



# The Grove Primary School

*"The Grove School Cares"*

R.E. Policy

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## RE Policy



### Document Control

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### Change History

<b>Version</b>	<b>Date</b>	<b>Description</b>
16.5	25/4/2017	Initial Draft approved to governors
17.0	04/09/2017	Annual Review
18.0	04/09/2018	Annual Review
18.1	08/07/20	Annual review
18.2	5/9/2022	Annual review

### Related Documents/Policies

<b>References</b>	<b>Title</b>



# The Grove Primary School

## RE Policy



### Rationale and Importance

Religious Education (RE) makes a major contribution to the education of our *children* here in The Grove Primary School. It helps pupils develop knowledge and understanding of religion and of the differing religions and non-religious beliefs represented in Great Britain today. As such RE helps to promote the virtues of respect, tolerance and empathy, which are so important in our diverse society today. RE helps pupils to ask and think about challenging questions raised through the study of religion and enables them to develop reasoning and take part in debate. RE gives significant opportunities for our pupils to think about their own experiences, feelings, beliefs and values. As a result, RE is intellectually challenging, academically rigorous and personally enriching.

RE is provided for all pupils in our school as required by the Education Act 1996. It is taught according to the Agreed Syllabus for RE which is the Statutory Order. In accordance with statutory orders<sup>1,2</sup>, an Agreed Syllabus must reflect the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of other principal religions represented in Great Britain. The RE we teach is non-denominational and not designed to urge a particular religion or belief on pupils. As such RE is open to all pupils from all religious traditions and non-religious worldviews.

RE makes a significant contribution to our wider school aims and values. e.g. In RE our children learn about and encounter people from a wide variety of faiths and beliefs. As a result, children develop **respect**, tolerance and **friendship**.

### Organisation of RE

#### Primary

RE is taught by class teachers and Teaching Assistants.  
All classes are taught RE throughout the year.

Individual teachers decide how to organise delivery of RE. Some teach RE in a lesson once a week. Others teach RE in 'blocks of time', for example, 3 afternoons over the half term; Christmas and Easter units are taught in this way. However, teachers organise their RE teaching, sufficient time is given to the teaching of RE to ensure the programmes of study are covered and pupils can make real progress.

### Scheme of Work

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<sup>1</sup> Education Act 1996, <sup>2</sup> School Standards and Framework Act 1998



# The Grove Primary School

## RE Policy



Here at The Grove Primary School we have planned Religious Education to ensure children can build up a picture of Christianity and some of the other principal faiths represented in Great Britain.

Children in Early Years Foundation Stage will be introduced to aspects of religions through topics about belonging, times of celebration and special objects, people and books. These topics will use examples from Christianity and other religions, as appropriate.

Throughout the rest of the primary phase pupils will build up an increasingly clear and detailed picture of:

- Christianity (taught throughout Key Stage 1 and Key Stage 2)
- *Buddhism* (Key Stage 1)
- *Hinduism, Islam and Judaism* (Key Stage 2).

*NB: Check which religions your Agreed Syllabus specifies you must study at each key stage.*

These religions are mainly taught in separate units so that pupils do not become confused.

Older children do study some units which help them look at a theme across more than one religion e.g. care for others, the importance of rituals, how religions care for the environment, and a unit in Year 6 looking at what we can learn about religious diversity in our area

Children in each year group have the opportunity to build up their knowledge and understanding of Christmas and Easter in the Christian tradition by studying different aspects of these festivals each year.

The RE plan also enables pupils to develop knowledge and understanding of religion in the local area through:

- a study of the different religious communities which exist in the local area surrounding the school (including different Christian denominations)
- the study of St Cuthbert, and visiting Durham cathedral.

**Please see the attached Long-Term Plan to see what pupils will study in RE each year.**

### **Leadership and monitoring of RE**

Emma Howe is the RE Co-ordinator in school. She keeps abreast of any developments in RE, attends the local RE network and attends RE courses and conferences on behalf of the school. She updates the Head teacher, governors and other members of staff of any matters arising in RE and provides some training for staff through staff meetings.



# The Grove Primary School

## RE Policy



The R.E. Co-ordinator is responsible for the Long-Term Planning of RE in school. She monitors and evaluates RE provision by regularly checking planning, scrutinising RE books and talking to pupils. The RE Co-ordinator produces the RE Development Plan and writes an annual report on RE which is presented to the governors.

### **Right of Withdrawal**

In line with the Education Act, parents have the right to withdraw their children from some or all of Religious Education. The Head teacher will invite parents to discuss their concerns and issues. The school has a duty to supervise children at this time but not to provide alternative work or teaching.

### **Anything else e.g. links to other curriculum areas, visits, resources etc**

In Religious Education, pupils have the opportunity to meet people from a wide range of beliefs and traditions and visit places of worship.

Here in The Grove Primary School we organise visits to:

e.g. Durham Cathedral, Consett Catholic Church, Consett Methodist church, Consett Salvation Army.

In addition, we invite members from different religious and non-religious communities to visit school and talk to pupils in their RE lessons

This engagement and encounter with religious and non-religious communities enables pupils to see the relevance of religious and non-religious beliefs for people today. It also actively promotes the fundamental British value of mutual respect and tolerance of other faiths and beliefs.



# The Grove Primary School

## RE Policy



### RELIGIOUS EDUCATION ACROSS THE PRIMARY PHASE - EYFS TO YEAR 6

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
<b>Nursery</b>	Let's find out about Harvest. Let's find out about Divali.	Let's find out about the Christmas story.	Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).	Let's find out about the Easter story.	Let's find out about Christian baptism. Let's find out about Raksha Bandhan.
<b>Reception</b>	Let's find out about Harvest in a church. Let's find out about Shabbat.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.	Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin).	Let's find out about Easter celebrations in churches.	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas).
<b>Year 1</b>	What can we learn about Christianity from visiting a church? What do Christians believe about God?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?
<b>Year 2</b>	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?	How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs? What can we learn about our local faith communities?

#### Durham Agreed Syllabus 2020

54

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
<b>Year 3</b>	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe?
<b>Year 4</b>	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	How and why do people show care for others? Why do people visit Durham Cathedral today?
<b>Year 5</b>	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home? Why do people use rituals today?
<b>Year 6</b>	What can we learn about religious diversity in our area? What can we find out about a local Muslim community?	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit

	Other core religions
	Christianity
	Whole school approach to Christmas/Easter

	Diversity unit
	Thematic unit