Combe C of E Primary School

Learning Together for a Better World

RE Policy

Written by:	Jan Page	**Date:** September 2024
Approved by governors:	n/a	
Last reviewed on:	September 2026	
Next review due by:	September 2028	

The Legal Position

The school, in accordance with the 1996 Education Act, provides religious education for all pupils registered at the school. Religious education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, religious education is taught in accordance with a locally agreed syllabus in our case, that of Oxfordshire. It 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.

Intent

Religious Education aims to ensure:

- Pupils have a good understanding of how worldviews (religious and non-religious) work in human life, including knowledge about organised worldviews, their teachings and traditions as well as the lived experience of adherents.
- Pupils emerge from their schooling with the scholarly skills and attributes to be lifelong learners in religion and worldviews.
- Pupils become wise interpreters in their encounters with other people and in their treatment of their own worldview, recognising how their personal worldview both shapes and is shaped by their encounters.
- Pupils learn how to be skilled navigators of the worldview diversity that they will encounter in school and in adult life.
- Pupils' experience of RE makes a positive contribution to their personal, spiritual, moral, social and cultural development.
- Pupils are inspired by the study of religion and worldviews as a way of understanding the world, to be curious, creative and thoughtful.
- Pupils are equipped with skills of dialogue and self-reflection, so as to be able to deal with the challenge of differences of opinion on controversial issues, and able to do so in a positive way that seeks to live well with others.
- Pupils are equipped to function as contributing citizens and as active participants in a diverse nation and beyond (Developing a Religious and WorldView approach Handbook 2024).

The Religions and Wordview approach (RW approach) seeks to embody the vision developed by the Commission on RE (2018). This recognised the truth that 'everyone has a worldview' or, to put it another way, 'nobody stands nowhere'. This vision seeks to engage all pupils in a personally relevant and engaging study of influential religious and non-religious worldviews in a way that enables them to embrace an academically rigorous understanding of their own personal worldview development.

Implementation

Combe school uses the revised 2023 Oxford Diocese Big Questions scheme for the teaching of Judaism, Hinduism, philosophy and other Worldviews whilst using the 'Understanding Christianity' scheme for the teaching of Christianity and 'Understanding Islam, Understanding Muslim'. The study of 'World Beliefs' incorporates both religious and non-religious viewpoints. Each academic year has:

- three units will be taught focused on Christianity
- two units focused on a second worldview
- one philosophy unit that gives the opportunity to revisit learning about a range of worldviews, including Christianity

The long term RE plan can be found in appendix A.

Impact

Learning will focus on pupils' own experiences and self-concept, universal human experiences and concepts as well as religious experiences and concepts. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the RE curriculum, but to prepare them for secondary education and further study.

A variety of resources, styles, and techniques will be used as appropriate. Students will engage in activities which will also enable teachers to assess what they have learnt. Records kept will include information of pupils' experiences and judgements about their attainment and progress. Assessment in RE takes place using a range of formative strategies, such as marking and feedback of work and verbal discussions with pupils, in line with our Marking and Feedback Policy. For our summative assessment at the end of a unit of work, we assess each child as 'working towards' and 'expected'.

Withdrawal from religious education

When a request to withdraw is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school must make clear that the parent's right to withdraw their child has been granted and that they are not required to give reasons for their request.

Appendix A

	Term 1	Term 2	Term 3
FS	Incarnation F2 Why do Christians perform nativity plays at Christmas? Festivals (Succot, Harvest, Hanukah, Diwali)	Salvation F3 Why do Christians put a cross in an Easter Garden? New Life. Belonging. Family (Chinese New Year)	Creation F1 Why is the word 'God' so important to Christians Other faith creation stories
Year 1/2 A	Incarnation 1.3 Why does Christmas matter to Christians? (UC) **What does the Torah mean to Jewish people? (OD yr2)**	Salvation 1.5 Why does Easter matter to Christians? (UC) In what ways is the synagogue important to Jews? (OD yr2)	Creation 1.2 Who made the World? (UC) What are the reasons for following a leader? (OD yr2)
Year 1/2	**What do different Jewish people believe about God?** **(OD yr1)** Is light a good symbol for Celebration? (Jewish, Christian, Hindu Festivals of Light)	How and why is Shabbat important to some Jewish people in Britain? (OD yr1) Gospel (UC) 1.4 What is the good news that Jesus brings?	How do people know how to behave? (OD yr 1) God (UC) 1.1 What do Christians believe God is like?
Year 3/4 A	People of God 2.2 What is it like to follow God? **How do Hindu's understand God (Brahman)? (OD yr4)**	Gospel 2a.4 What kind of World did Jesus want? What role does worship play in the life of a Hindu? (OD yr4)	Kingdom of God 2a.6 When Jesus left what was the Impact of Pentecost? How and why do people argue that some places are spiritual? (OD yr4)
Year 3/4 B	Incarnation 2a.3 What is the Trinity? (UC) **What do Muslims believe about God and where did Islam start? (OD yr 3)**	Salvation 2a.5 Why do Christians call the day Jesus died Good Friday? (UC) What is the Qur'an and why do many Muslims try to learn it by heart? (OD yr3)	Creation 2a.1 What do Christians learn from the Creation story? (UC) Does it matter if a story is true or not? (OD yr3)
Year 5/6 A	God 2b.1 What does it mean if God is holy and loving? **What is the significance of Karma and Moksha for a hindu? (OD yr 6)**	Incarnation 2b.4 Was Jesus the Messiah?/Salvation 2b.6 What did Jesus do to save human beings? What might a Hindu gain from a pilgrimage to India?	Creation 2b.2 Creation and Science How does a worldview help people decide what is important? (OD yr6)
Year 5/6 B	Gospel 2b.5 What would Jesus do? **Why is it important to Muslims that Muhammad is known as the seal of the prophets? (OD yr5)**	2b.7 What difference does the resurrection make for Christians? How far does the mosque contribute to the Muslim concept of Ummah? (OD yr5)	Kingdom of God 2b.8 What kind of king is Jesus ?/People of God 2b.3 How can following God bring freedom and justice What does it mean to live a good life? (OD yr5)