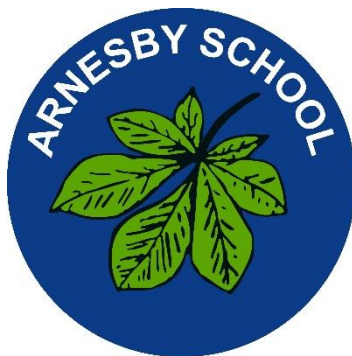


# ARNESBY C E PRIMARY SCHOOL

‘Where every child shines’



## RELIGIOUS EDUCATION POLICY

### School Values:

**Curiosity:** opportunities for children to achieve their best and have positive learning attitudes.

**Respect and thankfulness:** for others, our environment and celebrate our differences.

**Independence:** a sense of responsibility for ourselves and the world around us.

**Resilience:** showing courage, determination and perseverance.

**Forgiveness and honesty:** living by our values and morals.

**Teamwork and koinonia:** working together in our community with love for all.

*“Go and make disciples of all nations...teaching them to observe all things that I have commanded you.”  
(Matthew 28:19-20)*

Date of Review:	Jan 2026
Next Review:	Jan 2028
Approval By:	LGC
Review Frequency	Every two years

**Arnesby CE Primary School is committed to safeguarding and promoting the welfare of children, and this policy supports this commitment.**

### **Embedding Pupil Safeguarding Awareness in the Curriculum**

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- informal conversations
- teacher/pupil discussions
- briefings for outings and trips (road safety / clever never goes)
- implementing an E-Safety Policy regarding the use of ICT
- an awareness of potential hazards in lessons and identifying risks and danger.

Safeguarding is also about pupils' emotional wellbeing. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness, something that is unacceptable, untoward, or disturbing. Staff promote tolerance and respect for each other and an acceptance of individual differences. They help pupils to develop confidence and resilience and discuss what to do if things go wrong. Staff are approachable and show their willingness to always help pupils.

### **British Values**

At Arnesby C of E Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work, and sharing and working together
- making choices with an understanding that the freedom to choose and to have different views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and are essential for their wellbeing and safety
- an acceptance that other people may have different faiths or beliefs to oneself (or have none), and these are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and 'Fruits of the Spirit' as guidelines for behaviour choices.

## **Religious Education Policy**

At Arnesby Primary School, Religious Education contributes to the fulfilment of our school's vision of where every child shines. We strive to be a beacon of excellence and provide a child centred place of learning within a Christian context. Maintaining and sustaining the highest standards of teaching and learning is key to pupils' progress and as such is high profile for governors and staff. The school seeks to work positively with parents and carers to fulfil the school's expectation that all learners are enabled to achieve at the highest level of which they are capable.

Learning through Religious Education is an integral part of school life influencing behaviour, ethical choices and morals. Children both learn about religion and from religion. Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using the correct technical vocabulary.

Religious Education also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose, truth, values, commitments and communicating their individual responses.

### **Our curriculum aims**

To develop a strong foundation of the Christian faith through knowledge and understanding. This should be through beginning to grow an understanding of Christian theological concepts that underpin Christian Beliefs. It should include learning about and from The Bible, Old Testament characters, the life, teachings and actions of Jesus, Christian festivals, creation, wisdom, saints, liturgy, St Peters Church, the Christian community, rites of passage, living out the faith and values rooted in Christianity;

- To apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;
  - To recognise that there are a number of different branches of Christianity who may share common beliefs but practise their faith in different ways;
  - To develop a deep knowledge and understanding of the other principal world faiths, applying an understanding of religion to develop informed respect, empathy and sensitivity towards all people and help build bridges of understanding leading to community cohesion;
  - To grow and deepen their spiritual, moral, social and cultural development by providing a safe space where the children can build confidence in themselves and their own worth; understand that they have a spiritual nature and develop a consideration for others, both in and out of school;
  - To develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth;
  - To develop skills of critical analysis and evaluation and the promotion of understanding of people from different faith backgrounds and none and of diversity within faiths. Helping children apply an understanding of religion to develop a sensitivity and respect towards all people.
  - To encourage and allow for a reflective attitude to life and to elicit a response through feelings of awe, wonder, joy, delight and mystery and to extend their natural curiosity.
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- Preparing our children for life and to face up to the big questions, values, priorities and meaning and purpose of our existence. Encouraging children's curiosity and questioning and help them to answer their questions through teaching them about the importance of Christianity.

## **The Religious Education Syllabus**

Religious education at Arnesby School is based on the Leicestershire Diocese Agreed Syllabus which incorporates Understanding Christianity from CofE and has been adopted by the Leicester Diocese.

In a church school, Christianity should form the majority of study. At Christ Church we follow Leicester Diocesan syllabus for RE. At least 50% of the curriculum taught is Christian and covers the syllabus over two years in all year groups as we have mixed aged classes. At all key stages children are encouraged to use higher level thinking skills moving from knowledge and understanding to analysis, synthesis and evaluation. The syllabus indicates the progression expected in knowledge, skills and understanding which is reflected in our assessment.

An overview of the RE Curriculum is shown in Appendix 1.

Religious Education has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning following the relevant scheme of work. In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of times of stillness and reflection.

Where possible, we also want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. The skills that are promoted through RE are: reflection, engaging in dialogue, contextualising, listening, empathy, asking deep questions, investigating, interpreting, making comparisons, expressing own feelings and opinions and respecting others' feelings and opinions.

### **Assessment and Monitoring:**

The RE lead and link governor monitor teaching, planning and assessment of RE in school. Class teachers have effective opportunities for CPD through in-house training or the Diocese.

Teaching and learning will be monitored through both formative and summative assessment, so that teachers can plan more precisely for progress to a higher level of achievement for those children who have a deeper understanding.

A range of methods are used to monitor standards and progress in RE such as work scrutiny, pupil voice and lesson observations.

The RE lead helps teachers to support assessment and ensures that the RE scheme is implemented and adequately resourced. As part of monitoring of lessons and subject evaluation, there should be evidence in RE books, videos and photographs stored securely on the school server. It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking.

Pupils are assessed in two areas:

- 1) Learning about Religion
- 2) Learning from Religion

Explicit knowledge is shared at the beginning of each unit and assessed by pupils and teachers at the end of the unit and mini quizzes are used throughout the unit to help to embed learning. Achievement is currently assessed as those children who have achieved the expected standard or working above or below the expected standard at the end of the unit.

Teachers use a range of evidence to make their judgements:

- Pieces of written work
- Comments and reflections made during lessons
- Projects
- Photos
- Art work
- Drama
- Observations made by a member of staff.

## **Organisation**

Religious Education is taught once a week for 1 hour. In addition, links are made to RE throughout the curriculum such as prayers in class which includes children's own intentions, reflection time in class and the use of the prayer corner.

Collective Worship time is also an opportunity to learn and develop spiritually.

The School and Classroom Environment at Arnesby promotes a visible Christian environment. Our Vision and underpinning Christian values are visible around the school and in the village hall.

Prayer is a fundamental part of the life of our school. Prayers are said at lunchtime and end of the day as well as during the daily act of Collective Worship and children can access and engage with their classroom prayer table whenever they wish. This gives opportunities for spiritual reflection and prayer. Each class has a selection of Bibles and there are class sets available, stored in the library. People from all faiths are welcome to take part in RE within our school and are encouraged to do so.

## **Inclusion and Parental Right of Withdrawal**

At Arnesby School it is expected that, by applying to a church school, parents and carers understand and recognise the school's distinctive Christian character. We are an inclusive community but recognise that parents have the legal right to withdraw their children from religious education. The teaching of RE is central to the life of the school and although legally, parents have the option of withdrawing their child from RE, we hope that they do not feel it is necessary to choose this option.

The right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PSHE. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education as we consider that Religious Education is inclusive and seen as highly relevant for every pupil.

## **Managing the right of withdrawal**

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs and are given the opportunity to discuss this, if they wish, to make an informed decision.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will remain on school premises.

## **SEND**

Children with special educational needs are supported to explore their own spiritual journey. The opinions of children are respected equally. It is important that all children know that RE is about expressing their opinion and understanding the beliefs of others. Encouragement and support is given in order for children with special educational needs to access the curriculum and be fully included. (see SEND policy).

## **Parental Links**

We recognise and welcome the value of contributions from parents of all faiths as a learning experience. Any contributions are to be referred to the Headteacher to be agreed with the teacher involved and are subject to normal procedures for parental involvement in schools including safeguarding (see policy).

Other policies that link with this policy include:

- Spirituality policy
- Collective Worship Policy
- Safeguarding policy

## Appendix 1

Arnesby RE Long term plan – over two years 2025-2026 & 2026 - 2027						
						
2026/7 CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Peace Class EYFS	Thematic	Christianity - Salvation	Thematic	Christianity - Salvation	Christianity - Creation	Thematic
	F4 Being Special where do we belong	F2 Why is Christmas special to Christians?	F5 Which places are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F6 Which stories are special and why?
Peace Class Years 1 & 2	Christianity - Creation	Christianity - Gospel	Judaism	Judaism	Christianity - God	Thematic
	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live?		1.1 What do Christians believe God is like?	1.9 How should we care for others and the world and why does it matter?
Courage Class Years 3 & 4	Hinduism	Hinduism	Judaism	Christianity - Creation/Fall	Christianity - People of God	Christianity - Kingdom of God
	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be a Hindu in Britain today?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.1 What do Christians learn from the creation story?	L2.2 What is it like for someone to follow God?	L2.6 For Christians, what was the impact of Pentecost?
Endurance Class Years 5 & 6	Hinduism	Christianity - Kingdom of God	Judaism	Christianity - Creation	Christianity - God	Thematic
	U2.7 Why do Hindus want to be good?	U2.6 For Christians what kind of king is Jesus?	U2.9 Why is the Torah so important to Jewish people?	U2.2 Christianity and science: conflicting or complementary?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.11 Why do some people believe in God and some people do not?
2025/26 CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Peace Class EYFS	Thematic	Christianity - Salvation	Thematic	Christianity - Salvation	Christianity - Creation	Thematic
	F4 Being Special where do we belong?	F2 Why is Christmas special to Christians?	F5 Which stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F5 Which places are special and why?
Peace Class Year 1 & 2	Islam	Christianity - Incarnation	Christianity - Gospel	Christianity - Salvation	Thematic	Thematic
	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.5 Why does Easter matter to Christians?	1.10 What does it mean to belong to a faith community?	1.8 What makes some places sacred to believers?
Courage Class Years 3 & 4	Islam	Christianity - God/Incarnation	Christianity - Gospel	Christianity - Salvation	Thematic	Thematic
	L2.9 How do festivals and worship show what is important to a Muslim?	L2.3 What is the 'Trinity' and why is it important to Christians?	L2.4 What kind of world did Jesus want?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.12 How and why do people try to make the world a better place?	L2.11 How and why do people mark the significant events in life?
Endurance Class Year 6 (no current yr5 children)	Islam	Christianity - Incarnation	Christianity - Gospel	Christianity - Salvation	Non-religious worldviews	Thematic
	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe that Jesus was the Messiah?	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.5 What do Christians believe Jesus did to save people?	U2.10 What matters most to Humanists and Christians?	U2.12 How does faith help us when life gets hard?