



Religious Education policy



Approved by:	Full Governing Board	Date:	September 2025
Last reviewed on:	September 2022		
Next review due by:	September 2028		

Foreword:

Religious Education is an essential element of helping us to fulfil our vision for our school, based on the bible passage below and our mission to enable all members of the school community to 'be all that you can be'.

"Let perseverance finish its work so that you may be mature and complete, not lacking anything." James 1:4

This vision, and our school's values of being ready, respectful, responsible, resilient and reflective, are deepened and developed through our RE curriculum.

RE makes a strong contribution to the education of each child by encouraging them to develop skills of critical thinking and analysis, allowing them to be **reflective** about their own and others' beliefs and faith, as well as developing **respectful** attitudes to other beliefs and traditions and **resilience** in their own values.

Whilst the study of Christianity will form the main component of the Programme of Study, RE will also involve learning about other religions and worldviews. Developing tolerance and respect for other religious beliefs and traditions will help pupils be **ready** for life in modern, multi-cultural Britain.

1. Context:

The context of RE at Ewelme C.E. (V.A.) Primary School is that of a small rural primary school, serving children in the age range 4-11, with approximately 33% of pupils coming from service families based at nearby R.A.F. Benson.

We teach according to the Oxfordshire Agreed Syllabus.

We recognise the variety of religious and non-religious backgrounds from which our pupils come.

We welcome the diversity and we intend to be sensitive to the home background of each child.

We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.

We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

2. The legal position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. *Following advice from the Oxford Diocesan Board of Education, the governors decided that religious education in our school should be based upon the Oxfordshire Locally Agreed Syllabus* while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England.

Statutory section 48 (SIAMS) inspections will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of the quality of teaching, progress and assessment, alongside the priority, provision and profile of RE as expressed through the quality of the curriculum. Religious education

has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

3. Aims of RE at Ewelme:

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and worldviews. This is religious literacy.

Therefore, the aims of RE in our 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.

4. Time allocation:

The RE curriculum at Ewelme C.E. (V.A.) Primary School, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus, e.g., Judaism in KS1, Hinduism & Islam in KS2.

Year group(s)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Christianity Who are Christians? Christian belief The bible	Christianity Church Prayer Symbols	Christianity Community Religious and non-religious worldviews	Religious and non-religious worldviews Views of God	Religious and non-religious worldviews Families Beliefs and celebrations	Religious and non-religious worldviews Celebrations Festivals
Year 1	Christianity God Creation Conservation	Christianity Harvest Christmas Celebration	Christianity New Testament Parables Opinions and beliefs	Judaism God the creator Abraham Prayer	Judaism Laws and rituals Shabbat	Judasim 10 commandments Food laws The golden rule
Year 2	Judaism The Torah Stories Beliefs and actions	Judaism Synagogues Worship	Religious and non-religious worldviews Leaders and leadership Joshua	Christianity God The Bible and parables The holy trinity	Christianity The Bible and parables Opinions and beliefs Right and wrong	Christianity Worship Actions and belief
Year 3/4 Cycle A	Christianity Jesus' miracles	Christianity Christian life events	Christianity Depictions in art	Islam God Beliefs	Islam Holy books Dedication	Islam Religious and non-

	Beatitudes, 'Greatest Commandment'	Festivals Denominations		Qu'ran	Devotion	religious worldviews Truth and perceptions
Year 3/4 Cycle B	Christianity Incarnation Jesus the Messiah God	Christianity Church Change Church practice	Christianity Prayer Miracles	Hinduism Brahman Murtis and Trimurti Stories	Hinduism Arti Puja Ritual and celebration	Christianity Hinduism Places of worship Pilgrimage Spirituality
Year 5/6 Cycle A	Christianity Salvation Jesus' death Practices and worship	Christianity Rites of passage Baptism	Christianity Reality and truth Wisdom Jesus Parables	Islam Muhammad (PBUH) 'Seal of the Prophets' Jesus	Islam Mosques Ummah	Religious and non-religious worldviews Philosophy Right and wrong
Year 5/6 Cycle B	Christianity Resurrection Jesus Beliefs and actions	Christianity Charity Beliefs and actions Faith	Christianity Judgement Opinions and beliefs Questions and answers	Hinduism Samsara, karma and moksha Stories	Hinduism Pilgrimage Beliefs and actions	Religious and non-religious worldviews Similarities, differences and connections Influence on actions and beliefs

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons/blocks/cross-curricular settings as appropriate. **The time dedicated to RE is separate from the time given to Collective Worship.** In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

5. Teaching, Learning and Assessment:

At Ewelme C.E. (V.A.) Primary School, we use the ODBE scheme of work to deliver our RE curriculum.

RE is taught using an enquiry-based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter members of a wide range of communities and visit places of worship.

RE will be taught in line with 'The Ewelme Way: Our shared approach to teaching and learning' (see appendix A.)

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background in line with the school's SEN and Equal Opportunities policies.

Assessment procedures will be robust and in line with the assessment procedures and feedback policy of the school, meeting the requirements of the syllabus or scheme that has been adopted. Assessment will largely

be used to assess the effectiveness of the curriculum and of teaching and learning. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt.

6. Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

7. Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

8. The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

9. Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended if possible, but review must be done within a 3-year period.

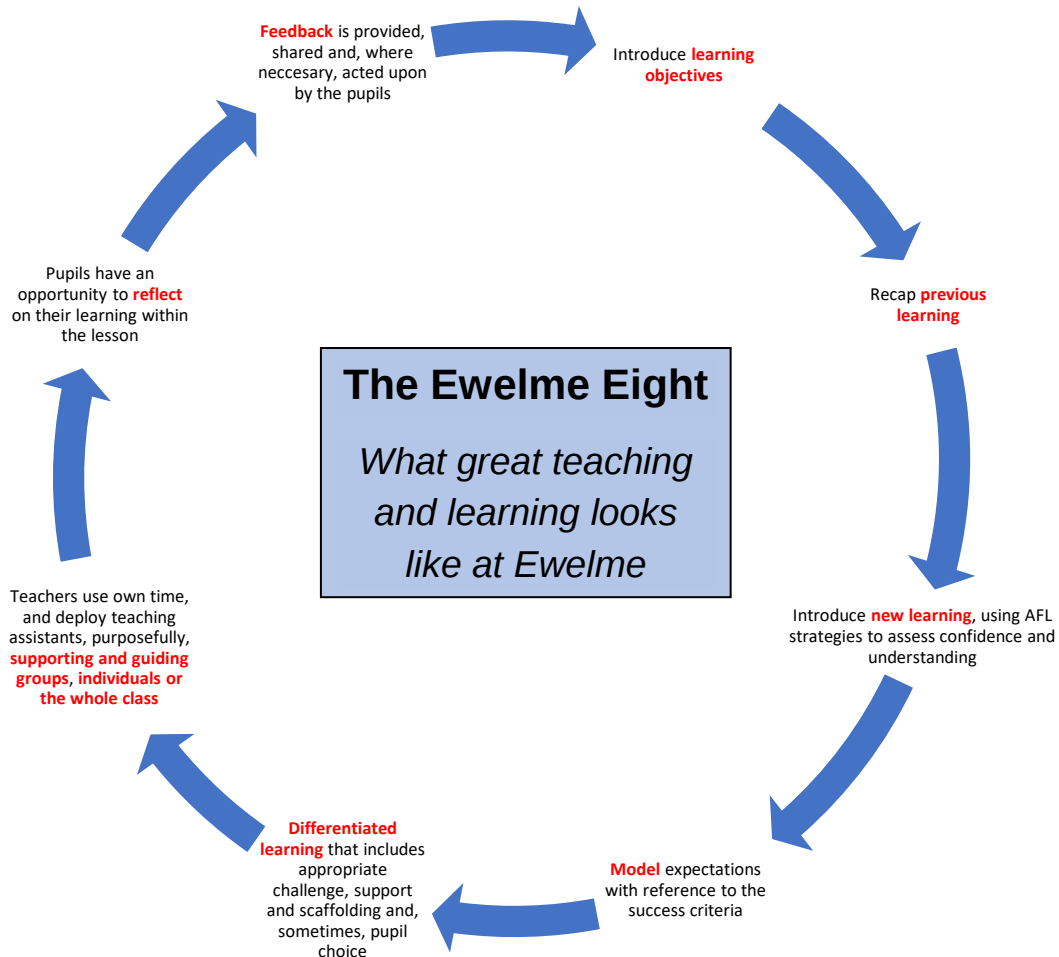
Appendix A:

The Ewelme Way:

The Ewelme Way is our consistent, whole-school approach to teaching and learning. It comprises the Ewelme Eight – the eight key features of great teaching here at Ewelme – and our learning environments.

1. The Ewelme Eight:

Learning objectives -> previous learning -> new learning -> model -> differentiate -> adult support and guidance -> reflect -> feedback



Introduce **learning objectives**:

- Share learning objectives with the pupils and provide them on stickers to be stuck into books above any written work in that lesson.
- These are worded 'We are learning to...'.

Recap **prior learning**:

- Make explicit links to previous lessons or topics where there is a relevant link to the learning objective.
- Reflect on areas of strength or difficulties identified in that previous learning.
- Links to prior learning should continue to be identified and explored throughout lessons.

Introduce **new learning**, using **Assessment for Learning** strategies to assess confidence and understanding:

- A stimulus is usually used to introduce this new learning e.g. PowerPoint presentation, picture, object, video etc.

- Utilise assessment for learning (AfL) strategies including use of individual whiteboards, targeted/differentiated questioning, pupil self-assessment.
- Consider the implications of the AfL – who needs more support or scaffolding, who needs more challenge?

Model expectations with reference to the success criteria

- Model tasks so pupils are clear and confident in what they need to do.
- Model 'thinking', mindset and presentation.

Differentiated learning that include appropriate challenge, support and scaffolding and, sometimes, pupil choice:

- Differentiate learning at least three ways, tailored for: less confident learners and/or those with SEND; those learning at the expected standard for their age/stage; more confident and able learners.
- Differentiate in a number of ways, including: differentiated tasks; differentiated success criteria; levels of scaffolding and support resources; adult guidance and support.
- Provide learners with the opportunity to progress through the differentiated challenges or change the task and/or level of challenge within a lesson so their potential and progress is not limited.
- Often, give learners responsibility for choosing the level of challenge that they feel is most appropriate for them within a lesson, although this is guided and overseen by adults as required.

Teachers use own time, and deploy teaching assistants, purposefully, supporting and guiding groups, individuals or the whole class:

- Target individuals or groups for support that have been identified based on existing knowledge of the pupils, previous AfL or 'in-lesson' AfL.
- Deploy other adults purposefully to guide and support the learning of individuals or groups based on the criterion above.

Pupils have an opportunity to reflect on their learning within the lesson:

- Provide opportunities for all learners to reflect on their progress within and/or across a series of lessons/within a topic.
- Reflection opportunities include: self-assessment opportunities (e.g. RAG rating); editing and improving their own work; answering learning reflection questions.

Feedback is provided, shared and, where necessary, acted upon by the pupils:

- Show overall progress against a learning objective by ticking it once, for an emerging understanding, and twice for secure understanding.
- Tick correct answers and/or good ideas or elements of work
- Put a dot and/or 'fix-it' box next to incorrect answers
- Underline incorrect spellings that you would expect a pupil to be able to spell and/or that are within the pupils ability to correct independently. Place 'sp' in the margin.
- As appropriate, provide development/next step tasks/challenges that recap an aspect of the learning objective that proved difficult for the pupil or which moves learning on.
- Ensure pupils have time to see marking and act on corrections and development/next-step tasks.
- Feedback can also be provided verbally to the whole class, groups or individuals in subsequent lessons (especially when introducing learning objectives and recapping previous learning).

2. Learning environments:

- All display boards are backed in white and have a yellow and blue double border.
- Year 1 – Year 6 learning environments have an English and Maths working wall.
- All classrooms have a display linked to the topic or theme for the term.
- There are number lines on display in every classroom.
- Manipulatives to support maths learning are available in every classroom.

- Other support resources, such as high frequency words, lists of different words (e.g. adverbs, adjectives etc.) are available in every classroom.
- Seating and tables are arranged in each learning environment to accommodate group work when appropriate.
- There is a collection of inspiring, age-appropriate reading books in every learning environment.
- Pupils have access to appropriately banded books where required.