LOXLEY
C OF E COMMUNITY
PRIMARY SCHOOL

Religious Education Policy

This version	November 2026
Approved by the Governing Body	November 2026
Review date	November 2028
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Religious Education at Loxley CofE Primary School

At Loxley CofE Primary School, Religious Education (RE) is a vital part of a rich, broad and balanced curriculum. It helps every child to grow in knowledge and understanding of Christianity and of other faiths and worldviews, to ask thoughtful questions about life, and to develop spiritually, morally, socially and culturally.

As a Church of England school within the Diocese of Coventry and Warwickshire, we welcome children and families of all faiths and none. RE is taught in an objective, critical and respectful way, and every pupil's questions, views and experiences are valued.

Our Christian Vision and Values

Inspired by Jesus' words, *"I have set you an example that you should do as I have done"* (John 13:15), and rooted in the Parable of the Sower, our vision is to provide the good ground for every child to flourish and grow into the best version of themselves.

We strive to:

- Nurture confident, resilient learners who embody Christian values.
- Equip children with knowledge, skills and a growth mindset to lead happy, fruitful lives.
- Create a safe, happy, inclusive and deeply Christian environment where every child feels valued and loved.
- Empower each child to fulfil their unique potential: emotionally, academically, physically, socially and spiritually.
- Provide rich and memorable experiences that ignite curiosity about our wondrous world, inspire ambition to protect its beauty and foster a lifelong love of learning.
- Prepare pupils to make a positive impact on their communities and the wider world, living out the example set by Jesus.

In line with the Church of England's vision for education, *Deeply Christian, Serving the Common Good*, our learning is underpinned by six Christian values: **Respect, Community, Forgiveness, Hope, Perseverance and Trust**. We focus on a new value each half term while reinforcing all six throughout the year.

RE is intrinsic to the outworking of this vision. It gives children the knowledge and understanding to explore what our values mean in the Bible and in the lives of people of many beliefs, and to put them into practice in their own lives. Teachers plan deliberate opportunities for children to make connections between RE and our values, and to consider the "big questions" our values raise.

Legal Requirements

RE is provided for all registered pupils, including those in Reception, as part of the basic curriculum alongside the National Curriculum, except for those withdrawn at their parents' or carers' request. We follow the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education, which is determined locally by the Standing Advisory Council for Religious Education (SACRE) and meets the requirement that content is 'in the main Christian', whilst also taking account of the teaching and practices of the other principal religions and worldviews represented in Great Britain.

As a Church of England school, our RE provision also reflects the Church of England Statement of Entitlement for Religious Education. The governing body, in consultation with the Headteacher, is

responsible for ensuring that RE is taught consistently with the Christian purpose of the school. Foundation governors have a particular responsibility to uphold this.

The RE entitlement is separate from the requirements for Collective Worship. Collective Worship is not considered curriculum time for RE or the teaching of RE.

Our Aims

In line with the Church of England Statement of Entitlement, our school aims for all pupils:

- To know about and understand Christianity as a diverse and global living faith, through exploration of core beliefs and an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within them.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and on the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- To appreciate and respect the many different cultures and beliefs living together in modern society, including those that differ from their own.
- To develop a secure knowledge of a range of Christian stories from the Bible, and an understanding of how Christianity's core concepts connect to the whole of the Bible's narrative.

Through RE we aim to promote understanding and respect for a diverse range of beliefs, practices and worldviews, equipping children with the skills and knowledge needed to live well in an increasingly multicultural society. We also want children to grow into responsible, thoughtful and well-informed members of their local community, building on our strong links with St Nicholas Church and the village of Loxley, as well as the wider world.

Organisation of Religious Education and Worldviews Teaching at Loxley

RE is an academic subject with a high profile in our curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

At Loxley, RE:

- Is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish.
- Contributes to British Values and to pupils' spiritual, moral, social, and cultural development.
- Is delivered in an objective and critical manner to engage and challenge all pupils through exploration of core concepts and questions about a range of faiths, beliefs, and worldviews. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- Reflects a good balance between the disciplines of theology, philosophy, and human and social science, to enable pupils to develop their religious literacy.
- Enables pupils to acquire rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.

- Provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- Supports the development of other curriculum areas, including the ability to express thoughts, feelings, and personal beliefs.
- Encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support, and pupil grouping as appropriate to pupils' needs.
- Offers tasks that are appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- Ensures that all pupils' contributions are valued in RE as they draw on their own lived experiences and beliefs.
- Is planned on a two or three year cycle of units across our mixed-age classes, ensuring consistency and full coverage as children move through the school. Teachers adapt and supplement the schemes of work to suit their class.
- Is funded to enable a range of resources on different religions and worldviews to be purchased or borrowed, and, where possible, visits to places of worship and INSET for staff. We make use of guidance and training from the Diocese. Resources are stored so that they are accessible, and kept respectfully and in good condition.

Teaching and Learning

The planning and teaching of RE is the responsibility of class teachers, with guidance from the RE subject leader. We ensure that RE is engaging and inspiring. Children learn through an enquiry-based approach, including:

- Posing and discussing 'big' and challenging questions.
- Reading and critically analysing texts, including biblical texts, and interpreting information from different sources.
- Listening to and discussing ideas with teachers and other pupils, and engaging in pair and group activities.
- Developing oracy by teaching pupils to explain, question, justify and respond respectfully to others' ideas, using talk frames and sentence stems where helpful.
- Exploring a range of media such as artefacts, pictures, photographs, music, art, stories and drama.
- Experiencing visits to places of worship, including our local church, St Nicholas Church, Loxley, and visitors from local faith communities.
- Taking part in outdoor learning, including our weekly Forest School sessions, which nurture awe and wonder in the natural world.
- Taking time for quiet reflection.

RE reflects a good balance between the disciplines of theology, philosophy and human and social science, so that pupils develop their religious literacy. Teachers establish clear links between religious belief and practice and children's own lives, so that pupils gain something of personal value from their learning, for example by considering how insights from religious stories might apply to their own lives. Lessons present religions and worldviews in all their richness and diversity, in a sensitive and accurate way, and all questions, views and opinions are treated with sensitivity and respect.

The Contribution of RE to Wider School Life

Spiritual, moral, social and cultural (SMSC) development. Learning about and from religions and beliefs helps children to reflect on personal feelings, responses and relationships, to develop moral awareness and social understanding, and to explore the role of belief in the lives of people in a diverse society. RE supports the development of literacy, empathy and the ability to express thoughts, feelings and personal beliefs.

Oracy. RE gives children regular, purposeful opportunities to talk about big and challenging questions of belief, meaning and values. Through discussion, debate, reasoned explanation and respectful disagreement, pupils develop the confidence and vocabulary to express and justify their ideas, to listen carefully to others, and to build on and challenge different viewpoints. This strengthens their oracy skills across the curriculum.

Our Christian values. Making connections between RE and our six values of Respect, Community, Forgiveness, Hope, Perseverance and Trust helps children to understand the values more deeply and to see how they can be put into practice in everyday life.

Respect for all and global learning. RE provides a positive context to celebrate and explore the diversity of cultures, beliefs and values in our school community, our village, the UK and the wider world. It helps pupils to understand diversity, to promote shared values and to challenge racism, discrimination and extremism.

Courageous Advocacy. RE helps children to explore what their beliefs and values call them to do, empowering them to speak up for justice, care for others and take positive action in their local, national and global communities.

British Values. RE provides opportunities to promote democracy, the rule of law, individual liberty and mutual respect and tolerance.

The Role of the RE Subject Leader

The RE subject leader will:

- Ensure that all pupils receive their legal entitlement to RE and that provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review this policy and the subject action plan so that they remain up to date.
- Ensure all teachers know what should be taught in RE, what resources are available and what standards are expected at the end of each key stage.
- Monitor and review the implementation of the policy and units of work, and the quality and effectiveness of teaching, learning and pupil progress in RE.
- Ensure there are rigorous assessment systems in place, and monitor, analyse and question RE assessments made by staff.
- Liaise with the Headteacher and Governors to feed back on the impact of RE across the school, including as part of SIAMS self-evaluation.
- Support colleagues by sharing new ideas and pedagogy, and by organising CPD, including through links with the Diocese and local schools.
- Oversee and monitor RE resources, and ensure that school safeguarding procedures are followed whenever visitors are invited into RE lessons.

Assessment and Recording

Assessment in RE will:

- Identify suitable opportunities within schemes of work such as *Understanding Christianity*, and relate directly to the expectations of the Coventry and Warwickshire Agreed Syllabus.
- Seek to identify development across the different areas of learning in the subject, and not only the acquisition of factual knowledge.
- Recognise the range of skills and attitudes that the subject seeks to develop.
- Use well designed criteria that identify progress and achievement as well as effort, in line with the school's feedback and marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development for individual pupils and for the whole school.
- Enable effective reporting to parents.

At the end of each unit, teachers assess children on their work and contributions during class activities. Attainment is recorded on the class RE assessment sheet, with children judged to be working at emerging, expected or exceeding the expected standard for the learning outcomes.

Equal Opportunities and Inclusion

RE is taught to the full range of abilities so that every child can flourish. Learning activities provide fully for the needs of all pupils, including the more able, children with special educational needs and disabilities (SEND) and children with English as an additional language (EAL). Teachers consider the task, outcome, resource, support and pupil grouping to suit pupils' needs, offering tasks that are challenging and engaging, extending the most able and providing support for those who need it.

RE lessons provide a safe space for every child to explore their own religious, spiritual and philosophical ways of seeing, living, thinking, believing and belonging, and to take part in meaningful and informed dialogue with those of all religions and worldviews. All pupils' contributions are valued as they draw on their own lived experiences and beliefs.

Withdrawal from RE

RE is a cherished part of our curriculum, and we hope every child will benefit from it. We respect the legal right of parents and carers to request that their child is withdrawn from RE lessons, and we would welcome the opportunity to discuss this decision with them. Following these discussions, parents who wish to formally withdraw their child should submit a letter to the Headteacher. If a child is withdrawn, the school will provide a safe alternative.

Withdrawal from RE lessons does not exempt children from the Christian ethos that underpins the whole of school life, and parents are made aware of this when they enrol their children.

Parental Involvement

We recognise that parents and carers play a vital role in their children's religious education and worldview development, and we are committed to a strong partnership between home and school. We will:

- Provide clear information about the aims, content and approach of RE through newsletters, the school website and parent meetings.

- Invite parents to take part in RE-related events, workshops and visits to places of worship where possible.
- Welcome parents' insights about their own beliefs and practices to enrich classroom discussion, where appropriate.
- Respect parents' legal right to withdraw their children, while offering the opportunity for dialogue so that they are fully informed about the curriculum.
- Encourage parents to support their child's reflection on their own beliefs and values at home.

Monitoring, Evaluation and Review

The monitoring and evaluation of RE forms part of the school's ongoing self-evaluation and school improvement process. The RE subject leader monitors RE through analysis of assessment data, work sampling, pupil conversations and learning walks. This information feeds into the school's SIAMS self-evaluation, and the impact of RE is independently inspected in accordance with Section 48 of the Education Act 2005 (SIAMS).

This policy has been produced with the involvement of the teaching staff and governors. It will be reviewed every two years, and any amendments will involve all members of the teaching staff.