



WARCOP CE PRIMARY SCHOOL

RELIGIOUS EDUCATION

POLICY

2026-2028

Approved by¹	
Name:	Teaching & Learning Committee
Date:	21 st October 2026
Review date:	Autumn Term 2028

Together we celebrate our individuality, supporting each other to learn, grow and flourish.

**" We lift our eyes to the hills, from where does my help come?"
Psalm 121**

Our vision for Religious Education (RE)

At this school, RE expresses and strengthens our vision and values that are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

In Warcop Church of England School where pupils and staff come from different faiths and background, RE is a highly valued subject that enables understanding of how religion and beliefs affect our lives. There is 'a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (Statement of Entitlement 2019)

The school provides an RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

We will provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. Links with the Christian vision and values of the school are intrinsic to our RE curriculum. We aim to provide suitable learning opportunities that match the needs of all children. This includes providing relevant support, differentiated activities and a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum inspires pupils to explore, develop and affirm their own faith and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and dignity.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion
- Key beliefs and teachings, practices,
- Impact on the lives of believers and communities,
- Different ways of expressing beliefs, teachings and practices
- Developing pupil skills of interpretation, analysis and explanation in relation to religion
- Pupils' communication of their knowledge and understanding using specialist vocabulary.
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment
- Development of religious literacy
- Provide opportunities for children to Connect and Act

Intent

At Warcop C of E Primary School we believe that it is important for all our children to learn from religion and about religion, so that they can understand the world around them. RE expresses and strengthens our school vision, ethos and values that are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and other world religions, whilst also encouraging children to appreciate the way that religious beliefs shape life and behaviour of individuals around the world. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Implementation

The school provides an RE curriculum that is rich and varied and studies a range of world religions and world views. We have created our own whole School Scheme of work, taking inspiration from a number of useful syllabus such as; the Cumbria Agreed Syllabus (2023), Questful RE, Understanding Christianity and Blackburn Scheme. As well as Christianity, we also have specific units of work learning about Islam and Buddhism. We do however, look at a number of other religious beliefs and worldwide views and traditions within our RE lessons and wider life of the school. Our teachers use a range of formative assessment throughout their lessons, as well as a summative assessment at the end of each unit of work. These may include quizzes, multiple choice questions tests, learning journey maps as well as reflective writing pieces based on key questions.

We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school and a faith community. Children also take regular trips to the local Christian Church throughout the academic year, as well as going further afield on whole school RE trips.

We are extremely lucky to welcome visitors into our school on a weekly basis to lead our whole school Collective Worship. In addition, we encourage children to lead their own Collective Worship or share whole class worships, which always have a link to our school value for the term.

Impact

The children at Warcop C of E Primary School enjoy learning about other religions and why people choose or choose not to follow a religion. Through their learning, the children are able to make links between their own lives and those of others in their community and in the wide world, developing an understanding of other people's cultures and ways of life. Our curriculum inspires children to also explore, develop and affirm their own faith and values, whilst having respect for the faith, belief and values of others.

Through the assessment of RE, teachers are able to assess how much knowledge children have learnt about different religions as well as how much children have learnt from different religions and what they personally believe in life.

Aims

The aims of religious education in this 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.

National Society RE Statement of Entitlement 2019

Legal Framework

As a voluntary aided school, we are required by law to provide RE in accordance with our trust deed. We have developed our own scheme of work taking into account advice from the Carlisle Diocese Scheme of Work, Local Authority Scheme, Understanding Christianity Program and our six core Christian Values. It also reflects our current school organisation of mixed age classes, in particular EYFS with Year 1 and Year 2 being with KS2.

Parents have a legal right in accordance with the Education act 1998 to withdraw their children from RE lessons. As this subject is central to the life and identity of Warcop Church of England

School, we ask parents to discuss with the head teacher any reasons they might have for doing this.

Teaching & Learning

- We follow the School's Scheme of work [see appendix]. This is colour co-ordinated to show which 'lense' a subject is being taught; theology, philosophy or human sciences.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- RE has at least 5% of curriculum time i.e. 50 minutes per week in the foundation stage and key stage 1 increasing to 1 hour per week in key stage 2.
- Long term plans for RE ensure that there is continuity and progression for all pupils.
- Inclusion and differentiation for children with SEND and EAL are an integral part of RE planning and teaching
- RE is taught either as a discrete subject or as part of a cross- curricular approach where appropriate. It also includes special topic days such as Experience Pentecost, Experience Eastingle and prayer days.
- A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship
- In this school the faiths taught in RE are:
 - KS1 are Christianity and Buddhism
 - KS2 Christianity, Islam and Buddhism
- Other religions and worldviews may be taught implicitly or when comparing ideas or as thematic studies.
- Of the RE taught, 60% focusses on Christianity and 40% focusses on other faiths.
- Wherever possible, links are made between Religious Education, our Core Christian Values and other curriculum subjects.
- Plans show which religion is being focused on while some take consideration of all areas and worldwide views.

Spiritual, Moral, Social and Cultural Development/ British Values

- Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. We invite children to reflect on their personal responses to issues, consider those of others, and appreciate that for some people belief in a spiritual dimension is important.
- We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society as well as their own experiences
- RE makes an important contribution to the School's duty to promote community cohesion. It provides key context to develop pupil's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

Assessment & Achievement

Appropriate to age, at the end of their education in our Church school the expectation is that all pupils are religiously literate and (as a minimum) they are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions
- Engage in meaningful and informed dialogue with those of all religions and world views. (*National Society RE Statement of Entitlement 2019*)
- Pupil progress and attainment in RE is tracked by the class teacher and are used to show children what skills need to be learnt while reflecting on their own achievements. Progress in RE is included in each child's annual report to parents. Samples of work are displayed in Class floor books.
- Children will be assessed at the end of each topic using a self-reflection sheet or a retrieval quiz type assessment. Example template included at end of document.

Leadership & Management

The governors and headteacher will ensure that:

- All pupils make progress in achieving the learning objectives of the school's RE curriculum.
- The teaching of RE is well led and effectively managed, and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for continuous professional development (CPD).
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact in promoting community cohesion.
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion.
- Clear information is provided for parents on the RE curriculum and the right to withdraw.

- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations regarding RE and pupils can make good progress.

The RE subject leader:

- Will support and regularly monitor the subject across the school, along with the designated RE governor.
- Provide resources when and where appropriate.
- Ensure that relevant and regular CPD is in place to keep his/her subject knowledge and expertise up to date and that staff receive appropriate training for the teaching and assessment of RE.
- Report regularly to the RE governor so that everyone has an overview about progress and attainment in RE.
- Ensure RE provision reflects diocesan advice and recommendations

Inspection of RE as a Warcop Church of England School will be under the SIAMS inspection schedule and will look at both:

- effectiveness in ensuring that pupils flourish through the provision of high quality religious education
- effectiveness in ensuring that the subject expresses the school's Christian vision

Resources

- Planning templates have been created to focus through which 'lense' the subject is being taught.
- We are building up our own collection of videos, music, posters and artefacts to enrich children's experiences. We borrow books and artefacts from a variety of sources such as the Schools Library Service. We also have some of our own Godly Play boxes.
- Understanding Christianity website and file.
- Questful RE website, online resources and file.
- We have lots of RE Today printed resources and have an up to date subscription.
- Visits and visitors to the school are included in our RE scheme. We have regular visits from representatives of different faith communities.
- We are fortunate to be in walking distance of the Parish Church and Churchyard. During their time with us the children visit different churches. We regularly liaise with our local parish priest who offers advice and guidance. We also link to St. Theobald's Church for our Harvest Festival which is the local school for some of our catchment children.
- The curriculum co-ordinator will review resources as appropriate.

Review

There will be a review every two years of this policy. Its effectiveness will be monitored by the RE leader, together with Collective Worship Coordinator and governors. This will include discussions with other members of staff, observation of teaching and monitoring of children's work. Evaluation of teaching plans will form part of any review. The outcomes will influence the school development plan.

Year R,1 and 2 RE Scheme of Work

Ongoing unit 3 hours a year	What are my senses telling me about religions and belief?					
School Value	Friendship	Respect	Endurance	Compassion	Belief	Forgiveness
Year A	How is friendship important in the bible?	What special books and texts are important in religions?	How has the universe come to be?	Why might the cross be important to Christians?	What things might be precious to people and why?	What do most Buddhists believe about Karma?
	C	ALL	ALL	C	ALL	B
		KS1 unit 2.1 the bible		KS1 unit 1.5 easter and 2.1 the bible and 2.4 easter and 2.5 the church	KS1 unit 2.1 the bible	
Year B	Where and why do people pray?	What does the nativity story teach Christians?	Who might be a role model for many people?	What celebrations do most Christians celebrate?	Why do most Buddhists believe that living things should not be hurt?	How do we know what is right and what is wrong?
	ALL	C	ALL	C	B	ALL
	EYFS unit 9 special places EYFS unit 10 prayer	EYFS unit 4 christmas KS1 Unit 1.3 and 2.2 Christmas		EYFS unit 4 christmas KS1 Unit 1.3 and 2.2 Christmas		

	KS1 unit 2.5 the church					
Year C	Why is baptism important to most Christians?	How do people make moral decisions?	What is the story of Buddha?	Why is Easter important to most Christians?	Why do people have different views about who God is?	How might a celebration, bring together the community?
	C	All	B	C	All	All
	KS1 unit 1.7 baptism Baptism worksheet			EYFS unit 7 easter KS1 unit 1.5 and 2.4 easter Easter worksheet		EYFS unit 4 christmas and unit 7 easter and unit 9 special places KS1 unit 1.3 christmas, 1.5 easter, 2.2 christmas, 2.4 easter and 2.5 the church

Year 3 and 4 RE Scheme of Work

Ongoing unit 3 hours a year	What does “being spiritual” mean to me?					
School Value	Friendship	Respect	Endurance	Compassion	Belief	Forgiveness
Year A	What are parables and what can I learn from them?	How do people make moral decisions?	How do people express a commitment to a religion or worldwide view?	What does sacrifice mean to some religions?	What do many Christians believe about the Holy Trinity?	What is the significance of the Five Pillars of Islam?
	C	All	All	All	C	I
		LKS2 unit 3.5 rules for living			LKS2 unit 3.2 and 4.2 christmas, unit 4.3 jesus	
Year B	What do most Christians believe about the creation?	How and where do different religions worship?	Where do many religious beliefs come from?	How might being a Buddhist make a difference to daily life?	Why is there so much diversity in Christianity?	How is prayer important in different religions?
	C	All	All	I	C	All

	Carlisle Diocese RE units Understanding Christianity Christianity and God's creation - BBC Bitesize 2B.2-Creation.pdf (understandingchristianity.org.uk)					LKS2 unit 4.6 prayer
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Year 5 and 6 RE Scheme of Work

Ongoing unit 3 hours a year	What does "having a belief" mean to me?					
School Value	Friendship	Respect	Endurance	Compassion	Belief	Forgiveness
Year A	What do different symbols mean to their faiths?	How are the roles of women portrayed in the Bible and how does this relate to today?	What is a pilgrimage, and what does it mean to different faiths?	What difference might the resurrection make to Christians?	How and why might religions bring both peace and conflict?	What do most Buddhists believe that Karma is? How does this link into their beliefs
	ALL	C	All	C	ALL	B
			UKS2 unit 5.6 loss, death and Christian hope, unit 6.1 life as a journey	UKS2 unit 5.4 easter		

Year B	What does the New Testament teach most Christians about Jesus?	What do different faiths teach us about life after death?	How do faiths explain the different types of suffering in the world	What is the Eucharist and why is this important to most Christians?	Why are mosques important to most Muslims	Does being rich, make you happy? What does being happy mean?
	C	All	All	C	I	A
		UKS2 unit 5.6 loss, death and Christian hope	Is the whole world sacred worksheet		A visit to mosque BBC bitesize	

Example Assessment Sheet



Warcop
CofE Primary School

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Unit: What do most Christians believe about creation?

Key Questions for the Unit:

How do some Christians understand the creation of the world from bible stories?

What do we mean by the natural world?

Does everyone believe the same about creation?

Key Outcomes of the Unit:

The creation stories are at the very beginning of the Bible and be able to recall details briefly.

The natural world is the entirety of all living and non-living things that exist in nature and were created by God.

Explore different beliefs about creation.

I know:



That most Christians believe that God created the world

The creation stories are at the beginning of the Bible

That some people have different beliefs about the creation of the world

I can:



Sequence the events of the creation story

Explain why some people may hold different beliefs

Explain the difference between the natural world and man-made objects

Explain how Christians can be 'stewards or caretakers' of the Earth

RE Planning template draft UNIT: _____.

Topic overview



Main focus for topic:	
Religion/ worldwide view	
Core questions:	
Key vocabulary:	
Links to School Values:	
Links across the curriculum:	
Core knowledge	
Key vocabulary	