



TUTSHILL CHURCH OF ENGLAND SCHOOL

Religious Education Policy

'Love One Another, Know Ourselves, Believe and Grow'

Written: Autumn 2025
Review: Autumn 2027

Signed Headteacher.....

Signed Committee chair.....



Our Christian Vision is rooted in 1John 4:7
'Dear Friends, let us love one another, for love comes from God'

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Tutshill C of E Primary School, Tutshill, Nr Chepstow, Gloucestershire, NP16 7BJ





Introduction

Our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision; Love One Another, Know Ourselves, Believe and Grow.

Our School Vision is rooted in 1John 4:7 *'let us love one another, for love comes from God'*.

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God's family.

Curriculum Drivers

Throughout each subject that we teach, we want to ensure that children leave Tutshill School ready for the next chapter of their lives. Therefore, we want our children to:

- understand and use our school values
- be resilient and curious learners
- be globally aware
- be able to play a role in wider society

Subject Intent

At Tutshill C of E Primary School, we offer a broad and rich Religious Education curriculum to allow for coverage of the areas prescribed in the Gloucestershire Agreed Syllabus enhanced by the Understanding Christianity resource. Our curriculum enables our children to explore different religious beliefs, their community and their personal development in a variety of ways. High quality, creative, engaging and challenging curriculum opportunities are planned so that children can use and develop their metacognitive skills to ask big questions, make links and evaluate learning. Each unit will teach children about religions and world views where children are able to build upon prior learning through the bespoke spiral curriculum planning. Religious Education at Tutshill C of E Primary School provides opportunities to broaden the children's Global Awareness and understand issues that are prevalent in society today – both in Britain and the wider world. The delivery of the RE curriculum provides opportunities that prepare children to play an active and productive role in a diverse and multicultural society which is underpinned by our core Christian values.



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The RE curriculum content is organised into three key areas: to make sense of religious and non-religious beliefs; understand the significance and impact of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts and practices.

Legal Framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Religious Education programmes of study'
- DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
- Equalities Act 2010

Roles and Responsibilities

Governing Board

- Link Governor will meet with the subject leader to be able to understand the programme of study.

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.



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- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of geography in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

The classroom teacher is responsible for:

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Tutshill C of E School policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.



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The Curriculum

Early Years Foundation Stage

Religious Education is delivered through Personal, Social and Emotional Development as well as Understanding the World.

National Curriculum

The curriculum is delivered following the Gloucestershire Agreed Syllabus and Christianity units are implemented using the Understanding Christianity resources. The three fold aims of RE are for children to make sense of a range of religious and non-religious beliefs; understand the impact and significance of religious and non-religious beliefs; make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

- At Key Stage 1 the children will study Islam, Judaism and Christianity.
- At Key Stage 2 the children will study Judaism, Christianity, Islam and Hinduism.
- Where appropriate, visits to and visitors from local churches and other communities will be utilised.
- Places of worship will be visited when appropriate.

Subject Implementation

We use the Gloucestershire Agreed Syllabus, as well as the Understanding Christianity documents, to offer a broad range of study for children studying Religious Education.

As a distinctively Christian school, the Christianity units within the curriculum are supplemented by the Understanding Christianity documents. Understanding Christianity provides the children with a theological and conceptual understanding of the 'big story': the Christian Bible. Children will be given opportunities to explore key biblical texts and understand what this means for Christians.

In KS1, through the Gloucestershire Agreed Syllabus, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings.

Throughout both key stages, there is an emphasis on personal growth and the importance of community, tolerance and understanding of others.



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Assessment and reporting

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.

- Assessment in Religious Education is based upon knowledge and understanding, rather than achievement in English or Maths.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

Assessment will take place through the following ways:

- Summative End of Unit Assessment will be undertaken termly
- Pupils' understanding will be assessed through focussed questioning and Assessment for Learning strategies
- Progress will be reported to parents annually.

Health and Safety

All staff will act in accordance with the schools Health and Safety policy. Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Head's absence. Specific risk assessments are completed when required eg, outdoor learning activities, visits or visitors to school.

Equality statement

- All pupils will have access to Religious Education.
- Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all Religious Education lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.



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- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their understanding through extension activities such as making connections between faiths and understanding the impact of faith on believers.

Subject Impact

- Children have a better understanding of the religions that make up the United Kingdom and the rest of the World
- Children are able to reflect on their personal worldviews, beliefs, values and attitudes in order to flourish as a unique individual.
- Children understand their position in the world, and the decisions they can make impacting their future.
- Children are able to talk confidently about their wellbeing, spiritual, moral and cultural development
- The RE curriculum promotes inquisitive minds, respect, tolerance and understanding for all those around them including themselves.
- Children produce high-quality work, showcasing a deep understanding of the main religions of the world, their community and their future.
- Children have a chronological understanding of Biblical texts based on the Understanding Christianity units.
- Children show a secure understanding of Christianity and the ability to think theologically about religion.
- Children use key religious vocabulary to give explanations and share respectful opinions
- Teachers and children enjoy the experience of teaching and learning in RE and understand how it can help them in their future.



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