GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202
Head Teachers – Miss Michelle Hastings & Mrs Rebecca Buckland

Religious Education Policy 2026-27

Our Christian Vision

Like the Good Shepherd, we nurture our children as unique individuals in a safe and secure environment, to ensure they thrive and fulfil their potential. Our Christian distinctiveness can be seen in the way the value of **LOVE** is visible in every area of school life, and our strong inclusive community is strengthened by our other Christian Values of **COURAGE, RESPECT** and **TRUTH.**

We are a thriving village school with a warm and friendly atmosphere and all we are and all we do is founded on the principles of the Christian faith. We nurture every child in a secure and positive learning environment so that each one is a happy, confident learner who thrives in a culture of equality. We enable each child to develop their spiritual growth and moral understanding. Every member of the Great Rollright School community is valued and respected, so that everyone can have a positive attitude to themselves, others and life. We inspire high self-esteem and aspirations, we recognise the talents of all, we value personal and academic achievement and we celebrate the success of each and every individual.

Our Values

The values we hold for our school Love, Courage, Truth and Respect. Everything we do is rooted in these and so we have a strong inclusive community.

Love is our over- arching value and throughout our school life we reflect this value. Children at our school are well known as individuals; we aim to support every child in whatever way they need as well as we can.
"I am the good shepherd. I know my sheep, and they know me" John 10:14

Courage is reflected in how we enable children to cope with the challenge of new learning and in the way they are encouraged to express their opinions confidently.
"Therefore, my dear brothers and sisters, stand firm. Let nothing move you." 1 Corinthians 15:58

Truth between every member of the school community allows the strong relationships we value to be built, maintained and flourish.
'Jesus said, "I am the way, the truth and the life'." John 14: 6

Respect *is reflected in how we care for ourselves, each other, the environment and our community.*

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"So in everything, do to others what you would have them do to you." Matthew 7:12

Introduction

Religious education is central to the purpose of Great Rollright CE Primary School because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

Religious Education enables pupils to become religiously literate. Through the study of Christianity and a range of religious and non-religious worldviews, pupils develop the knowledge, understanding and skills needed to engage respectfully and critically with beliefs, practices and ways of living in today's diverse society. It contributes to the development of wisdom, hope, community and dignity through deep engagement with questions of meaning, belief and human flourishing.

Religious education at our school explores how individuals and communities understand life through religious and non-religious worldviews. 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 faith and values and have respect for the faith, beliefs and values of others. It also enables pupils to consider how beliefs inspire action for justice, compassion and the common good.

It is not the practice of this school to preach to or seek to convert children.

Aims

At this school, religious education supports and strengthens the Christian vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the religious education curriculum.

Religious Education is a rigorous academic discipline that enables pupils to investigate theology, philosophy and the human and social sciences using evidence, interpretation and critical enquiry.

Through Religious Education, pupils are supported to live life in all its fullness by developing wisdom, hope, community and dignity as they explore Christianity and other religious and non-religious worldviews.

Specifically, religious education aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- Understand how belief may impact on culture, relationships, values and lifestyle.

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- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith.
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, reflecting the inclusive ethos of our school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'.

Legal Framework

In accordance with the law we provide religious education for all pupils from Foundation Stage (Reception) to Year 6. We follow the Oxfordshire Agreed Syllabus 2023 – 2028. The Syllabus demonstrates the requirements in the Education Acts of 1996, 1998 and 2002. It reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. At Great Rollright Primary School, 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.

Right to Withdrawal from RE and Collective Worship

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 also exercise their right to withdraw from teaching the subject.

Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the

school must still make provisions for the pupils to receive their entitlement to RE.
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 parents are not required to give reasons for their request.

The value of Religious Education
Pupils encounter the rich diversity of Christian traditions locally, nationally and globally and understand that Christianity is lived and expressed in many different ways.
Religious education enables pupils to:

- Learn about religious and non-religious worldviews and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures.
- Apply academic skills such as analysis and critical and creative thinking, to their approach to the study of religion with different disciplines as they mature.
- Learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs**.**
- Learn that religions and worldviews are internally diverse and that beliefs and practices vary between individuals and communities.
- Provide opportunities for pupils to reflect upon questions of meaning, identity, purpose and belonging whilst recognising that individuals respond to these questions in different ways.

We aim to create a positive attitude to learning in RE by encouraging our children to:

- Develop an enthusiastic and enquiring approach to RE.
- Have confidence when discussing our own beliefs and the beliefs of others and be able to put forward their comments and views.
- Work co-operatively and independently.

Planning

Teachers plan using the Oxford Diocese RE Scheme of Work 2023 which has been designed to meet the requirements of the locally agreed syllabus 2023-2028.

Intent of the scheme

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The purpose of the Scheme of Work is to give pupils from EYFS through to Year 6 a coherent picture of Christian worldviews and a range of other worldviews. Pupils learn both substantive knowledge (what people believe and practise) and disciplinary knowledge (how religion is studied through different academic disciplines). Every pupil is entitled to high-quality Religious Education regardless of background, prior attainment or personal belief. RE is planned to be ambitious, engaging and appropriately challenging for all learners.

It will take pupils on a journey through a range of concepts driven by three core strands:

- Beliefs and questions
- Community and identity
- Reality and truth.

These strands will create connections between substantive and disciplinary knowledge, and the units will include opportunities for the development of personal knowledge. The aim is to develop curiosity in pupils and equip them for future learning about, as well as enabling them to make sense of, the complex world of religious and non-religious worldviews.

Beliefs and questions will focus on theology, looking at the core beliefs and diverse interpretations of text, symbols and teachings of the chosen religions and worldviews.

Community and identity will focus on Human and Social Science and using data and other sources to examine practices and human expressions of religious and non-religious beliefs. Reality and truth will focus on philosophy and ethics, looking at how people decide what is true and reliable drawing on the worldviews covered in the other units. It is in these units that pupils will have the opportunity to explore the wider concept of what a worldview is and how people reach these ideas.

Implementation of the scheme

The units focus on the core content and the disciplinary lens appropriate to that unit. Prior learning and future learning is included to ensure that every lesson is clearly part of the overall aim. Depth will be developed largely, but not exclusively, through the teaching of Christian worldviews. Within each year group the concepts explored in the worldviews units will link with the Christianity units as well as developing ideas from the previous year's teaching.

Impact of the scheme

Pupils will know more and be able to give an age-appropriate, coherent account of Christianity and the other worldviews covered. They will be able to ask questions, use a range of sources and skills to explore the traditions taught and have developed curiosity about how and why people think and act. They will know that there is more to learn about religious and non-religious worldviews and have developed the skills to research further.

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Pupils will understand that there are different ways of interpreting texts, and that different people reach different conclusions about what is true, good, right, and wrong.

Overview of the scheme

Great Rollright
Church of England Primary School

	Reception	KS1		LKS2		UKS2	
		A – Year 1	B – Year 2	A – Year 3	B – Year 4	A – Year 5	B – Year 6
Term 1	Who are Christians and what do they believe?	Why do most Christians call God 'creator'?	What does Torah mean for Jewish people?	What do Muslims believe about God and where did Islam start?	How do Hindus understand God (Brahman)?	Why is it important to Muslims that Mohammad is known as the seal of the prophets?	What is the significance of Karma and Moksha for a Hindu?
Term 2	What is church and who goes there?	Why do most Christians celebrate together?	In what ways is the synagogue important for Jewish people?	How are different people inspired by the teachings of Jesus?	Who do Christians believe Jesus is?	How do rites of passage shape the lives of different Christians?	How do people make valid judgements about how and why the world is as it is?
Term 3	Who am I and where do I belong?	What questions do stories in the Bible make us ask?	What are the best reasons for following a leader?	How does the worldwide Christian family celebrate. Worship and mark key events?	Does prayer make a difference and how do Christians know?	Does wisdom look the same for everyone?	How and why do Christians try to make the world a better place?
Term 4	Does everyone believe in God?	What do different Jewish people believe about God?	How do Christians find out what God is like?	Does art help with understanding stories?	How and why has Christian practice changed over time?	What do Christians believe about the death of Jesus?	How far is belief in the resurrection important to Christians today?
Term 5	Are all families the same?	How and why is Shabbat important to Jewish people?	How do Christians decide what is right?	What is the Qur'an and why do many Muslims try to learn it by heart?	What role does worship play in the life of a Hindu?	How far does the mosque contribute to the Muslim concept of Ummah?	What might a Hindu gain from a pilgrimage to India?
Term 6	What do people celebrate and why?	How do people know how to behave?	Why might Christians meet together regularly and what do they do?	Does it matter if a story is true or not?	How and why do people argue that some places can be spiritual?	What does it mean to live a good life?	How does a worldview help people to decide what is important?

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Teaching and Learning
Learning will focus on pupils' own experiences and self-concept, universal human experiences and concepts as well as religious experiences and concepts. Teaching actively challenges stereotypes, misconceptions and prejudice, enabling pupils to develop accurate knowledge and respectful understanding of people with different beliefs and worldviews. A variety of resources, styles, and techniques will be used as appropriate. Pupils will engage in activities which will also enable teachers to assess what they have learnt. RE is taught mainly through year group topics and activities are carried out in small groups, pairs and individually according to the task, age and ability of the pupils. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty based on prior assessment.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

Early Years Foundation Stage (EYFS)
We teach RE in the EYFS as an integral part of the topic work covered during the year, relating the Understanding the World aspects of the children's work to the objectives set out in the Early Learning Goals. RE makes a significant contribution to the ELG objectives of developing a child's understanding of the world; peoples and communities; personal, social and emotional development.

Key Stage 1
At Key Stage 1 children develop their knowledge about Christianity and Judaism, through 'big' questions, for example, *'Why do most Christians celebrate together?', 'What does the Torah mean for Jewish people?'*
Activities, tasks and experiences are planned which engage both learning about and from religion. Pupils are given opportunities to reflect upon (personal) and evaluate (impersonal) the key question from the syllabus.

Key Stage 2
At Key Stage 2, children develop their knowledge about Christianity, Islam and Hinduism, through questions, for example, *'Does art help with understanding stories?', 'What might a Hindu gain from a pilgrimage to India?'*
Activities, tasks and experiences are planned which engage both learning about and from religion.

Special Needs and Equal Opportunities
Religious Education enables every pupil, whatever their own faith or worldview, to participate fully. Pupils are encouraged to express their own ideas respectfully while recognising that everyone is entitled to their own beliefs and perspectives.
All children have access to religious education at a level that is appropriate to their individual needs. Teachers plan appropriately adapted learning experiences in all curriculum subjects to ensure all children get a broad and balanced education.

Visitors and Visits
Artefacts are integral to good religious education teaching and we include as many opportunities as we can to involve children in practical RE research and enquiry. Wherever possible, pupils encounter authentic lived religion through visits, visitors and engagement with local Christian churches and faith communities. All visits must meet the requirements as set out in the Safeguarding and Health and Safety policies and full risk assessments carried out prior to the visit.

Resources
All artefacts to support the teaching of religious education are stored centrally, with many books about the world's key religions available in the school library.

Homework
RE is offered as part of our homework when it is appropriate to do so. This may take the form of research, art work or a presentation etc.

Celebration
RE is rewarded alongside other subjects in our Celebration assemblies. Children may be given a 'gold book award' for their learning in RE, a positive postcard or a homework award as appropriate.

Formative and Summative Assessment
Assessment in Religious Education is designed to identify what pupils know, understand and can explain about religion and worldviews. It informs future teaching while ensuring pupils retain and build upon their knowledge over time.

At the start of each unit of work, there is a 'front sheet' which outlines the key questions to be answered in the topic. Each key question is accompanied by three to five pieces of carefully selected subject-specific vocabulary that pupils are expected to understand and use accurately when answering the question. The use of this vocabulary to accurately answer each key question forms the basis for the formative assessment.

In EYFS, work samples, post-it responses and photographs are recorded in a big class floor book. This is always available for children to reflect on. Children orally rehearse the vocabulary and key questions throughout the unit.

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In key stage 2, recap quizzes using the key questions and vocabulary are used regularly. Structure strips to support learning are used in lessons when appropriate. Evidence is collected in books/working walls over the duration of the topic.

At the end of each unit, from EYFS to Y6, learning is judged by a child's ability to respond to the key question using accurate subject-specific vocabulary. Teachers assess both the accuracy of pupils' explanations and the appropriate application of the key vocabulary. Teachers use pupils' responses to the key questions alongside the correct application of key vocabulary to determine whether pupils have securely met the intended learning for that unit. A point is awarded for each item of vocabulary used correctly. Vocabulary is only credited where it has been used accurately within an explanation that demonstrates secure understanding. The expectation for EYFS and Y1 is that 2-3 words will be included, LKS2 3-4 words included and UKS2 4-5 words included.

This allows us to generate a summative assessment score to judge the success of each unit. This is kept as a tracking record for each half term. Children are considered below expectation, who are not using vocabulary sufficiently to show an appropriate response, are initialled on the record sheet so that the next teacher is aware of those requiring pre-teaching/support. This information is then passed to the head teacher who collates and analyses the data at individual, class and whole school level. This is then shared with staff. At the end of the year, teachers also record who has demonstrated a 'greater depth' in their RE learning. This would be awarded to pupils who have

demonstrated that they have made connections between units, can compare beliefs thoughtfully, and explain the reasoning behind their responses and understanding.

Over the year, learning is frequently revisited as previously taught key questions and vocabulary are revisited through regular retrieval practice to strengthen long-term retention and help pupils make connections across units.

All classes have a RE working wall which displays the key question for the topic and builds with facts, key vocabulary, responses and questions over the duration of the unit. Each unit begins with a brief discussion about what the children already know so that the teacher has a good sense of where to begin.

Evidence of learning is also collected through termly pupil conversations/book scrutinies with the head teacher or curriculum governor. Feedback about the findings from this work is feedback to staff through staff meetings.

Pupils receive timely verbal feedback throughout lessons in line with the school's feedback policy, enabling misconceptions to be addressed and learning to be strengthened.

Monitoring
In our school, the lead of RE is held by the head teachers. Together, they are responsible for monitoring the standards and the quality of teaching in RE. Over the course of the year they will:

- Attainment and progress data.
- Monitor pupil voice
- Ensure curriculum sequencing
- Ensure that subject knowledge and expertise is kept up to date by means of regular training.
- Ensure that staff receive adequate training in the teaching and assessment of RE.
- Regularly monitor the quality of RE teaching across the school by monitoring planning, books, observing lessons and holding discussion groups with pupils.
- Liaise with the governor who holds responsibility for RE and report regularly to the governing body on progress and attainment in RE.
- Ensure that the principles set out in Oxfordshire Agreed Syllabus for RE are implemented.

In addition, during the year staff meetings will be used to share work in RE to ensure progression in skills are seen across the key stages and high standards are maintained.
The impact of Religious Education is reported to the Governing Body annually.

Policy agreed on behalf of the Governing Body – Autumn 2026

Chair of Governors - Allison Dawe

Review Date: Autumn 2027