responding should be encouraged through any medium suited to the experience and ability of individual pupils. Evidence of pupil responses to the subject content and experiences may take a variety of forms including aural, oral, visual and written. Staff must take account of the requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in religious education and assessment activities.

#### **Resources:**

The school is committed to an ongoing programme of effective resource management, which is overseen by the RE Subject Leader. The Education Library Service has an excellent bank of resources which are available to staff. The RE Subject Leader keeps the list of these resources in school, and it is also available on the ELS website.

#### **Monitoring, Evaluation and Review:**

The RE Subject Leader, in consultation with the Headteacher and staff will present the next review and evaluation of this document to the Governors for discussion and agreement on its effectiveness.

Last reviewed 23.06.25

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Oak Class</b>	<p>Key question: What do religious people learn from stories?</p> <p>Thread: Belonging – what makes people special?</p> <p>Religion and World View: Christianity</p>		<p>Key question: How do celebrations bring Christians together in different ways?</p> <p>Thread: Belonging - Celebration</p> <p>Religion and World View: Christianity</p>		<p>Key question: Who and what is special to me? Why should we look after the world?</p> <p>Thread: World, Personal Belief &amp; Belonging</p> <p>Religion and World View: Christianity</p>	
<b>Maple Class</b>	<p>Why are stories important in different ways? How can they be puzzling? What can people learn from them?</p> <p>Thread: Authority &amp; Personal Belief</p> <p>Religion and World View: Christianity</p>		<p>What might people learn from the story of Abraham?</p> <p>Thread: Authority</p> <p>Religion and World View: Judaism</p>	<p>How do people choose what is right and wrong?</p> <p>Thread: Personal Belief</p> <p>Religion and World View: Christianity</p>	<p>Why are leaders, symbols, and artefacts important to people?</p> <p>Thread: Authority</p> <p>Religion and World View: Judaism</p>	<p>How do religious/ non-religious families show they belong?</p> <p>Thread: Belonging</p> <p>Religion and World View: Christianity (and Judaism)</p>
<b>Chestnut Class</b>	<p>How do beliefs shape people's lives? How have they changed over time?</p> <p>Thread: Personal Belief</p> <p>Religion and World View: Christianity</p>	<p>What do different Christians believe God is like?</p> <p>Theme: God the world &amp; self</p> <p>Religion and World View: Christianity (and Humanism)</p>	<p>How have religious people contributed to local &amp; global society?</p> <p>Thread: Religious and non-religious world views in wider world</p> <p>Religion and World View: Islam</p>	<p>Where do religious &amp; non-religious ideas come from?</p> <p>Thread: Religious and non-religious world views in wider world</p> <p>Religion and World View: Judaism (and other WVs – religious and non-religious)</p>	<p>What kind of world do we want to live in? What impact can I have?</p> <p>Thread: God the world &amp; self; Personal Belief; Religious and non-religious world views in wider world</p> <p>Cross-religious world views: Charity</p> <p>Big Questions: How do people around the world respond to poverty? Is it always right to give to charity – linked to our Water Aid topic? How does having a religious or non-religious world view affect the way we should care for the planet? What is my response to these questions and why?</p>	
<b>Beech Class</b>	<p>How have beliefs about God changed over time?</p> <p>Thread: Personal Belief, Authority</p>	<p>How religious/ non-religious people explain suffering?</p> <p>Thread: Authority, life's journey.</p>	<p>How can other people's beliefs inspire our lives?</p> <p>Thread: Personal Belief</p>	<p>How does personal belief affect the way life is lived?</p> <p>Thread: Authority; Personal Belief</p>	<p>What does it mean to be human? How do beliefs shape a person's identity?</p> <p>Thread: God the world self; Personal Belief. R/WV in wider world.</p> <p>Religion and World View: Christianity, Judaism, Islam, Hindu Dharma, Humanism,</p>	

	Religion and World View: Hindu Dharma	Religion and World View: Christianity	Religion and World View: Islam	Religion and World View: Christianity (and other world views - Hinduism and Humanism)	Big Questions: How easy is it to be religious? What does it mean to be part of a diverse UK & global religious/non-religious community? How do religions bring both peace & conflict? How do religious/non-religious groups contribute to society? Does the media impact people's worldviews? How do people decide what to believe? What is philosophy? Does peace within religion exist?
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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Oak Class</b>	<p>Key question: What do religious people learn from stories?</p> <p>Thread: Belonging – what makes people special?</p> <p>Religion and World View: Christianity</p>		<p>Key question: How do celebrations bring Christians together in different ways?</p> <p>Thread: Belonging - Celebration</p> <p>Religion and World View: Christianity</p>		<p>Key question: Who and what is special to me? Why should we look after the world?</p> <p>Thread: World, Personal Belief &amp; Belonging</p> <p>Religion and World View: Christianity</p>	
<b>Maple Class</b>	<p>What do people believe about God? How are people special?</p> <p>Thread: God the world &amp; self</p> <p>Religion and World View: Christianity (and other World Views - Judaism, Islam, Hindu Dharma and Humanism)</p>	<p>How do people celebrate special times?</p> <p>Thread: Belonging – Celebration</p> <p>Religion and World View: Christianity (and other World Views - Humanism)</p>	<p>How do people decide what is right and what is wrong? Is there an afterlife?</p> <p>Thread: Personal belief. Marking life's journey</p> <p>Big Question: Is it ever right to do something wrong?</p>	<p>Why do people mark Easter in different ways?</p> <p>Thread: Belonging – Celebration</p> <p>Religion and World View: Christianity</p>	<p>What does it mean to belong? How do groups express this differently?</p> <p>Thread: Belonging</p> <p>Religion and World View: Christianity</p>	<p>Why are some places more important to people than others?</p> <p>Thread: Belonging</p> <p>Religion and World View: Judaism</p>
<b>Chestnut Class</b>	<p>How do religious &amp; non-religious people talk about God?</p> <p>Thread: God the world &amp; self.</p> <p>Religion and World View: Christianity (and other World Views - Judaism, Islam, Humanism and Buddhism)</p>	<p>How do people decide what they believe is right or wrong?</p> <p>Thread: Authority</p> <p>Religion and World View: Christianity</p>	<p>Why is there diversity within beliefs?</p> <p>Thread: R/W in wider world.</p> <p>Religion and World View: Islam</p>	<p>How do people talk about life after death?</p> <p>Thread: Marking life's journey.</p> <p>Religion and World View: Christianity</p>	<p>How do beliefs shape identity?</p> <p>Thread: The self, Authority</p> <p>Religion and World View: Christianity and Humanism</p>	<p>What does it mean to be a part of a religious community or w/view?</p> <p>Thread: Belonging</p> <p>Religion and World View: Judaism and Humanism</p>
<b>Beech Class</b>	<p>How do Hindus make sense of their world? Why is light important?</p> <p>Thread: God, world &amp; Self.</p>	<p>How do people use sources of authority to determine beliefs? Where can we find guidance?</p> <p>Thread: Authority, Personal Belief</p> <p>Religion and World View: Christianity (and other world views – Islam, Bahai)</p>	<p>How have expressions of belief influenced art and music?</p> <p>Thread: R/WV in wider world.</p>	<p>What do people believe about the origins of the world?</p> <p>Thread: Authority</p>	<p>Are journeys important to people? Is life like a journey?</p> <p>Thread: Marking life's Journey.</p>	

	Religion and World View: Hindu Dharma		Religion and World View: A range of religious and non-religious world views	Religion and World View: Christianity (and Humanism)	Religion and World View: Islam, Sikhism and Buddhism
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