



# RE Policy Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living, learning,  
loving.

*"I praise you because I am fearfully and wonderfully made"*  
Psalm 139:14

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



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## Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing children for the fullness of life in an ever-changing world.

### Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

*As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek **justice** for all, embracing those who face challenges in their **lives** and **learning**. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. **Equity** underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.*

## Our learning Behaviours

### Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

### Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

### Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

## Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

## Team Work

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

## Intent

As a Church of England School, our Christian ethos is at the heart of every aspect of school life at Austrey and Newton Regis C.E. Primary. Our RE curriculum enables pupils to develop an awareness of the spiritual and moral dimensions of life experiences, identify questions and issues which they raise and respond in a variety of ways to them. Children will learn to value and develop knowledge and understanding of Christianity and other religious and non-religious worldviews. They are given time to reflect on their own experiences, beliefs and values and develop personal responses to questions. Children will develop an understanding of commitment to a religious tradition and develop confident viewpoints, whilst engaging in open and honest enquiry, respecting others' beliefs which may be different in a religiously diverse society.

There are close links with the local churches and the overall Christian education provided for our pupils, together with these church links, contributes to the spiritual, moral, social and cultural development of our pupils. As a school we have an agreed definition for spirituality which has been agreed by stakeholders.

*'Spirituality is the opening of hearts and minds, through reflection, and questioning of the world; which lifts the soul and makes the heart sing. For some, it will be experienced through faith and worship'*

## Implementation

- Religious Education is taught in accordance with the law as set out in the Education Reform Act 1988 and our R.E. is taught in accordance with The 'Understanding Christianity' framework alongside the Coventry and Warwickshire agreed syllabus for RE (2024).
- There is a designated member of staff to co-ordinate R.E. and to develop the subject in the school. Regard is given to adequate in-service training in R.E.
- R.E. is compulsory for all registered pupils in full-time education, although parents or guardians have the right to withdraw their children from R.E. if they wish.
- Parents wishing to do so are asked to inform the Headteacher, in writing. They do not have to give a reason. In such an event, the school is responsible for the supervision of these pupils.

There is a long-term plan for RE across the schools based on a 2 year rolling programme to accommodate mixed age classes.

Austrey and Newton Regis C of E Primary Schools RE Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F1 Why is the word God so important to Christians?	F2 Why do Christians perform nativity plays at Christmas?	F1 How can people show they belong together?	F3 Why do Christians put a cross in an Easter garden?	F2 Who are the people in sacred stories and why might the still be important today?	F3 How do people know how to treat each other?
Y1/2 A	I.1 What do Christians believe God is like?	I.3 Why does Christmas matter to Christians?	Judaism layover unit	I.4 What is the Good News Jesus brings?	K1.3: How do people with similar religion and worldviews share and celebrate their beliefs?	
Y 1/2 B	K1.2: Where do people turn for guidance in life?		I.2 Who made the world?	I.5 Why does Easter matter to Christians?	K1.5: What is most important to different people?	
Y 3/4 A	2a.1 What do Christians learn from the creation story?	2a.3 What is the trinity?	Sikhi layover unit	2a.5 Why do Christians call the day Jesus dies Good Friday?	L2.3: What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?  (Local links Ferry Drayton)	
Y3/4 B	L2.5: What or who is 'God' and how is the divine understood in theistic worldviews?		2a.4 What kind of world did Jesus want?	2a.6 When Jesus left what was the impact of Pentecost?	L2.6: Do you have to be part of a faith community to express an organised worldview?	
Y 5/6 A	2b.5 What would Jesus do?	2b.4 Was Jesus the Messiah?	Islam Layover unit	2b.6 What did Jesus do to save human beings?	U2.3: Do religions change or stay the same?	
Y5/6 B	U2.7: What do organised worldviews have to tell us about what truth is and where it might be found?		2b.2 Creation and science: Conflicting or complementary?	2b.7 What difference does the resurrection make to Christians?	U2.5: How do beliefs and ideas about land shape the way human beings live?	

The planning and teaching of RE:

- ensures that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked
- identifies appropriate key concepts for pupils to explore throughout the key processes
- makes judgements on pupils' attainment for recording and reporting

There is a time allocation of 1 hour a week for the teaching of RE. The Christian year of Advent, Christmas, Lent, Easter, Pentecost, Ascension form a structure for the years' work along with the observance of the principal festivals as they occur.

As Church of England schools the RE content is mainly from Christianity through the Understanding Christianity scheme but other religious and non-religious worldviews are explored through the Coventry and Warwickshire agreed syllabus for RE (2024).

Children will encounter the religious worldviews of Judaism, Islam, Sanatan Dharma, Sikhi, and Buddhism alongside non-religious worldviews.

### Special Educational Needs and R.E.

All pupils should be given opportunities to participate and have their achievement and experience in R.E. recognised and celebrated. Reasonable adjustments are made through differentiation or scaffolding as appropriate in the planning and teaching of R.E. so that it meets the needs of all pupils.

## Equal Opportunities and R.E.

The diversity of religious beliefs, including none, in society and amongst pupils should be recognised. Similarities between individuals and traditions are emphasised, but without compromising the integrity and distinctiveness of each. Links with the Inter-faith forum enables children to engage with a variety of religions on an annual basis. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Each class will have the opportunity to visit a place of worship in each cycle.

## Resources

There are resources and visual aids housed in boxes (in the shelving unit in the hall) as well as a number of books and some artefacts in the library. Each classroom has a prayer area which will include class prayers as well as focus objects - these and any other items relating to the delivery of RE which are in individual classrooms are shared among teachers as required.

## Impact

At the end of each unit, teachers assess against the assessment criteria statements. Pupils are assessed not only on their substantive knowledge but also on their disciplinary skills. In order to assess if the children are committing knowledge to long term memory, we use an 'interrupting the forgetting' strategy which will include reinforcing links to previous learning both within and across the year groups, using knowledge organisers from past learning, using activities from previous learning and year groups and using skills developed in other curriculum areas

As a result of RE teaching we aim to enable pupils to:

- talk with passion about their RE learning, showing that they enjoy and are inspired by their RE lessons.
- demonstrate an understanding of the school's Christian Values, to know what these look like in practice and to apply this understanding to help make everyday choices.
- know about and understand Christianity as a living, global faith that influences (and has influenced) the lives of people worldwide.
- feel able to talk openly about their worldviews, beliefs and values in lessons and to grow in their faith.
- talk with understanding about God's Salvation Plan and develop a sense of chronology when talking about the Bible.
- develop a respect and understanding for the other major world religions and world views, allowing them to celebrate the diversity of our multicultural world.
- develop religious vocabulary enabling them to express their thoughts and beliefs as well as exploring the beliefs of others with respect.
- develop the disciplinary skills for the subject of RE.
- develop their understanding of the idea of advocacy, to know how they can challenge injustice and how they can help to make the world a better place.
- reflect upon their own learning, identifying successes and aspects they would like to find out more about.

- mature spiritually, academically, emotionally and morally to enable them to become well-rounded successful citizens in future life and have a positive impact on their friends, family, local and wider community.

This policy for R.E. has been written by Headteacher, R.E. subject champion staff and governor consultation. It takes into account the statutory requirements of the Education Act 1988, Understanding Christianity and the L.A. agreed syllabus. It will be reviewed on an annual basis, as we work through our topic cycle, when necessary amendments may be required as become evident