



## **Stanhope Barrington CofE Primary School**

### **Religious Education Policy**

#### **School Vision statement**

*A place where our children adult and community can grow and thrive rooted in kindness, fellowship and confidence.*

Date reviewed: September 2025

Date ratified by the Academy Council: 7<sup>th</sup> October 2025

Date of Next Review: September 2026

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## **1. Statement of Intent:**

At Stanhope Barrington CofE Primary School, our RE curriculum is underpinned by our Christian vision and ethos and aims to nurture happy, inspired and life long citizens who make a positive contribution to society. Through an enquiry approach, the children will develop their religious literacy through a broad and balanced RE curriculum which draws on theology, philosophy and social & human sciences. We aim to engage our children in systematic enquiry into significant 'bug' questions which religion and other world views address, so that they can develop an understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own.

Through Religious Education, we aim to ensure that children know about and develop an understanding of a range of religions so that they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and individuals.

We aim for children to learn about the importance of faith to Christians and other faiths and those of no faith. We encourage the children to consider the impact of RE on their own lives and to make impactful connections between these core elements of the curriculum.

## **2. The Legal Framework**

2.1 This Policy has due regard to legislation, including but not limited to the following:

- The Education Act 1996 section 135
- The Education Act 2002 section 78
- The School Standards and Framework Act, schedule 19

2.2 This policy has been created with regard to the following DfE guidance:

- DfE (2010) Religious Education in English schools: Non-statutory guidance 2010
- DfE (2017) Statutory Framework for the Early years Foundation Stage

## **3. Roles and Responsibilities**

3.1 The subject ambassador is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the teaching and learning of RE, providing support for staff when necessary.
- Ensuring continuity and progression from year group to year group
- Encouraging all staff to provide effective learning opportunities for children
- Helping to develop colleagues' expertise in RE
- Organising and deploying resources and carrying out an annual audit of related resources

- Liaising with colleagues across the whole school
- Communication developments in the subject to all teaching staff and the Senior Leadership Team (SLT) as necessary.
- Leading team meetings and providing staff with the appropriate training
- Organising, providing and monitoring CPD opportunities in RE
- Ensuring high standards of teaching and learning
- Advising on how RE contributes to other curriculum areas e.g. Character Development lessons
- Collating assessment data and setting new priorities for the development of RE in subsequent years

3.2 The Learning Zone teacher is responsible for:

- Acting in accordance with this policy
- Ensuring progression of children's RE, with due regards to the Durham locally agreed syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used using the Understanding Christianity Resource
- Liaising with the subject ambassador about key topics, resources and support for individual children
- Monitoring progress of their children and reporting this on an annual basis to parents/carers
- Reporting any concerns to the SLT

3.3 Special Educational Need Co-ordinator (SENDCO) is responsible for:

- Liaising with the Subject Ambassador in order to implement and develop specialist support for individuals
- Organising and providing training for staff regarding the RE curriculum for children with SEND
- Advising staff on how best to support individual learning needs
- Advising staff on the inclusion of individualised objectives in school support plans

#### **4. Early Year Foundation Stage (EYFS)**

- 4.1 All children in the EYFS will be taught RE as an integral part of their personal, social and emotional wellbeing
- 4.2 All children will encounter religions and world views through multiple methods of teaching e.g. books, educational visits and visitors and story telling
- 4.3 All children will reflect on their feeling and experiences
- 4.4 Teachers will encourage imaginative play and curiosity in children

## **5. Curriculum**

- 5.1 Stanhope Barrington CofE Primary School adheres to the Durham Locally Agreed Syllabus
- 5.2 Stanhope Barrington CofE Primary School use the Understanding Christianity Resource
- 5.3 RE provision will include a distinct body of knowledge and will enable all children to make effective progress in achieving well in RE
- 5.4 The school will make provision to account for parents & carers' right to withdraw their child from RE lessons
- 5.5 All children will have a high quality, coherent and progressive experience of RE
- 5.6 The school will decide on the attitudes and skills they wish to emphasise across the school year or key stage to meet the needs of that cohort
- 5.7 The school will ensure that RE provision contribute to the cross-curricular dimensions of our wider curriculum
- 5.8 Children will be introduced to the issues of right and wrong, good and evil, conflict and justice
- 5.9 Good practice for the curriculum include:
  - Exploring controversial issues in the modern world
  - Working with local communities who promote the beliefs taught in lessons
  - Learning outside the classroom by participating in educational visits
  - Using our cultural capital and using St Thomas' Church and the Methodist Chapel in Stanhope as rich learning environments
  - Introducing themed days and workshops which celebrate difference and diversity of beliefs
  - Encouraging children to use their skills and reflect on questions regarding truth and morality
  - Encouraging children to disagree well and debate issues in the community and in their lived experiences

## **6. Teaching and Learning**

- 6.1 The RE curriculum is delivered at least once a week for all children in Reception to Year Six
- 6.2 Learning Zone teachers use high quality texts and resources which model the religious and non-religious beliefs
- 6.3 Learning Zone teachers encourage children to discuss topics covered in RE orally with their peers and as a whole class. Discussions are recorded in RE books
- 6.4 During RE lessons sufficient time is given for pupils to discuss, plan, edit and revise their work, views and opinions
- 6.5 To improve understanding of the topic being taught, a range of different teaching is deployed including but not limited to:
  - Storytelling
  - Religious Text

- Video
- Adult led tasks
- Child initiated tasks
- Debating and discussion
- Drama, music and performance
- Art

## **7. Planning**

- 7.1 All lessons will have clear enquiry questions which are shared and reviewed with the children
- 7.2 Planning for RE will be comprised of long term, medium term and short-term plans which are based on Understanding Christianity for those units of work
- 7.3 Long term plans will be created by the Subject Ambassador and will include all units to be taught during the key stage
- 7.4 Medium term plans will be established by the Learning Zone teacher in line with the long-term plan
- 7.5 Short term plans will include details of work studied, teaching methods, resources to be used, etc
- 7.6 The Subject Ambassador is responsible for reviewing the long-term plan annually
- 7.7 Teacher are responsible for reviewing the medium and short term plans annually

## **8. Assessment and Reporting**

- 8.1 Children will be assessed using the method of formative assessment throughout the year
- 8.2 Formative assessment will be carried out routinely through the year, against enquiry questions and will inform next steps for the planning of sequenced lessons
- 8.3 Verbal reports will be given during parent/carer appointments
- 8.4 Parents/carers will be given a written report at the end of the summer term each year
- 8.5 The progress of children with SEND will be monitored by the SENDCO and may be reported through a child's School Support Plan if appropriate

## **9. Resources**

- 9.1 The Subject Ambassador is responsible for the management and maintenance of all resources for the RE curriculum
- 9.2 Understanding Christianity is the main teaching resource for Christian units of work
- 9.3 RE displays will be either in the Learning Zone or in the shared cloakroom/corridor next to the Learning Zone
- 9.4 All resources will be fully inclusive and accessible to all
- 9.5 The school library contains a range of diverse books to support the teaching of RE
- 9.6 All learning zones have the same copy of the Children's Bible to ensure consistency

## **10. Equal Opportunities**

- 10.1 All children will have equal access to the RE curriculum
- 10.2 Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede children from accessing the RE curriculum
- 10.3 Lessons will be adapted where reasonable, to meet the needs of the child
- 10.4 Cultural and gender difference are positively reflected in RE lessons and teaching material in line with the Church of England Guidance: Valuing all God's Children

## **11 Monitoring and Review**

- 11.1 This Policy will be monitored and reviewed annually by the Subject Ambassador
- 11.2 The review date for this policy is September 2026
- 11.3 The Subject Ambassador will review the teaching of RE in the school to ensure it follows the Durham Agreed Syllabus and reflects any changes to that scheme