



## Chudleigh Church of England VC Community Primary School Religious Education Policy

This policy was reviewed by the Full Governing Board on 12<sup>th</sup> July 2023  
Next Review – July 2025

### A place for all to **grow and flourish**

Our Christian school will provide a safe and nurturing environment in which every child's gifts are celebrated so that they can flourish and achieve. Our school family will reach outwards to our community and the wider world in exploration, love and friendship.



### **Mark 4:30-32**

*The kingdom of God is like a mustard seed. The mustard seed is the smallest seed you **plant** in the ground. But when you plant this seed, it **grows** and becomes the largest of all garden plants. It **produces** large branches. Even the wild birds can make nests in it and be protected from the sun."*

### **The importance of Religious Education in the curriculum**

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about faith, issues of right and wrong and what it means to be human.

At Chudleigh CE VC Community Primary School the R.E. curriculum aims to give the children in our care, knowledge and understanding of the principal religions; Christianity, Hinduism, Islam, Judaism and non-religious world views such as humanism. R.E. is taught within a local, national and global context.

Our school RE curriculum offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

### **We aim to help our children to:**

- understand how belief may impact on culture, relationships, values and lifestyle.
- develop attitudes of respect, sensitivity, open-mindedness and self-esteem.
- develop spiritually, morally, culturally and socially by helping them to reflect on personal feelings, responses and relationships.
- explore ways in which different religious values and teaching have an impact on actions and decisions for people of faith.
- be supported in their own search for meaning and purpose in life.
- develop a sense of awe, wonder and mystery.
- explore concepts of love, forgiveness and sacrifice.

### **What do we teach and how do we teach it?**

The school follows the Devon, Torbay & Plymouth agreed Syllabus produced by RE Today, which adopts an enquiry approach and helps the children think about big questions.

Children learn about different beliefs and teachings; practices and ways of life and how people of different religions express themselves in different ways.

In Learning from Religion children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?); questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

### **Key Skills in RE**

We strongly believe that RE is more than just developing children's knowledge and understanding. We seek to develop children's skills in investigation, enquiry, communication, interpretation, analysis, reflection and evaluation. These are important life skills for children to develop and use in their daily lives. We believe it is essential for our children to learn through...

- Investigation and enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of computers).
- Reflection (ensuring the children have planned time to consider and reflect on their own understanding and opinions).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

### **Key Attitudes in RE**

RE at Chudleigh CE VC Community Primary School seeks to promote the following key attitudes:

- self-esteem (so that every child feels valued and significant),
- respect (including being sensitive to the beliefs, feelings and values of others), □ open-mindedness and tolerance (being willing to learn and gain new understanding)
- appreciation and wonder (developing children's imagination and curiosity).

### **Approaches to teaching and learning in RE**

At Chudleigh CE VC Community Primary School we believe RE is an exciting curriculum subject and we adopt an enquiry approach, employing a wide range of learning methods and resources in our teaching. These include:

- visiting local places of worship and receiving visitors from faith communities
- using art, music, dance and drama
- experiencing times of quiet reflection to develop thoughts and ideas
- using stories, pictures and photographs
- using artefacts to develop an understanding of religious beliefs and forms of expression
- discussing religious and philosophical questions
- developing the use of computing (particularly DVDs, films and searching the internet)
- using outdoor learning experiences and exploring God's creation

- When opportunities arise, children use e-mail and video conferencing to link with other schools and communities in different local, national and global locations. They also use multimedia and presentation software to communicate their own ideas and those within different religions and beliefs.

We strive to ensure RE is a lively, stimulating subject, which evokes interest and engages all children. Learning is planned to meet the individual needs of all the children.

## Assessment

At Chudleigh Church of England VC Community Primary School we recognise that some of the most important learning in RE (e.g. how RE contributes to spiritual development) cannot be formally assessed. What we do assess is children's progress through discussion and pupil conferencing.

## Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. The school asks parents/carers to contact the Headteacher or the R.E./Collective Worship Leader if they have any concerns about RE provision and practice at the school.

## Organisation of Learning across the school

SINGLE YEAR GROUP						
Year group/Term	1	2	3	4	5	6
EYFS	Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b> ?	What times/stories are special and why?	F3 SALVATION: Why do Christians put a cross in an <b>Easter</b> garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
1	1.2 CREATION: Who Made the World? <b>Harvest</b>	What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
2	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does <b>Christmas</b> matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does <b>Easter</b> matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
3	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
4	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? <b>Christmas</b>	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b>	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of <b>Pentecost</b> ?	Why do some people think that life is like a journey and what significant events mark this?
5	What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? <b>Christmas</b>	2b.1: GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? <b>OR</b> What matters most to Humanists and Christians?

6	Why do Hindus want to be good?	2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? <b>Easter</b> <b>OR</b> 2b.7: SALVATION: What difference does the resur-rection make to Christians? <b>Easter</b>	2b.8 KINGDOM OF GOD: What kind of King is Jesus? <b>OR</b> 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	How does faith help people when life gets hard?
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## The contribution of RE to the wider curriculum

Although there is scope for involvement in cross-curricular teaching, most aspects of the R.E. curriculum have their own distinctive subject matter and it is therefore taught as a separate subject.

## Big Questions

As part of our RE curriculum we encourage the children to explore the ‘**Big Questions**’ of life. We have introduced the resource **Picture This**, which helps the children to explore up-to-date current issues and to develop their global awareness. Valuable links are made with Collective Worship and other areas of the curriculum, encouraging children to debate and express their own views.

## RE contributes to our children’s spiritual development through:

- discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God, humanity and values such as justice, honesty and truth.
- learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- valuing relationships and developing a sense of belonging.
- considering how religions and beliefs regard the value and purpose of humanity, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

## RE contributes to our children’s moral development by:

- enabling them to value themselves and others.
- helping them explore the influence of family, friends and other sources on moral choices.
- helping them consider what is of ultimate value both to children and within religious traditions.
- enabling them to develop an understanding of the key beliefs and teachings in religious values and moral choices.
- letting them consider ethical issues, especially justice which promotes racial and religious respect.
- allowing reflection on the importance of rights and responsibilities and developing a sense of conscience.

## RE contributes to our children’s social development by helping them to:

- consider how religious and other beliefs lead to particular actions and concerns.
- reflect on the importance of friendship and positive relationships.
- **RE contributes to our children’s cultural development by giving them opportunities to:**

- encounter British people of different faiths
- encounter people, stories, artefacts and resources from differing cultures.
- promote respect for all, combating prejudice and discrimination.
- challenge stereotypes of religion and beliefs.

**RE contributes to our children's use of language by enabling them to:**

- acquire and develop a specialist vocabulary
- use this vocabulary to help communicate and explain their thoughts / feelings with clarity.
- listen and respond to the views and ideas of others.
- be inspired to want to ask and respond to questions.
- write in different styles / forms - such as poetry, diaries, reports and extended writing.

**RE contributes to our children's understanding of British Values by enabling them to:**

- discuss right and wrong choices, knowing that they are in a safe and supportive environment
  - exercise their rights and personal freedoms and listen to advice on how to do this safely
  - understand and develop tolerance of people of other faiths and beliefs.
- develop and embed the core value of respect for those around them.