

WIDEY COURT



PRIMARY SCHOOL



CONNECT
ACADEMY TRUST

WIDEY COURT PRIMARY SCHOOL

Religious Education Policy

<i>Policy reviewed on:</i>	<i>September 2026</i>
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<i>Who reviewed this policy:</i>	<i>Amy Griffiths</i>

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Intent

Here at Widey Court our aim is to teach high quality Religious Education lessons to all pupils regardless of need or barrier. We follow the Plymouth Agreed Syllabus and teach systematic and thematic units from Early Years Foundation Stage to Year 6.

Our approach is to have three core elements in our curriculum that are succinct and provide breath and balance. We want our children to leave school with a deep body of knowledge, understand their own beliefs and practices, and be tolerant and be respectful of others in the local community and the wider world.

During their time at Widey the children will be:

Making sense of beliefs by identifying core religious and non-religious beliefs and understanding what these beliefs mean within traditions, recognising how and why sources of authority are used, expressed and interpreted and develop their own skills of interpretation.

Making connections between their own lives and the beliefs and practices studied. They will challenge what they have studied and by evaluating, reflecting and connecting beliefs and practices.

Understanding the impact of people's beliefs and how they put them into action every day.

Implementation

Children will be taught, by Teachers and HLTAs, the Plymouth Agreed Syllabus covering Christianity, Judaism, Islam and Hinduism over their time at Widey Court. Children will enjoy school trips, welcome visitors and view artefacts– all of which works to enrich their experience within RE.

Impact

We want the children to leave school with a deep body of knowledge. Through lesson observations, pupil voice, books and discussions children will be able to demonstrate their increasing knowledge of beliefs and concepts. Children will be able to recall known facts that have been taught and gain a deeper understanding of the substantive concepts over time making connections. To aid this deep understanding, ROCKS is used as an assessment tool to track knowledge and skills and understanding.

Teaching and Learning:

2a) Foundation Stage

Religious Education is taught in the Foundation Stage classes as an integral part of the topic work covered during the year. We relate aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

<u>Vocabulary</u>	<u>Communication and language</u>	<u>Communication and language</u>	<u>Understanding the world</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Expressive arts and design</u>
Christmas Easter Bible Church Jesus Christian Belief Belonging Difference Holy God celebration Miracle Nativity Sacrifice Died Mary Cross Holy Week Good Friday Last Supper Ester Sunday	- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. - They use talk to organise, sequence and clarify thinking, ideas, feelings and events. - Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. - They talk about how they and others show feelings.	- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. - They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. - They talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. - Children think and talk about issues of right and wrong and why these questions matter. - They respond to significant experiences showing a range of feelings when appropriate. - They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others. - Children have a developing respect for their own cultures and beliefs, and those of other people. They show sensitivity to others' needs and feelings and form positive relationships.	- Children talk about similarities and differences between themselves and others, among families, communities, and traditions. - They begin to know about their own cultures and beliefs and those of other people. - They explore, observe and find out about places and objects that matter in different cultures and beliefs.	Children are given access to a wide range of books, poems and other written materials to ignite their interest.	Children recognise, create and describe some patterns, sorting and ordering objects simply.	- Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings. - They respond in a variety of ways to what they see, hear, smell, touch and taste.
Hinduism- Hindus Brahman Vishnu Brahma Shiva Rama Sita Divali light festival	They develop their own narratives in relation to stories they hear from different communities.					

2b)Years 1-6:

We follow the Plymouth Agreed Syllabus 2024 and teach systematic and thematic units from Early Years Foundation Stage to Year 6.

Foundation	Y1	Y2	Y3	Y4	Y5	Y6
Being Special: where do we belong?	Who do Christians believe made the world?	Who is Muslim and how do they live? Part 1	What do Christians believe from the creation story?	What do Hindus believe God is like?	What does it mean to be a Muslim in Britain today?	Creation and Science: conflicting or complementary?
Diwali	Who do Christians believe made the world? + Christmas	Why does Christmas matter to Christians?	How do festivals and worship show what matters to a Muslim?	What is the Trinity and why is it important to Christians?	What does it mean if God is holy and loving?	Why do Hindus want to be good?
Christmas	Who is Jewish and how do they live? 1&2 combined	Who is Muslim and how do they live? Part 2	What is it like to follow God?	What does it mean to be Hindu in Britain today?	Was Jesus the Messiah?	For Christians, what kind of king is Jesus?
Chinese New Year	What do Christians believe God is like?	Why does Easter matter to Christians?	How do festivals and family life show what matters to Jews?	Why do Christians call the day that Jesus died 'Good Friday'?	Why is the Torah important to Jewish people?	What do religious and non-religious worldviews teach about caring for the Earth?
Easter	What does it mean to belong to a faith community?	What is the good news Jesus brings?	What kind of world did Jesus want?	How do people from religious and non-religious communities celebrate key festivals?	What does it mean to be a Humanist in Britain today?	Christians and how to live: 'What would Jesus do?
	How should we care for others and the world?	What makes some places scared to believers?	How and why do people try to make the world a better place?	How and why do people mark the significant events of life?	What can be done to reduce racism? Can religion help?	'What matters most to Humanists and Christians?

3) The Learning Environment:

The learning environment should be stimulating with a range of recorded work and evidence of the different enquiry types on working walls with focused vocabulary. Children should be subject to a safe and respectful learning environment, where resources and artifacts are readily available to support the children's learning. Children should be posing questions and have access to higher order thinking activities to stimulate their curiosity and awe of the subject. They are encouraged to work individually, in pairs, in groups, or as a whole class. As teachers, we look for opportunities to praise co-operation and safe, considerate behaviour with respect and tolerance for others in our school and wider community.

4) Role of the Subject Lead:

- 1) The role of the subject leader is to ensure that Religious in the school is being taught according to the school's policy and also ties in with the teaching and learning policy. They are to ensure that the subject remains current and falls within the aims of the school's vision and aims and SIP.
- 2) Monitoring of the subject would involve lesson observations, book looks, learning walks, pupil voice, Governor Days, and looking at year group planning.
- 3) Other duties and roles of the RE subject lead are to ensure resources are ordered and relevant to the curriculum and year group expectations. To order new resources and consumables where needed to ensure that staff can teach the subject to their best ability. Due to budget restraints in the schools, this may also result in sourcing outside funding to replace broken/faulty or out of date resources. Inviting in visitors, organising special Religious Education events and encouraging classes to use resources and for teachers and teaching assistants to access CPD where appropriate.

5) Assessment and Marking:

The children's knowledge and understanding are assessed before each unit of work, and at start of lessons using the NATRE PowerPoints with the ROCKs symbol on them. This summarises knowledge and understanding of the key topic before a topic or lesson starts.

Children's work is evidenced in a variety of ways in their books and possible class displays which demonstrate their key understanding and skills they have acquired. All written work must be marked regularly and give children clear learning points through written and verbal feedback as appropriate to the task and individual child. Marking must be in line with the school's marking policy. Children will be asked to edit and improve their work.

6) Conclusion

This policy will need to be read in conjunction with the following school policies

- Teaching and learning policy
- Marking Policy
- SEN policy
- Equal opportunities policy
- Health and Safety policy.

Signed:A Griffiths

Date: September 2026