



Newtown C of E Primary School

RELIGIOUS EDUCATION POLICY

Ratification Date:	September 2018	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Janet Cane (CHAIR OF GOVERNORS)
REviewed	January 2024	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Reviewed	January 2025	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Reviewed	January 2026	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Next review	January 2027	

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)

- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

Religious Education in Newtown C of E Primary School will reflect its Church of England status by studying the beliefs and practices of Christians today. Religious Education will provide pupils with the opportunity to explore Christianity in accordance with the principles of the Church of England and acquire knowledge of the beliefs and practices of other Christian denominations and faiths, and of other religious groups.

Aims for Religious Education

1. To develop a knowledge and understanding of the Christian faith, to include:

- An awareness of the central beliefs of Christianity
- Helping each child on his/her journey in faith and ever-developing spirituality
- Recognising and exploring religious experience
- Exploring spiritual aspects of our daily lives
- An awareness of the importance of beliefs and faiths of individuals
- Recognising that an individual's faith affects their lives and behaviour
- Familiarity with practice, language and symbols of faith
- Exploring key stories and becoming familiar with the Bible
- Understanding the central importance of Jesus to the Christian faith
- Exploring places of worship and their worshipping communities
- Developing an understanding that we are all unique in the eyes of God
- Encouraging children to develop self-respect, respect for others and God's creation.

2. To develop pupil's growth and faith, to include:

- Encouraging the search for meaning and purpose in life promoting self-esteem
- Developing empathic skills to enable a greater understanding of self and others
- Exploring religious questions in life
- Developing the ability to make reasoned and informed judgements about religious and moral issues
- Developing attitudes of respect and sensitivity for other's beliefs, respecting the right to hold other beliefs in a society of diverse religions
- Developing an understanding of the influence of beliefs, values and traditions in a

range of faiths, societies and cultures.

- Recognising the importance of forgiveness, truth, compassion and other principles through which we lead our lives
- Providing learning opportunities which will encourage spiritual development, e.g. stillness, wonder, action, charities
- Developing a caring attitude towards all mankind, creation and the environment
- Appreciating natural beauty
- Reflecting on other beliefs, values and experiences

3. To enable pupils to encounter a living faith, to include:

- Experiencing the Christian faith within the school environment, represented through relationships, values and visual symbols
- Acquiring and developing an understanding and knowledge of Christianity
- Encountering a consistent Christian ethos
- Encouraging children to analyse and develop their own faith by investigation and reflection
- A freedom to express faith in a systematic environment
- Developing an understanding of the relevance of the Christian faith to their everyday lives
- Acquiring and developing an understanding of other religions.
- Encounters and experiences which create awe, wonder and engagement with the children that can then be explicitly linked to their own spiritual development.

4. 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 of religious festivals such as Easter and Passover, to develop their religious thinking. We have close links with Christ Church Gosport and they visit weekly to deliver family worship.

They study particular religious faiths and also compare the religious views of different faith groups through topics such as festivals. Children discuss religious and moral issues and have the opportunity to use computers, work individually or in groups.

We recognise the fact that all classes in our school have children of 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 of increasing difficulty (we do not expect all children to complete all tasks);
- grouping in mixed ability groups and ensuring the task design meets the needs of the children;
- providing resources of different complexity, adapted to the ability of the child;
- using learning support assistants to support the work of individuals or groups of children.

5. Curriculum planning in religious education

At Newtown C of E Primary School we use the Understanding Christianity curriculum. The Living Difference planning is also used to learn about other faiths and religions. We feel that children's learning in RE is enhanced by basing each unit of work around a key concept or question. These concepts are structured through our long term planning to build upon previous knowledge and challenge children in each year group to ask questions and find out more at each stage of their 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. Our medium-term plans give details of each unit of work for each term, which includes golden thread concepts within The Living Difference. The long term planning and medium term planning will be organised within the curriculum planning area within the shared resources folder.

Collective Worship within school and Prayer Space workshops at Christ Church complement the RE curriculum.

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

English

Religious education contributes 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 encourage discussion, and this is one of the ways we promote the skills of speaking and listening.

Personal Development Learning (PDL) and British values

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 society.

Spiritual, moral, 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 help them to recognise the difference between right and wrong through the study of moral and ethical questions. We aim to develop the children's understanding of spirituality through reflecting on our relationships with ourselves, others, the world and other beings. 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 through this they have the opportunity to 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 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 Individual Education Plans (IEPs).

8. Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. Teachers will comment on the range of statements of attainment throughout the key stages. We recognise that sometimes RE activities can take place as part of a group and may be based around practical or discussion tasks, therefore individual written work may not be produced for more formal assessment. In such cases we will keep evidence such as photographs to aid more formal assessment. We mark a piece of work once it has been completed and we comment as necessary using the school's marking policy. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to an area of the cycle of enquiry each half term from our Living Differences and Understanding Christianity planning. Biannually a sample of work will be moderated and monitored in order ensure whole school progression.

9. Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. There is a set of bibles and a collection of religious artefacts which we use to enrich teaching in religious education. The use of artefacts will also be supplemented by other resources including books, posters, video clips, web sites in order to make RE relevant and immediate for the children. The school library has a supply of RE topic books and these are enriched by using the Hampshire School Library Service.

10. Monitoring and review

The Head teacher, along with the RE subject manager, are 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. The RE subject leader presents the Head teacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

11. Equal Opportunities and Inclusion

We live in a multi-cultural, multi-racial society and we encourage the respect and understanding of other religions and cultures within the community in which we live. We intend to follow Jesus' example to love and serve one another, regardless of race and culture. The school will respect faith traditions of all children attending the school.

12. Right of withdrawal

Parents have the right to withdraw their children from Religious Education as identified in the Education Reform Act. Newtown is a Church of England Primary School where Christian values underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in Religious Education and Collective Worship. It is the hope of the staff and governors that, in choosing to send their child to this Church school, parents will be happy to allow their child to participate.

Date approved by governing body: 17 July 2019

Date to be reviewed by governing body: January 2027