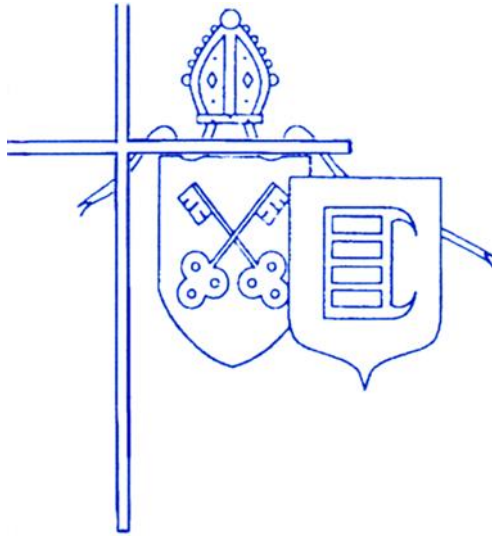




Barnwood Church of England Primary School

Religious Education Policy



School Vision

For Barnwood to be a school where we **‘Love our neighbour’** and work together to **‘be the best that we can be’** for the good of all.

Working with all members of our school community we want to provide our children with the best possible learning experiences so that they grow into ambitious and responsible citizens.

Our Christian vision and its linked values are at the heart of our school and rooted in the teachings of Jesus, ‘Love your neighbour as yourself.’ (Matthew 22, verse 39)



Barnwood Church of England Primary School

Religious Education Policy

The School

Barnwood is a Church of England Aided Primary School serving the local community and those who attend the local church of St. Lawrence.

Introduction

As a Church of England primary school, closely linked with Gloucester Diocese and St Lawrence Church, we base our religious education firmly on the Christian faith and our school values, as well as instilling in our children a respect and tolerance of other religious beliefs. The locally agreed syllabus is followed, a copy of which is available to view on request.

Religious education at Barnwood explores how individuals and communities make meaning and sense of their lives through the religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. Religious education is taught in such a way that it inspires pupils to explore, develop and affirm their own understanding of faith and values and have respect for the faith, beliefs and values of others.

We recognise that religious education can make a substantial contribution and promotes spiritual, moral, social and cultural development (SMSC). We believe religious education has an important role to play in developing an understanding of citizenship.

Christian values are at the heart of our school and RE provides many opportunities for the exploration of both our specific Christian values and our British values.

We believe it is important not only to learn about religion, but also, and perhaps more importantly, to learn from religion.

We hope that through religious education pupils will develop positive attitudes towards themselves, other people and the world around them. After all, our school vision is to 'love your neighbour' and be the best you can be for the benefit of all – this is not by accident but because it is our vision and hope for all of our children and members of our school community.

Aims and purpose of religious education

The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

At Barnwood we aim to help the children to understand the importance of religion in our society and throughout our world and to give them the confidence to form their own beliefs and values.

Through RE we aim to ensure that all pupils:

- Make sense of a range of religious and non-religious beliefs
- Understand the impact and significance of religious and non-religious beliefs
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Equal Opportunities

All pupils in our school have the right to be considered of equal value and be given equal opportunities to access the school curriculum.

At Barnwood we strive to ensure that the culture and ethos of the school are such that, whatever the heritage and origins, abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. All pupils have the right to be given opportunities and access to the full curriculum regardless of ethnicity, gender, social circumstances, ability, disability, age, nationality or citizenship. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

Inclusion

The school aims to provide effective learning opportunities for all pupils,

- when planning teachers set high expectations and provide opportunities for all pupils to achieve
- all staff are aware that pupils bring to school different experiences, interests and strengths which will influence the way they learn
- teachers plan their approach to teaching and learning so that all pupils can take part in lessons fully and effectively
- specific action is taken to enable the effective participation of pupils with disabilities

Approach

As a church school Barnwood uses the locally agreed syllabus.

Additional materials, for example on teaching the Christian faith using Understanding Christianity, are used in order to develop our school's distinctive Christian foundation.

The expectation, based on the most recent national guidance, is that there is a minimum allocation of five percent of curriculum time for RE.

EYFS: 36 hours per year devoted to RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

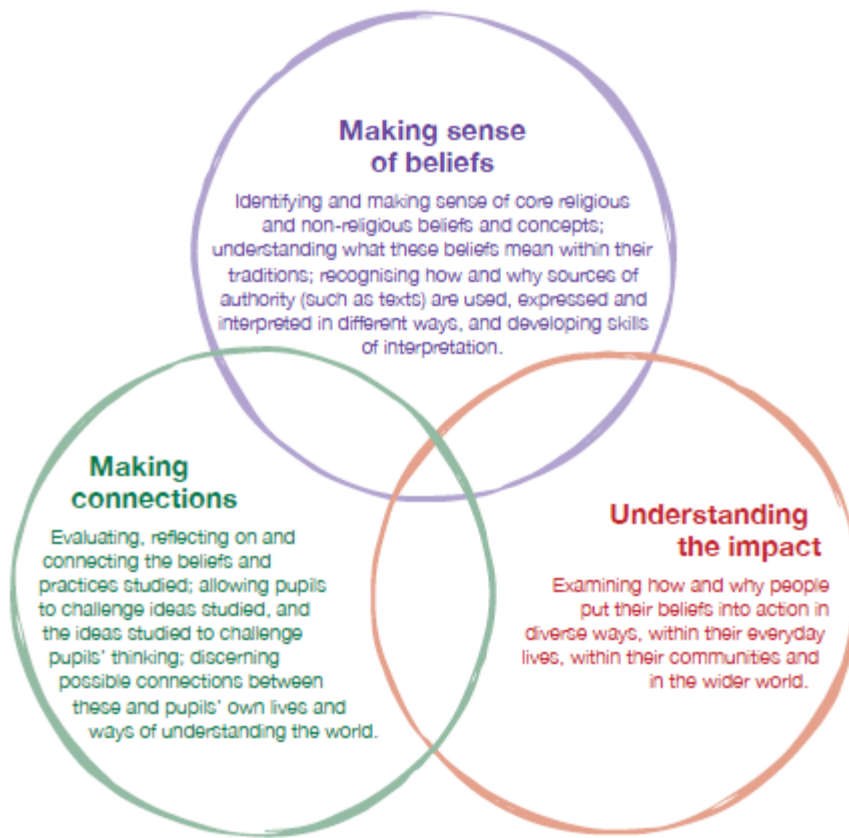
Key Stage 1: 36 hours per year devoted to RE (e.g. an hour a week, or less than an hour a week plus a series of RE days)

Key Stage 2: 45+ hours per year devoted to RE (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Teaching and Learning

The teaching and learning approach of the locally agreed syllabus has three core elements, which provide breadth and balance within teaching and learning about religions and beliefs.

Gloucestershire Agreed Syllabus for RE 2017–2022



Each teacher uses a variety of strategies when teaching RE. The strategies adopted are dependent on the nature of the task and will encourage pupils to learn effectively and with interest.

There are opportunities for whole class, group and individual work and activities are adapted to ensure the inclusion of all abilities.

We recognise the value of incorporating the creative/expressive arts in our teaching. We aim to provide opportunities to develop skills in dance, drama, art and music where appropriate.

We aim to continually challenge pupils to discover the underlying message of the teaching behind religious traditions, stories, artefacts and ceremonies.

We aim to provide learning situations that encourage both direct and indirect learning experiences and every effort is made to avoid presenting stereotypical images of people and places. The use of resources outside the classroom is greatly encouraged to enhance the areas of focus and support the wide variety of resources that are available for use within the classroom for example,

- artefacts
- information books

- globes, atlases and maps of the world
- photographs, wall frieze and other pictorial material
- video, television and internet resources
- school library
- visits and visitors

Content

In RE pupils will develop an understanding of Christianity in each key stage. In addition to this pupils will develop an understanding of the principle religions represented in the UK, in line with the legal requirement.

RE in the Foundation Stage may be taught as a discrete subject or woven in to other aspects of the EYFS curriculum. Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Where appropriate persona dolls are used.

At KS1 Christians, Jews and Muslims will form the main focus for RE teaching and learning.

At KS2 Christians, Muslims, Hindus and Jews will form the main focus for RE teaching and learning.

Planning

Long Term Planning (overview attached)

We follow the recommended units of study at both key stages in the Gloucestershire Agreed Syllabus. Each unit specifically focuses on the exploration of a key question.

Medium Term Planning

Teachers use the 5 step approach to planning as set out in the Gloucestershire RE Syllabus. Medium term plans form a scheme of work for each key question to be explored. The plans indicate the main areas of focus, the activities related to these, resources needed and ways in which work is matched for pupils of differing abilities. The plans also provide an indication of learning outcomes.

Short term planning

Planning will identify specific learning objectives and teachers will provide effective challenge for pupils of varying abilities. The key questions for each unit are the main focus and specific learning objectives and outcomes are planned for with this in mind.

Assessment

We recognise that being clear about what we want pupils to know, understand and be able to do is the starting point for all work. Clear learning outcomes help to guide choice of content and activities and enable us to develop appropriate assessment activities.

Assessment should seek to raise standards of achievement in religious education by

- providing teachers with information on individual strengths and areas to develop
- informing the planning of future work
- involving pupils in the assessment of their own work.

Assessment will include

- discussion and self assessment, often at the beginning, during and at the end of a topic
- ongoing informal observation and assessment
- end of unit assessment by teachers at the end of each unit
- an annual report to parents.

Monitoring

The effectiveness of religious education is monitored in the following ways:

- reviews of medium term plans to ensure continuity and progression throughout the Gloucestershire Agreed Syllabus programmes of study.
- the subject leader undertakes learning walks, gathers pupil voice and monitors the teaching of RE throughout the school.
- the link governor liaises with the subject leader and undertakes visits to discuss the teaching and provision of RE throughout the school.
- class teachers make end of unit assessments, pupils' progress is tracked to identify strengths and areas for development
- the subject leader will meet with teachers as appropriate to discuss any arrangements for intervention.
- work is sampled and there is discussion about skills development and the use of learning outcomes in arriving at assessment judgements.

Staff development

Staff development is ongoing throughout the school and reactive to need.

The subject leader attends relevant training and courses and aims to keep all staff informed through dissemination of information at staff meetings and staff development days. The subject leader is available to offer advice or seek advice on a colleague's behalf.

Policy review

This is a working document and it is under constant informal review.

The RE policy will be formally reviewed in the Spring term 2026

Chair of Governors: Fiona Rawlinson

Headteacher: Julia Matson

Gloucestershire Agreed Syllabus 2017 sample long-term plan: Model 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
FS2	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Note: this model allows systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas and Easter close to the appropriate time of year.

