Hucknall National C of E Primary School

Religious Education Policy

May 2025

Living “life in all its fullness”

by ‘Growing together in Learning, Love and Faith’

DRAFT

Our school vision: Living life in all its fullness by Growing together in Learning, Love and Faith' shapes all we do.

Aims

In accordance with the 'Religious Education in Church of England Schools Statement of Entitlement', RE at Hucknall National C of E Primary school enables every child to flourish and to live life in all its fullness. (John 10:10). It educates for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

Using Understanding Christianity and The Nottinghamshire Agreed Syllabus as the backbone to the curriculum, a high-quality sequential religious education (RE) programme is in place, which meets the statutory requirement to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in our school is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church.

The Entitlement

RE has a high profile within our whole school curriculum. The RE curriculum is intrinsic to the outworking of our Christian vision in enabling all pupils to flourish. In addition, the RE curriculum contributes to British values and spiritual moral social and cultural development

Learning activities provide fully for the needs of all pupils. Pupils develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum Intent

Our curriculum develops children's skills in Theology, Social Science and Philosophy. The children learn the skills of reading and interpreting Biblical texts. They examine ways in which Christians respond to Biblical texts and how they put their beliefs into action in diverse ways within the Christian community and in the world. They learn to evaluate, reflect upon and connect the texts and concepts studied with their own lives.

As well as studying Christianity, our children learn from religions and worldviews about different ways of life in local, national and global contexts. They learn about and understand a range of religions and worldviews. They express ideas and insights about the nature, significance and impact of religions and worldviews. They gain and deploy the skills needed to engage seriously with religions and worldviews they study.

Curriculum Aims

Our three aims in teaching Religious Education are as follows:

- Children learn more about themselves and their place in the world from their study of religion and worldviews.
- Children learn about religions and worldviews, which have influenced the lives of millions of people and heavily influenced the development of different human cultures.
- Children learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The curriculum has been planned by the RE Lead to ensure it enables progress through ordered and sequential learning, developing both knowledge and skills. There is a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact. The curriculum is outlined below – the highlighted units are assessed for every child during their journey through school.

Hucknall National CofE Primary School – Religious Education Long Term Plan – from September 2023 Understanding Christianity (UC) and Notts Agreed Syllabus 2021-2026 (NAS)						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Christianity	**UCF2 Incarnation** - Why do Christians perform Nativity plays at Christmas? ***WHOLE UNIT*** **NAS F1 – Which stories are special and why?** **NAS F4 – What times are special and why?**		**UCF3 Salvation** - Why do Christians put a cross in an Easter Garden? ***WHOLE UNIT*** **NAS F1 – Which stories are special and why?** **NAS F4 – What times are special and why?**		**UCF1 Creation** - Why is the word 'God' so important to Christians? ***WHOLE UNIT*** **NAS F2 – Which people are special and why?** **NAS F3 – What places are special and why?**	
Year 1 Judaism & Christianity	**NAS 1.2 – Myself and Caring for Others**	**UC1.3 Incarnation** Why does Christmas matter to Christians? ***CORE LEARNING***	**UC1.4 Gospel** What is the good news that Jesus brings? ***WHOLE UNIT***	**UC1.5 Salvation** Why does Easter matter to Christians? ***CORE LEARNING***	**NAS1.1 Celebrations & Festivals**	**NAS1.4 Symbols in Religious Worship & Practice – visit to church**
Year 2 Judaism & Christianity	**UC1.1 God** What do Christians believe God is like? ***WHOLE UNIT***	**UC1.3 Incarnation** Why does Christmas matter to Christians? ***DIGGING DEEPER***	**UC1.2 Creation** Who made the world? ***WHOLE UNIT***	**UC1.5 Salvation** Why does Easter matter to Christians? ***DIGGING DEEPER***	**NAS2.2 Believing** Visiting a Synagogue	**NAS2.4 Story** The Torah & Jewish Stories
Year 3 Islam & Christianity	**UC2a.4 Gospel** What kind of world did Jesus want? ***WHOLE UNIT***	**UC2a.3 Incarnation/God** What is the Trinity? ***CORE LEARNING***	**UC2a.2 People of God** What is it like to follow God? ***WHOLE UNIT***	**UC2a.5 Salvation** Why do Christians call the day Jesus died 'Good Friday'? ***CORE LEARNING***	**NAS3.2 Religion, Family & Community - Prayer**	**NAS3.3 Worship and Sacred Places – Church and Mosque visit**
Year 4 Hinduism & Christianity	**UC2a.1 Creation /Fall** What do Christians learn from the Creation story? ***WHOLE UNIT***	**UC2a.3 Incarnation/God** What is the Trinity? ***DIGGING DEEPER***	**NAS4.4 Religion, family, community, worship, celebration, ways of living – Temple visit**	**UC2a.5 Salvation** Why do Christians call the day Jesus died 'Good Friday'? ***DIGGING DEEPER***	**UC2a.6 Kingdom of God** When Jesus left, what was the impact of Pentecost? ***WHOLE UNIT***	**NAS 4.2 Symbols and religious expression**
Year 5 Islam, Hinduism & Christianity	**NAS5.3 Beliefs & Questions**	**UC2b.4 Incarnation** Was Jesus the Messiah? ***CORE LEARNING***	**UC2b.5 Gospel** What would Jesus do? ***WHOLE UNIT***	**UC2b.6 Salvation** What did Jesus do to save human beings? ***WHOLE UNIT***	**UC2b.3 People of God** How can following God bring freedom and justice? ***WHOLE UNIT***	**NAS 5.1 Inspirational people in today's world**

Year 6 Islam, Hinduism, Judaism & Christianity	**UC2b.1 God** What does it mean if God is holy and loving? ***WHOLE UNIT*** **UC2b.2 Creation** Creation & Science ***WHOLE UNIT (CONTINUE IN AUT 2)***	**UC2b.4 Incarnation** Was Jesus the Messiah? ***DIGGING DEEPER***	**UC2b.8 Kingdom of God** What kind of King is Jesus? ***WHOLE UNIT***	**UC2b.7 Salvation** What difference does the resurrection make for Christians? ***WHOLE UNIT***	**NAS6.2 Religion, World Views, Family & Community**	**NAS6.4 Beliefs in action in the World – visit to Holocaust Museum**

Roles and responsibilities

The subject leader is responsible for:

• Preparing policy documents, curriculum plans, schemes of work and lesson plans for RE.
• Reviewing changes to the national curriculum and advising on their implementation.
• Monitoring the learning and teaching of RE, providing support for staff where necessary.
• Ensuring continuity and progression from year group to year group and across the school.
• Encouraging staff to provide effective learning opportunities for pupils.
• Helping to develop colleagues' expertise in the subject.
• Organising the deployment of resources
• Liaising with teachers across EYFS, KS1 and KS2
• Communicating developments in the subject to all staff.
• Leading staff meetings and providing staff members with the appropriate training.
• Organising, providing and monitoring CPD opportunities in the subject.
• Ensuring common standards are met for recording and assessing pupil performance.
• Advising on the contribution of RE to other curriculum areas, including cross-curricular and extracurricular activities.
• Collating assessment data and setting new priorities for the development of RE so that assessment is effective in raising outcomes for pupils.

The classroom teacher is responsible for:

• Acting in accordance with this policy.
• Ensuring pupils in KS1 and 2 receive at least an hour of RE per week as well as organising the trips and pilgrimages outlined in the planning to ensure their full entitlement of at least 36 hours in KS1 and 45 hours in KS2.
• Ensuring progression of pupils' knowledge and understanding in RE by following the plans developed by the RE Leader
• To use formative and summative assessment to identify next steps for children in order that they improve their knowledge and understanding in RE over time.
• Liaising with the subject leader to continue to improve the learning by amending plans and resources to meet the needs of all pupils effectively, especially those with SEND.
• Reporting any concerns regarding the teaching of the subject to the subject leader
• Undertaking any training necessary to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

• Liaising with the subject leader to implement and develop RE throughout the whole school.

• Organising and providing training for staff regarding the RE curriculum for SEND pupils
• Advising staff how best to support pupils' needs.
• Advising staff on the use of teaching assistants in order to meet pupils' needs

Signed:……(Head Teacher) Date:…….

Signed:……(Chair of Governors) Date:…….