



Abberley Parochial V.C. Primary School

# RE Subject Policy

September 2025

Love, Grow and Flourish Together

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## 1. Vision – love, grow, flourish.

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making:

- We seek to enable children to be **rooted and grounded in love**; we will feel loved and show love to others in our school and wider communities. We seek to feel a connection with the school, the staff, and the community through a shared sense of belonging.
- We strive to instil in pupils the **power to comprehend**; We will seek to grow in our understanding of all that is around us, encouraging all to live well together. By growing in confidence and self-awareness, pupils will be well-grounded and equipped with the intellectual freedom to think independently, explore big ideas, and challenge different perspectives.
- **Filled with the fullness of God**; We will be filled with His love, joy and goodness to live a fulfilled life. We encourage interests, hobbies and enrichment opportunities that will help all to thrive in life.

### Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being *rooted and grounded in love*. I pray that you may have the *power to comprehend*, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be *filled with all the fullness of God*.

### **Love, Grow and Flourish Together**

Our school vision underpins all we seek to learn and experience in our school community.

## 2. Intent

RE education at Abberley Parochial Primary School is provided in line with the Church of England Statement of Entitlement (February 2019).

Through RE we seek to provide pupils with opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop a deeper and richer understanding of the world and its people. We intend for them to gain, through our programmes of study, an appreciation of and respect for diversity; diversity of belief, thinking, culture and heritage. We encourage our pupils to reflect upon their own ideas and ways of living. Our RE curriculum seeks to equip our pupils with a systematic knowledge and understanding of a range of religions and beliefs enabling them to develop their ideas, values and identities.

As a church school, we seek to enable pupils to gain a deep understanding of Christianity as a living world faith and how it links with the culture, tradition and values of our country. Our RE curriculum is closely linked to our school collective worship and alongside this our intent is that our school vision will be instilled in our pupils.

## 3. Implementation (including timetable allocation)

The content of our RE curriculum is based on the Worcestershire Agreed Syllabus 2025 - 2030 and Understanding Christianity. Each half-term has an allocated theme or enquiry question. The curriculum is spiral in nature with key concepts being revisited throughout each child’s time at school to allow the children to increase their depth and breadth of understanding. Under the Worcestershire Agreed Syllabus the intent is to have a systematic knowledge of individual religions before addressing themes to compare and contrast different faiths.



## Worcestershire Agreed Syllabus.

Our RE curriculum is based on 3 principal aims

- 1. Pupils make sense of a range of religious and non-religious beliefs, so that they can:**
  - Identify, describe, explain and analyse beliefs and concepts in the context of living religious and non-religious world views, using appropriate vocabulary.
  - Explain how and why these beliefs are understood in different ways, by individuals and within communities.
  - Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are expressed and interpreted in different ways, developing skills of interpretation.
- 2. Pupils understand the impact and significance of religious and non-religious beliefs, so that they can:**
  - Examine and explain how and why people express their beliefs in diverse ways.
  - Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
  - Appreciate and appraise the significance of different ways of life and ways of expressing meaning.
- 3. Pupils make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
  - Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
  - Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
  - Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Substantive Knowledge.

Early Years Foundation Stage	Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place in it.	Consideration of other religions and non-religious world views can occur at any stage as appropriate in the school context.
Key Stage 1	Christians, Jews and Muslims	
Key Stage 2	Christians, Jews, Muslims and Hindus and non-religious worldviews (e.g. Humanists)	

Understanding Christianity.

Early Years Foundation Stage	Creation, Incarnation, Salvation
Key Stage 1	Creation, Incarnation, Salvation, Gospel, God
Key Stage 2	Creation, Incarnation, Salvation, Gospel, God, Fall, People of God, Kingdom of God

**Disciplinary Knowledge.**

Throughout the curriculum RE is viewed through academic lenses of theology, philosophy and sociology using a range of disciplinary tools.

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- asking questions
- examining texts
- looking at stories
- constructing arguments
- exploring case studies
- making observations
- creating surveys
- interpreting art and images
- expressing ideas
- thinking ethically
- looking at data
- reflecting
- evaluating arguments
- looking at interviews
- coming to conclusions

### Personal Perspective.

It is recognised that each child has their own personal viewpoint based on their knowledge, experiences and background. Pupils are given the opportunity to reflect on this, become more self-aware and question their assumptions.

RE lessons take place in the classroom, around our school site and through curriculum visits, which include visits to various places of worship and diocese organised visits. Permission from parents is always sought during the planning stage of a visit. Regular visits to our local church, St Mary's, also forms part of our RE curriculum. The involvement of our local Reverend and other members of our local church along with visitors from other faiths further enhance our curriculum.

### Allocation

EYFS	36 hours of RE per year (50 minutes a week)
Year 1 and 2	36 hours of RE per year (1 hour each week)
Year 3 and 4	45 hours of RE per year (1 hour each week plus additional RE days)
Year 5 and 6	45 hours of RE per year (1 hour each week plus additional RE days)

### Withdrawal

In line with the School Standards and Framework Act 1998 parents have the right to withdraw their children from RE lessons or any part of the RE curriculum. Parents wishing to exercise this right should discuss their preferences with the head teacher, including the practical implications of withdrawal. The school will accommodate these requests, ensuring the child's education continues without disruption. When parents request withdrawal, the school will respect this right and discuss arrangements to best accommodate the child's withdrawal. Schools have a duty to supervise withdrawn pupils but are not required to provide additional teaching or incur extra costs.

### 4. Impact (including monitoring of standards)

Our pupils are open-minded and appreciate diversity. They are actively involved in good causes around school and in the community and show a strong understanding of religions around the world and express themselves well regarding their own thoughts and feelings. Almost all pupils meet the expected standard in religious education when judged against the learning outcomes of the Worcestershire Agreed Syllabus and Understanding Christianity. Many more of our pupils show a greater depth in understanding.



Regular book reviews, pupil voice, staff feedback and learning walks ensure that our curriculum is being covered and that the standard of learning enables all pupils to progress, access the learning and be challenged in their thinking.

Pupils progress in RE is monitored through our school tracking system based on teacher assessments against our curriculum content and skills progression and analysis of this is included in our termly pupil progress meetings which may lead to intervention strategies being adopted to support pupils.

Regular monitoring by our Governors along with our SIAMs self-assessment procedures and annual subject development planning and implementation ensure that our curriculum and teaching and learning are effective and constantly developing and improving in line with best practice.

#### 5. Curriculum overview/Planning

The curriculum content overview and 2-year curriculum programme can be found on the school website by following the link below.

#### 6. Subject progression

Evidence of progression in breadth and depth of thinking should be evident in children's books and through pupil voice discussions. Children should be given open ended opportunities to express their own ideas, thinking, reasoning and creativity.

#### 7. Assessment/inclusion and challenge

Children's standards and achievements in RE are assessed in line with the School's Assessment Policy. Assessment in all year groups includes: -

- On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria.
- Feedback of children's work; against the shared learning objective and success criteria in line with the schools marking policy;
- Teacher assessments are made in line with the end of unit outcomes are made each half term and are discussed during pupil progress meetings. These are recorded on the data tracking system.
- The Subject Leader also performs book reviews, pupil voice discussions, learning walks and staff feedback throughout the year to develop an overview of understanding and progress of pupils in RE and inform further subject development needs.

Inclusive practice in RE enables all children (including those working at Greater Depth or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Teaching and learning is therefore differentiated to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting and annotating the plans to their children's needs.

#### 8. Cross curricular and IT links

RE is a subject which lends itself to language development. Reasoning, collaboration and curiosity are key attributes and we seek for these to be significantly developed through our RE programmes of study.



Extended writing should be a regular feature in RE lessons as this allows children to record their ideas, thoughts and feelings. It is likely that IT may be used to research and gather information. Options for IT also include the use of computer software packages to present learning. Art, Drama, DT and Music also lend themselves to cross curricular RE teaching. There are some overlaps between the RE and PSHE curriculums, particularly the PSHE units of work on Being me in my world, Celebrating differences and Relationships.

## 9. Roles and expectations of staff

- Governors
  - i. To understand the legal framework for teaching RE within a church school and the Statement of Entitlement and ensure this is fully implemented.
  - ii. To undertake subject monitoring through lesson observations, book reviews and interviews with the subject coordinator.
  - iii. To provide feedback to SLT and the subject coordinator based on their monitoring.
- SLT
  - i. To lead the monitoring of teaching and learning through lesson observations, pupil voice, staff feedback, learning walks and book reviews
  - ii. To provide feedback to staff based on subject monitoring
  - iii. To oversee pupil progress
  - iv. To engage with governors and support their monitoring of the curriculum
- Subject coordinator
  - i. To coordinate the curriculum
  - ii. To implement strategies to monitor pupil progress
  - iii. To monitor the standards of teaching and learning through learning walks and books reviews, pupil voice and staff feedback
  - iv. To audit resources and request additional resources needed
- Class teachers
  - i. To plan assess and teach the curriculum effectively
  - ii. To model the school's values and attributes
  - iii. To mark and provide feedback on learning
  - iv. To monitor the progress of pupils in their class
- Teaching Assistants
  - i. To follow the guidance of the teacher
  - ii. To support the learning of pupils, enabling them to be successful
  - iii. To model the school's values and attributes
- Other Assistants

## 10. Staff development and expertise

RE is taught by all members of teaching staff who have extensive experience of planning and teaching this subject. They are all qualified teachers and RE lessons include the support of a Teaching Assistant.

The school is signed up to the SLA with the Diocese of Worcester and regularly undertakes training, auditing and monitoring of RE and collective worship with this resource, ensuring that our practice is in line with the very best.

## 11. Subject Development

Subject development planning takes place on an annual basis and reviewed with evidence gathered through our monitoring schedule which includes learning walks, lesson observations, book reviews, staff feedback, pupil voice, data analysis and pupil progress meetings.



Development plans are created during the first half-term in Autumn and are reviewed throughout the year as areas from development are highlighted through monitoring, auditing or training.

RE coordinator: Caroline Lightfoot

Diocese appointed governor: Louisa Ballard

Head teacher: Claire Shelley

