



Crockerton Church of England Primary School

Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB

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Headteacher: Mrs Nic Ilic

VISION STATEMENT

Together we learn and grow, beyond expectations, guided by our faith and values.

Be joyful. Grow to maturity. Encourage each other. Live in harmony and peace. Corinthians 13:11

RE Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	September 2016
Reviewed	September 2020
Author	RE Lead, Ex-officio Governor, ratified by The Standards Committee
Next Review	September 2021

We are committed to safeguarding and promoting the welfare of children and young people



The Staff and Governors are committed to ensuring that the Christian faith informs the whole life of the school. As a church school we aim to promote quality Worship and Religious Education and seek to build lasting relationships between the school, Church and community. Our school is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deeds of the School. The Governors in consultation with the Head teacher have decided, following advice from the Diocese, to adopt the Wiltshire (Locally) Agreed Syllabus for Religious Education 2012.

Aims in Religious Education

The Principal Aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.¹

Through the teaching of Religious Education, we seek to provide our children with a deeper insight into the Christian faith and other world religions; to give children the opportunity to develop morally, spiritually, socially and culturally. We recognise the value of every child's knowledge, ideas and beliefs and aim to create a secure setting for children to ask 'challenging questions about the ultimate meaning and purpose of life, beliefs.....issues of right and wrong'.²

Religious Education at Crockerton aims to:

- build knowledge and understanding of the beliefs and practices of Christianity and other principal world faiths.
- build knowledge of key religious texts and the practices that arise as a result of these.
- explore values within religion and human experience.
- give children a chance to reflect on their personal responses to issues of truth, belief, faith and ethics.
- consider other people's responses.
- appreciate that for some people, belief in spiritual dimensions is important.
- enable children to learn to think and question critically and express their developing ideas, values, beliefs and spirituality.
- develop the skills of enquiry, response (using religious vocabulary, investigation and empathy), reflection, expression, interpretation, application, discernment, analysis, synthesis and evaluation of issues of truth, belief, faith and ethics.³
- develop key attitudes including self-awareness, respect for all, open-mindedness, appreciation, wonder and curiosity and critical awareness.

Pupil entitlement

As a core subject, Religious Education is allocated weekly teaching time. Within the Foundation Stage Religious Education is taught as a discrete subject and also through the Early Learning Goals.

In September 2012, we implemented the new Wiltshire Agreed Syllabus. In 2018 we updated our two year rolling programme to include schemes of work from Understanding Christianity to be taught alongside Discovery RE on the following two year rolling programme:

¹ Wiltshire Agreed Syllabus 2011

² Thinking Together p 1

³ See Appendix 1 for 'I can' statements relating to these skills

Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS1/2	<p>UC Concept: Creation</p> <p>Key Question: Why is the word 'God' so important to Christians?</p> <p>Religion: Christianity</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Why do Christians perform Nativity plays at Christmas?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion: Islam, Judaism</p>	<p>UC Concept: Salvation</p> <p>Key Question: Why do Christians put a cross in an Easter garden?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religion: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Discovery Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism</p>
KS1	<p>UC Concept: Creation</p> <p>Key Question: Who made the world?</p> <p>Religion: Christianity</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Why does Christmas matter to Christians?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Jesus as a friend</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>UC Concept: Salvation</p> <p>Key Question: Why does Easter matter to Christians?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Discovery Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p>
Lower KS2	<p>Discovery Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>UC Concept: Incarnation</p> <p>Key Question: What is Trinity?</p> <p>Religion: Christianity</p>	<p>UC Concept: Creation/Fall</p> <p>Key Question: What do Christians learn from the creation story?</p> <p>Religion: Christianity</p>	<p>UC Concept: Salvation</p> <p>Key Question: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Hindu beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Discovery Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>
Upper KS2	<p>Discovery Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Was Jesus the Messiah?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>UC Concept: Salvation</p> <p>Key Question: What do Christians believe Jesus did to save Human beings?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	<p>UC Concept: God</p> <p>Key Question: What does it mean for Christians if God is holy and loving?</p> <p>Religion: Christianity</p>

Cycle B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	<p>UC Concept: Creation</p> <p>Key Question: Why is the word 'God' so important to Christians?</p> <p>Religion: Christianity</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Why do Christians perform Nativity plays at Christmas?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion: Islam, Judaism</p>	<p>UC Concept: Salvation</p> <p>Key Question: Why do Christians put a cross in an Easter garden?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religion: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Discovery Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism</p>
KS1	<p>Discovery Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>UC Concept: Gospel</p> <p>Key Question: What is the good news that Jesus brings?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals every day help a Muslim in his/her daily life?</p> <p>Religion: Islam</p>	<p>UC Concept: God</p> <p>Key Question: What do Christians believe God is like?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Community and belonging</p> <p>Key Question: Does going to the Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Discovery Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
Lower KS2	<p>Discovery Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>UC Concept: People of God</p> <p>Key Question: What is it like for Christians to follow God?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>UC Concept: Gospel</p> <p>Key Question: What kind of world did Jesus want?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>	<p>UC Concept: Kingdom of God</p> <p>Key Question: When Jesus left, what was the impact of Pentecost?</p> <p>Religion: Christianity</p>
Upper KS2	<p>Discovery Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>UC Concept: Gospel</p> <p>Key Question: What would Jesus do?</p> <p>Religion: Christianity</p>	<p>UC Concept: Creation</p> <p>Key Question: Creation and science: conflicting or complementary?</p> <p>Religion: Christianity</p>	<p>UC Concept: Salvation</p> <p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p>	

Key questions could be further explored within the context of our school values, Church values and British Values, themed days or PSHE.

We take into account the beliefs, viewpoints and ideas of pupils and their families and allow for the exploration of secular philosophies and non-religious world views.⁴

Assessment

Assessment is conducted at the end of each term. It is designed to monitor pupils' knowledge and how they apply that knowledge through skills. It is taken from the Discovery RE materials and the Understanding Christianity end of phase outcomes. Formative assessments inform current and future planning to ensure ongoing progress for pupils against the outcomes and knowledge building blocks. Half termly assessments track pupil progress across the year, key stage and school. A portfolio of evidence showing examples of work from each year group is kept. Progress in RE is included in the annual report to parents.

A broad and secure base of knowledge which underpin the ability to think, reason reflect and articulate ideas of theological understanding, is vital in giving children access to good Religious Education.

Pupils self-assess their RE learning using the following skills that are applied progressively to their growing subject knowledge:

- Investigation – I ask big questions and search for answers.
- Interpretation – I interpret religious texts and find symbolism and meaning in them.
- Compare – I compare stories within and across religions.
- Synthesis – I connect ideas from the text to make the big picture clearer.
- Application – I make links between texts and my own life and understanding of the world.
- Communication – I communicate my thoughts, ideas, beliefs and values.
- Empathy - I explore ways people respond to religious texts, thinking about their thoughts, feelings, actions, practices and values.
- Reflection - I reflect on feelings, texts, events, relationships, experiences, big questions, beliefs and practices.
- Discernment - I evaluate what I have heard and am able to change my thinking.

Presentation of Work

Teachers will use a range of recording methods of RE learning; including teacher recording of verbal discussions and questions; photographs as evidence of creative learning e.g. role play or art projects and written work in curriculum books.

All written work will have a learning objective and success criteria. Handwriting and presentation will be neat and work will be marked in accordance with the school marking policy.

Curriculum books will be moderated against English books to ensure quality of writing is consistent across the subjects (from core to foundation subjects).

The right of withdrawal from RE

We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education without influence from the school.

We will continue to inform parents of the RE teaching in each class through the parent provision maps on the school website, enabling parents to make an informed decision. At Crockerton School we will respect anyone's right to withdraw from RE, but would ask parents to contact the head teacher to discuss provision for us to arrange suitable RE provision that the parent is happy with, and to discuss how to manage their child being involved in RE related questions and discussions arising in other subject areas.

⁴ See Appendix 1 for details of breadth of study.

Appendix 1 – Breadth of Study

Religious Education and the Wiltshire Agreed Syllabus 2012

The principal aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.

Pupils will be involved in exploring aspects of religions and beliefs. They will question and respond in order to enhance their knowledge, skills and understanding.

The Fields of Enquiry for each Key Stage cover the following strands:

- i. beliefs, teachings and sources
- ii. practices and ways of life
- iii. ways of expressing meaning
- iv. questions of identity, diversity and belonging
- v. questions of meaning, purpose and truth,
- vi. questions of values and commitment