



Malmesbury C of E Primary School

Company Number 08483768

**“Growing together in wisdom and love;
discovering life in all its fullness.”**

Religious Education Policy

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Malmesbury C of E Primary School

Tetbury Hill

Malmesbury

Wiltshire, SN16 9JR

Tel: 01666 823514

Head Teacher: Stephen Heal

E-mail: admin@malmesbury-pri.wilts.sch.uk

Website: www.malmesburyprimaryschool.co.uk

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1. Introduction

This Policy sets out the intent, implementation, and impact of the teaching of Religious Education (RE) in Malmesbury C of E Primary School. It highlights how, as a Church of England school, the teaching of RE is more than just a lesson. It is fundamental in underpinning all we do at our school. It is the opportunity to deepen children's understanding of spirituality, which supports our teaching and the understanding of ourselves and others.

1.1 School Values

Malmesbury Primary School is a Church of England Academy. Our Christian values underpin all that we do, and are particularly relevant to the teaching of RE.



Our core value is Love. Rooted in and growing from love are: Respect, Courage, Kindness, Creativity and Independence.

School Vision

The School's Vision Statement is:

Growing together in wisdom and love; discovering life in all its fullness.

This statement draws on the Christian foundation of the school, particularly in the concepts of wisdom and love, and in the term "life in all its fullness", which is taken from the words of Jesus. These concepts are explained in detail in the Church of England Vision for Education "Deeply Christian, Serving the Common Good" (2016).

The teaching of RE plays a vital part in sustaining and developing our ethos and achieving our vision.

1.2 The Legal Position of Religious Education

Religious Education must be taught in all schools. Usually this is in accordance with the syllabus agreed by the local Standing Advisory Committee on Religious Education (SACRE). However, as an academy school, Malmesbury Primary is not obliged to follow the locally agreed syllabus.

Religious Education contributes to the development of the Christian character and distinctiveness of Malmesbury Primary, in accordance with its trust deed.

Children take part in Religious Education lessons as a matter of course. However, parents have the right to withdraw their children if they choose to do so, from all or part of a lesson. If / when a parent chooses to withdraw their child, alternative provision will be made for their child's supervision. Every consideration will be given to the feelings of a child who is withdrawn and every effort will be made to avoid them feeling self-conscious about it.

2 Aims and Intent

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Malmesbury C of E Primary School we develop the children's knowledge and understanding,, we address the fundamental questions in life, for example, the meaning of life and the existence of a divine being, and we educate children about non-religious world views. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those which are the main faiths of children within our school, and their own world view. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions, to make connections and understand the impact of faith.

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life;
- Develop knowledge and understanding of Christianity and other major world religions and value systems;
- Develop an understanding of what it means to be a committed to a religious tradition;
- Reflect on their own experiences and develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and cultural differences;
- Develop investigative and research skills to enable them to make reasonable judgments about issues;
- Enable the children to develop their own World view;
- Have respect for other people's views and the diversity within society.

3. Implementation

3.1 Teaching and Learning

We base our teaching and learning style in RE on the key principles that good teaching allows children to learn about religious beliefs, traditions, and text, understand the impact of them and make connections in the wider world. This allows the children to extend their own world view, sense of values, and promotes their spiritual growth and development.

Our teaching and learning styles enable children to build on their own experiences and extend their knowledge and understanding of the world's major faiths. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives from different faiths to share their experiences with the children. Strong links with Malmesbury Abbey enhance children's learning and spiritual development. The children frequently visit the abbey and the Children's Worker regularly visits school.

Children carry out research into religious topics. They study particular religious faith groups on topics such as 'Rites of Passage' 'Pilgrimage' 'Festivals'. Their work is sometimes individual, paired or as part of a group. Sometimes they prepare presentations and share these with others..

We recognise the fact that all classes have children of differing abilities, so we provide suitable learning opportunities matching the challenge to the ability of the child. We achieve this in a variety of ways:

- setting open ended tasks
- setting tasks of increasing difficulty
- grouping children by ability or in mixed ability groups
- providing resources of different complexity
- using classroom assistants to support individuals or groups of children

3.2 Curriculum planning in religious education

Our religious education curriculum has been developed over a number of years.. The study of Christianity is grounded in the Understanding Christianity framework and has been our most recent innovation. Christianity accounts for approximately 60% of RE teaching.

The other faiths studied have taken elements from the Wiltshire agreed syllabus, RE Today: Inspiring RE, and also from neighbouring counties and dioceses. We ensure that topics studied build on prior learning and offer opportunities for children to develop their skills and knowledge in each unit. Planned progression is built into the scheme of work, offering increasing challenge as the children move through the school.

We carry out curriculum planning in three phases (long term, medium term and short term.) The long term plan maps the Religious Education topics studied in each term during each key stage. We teach Religious Education in conjunction with other subjects, especially at Key Stage 1. Our medium term plans give details of each unit of work for each term. These plans are kept on the Staff Shared drive and are reviewed by the Head Teacher and the Subject Leader. Teaching teams write the plans for each lesson and list specific objectives for the lesson.

3.3 Foundation Stage

We teach Religious Education to all children in the school, including those in the Reception classes.

In Reception classes, Religious Education is an integral part of topic work covered during the year. We relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the learning for children aged three to five.

3.4 RE through the curriculum

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Discussion is encouraged and this is one way of promoting 'Oracy' and the skills of speaking and listening.

ICT

We use ICT where appropriate. The children use ICT to find, select and analyse information, .. to review, modify, evaluate and present their work.

PSHE and British Values

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. By promoting mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, we enable children to appreciate what it means to be positive members of British 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 recognize the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society.

3.5 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 providing a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of the children with learning difficulties. We take into account targets set for children with Individual Education Plans.

3.6 Resources

We have appropriate resources in our school to be able to teach all our religious education units. We keep resources for religious education in a central store where there is a box of equipment for each world faith. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich the teaching. The school library has a good selection of RE books.

At the end of KS1 all children are given their own personal bible as a gift. The children are encouraged to take these home at the end of each school year but to return it to school at the start of the year so that they can be used in the course of their RE studies.

4. Impact

4.1 Assessment and Recording

We assess children's work in religious education by making informal judgments as we observe them during lessons. We have a 'No written marking policy' within the school but we do record Verbal Feedback that we have given to the children and sometimes write a comment where necessary. On completion of a unit of work, we make a summary judgment against the expected outcomes and record whether children are Exceeding, Expected or Emerging in their understanding. Each unit of study has an assessment sheet on which we identify children in each band of attainment.

Children are interviewed to assess their understanding and enjoyment of Religious Education, sharing their books and learning with the subject leader.

4.2 Monitoring and Review

Monitoring the standard of the children's work and the quality of teaching in religious education is the responsibility of the Subject Leader and Senior Leadership Team.

The Subject Leader is responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments and for providing a strategic lead in the direction of the subject within the school. The RE Subject Leader reports on the strengths and weaknesses in the subject and indicates areas for further development and improvement.

Policy adoption

Signed Steve Heal
(Head Teacher):



Date: 13.01.2026

Signed Laurence Mussett
(Chair of Governors):



Date: 13.01.2026