

Learning and living as children of God

(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

Deerhurst and Apperley C of E Primary School



**Religious Education (RE) Policy
Reviewed September 2025
Review July 2027**

Working definition of the curriculum



'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**).'

The Curriculum at Deerhurst and Apperley is:

Shaped by our vision: *'Learning and living as children of God'*.

It is carefully thought out with opportunities and the intent to give the children a curriculum that will enable them to be the best they can be, like God wants the best for everyone.

Spirituality

- We promote an awareness of there being more than yourself in the world, nurturing a sense of awe and wonder.
- We encourage reflection on our part in this world through asking and responding to questions of meaning and purpose.

The Curriculum at Deerhurst and Apperley is:

BALANCED: by promoting the intellectual, moral, spiritual aesthetic, creative emotional and physical development of each child. This intent is aligned to objectives in school and national policy objectives. Staff have a shared understanding of **intent, implementation and impact** and consistent teaching and marking methods are used (**Implementation**) to ensure **impact on pupils**.

RIGOROUS: the curriculum takes into account disciplinary habits of mind - disciplinary specific, powerful ways of thinking that are developed

through sustained engagement with the discipline. For example, inverse operations in maths, cause and effect in science and provenance and context in history. This is all part of the **implementation** of the framework itself.

COHERENT: the curriculum is designed to promote the development of capabilities across subjects – for example, children learn about graphs in maths before it is needed in science. The design of our curriculum **implementation will lead to impact** through this coherence.

VERTICALLY INTEGRATED: it is clear how material taught in one year builds on what was learned in previous years, and how it leads on to subsequent learning. School clearly sets out the objectives each year and they are made clear at the **implementation** of the curriculum and the intent of how objectives will be transferred into processes, such as subject coverage, medium term plans and termly plans. The methods then developed in the classroom with objectives and marking will then reinforce implementation.

APPROPRIATE: the curriculum provides challenge for students when it is **implemented** and is planned for **impact** when study is ongoing or complete. That it meets the needs of all learners.

RELEVANT: the curriculum will be relevant and takes into account the interest, needs and wishes of children, but within a framework of informed choice in respect of pedagogy and curriculum. School makes clear objectives from national **intent** of the curriculum which are transferred clearly into **implementation** within school processes which lead to outcomes (**Impact**) of the school objectives and those of the children

Intent

1. Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Deerhurst and Apperley C of E Primary School, we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and

understanding. We help the children learn *from* religions as well as *about* religions.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

2. The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the Reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching; it also promotes education for citizenship. Our school RE curriculum is based on the Gloucester LA's Agreed Syllabus and it meets all the requirements set out in that document, we also use the Christianity Project resources linked into this syllabus. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Implementation

3. Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Harvest, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children. The children also take part in The Experience workshops at their local church. These workshops support and complement the RE curriculum and bring the festivals alive for the children. The HT also provides an opportunity for Prayer Space each year, which the local community also get invited to. These are very successful and children love the way they can explore prayer and our values in school. IT is also used in the form of Padlet, which the children enjoy as another interactive focus of Prayer Space.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. The children regularly prepare and share worship for the whole school and parents, that will be linked to their RE teachings.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;

- setting tasks that challenge the children and allow for deeper thinking and reflection
- We use 'Big Questioning opportunities' which allow children to ask and take part in questions raised, allowing exploring and deeper thinking.

4. Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Reviewed Gloucestershire LA's Agreed Syllabus and The Christianity Project. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. The planning is closely linked to The Christianity Project and understanding and connecting The Big Frieze.

We carry out the curriculum planning in religious education in two phases (long-term and medium term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in cooperation with teaching colleagues in each year group. As we have mixed-age classes, we carry out the long-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics.

Our medium-term plans give details of each unit of work for each term, each unit of work is based around a key question which encourages the children to explore their skills of enquiry, it also promotes their spiritual, moral, social and cultural development. Medium term planning is the responsibility of the class teacher. The class teacher uses the medium term plans for each lesson and highlights the specific learning objectives for that lesson. The LOs and SCs are clearly written in each of the children's RE books. S/he keeps these medium term plans and often discusses them on an informal basis with the RE subject leader and during governor visits. These plans are from The Agreed Syllabus and The Christianity Project.

5. Foundation Stage

We teach religious education to all children in the school, including those in Little Deers pre-school/Reception.

In Reception, religious education is an integral part of the topic work covered during the year. As Reception Year is part of the Early Years Foundation Stage, we relate the religious education aspects of the children's work to the aims set out in the Early Years Foundation Stage Guidance, which underpin the curriculum planning. There are clear links to Personal, Social and Emotional Development and the learning area of Understanding the World.

Example:

Values	Friendship Through the roof Jesus heals a paralysed man whose friends let him down through the roof. Luke 5:18-25 The New Testament	Respect Jesus shares a very special last meal with his friends, the disciples. The last supper and a betrayal The New Testament Matthew 26, Mark 14, Luke 22 & John 13	Perseverance The Parable of the Lost Sheep The New Testament Luke 15:3-10 and Matthew 18:10-14	Thankfulness Jesus heals ten men. The man who came back to Jesus to say, "Thank you". Luke 17:11-19 The New Testament	Trust The storm on the lake Luke 8:23 The New Testament	Truthfulness Jacob and Rebecca fool Isaac into blessing Jacob instead of Esau. The Old Testament Gen. 27-28
Year group/Term	1	2	3	4	5	6
EYFS FS1 and FS2	F3. How might people in Gloucestershire show they belong together? a e h MYSELF, SPECIAL TIMES	F2. Why is Christmas special to Christians? UC a e f SPECIAL PEOPLE SPECIAL TIMES	F1. Why is God so important to Christians? UC a d SPECIAL PEOPLE SPECIAL BOOKS	F4. What special times do people celebrate and why might these times be very important? a b c SPECIAL TIMES	F6. What stories are important in our school community/ local area and why? a d e SPECIAL BOOKS/STORIES	F5. Which places are special for people living in Gloucestershire and why? a c d SPECIAL PLACES OUR COMMUNITY

6. Contribution of religious education to the teaching of other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussion and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

Computing

We use IT where appropriate in religious education. The children find, select and analyse information, using the internet and other research engines. They also use IT to review, modify and evaluate their work and to improve its presentation. Children also use Padlet, as mentioned previously, to make their learning up to date and interactive.

Personal, social, health and citizenship education (PSHCE)

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, racial, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We use many 'Big Question' opportunities. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. Children discuss HATE crimes and consequences. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

7. Teaching religious education to children with special needs

In our school inclusion is paramount, therefore we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their My Plans.

Impact

8. Assessment and recording

Staff use key question assessments, learning about religion and learning from religion. This assessment is linked to Beliefs, impact

and connection from the Agreed Syllabus and Christianity Project. Each class has an assessment folder and assessment and monitoring examples currently being used in school.

9. Resources

We constantly review resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a supply of RE topic books and to support the children's individual research. We also receive resource boxes from the diocese to support our Values collective worship themes. Roots and Fruits, Jack in the box and Out of the box resources have been purchased to support worship in school. The school have recently purchased resources from the diocese supporting worship and spirituality. The school also has a worship chest which is full of useful resources to use in both RE and worship.

10. Monitoring and review

The RE subject leader (HT/KR) is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. They also carry out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject. The RE leader also liaises with the Ethos committee and the governor responsible for RE. The Headteacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

Reviewed September 2025

For Governor Approval at the next FGB meeting in Oct 2025

Approved by Governors:

Chair of Governors: Mr A Matthews

Date:

Head teacher: Jayne Neveu

Date: