



## Tibberton CE First School & Hindlip CE First School POLICY FOR RELIGIOUS EDUCATION



R.E. Co-ordinators: Mrs Turner and Mrs Simcox  
RE Lead Governors: Mrs Dickens and Rev Handy  
Executive Headteacher: Mr. Gromski  
Review Date: Autumn 2025

**Statement of Entitlement:** A high quality religious education curriculum is an essential part of our curriculum offer. At the heart of RE in our schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. As an inclusive school federation, we are committed to teaching and learning about other religions and world views, fostering respect for them. Our RE curriculum is rich and varied, enabling our learners to acquire a thorough knowledge and understanding of Christian faith and the practices, and the beliefs and value systems of other faiths and world views. Our RE curriculum has a significant impact on our pupils, preparing them for life in all its fullness and providing them with the opportunity to develop their relationship with God.

To see the Church of England RE Statement of Entitlement please visit the Diocese of Worcester at <https://www.cofe-worcester.org.uk/children-youth-education/schools-and-education/religious-education-collective-worship/>

### **Vision, Aims and Values of our Schools:**

**'Grace is a gift from God.'** (Ephesians 2:8)

Our schools distinct Christian Vision permeates all aspects of school life, including religious education. The heart of this vision is our commitment to serve with *Grace*, giving our very best in all we do, providing a broad, balanced and inclusive curriculum which allows our pupils to flourish. This vision is supported by the values we teach, the Christian Values chosen by children, parents, staff, governors and our local community. Values of:

***Respect Love Friendship Truthfulness Courage Perseverance***

We aim to provide the best quality education possible in a stimulating environment where children feel happy and safe. With our Christian Vision and values forming the foundation of our ethos, we offer a caring and tolerant atmosphere for learning where cultural diversity is valued.

### **Our Curriculum Aims: To help each individual flourish...**

- To be happy, caring and welcoming schools rooted firmly in Christian values and in principles that safeguard and promote the welfare of all within the school communities.
- To provide a high-quality education and ensure high standards of achievement for every child; academically, spiritually, intellectually, emotionally, physically, socially and morally.
- To ensure everyone should attain their personal best.
- To provide opportunities for our children to develop their spiritual selves, their respect and understanding of their own faith, beliefs and culture and that of others.
- To provide pupils with the opportunity to develop their relationship with God, should they choose to do so.
- To be family orientated schools that at the heart of our communities, where all are respected and valued.
- To foster successful partnerships with parents, carers, the church and local communities.
- To develop our children's spirituality through encouraging curiosity, fostering a love of life and nurturing a sense of awe and wonder in the world around us.
- To develop and celebrate our British Values of democracy, rule of law, individual liberty, respect for and acceptance of those with different faiths and beliefs and for those without faith.
- To create successful learners, confident individuals and responsible citizens who are aspirational.

- To encourage children to be resilient and resourceful so that they are able to adapt and grow in an ever-changing world.
- To develop enthusiastic, positive and independent children who are equipped with life skills and who are prepared to meet the challenges and opportunities that lie ahead.
- To open our children's minds to a world of possibilities by promoting risk-taking (in a safe environment) and creativity.
- To help our children to achieve economic well-being by developing effective team work, communication, problem-solving and leadership skills.
- To promote a life-long love of learning by providing a stimulating, rich, exciting and engaging curriculum tailored to meet individual needs.
- To ensure that the unique contextual needs of our pupils are met through our curriculum offer.

**RELIGIOUS EDUCATION PRINCIPLE AIM:** Religious Education seeks to enable pupils to acquire a substantial body of knowledge and depth of understanding about Christianity and other religious faiths. It explores big questions about life, in order to find out what people believe and what difference this makes to how they live. This educational foundation should lead pupils to become more aware of their critically formed beliefs, values and attitudes so that in religious matters they are able to make informed judgments and reflect on their own understanding and ways of living. We aim to equip pupils with knowledge and understanding that will enable them to develop their ideas, values and identities so that they may participate positively in our society with its diverse religions and worldwide views. By the end of their school careers, pupils should have added to the development of this rational aspect of their nature an appreciation of the spiritual dimension of life.

**RATIONALE:** Tibberton and Hindlip School are Church of England First Schools and our Religious Education reflects the values and ethos of our Christian Foundation. We want to help each child be aware of the spiritual dimension of their own life and to be reflective and caring. We encourage understanding and respect for other peoples' beliefs and cultures. Our children are taught to value themselves and others. Our Religious Education is based on the Worcestershire RE scheme is based on the [Worcestershire Agreed Syllabus for Religious Education](#), which is the set of guidelines for teaching RE in schools across the county. The current syllabus is the [2025-2030 version](#), following the 2020-2025 version, and is designed to teach students about a range of religious and non-religious worldviews, promoting critical thinking, empathy, and respect for diversity. The scheme emphasizes making sense of beliefs, understanding their impact, and making connections to pupils' own lives.

**AIMS:**

- To provide our children with knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain and the wider world.
- To develop our pupils' appreciation and understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- To develop in our children a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth.
- To develop skills which enable children to express their own ideas and beliefs and begin to consider how these impact their own and other peoples' lives.
- To encourage our children to develop understanding and a positive attitude towards other people who hold beliefs different from their own.
- To develop skills that enable them to find out and question key concepts such as belonging, purpose and truth.
- To open each child's life to the spiritual dimension of life.
- To encourage, support and promote good relationships within and between families, communities and religions.

**OBJECTIVES:** **Foundation Stage** RE is taught through Early Years Foundation Guidelines - 'Knowledge and understanding of the world' and 'Personal, social and emotional development' and the Worcester agreed syllabus. To enable our children to:

- Begin to know about their own cultures and beliefs and those of other people.

- Begin to recognise similarities and differences between themselves and others, among families, communities and traditions.
- Form good relationships with adults and peers, taking turns and sharing fairly.
- Begin to understand that there need to be agreed values and codes of behaviour for groups of people to work harmoniously together.
- Understand what is right, what is wrong and why these matter; considering the consequences of their words and actions for themselves and others.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Have a developing awareness of their own needs and feelings and be sensitive to those of others, responding appropriately.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

**Key Stage 1:** We enable our children to:

- Acquire a simple knowledge of aspects of the beliefs and practices of Christians, Jews and Muslims, recognising some shared ideas and some differences.
- Talk about religion and recognise different religious symbols and places of worship using appropriate vocabulary.
- Recognise the function of different places, artefacts, pictures, words, stories and actions as religious;
- Distinguish between right and wrong and begin to express their ideas and opinions in response.
- Ask and answers about different religions, noticing and responding sensitively to some similarities between religions.
- Explore, discuss and reflect upon their own feelings, ideas and opinions and some of the puzzling questions of life.
- Begin to understand, find out and respond positively to the fact that different people have different ideas and beliefs.

**Key Stage 2:** We enable our children to:

- Develop their knowledge and understanding of Christianity, Hinduism and Muslims in respect of their key beliefs and the key implications of their lifestyles of their adherents;
- Make connections between the different beliefs and religious practices, in order to develop an understanding of similarities and differences;
- Develop an understanding of different religious beliefs, symbols and actions and the contexts in which it is employed.
- Acquire information from different sources about different religious practices, ask appropriate questions and make simple inferences from sources.
- Offer and discuss different explanations for the lifestyles and behaviour of people with religious beliefs.
- Develop their own spiritual and moral understanding by exploring and reflecting upon questions, in order to explore the meaning and purpose of life.
- Consider their own and others ideas about what is right and wrong and what is just and fair and express their ideas.
- Recognise and learn to respect the right of people to hold different values and beliefs from their own.

**LEARNING OUTCOMES:** As a result of teaching and learning, we want our children to:

- Develop their individual spirituality.
  - Grow in awareness of themselves and to develop positive attitudes to their own emotions, life and learning.
- e.g. -To share in the wonder of being alive
- To appreciate what it is to be valued and respected as a person
  - To appreciate their own gifts and needs
  - To come to terms with their own fears, anxieties and frustrations
  - To express themselves freely.

- To grow in awareness of others and to develop relationships in a secure and tolerant setting, learning to co-operate with others and accepting people for what they are and learning to accept responsibility for their own actions.
- To develop an interest in the world around them and to develop their ability to reflect on it.  
e.g. - To delight in the rich variety of our world
  - To develop a reverence towards all living things
  - To develop some responsibility for their surroundings
- To clarify and enlarge their ideas about religion, exploring a range of religious practices and traditions.
- To grow in awareness of the religious and spiritual dimension of human experience.

**GUIDELINES AND CURRICULUM PLANNING:** Our RE plan is based on The Worcestershire RE scheme is based on the [Worcestershire Agreed Syllabus for Religious Education](#), following the 2020-2025 version, and is designed to teach students about a range of religious and non-religious worldviews, promoting critical thinking, empathy, and respect for diversity. The scheme emphasizes making sense of beliefs, understanding their impact, and making connections to pupils' own lives. We have a detailed medium-term plan in place to support staff alongside access to quality resources produced by NATRE.

- EYFS and KS1 will study Christianity, Judaism and Islam
- KS2 will study Christianity and Hinduism. Christianity is always predominant.

Planning for each RE question reflects the three-fold aim of RE and includes Believing, Expressing and Living.

**INSET:** We aim to continue to provide professional development in RE by arranging:

- Training for staff to attend any relevant courses organised by the LA/Diocese, and by sharing information with colleagues.
- In school and inter-school renew/ sharing/ cascading of information and ideas.
- Guest speakers e.g. on spirituality.
- Work alongside our local Churches

**CONTINUITY AND PROGRESSION/MONITORING AND EVALUATION:** The quality of teaching and learning in classes will be monitored and evaluated by the RE coordinator and Headteacher. This will involve them examining the medium-term plans for each class and ensuring that there is consistency within the units and that they promote progression. These will be followed by discussions with class teachers.

**EQUALITY OF OPPORTUNITY:** All children, regardless of gender, race or ability have equal access to the RE Curriculum in our schools. Children with Special Educational Needs are catered for by appropriate differentiation in the classroom. Through our RE teaching our pupils should begin to develop some sensitive understanding of matters relating to race, other cultures and the equal worth of all people. We promote and develop this understanding through links with different schools and communities. We acknowledge that Pupil Premium children and other different groups in school are entitled to specific support to enable success.

**ADAPTATIONS:** Adapted opportunities are planned for to ensure that all pupils are sufficiently challenged.

Strategies for adaptations may include:

- By outcome or by task
- By different forms of recording - oral, written, pictorial appropriate to their age and ability
- By support and time
- By expectation - when teachers set the children tasks with clear learning objectives based on knowledge and evidence of the children's previous achievements and their ways of learning.

All of our children are provided with the opportunity to 'Dig Deeper' in their learning.

**ASSESSMENT:** Assessment is an integral part of the teaching and learning process. Informal assessments made by a teacher during and after each lesson inform future planning and teaching. Assessment is recorded using the schools assessment profile in line with other subjects. Each child's Annual School Report contains a rounded judgment for RE which is based upon the teacher's knowledge of the pupil's performance across a range of contexts. It will take account of their strengths and weaknesses.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Our Religious Education promotes spiritual, moral, social and cultural understanding in the light of the teachings of major world religions. Our main focus is on Christianity. RE has a particularly important part to play in pupils' spiritual, educational, moral, social and cultural development, and to help achieve this we provide opportunities in our multi-cultural learning to encourage the children's awareness of these other major world religions. Through RE our children are challenged to address questions such as: "Where do we belong?" and "What is special about our world?" We aim to teach children the meaning of right and wrong; to examine and reflect upon their own ideas and values, to empathise with others; to respect the world they live in, and to prepare them for life in a multi-cultural society. SMSC offers opportunities to *promote the spiritual, moral, cultural, mental and physical development of pupils at school. It prepares pupils at school for the opportunities, responsibilities and experiences of later life.* (Worcester Agreed Syllabus for RE).

We apply our RE knowledge and understanding directly to the local community around us. We have strong links with our local church and wider Christian community which contributes to making Tibberton and Hindlip distinctly Christian schools.