



Religious Education Policy

2025-2026

Friendship, Community, Faith

WHITLEY CHAPEL C OF E FIRST SCHOOL

R.E Policy

INTRODUCTION

‘Friendship, Community, Faith’

Our vision is to provide an education of the highest quality within the context of Christian belief and practice in a happy, considerate, safe environment, and to give our pupils space to learn and grow.

We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils.

Our vision for RE

Because Whitley Chapel First School is a Voluntary Aided Church of England School, in keeping with the school’s Trust Deed there is a greater emphasis throughout the curriculum on Christianity, with explicit support for the aims and structure of the Anglican Church. We adopt an inclusive approach and encourage all parents to allow children to participate in this important curriculum area.

Teaching and Learning in RE reflects our high expectations and contributes to higher standards in all phases.

Pupils will:

- Acquire and develop a sound knowledge and understanding of Christianity and other major world faiths - Islam, Judaism and Hinduism.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of principal religions

Also Spiritual, Moral, Social and Cultural development will be enhanced by

- gaining an awareness of the fundamental questions of life raised by human experiences and of how religious teachings relate to them.
- encouraging responses to such questions with reference to the teachings and practices of Christianity and other religions, and to their own understanding and experience.
- encouraging reflection on their own beliefs, values and experiences in the light of their learning.

The Curriculum

The Religious Education each child receives can be brought into focus under three interrelated categories. These are taken from the Diocesan RE Syllabus introduced in October 2024

- Making sense of beliefs.
- Understanding the impact and significance of beliefs.
- Making connections between the concepts, beliefs, practices and ideas studied.

This enables the development of pupils’ own personal beliefs and values.

Planning

We use the RE Syllabus for Church Schools set out in the Dioceses of Durham and Newcastle Diocesan Syllabus

for Religious Education 2024. We wherever possible will follow units explicitly. A two year topic cycle is in place for RE which aims to cover the main areas of the RE syllabus.

Teaching

A range of teaching methods are used to cover the scheme of work, adapted to meet the needs of the class and individuals. Drama, Art and Music are also used to deliver the content in a way that is accessible to all pupils. In RE lessons, an atmosphere of tolerance and respect is created so individuals have freedom to express their own beliefs in an atmosphere of trust.

Assessment and Record Keeping

Pupil performance may be assessed through observation, discussion, listening or a collection of evidence.

Regular pupil progress meeting outcomes are discussed and recorded on an RE tracking grid and contributes to next steps and the end of year comment in each pupil's annual report to parents.

Monitoring

The Chair of Governors, Rev Andrew Patterson, will monitor RE termly - planning in the Autumn term, teaching in the Spring term and assessment in the Summer term. Other curriculum governors will be invited to take part in a work scrutiny at least once a year.

Equal Opportunities

All children have access to Religious Education and lessons are appropriately differentiated. The right to withdraw a child from Religious Education is respected.

Appendix A - See RE Curriculum (Long Term Plan) below.

Document Details

Last Ratification - October 2024

Next Ratification - October 2025

APPENDIX A

CYCLE A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Understanding Christianity F1 Creation/God Why is the word God so important for Christians?	Understanding Christianity F2 Incarnation Why do Christians perform nativity plays at Christmas?	Diocese Unit F4 Being special: Where do we belong? Refer to Christians & Muslims	Understanding Christianity F3 Salvation Why do some Christians put a cross in an Easter garden?	Diocese Unit F6 Which stories are special and why? Refer to Christians, Muslims, Hindus	Diocese Unit F5 Which places are special and why? Refer to Christians, Muslims, Hindus
Year 1/ 2	Understanding Christianity 1.2 Creation - Core Who do Christians say made the world? Diocese Unit 1.10 How should we care for the world and for others, and why does it matter?	Understanding Christianity 1.3 Incarnation - Core Why does Christmas matter to Christians?	Diocese Unit 1.8 What does it mean to belong to a faith community? Refer to Christians and Hindus and non religious	Understanding Christianity 1.5 Salvation - Core Why does Easter matter to Christians?	Diocese Unit 1.7 Who is Jewish and what do they believe?	Explore Big Story and frieze Understanding Christianity 1.4 Gospel - Core (Digging deeper) What is the good news Christians believe Jesus brings?
Year 3/4	Recap Big Story and frieze Understanding Christianity L2.2 People of God - Core What is it like for someone to follow God?	Understanding Christianity L2.3 Incarnation/God Core What is the trinity and why is it important for Christians?	Diocese Unit L2.7 What does it mean to be a Hindu in Britain today?	Understanding Christianity L2.5 Salvation - Core Why do Christians call the day Jesus died 'Good Friday'?	Understanding Christianity L2.6 Kingdom of God Core For Christians what was the impact of Pentecost?	Recap Big Story and frieze Diocese Unit L2.10 How and why do people mark the significant events of life? Refer to Christians, Jews, Muslims, and non religious

CYCLE B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Understanding Christianity F1 Creation/God Why is the word God so important for Christians?	Understanding Christianity F2 Incarnation Why do Christians perform nativity plays at Christmas?	Diocesan Unit F4 Being special: Where do we belong? Refer to Christians & Muslims	Understanding Christianity F3 Salvation Why do some Christians put a cross in an Easter garden?	Diocese Unit F6 Which stories are special and why? Refer to Christians, Muslims, Hindus	Diocesan Unit F5 Which places are special and why? Refer to Christians, Muslims, Hindus
Year 1/ 2	Understanding Christianity 1.2 Creation (Digging deeper) Diocese Unit Who made the world? 1.10 How should we care for the world and for others and why does it matter?	Understanding Christianity 1.4 Gospel (Digging deeper) What is the good news Christians believe Jesus brings?	Diocesan Unit 1.6 Who is a Muslim and how do they live?	Understanding Christianity 1.5 Salvation (Digging deeper) Why does Easter matter to Christians?	Diocesan Unit 1.9 What makes some places sacred to believers? Refer to Jews, Muslims (building on Spring 1), Christians, Hindus (building on EY) and non-religious	Explore Big Story and frieze Understanding Christianity 1:1 God (Digging Deeper) Who do Christians say God is like?
Year 3/4	Recap Big Story and frieze Understanding Christianity L2.2 People of God - (Digging Deeper) What is it like for someone to follow God? Refer to - Christians, Jews, Muslims, and non religious (golden rule)	Diocesan Unit L2.9 What are the deeper meaning of festivals? Refer to - Christians, Muslims (covered ks1), Hindus (covered y3), Jews (covered ks1)	Understanding Christianity L2.4 Gospel Core with Digging deeper - What kind of world did Jesus want?	Understanding Christianity L2.5 Salvation (Digging deeper) Why do Christians call the day Jesus died 'Good Friday'?	Understanding Christianity L2.6 Kingdom of God (Digging Deeper) For Christians what was the impact of Pentecost?	Recap Big Story and frieze Diocesan Unit L2.8 What does it mean to be a Sikh in Britain today?